MY CASA Middle School

Model Florida Charter School Application

Submitted to Miami-Dade County Public Schools

on

January 12, 2026

TABLE OF CONTENTS

Executive Summary	**1**
I.Educational Plan	**3**
Section 1. Mission Guiding Principles and Purpose	**3**
Section 2. Target Population and Student Body	**4**
Section 3. Educational Program Design	**7**
Section 4. Curriculum and Instructional Design	**15**
Section 5. Student Performance	**33**
Section 6. Exceptional Students	**40**
Section 7. English Language Learners	**48**
Section 8. School Culture and Discipline	**55**
Section 9. Supplemental Programming	**58**
II. Organizational Plan	**59**
Section 10. Governance	**59**
Section 11. Management and Staffing	**66**
Section 12. Human Resources and Employment	**68**
Section 13. Professional Development	**75**
Section 14. Student Recruitment and Enrollment	**80**
Section 15. Parent and Community Involvement	**83**
III. Business Plan	**86**
Section 16. Facilities	**86**
Section 17. Transportation Service	**87**
Section 18. Food Service	**89**
Section 19. School Safety and Security	**90**
Section 20. Budget	**93**
Section 21. Financial Management and Oversight	**95**
Section 22. Start-Up Plan	**96**
Chart of Attachments	**99**
IV. Attachment Templates	**101**
Exhibit A	**1095**
Exhibit B	**1097**
Exhibit C	**1099**
Exhibit D	**1135**
Addendum	**1199**
Addendum B. Education Service Providers	**1140**
Attachment FF	**1158**

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: My Ca.Sa Middle School

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: MACS Schools of Education, Inc.
If a non-profit organization, has it been incorporated with Florida's Secretary of State? Yes

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

NAME OF CONTACT PERSON: Jamarca Sanford

TITLE/RELATIONSHIP TO NON-PROFIT: Chief Executive Officer, Educade Management

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

Full Name	Current Job Title & Employer	Role with Proposed School
Jamarca Sanford	Chief Executive Officer, Educade Management	ESP Provider
Jennexis Sanford	Director of Operations, Educade Management	ESP Provider
Mistral Raymond	President, SSECC, LLC	Governing Board Chair
Maria Alba-Quesada	Chief Academic Officer, Quality Charter School Solutions	Educational Consultant

Projected Date of School Opening (Month/Year): August 2026

Do any of the following describe your organization, or the school proposed in this application?
_____Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)
_____Seeks to operate as a classical charter school as defined in section 1002.33(10)(d)9., F.S.
_____Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
_____Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
_____Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
X Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.*
Name of ESP: Educade Management LLC
_____Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*
_____Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. *(Applicant must complete Addendum A1.)*

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? **X** Yes _____No *If yes, complete DOE Form IEPC-M1A which can be found at http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference, and include as Attachment DD.*

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

_____ Chief Academic Officer, Educade Management

Signature *Title*

Jamarca Sanford _____

Printed Name *Date*

EXECUTIVE SUMMARY

The vision of My. Ca.Sa Middle School is to inspire and empower students to become innovative leaders through a rigorous STEM-focused pathway and grade-level appropriate instruction. We envision a dynamic learning community where every student is challenged by academic acceleration and hands-on exploration. By integrating science, technology, engineering, and math into real-world applications, we prepare students to achieve excellence and make meaningful contributions to an ever-evolving global society. We envision a dynamic learning community where every student is encouraged to explore, create, and achieve excellence. Through a supportive and inclusive environment, My. Ca.Sa Middle School prepares students to make meaningful contributions to their communities and to the ever-evolving world of science and technology.

Educational Plan and School Design:
My Ca.Sa Charter Middle School will deliver a comprehensive educational program grounded in constructivist learning theory and designed to support the whole child. Instruction will be inquiry-driven, community-connected, and intentionally multi-sensory so that students build deep conceptual understanding while developing the skills needed for long-term academic and personal success. Students will be encouraged to explore real-world issues, engage in hands-on learning, and collaborate with peers as they build essential 21st-century competencies such as critical thinking, communication, teamwork, problem solving, and analysis.

Teachers will implement evidence-based practices and high-quality curricular resources, including Project Lead The Way (PLTW) Gateway for grades 6–8, to support a rigorous STEM-focused experience. The curriculum across all content areas will be aligned to the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts and Mathematics, as well as the Next Generation Science Standards. Instruction will prepare students for success on Florida's Statewide Assessment Program and support their readiness for high school, college, and future STEM careers.

My Ca.Sa Charter Middle School embraces a whole-child philosophy that prioritizes academic, social, and emotional development. The educational model reflects the core principles outlined by the Association for Supervision and Curriculum Development (ASCD), emphasizing that students learn best when they are Healthy, Safe, Engaged, Supported, and Challenged. Teachers will use multi-sensory instructional strategies—visual, auditory, and kinesthetic—to support diverse learners and ensure that content is accessible to all students. Lessons will follow a concrete–representational–abstract (CRA) progression to strengthen comprehension and support mastery of complex concepts.

School Culture:
MCMS will cultivate a school culture that promotes student well-being, emotional resilience, and positive social development. Health education will address physical, mental, social, and emotional wellness, and social-emotional learning (SEL) will be woven throughout all classes and school activities to reinforce self-management, empathy, responsible decision-making, and positive interpersonal relationships.

A safe and respectful learning environment will be a priority. Students will be taught conflict resolution, anti-bullying expectations, and responsible digital and in-person behaviors. High behavioral expectations will be clearly communicated to both students and staff to maintain a culture of professionalism, accountability, and mutual respect.

Instruction will be personalized and responsive to student needs. Teachers will use formative and summative data to monitor progress, identify areas of need, and provide targeted supports through differentiated instruction. Students will

participate in data chats and goal-setting sessions to take ownership of their learning and work toward ambitious academic goals.

Community Engagement and Partnerships:
MCMS believes that strong partnerships with families and the community are essential to student success. The school will encourage active parent participation and provide multiple opportunities for families to engage with the school, including classroom assistance, volunteering at events, supporting the cafeteria, serving as field trip chaperones, and participating in advisory committees.

Open communication, shared responsibility, and collaborative problem solving between school staff and families will help reinforce high expectations and support student achievement. The school will also seek partnerships with local organizations, businesses, and community leaders to enrich the learning experience and expand opportunities for students.

Educational Need / Anticipated Student Population:
My Ca.Sa Charter Middle School anticipates opening in the Homestead, Florida community (zip code 33170), serving a diverse student body reflective of the surrounding area. Based on demographic data from neighboring schools, MCMS expects to enroll students representing a range of racial and ethnic backgrounds, with an estimated English Language Learner (ELL) population of approximately 32% and an Exceptional Student Education (ESE) population of approximately 11% (not including gifted). The school is committed to delivering a high-quality, inclusive educational program that meets the needs of all learners.

Applicant Team's Capacity to Open and Operate a High-Quality School:
The MCMS instructional team will be well-equipped to deliver inquiry-based, STEM-aligned instruction through a robust professional development program. Teachers will participate in ongoing training focused on project-based learning, integration of STEM across content areas, differentiated instruction, and data-driven planning. Collaborative team meetings, coaching cycles, and STEM-focused workshops will deepen teacher expertise and ensure consistent, high-quality instruction.

Professional development will also emphasize effective use of technology, hands-on engagement, and real-world application of skills to promote curiosity and innovation. Through continuous growth and reflective practice, faculty will create dynamic learning environments aligned with the Florida B.E.S.T. Standards and the mission of preparing students for advanced STEM coursework and postsecondary success.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

The mission of My. Ca.Sa Middle School is to provide students in grades 6–8 with a rigorous academic program focused on Science, Technology, Engineering, and Mathematics (STEM). Through hands-on, project-based learning and a multi-sensory approach, the school nurtures curiosity, critical thinking, and problem-solving skills. We are committed to educating the whole child—academically, socially, and emotionally—by fostering perseverance, collaboration, and creativity to ensure students are prepared for success in high school, college, and future STEM-related careers.

The vision of My. Ca.Sa Middle School is to inspire and empower students to become innovative leaders through a rigorous STEM-focused pathway and grade-level appropriate instruction. We envision a dynamic learning community where every student is challenged by academic acceleration and hands-on exploration. By integrating science, technology, engineering, and math into real-world applications, we prepare students to achieve excellence and make meaningful contributions to an ever-evolving global society.

B. *Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section1002.33(2)(a), FS.*

In accordance with the law, charter schools shall be guided by the following principles:
-Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) _____.
-Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) _____.
-Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) _____.

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

In accordance with the law, charter schools shall fulfill the following purposes:
-Improve student learning and academic achievement. PAGE(S) _____.
-Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) _____.
-Encourage the use of innovative learning methods. PAGE(S) _____.
-Require the measurement of learning outcomes. PAGE(S) _____.

D. *Provide the page number(s) of the material within this application that describes how the proposed charter school*

will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional

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

-Create innovative measurement tools. PAGE(S) N/A

-Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) N/A

-Expand the capacity of the public school system. PAGE(S) N/A

-Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) 10-12.

-Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE(S) N/A

Section 2: Target Population and Student Body

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

My. Ca.Sa Middle School anticipates opening a 6th through 8th grade middle school in Homestead, FL, zip code 33170. Enrollment will be systematically implemented in order to accommodate the addition of classes as the school builds the program. MCMS is expected to have racial/ethnic diversity as well as an English Language Learner (ELL) population (approximately 20% of the student population) and Exceptional Student (approximately 11% of the student population, not including gifted students) population based not only on the demographics of My Ca.Sa Charter School (Grades K-5) but also on data from surrounding schools and the community it will serve.

My. Ca.Sa Middle School will not limit enrollment as allowable in 1002.33(10)(e), F.S. and will be available to students in Miami-Dade County and surrounding counties from grades 6-8.

We anticipate that our 6–8th grade student enrollment will be reflective of the demographics of the 33170 zip code and the schools within a five-mile radius of the proposed campus. Students are expected to come from diverse racial and ethnic backgrounds, including a significant population of English Language Learners (ELL), Economically Disadvantaged students, and students receiving Exceptional Student Education (ESE) services. According to demographic data from the Miami-Dade Matters platform, ZIP code 33170 continues to experience steady population growth, with strong indicators of increasing family households and a substantial school-age population. These trends suggest continued growth in the number of middle-school–aged children over the coming years.

2025 Population	16, 383
Population by Race	
White	22%
African American	26%
American Indian	1%
Asian	1%
Native Hawaiian	1%
Hispanic or Latino	63%
Non-Hispanic	36%
School Age Population	
Ages 0-4	7%
Ages 5-9	7%
Ages 10-14	7%
Ages 15-17	5%

As demonstrated by the data collected from schools around a 5-mile radius, the school expects the targeted population to be like those within the 5-mile radius of the school.

Neighborhood Schools

Schools	FY25 School Grade	Reading Proficiency	Reading Learning Gains	Reading L25% Learning Gains	Math Proficiency	Math Learning Gains	Math L25% Learning Gains	Science Proficiency	Social Studies Proficiency	Alg 1 Proficiency	Biology Proficiency	MS Acceleration
Coconut Palm K-8 Academy	C	41%	53%	56%	44%	57%	61%	38%	66%	78%	100%	81%
Arthur and Polly Mays Conservatory	A	65%	60%	57%	52%	56%	48%	79%	75%	58%	93%	78%
Carribean K-8 Center	A	53%	67%	68%	66%	69%	66%	44%	72%	90%	NA	90%
AcadeMir Charter School Preparatory	A	72%	61%	53%	66%	52%	48%	65%	83%	71%	95%	70%
Somerset Academy Silver Palms	A	72%	64%	73%	79%	60%	39%	63%	NA	100%	97%	NA

Schools	ELL	ESE	ED	Title I
Coconut Palm K-8 Academy	24%	14%	100%	Y
Arthur and Polly Mays Conservatory	4%	15%	88%	Y
Carribean K-8 Center	37%	17%	100%	Y
AcadeMir Charter School Preparatory	25%	7%	79%	Y
Somerset Academy Silver Palms	11%	4%	86%	Y

Based on the data of the surrounding schools, the anticipated targeted population of the school will be minority students, with at least 91% of the students classifying as economically disadvantaged. (see Section 5 for additional student data). Therefore, the school's mission is aligned to meet the needs of the anticipated student population, and the school will focus on bridging the academic gap and putting students on a path for success that will include college and career readiness.

My Ca.Sa Charter School(K-5) will serve as a feeder pattern for My Ca.Sa Charter Middle School. However, enrollment will be open to the community.

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

A facility has not been identified, but the geographic area in which the school intends to open is zip code 33170.

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

	Number of Students				
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
6	66	66	88	110	110
7	0	66	66	88	110
8	0	0	66	66	88
Total	66	132	220	286	308

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

Enrollment projections were developed by reviewing the current demographics and population growth of the zip code area in addition to the number of new residential developments in the area. There are new residential communities being developed near the school with projected occupancy completion from now through 2028. Based on the parental support survey taken by parents at the My Ca.Sa Charter School K-5 campus, all current parents have expressed interest in a middle school program. There are several upcoming residential projects in the 33170-zip code including:

- 69 DR Horton Homes
- 1287 Lennar Homes
- 320 Units, of Affordable Housing, by the Housing Trust Group.
- New Communities Breezewood and Briarcrest

We anticipate these family residential communities will further strain the existing neighborhood schools, and families moving into these new homes will be looking for quality schools to send their children. My. Ca.Sa Middle School will be ready to accept students from these new developments.
Source: https://www.newhomesource.com/communities/fl/miami-dade-county-area/33170

The chart below identifies the 6-8 or K-8 schools located within 5 miles of the My. Ca.Sa Middle School campus. We anticipate our student population will be similar to that of these neighboring schools.

Schools	FY25 School Grade	ELL	ESE	ED	Title I
Coconut Palm K-8 Academy	C	24%	14%	100%	Y
Arthur and Polly Mays Conservatory	A	4%	15%	88%	Y
Carribean K-8 Center	A	37%	17%	100%	Y
AcadeMir Charter School Preparatory	A	25%	7%	79%	Y
Somerset Academy Silver Palms	A	11%	4%	86%	Y

Source: https://edudata.fldoe.org/

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

The rationale for the number of students and grade levels served in year one is based on the number of families currently served as My Ca.Sa Charter School (K-5). We believe that a 6-8 program that serves below 300 students can provide families a positive school environment that encourages personal relationships, opportunities for extra-curricular options, and support to meet the needs of all students and stakeholders. As the population in this targeted area continues to grow, the number of school aged children will continue to grow in subsequent years.

It is the desire of the MACS Schools of Education Board, which oversees both My Ca.Sa Charter School (K-5) and My. Ca.Sa Middle School to have an articulation agreement in place between both schools, where the elementary would serve as a feeder pattern for the Middle School. My Ca.Sa Charter School (K-5) offers the community an elementary program model designed as a hands-on, multi-sensory teaching approach. A modern and engaging supplement to the curriculum, will also play a vital role in attracting more students to My Ca.Sa Charter Middle School. Enrollment must be systematically implemented to accommodate the addition of classes as we continue to build our school program. Class size will have a cap of student/teacher of 22:1 for grades 6th through 8th.

Section 3: Educational Program Design

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

The mission of My. Ca.Sa Middle School is to provide students in grades 6–8 with a rigorous academic program focused on Science, Technology, Engineering, and Mathematics (STEM). Through hands-on, project-based learning and a multi-

sensory approach, the school nurtures curiosity, critical thinking, and problem-solving skills. We are committed to educating the whole child—academically, socially, and emotionally—by fostering perseverance, collaboration, and creativity to ensure students are prepared for success in high school, college, and future STEM-related careers.

Project-based learning at MCMS will incorporate several essential components that contribute to its effectiveness. Projects will be intentionally connected to real-world issues, making the work meaningful and engaging while motivating students to problem-solve with purpose. Students will be encouraged to think critically, ask questions, conduct research, and explore multiple pathways toward solutions. Student agency will be central to the process; providing opportunities for students to make choices about their work fosters ownership, accountability, and intrinsic motivation.

Another key feature of PBL will be ongoing, sustained inquiry. Projects will unfold over extended periods to allow students time to investigate deeply, revise their thinking, and refine their final products. Structured opportunities for critique and revision will be built into the process, helping students strengthen their work through meaningful feedback. Each project will culminate in a public product or presentation, giving students an authentic audience for their work and increasing accountability and pride in what they produce (Duke et al., 2021; Zhang & Ma, 2023). Projects will unfold over extended periods to allow students time to investigate deeply, revise their thinking, and refine their final products. Structured opportunities for critique and revision will be built into the process, helping students strengthen their work through meaningful feedback.

Implementation in STEM Subjects

Mathematics

Project Example: Students design a school garden using geometric concepts. They calculate area, perimeter, volume, and develop a materials budget.
Activities: Collecting data, creating graphs, budgeting, and presenting the finalized garden design.

Science

Project Example: Students investigate local water quality and develop recommendations for improvement.
Activities: Conducting experiments, analyzing results, collaborating with environmental organizations, and sharing findings with the community.

Technology

Project Example: Students create a mobile application that addresses a community need, such as promoting local events or supporting recycling initiatives.
Activities: Coding, interface design, usability testing, and pitching the app to an audience of potential users.

Engineering

Project Example: Students construct working prototypes of renewable energy devices such as wind turbines or solar-powered systems.
Activities: Researching renewable energy, designing prototypes, testing efficiency, and presenting their results.
The school's vision underscores the belief that families and the community play a vital role in the educational process. Student success increases when parents and guardians actively partner with the school, support its mission, and engage in meaningful relationships with teachers and staff. MCMS will create multiple opportunities for families to volunteer and participate in school activities, including classroom support, assisting in the cafeteria, chaperoning field trips, and contributing to school-wide initiatives.

The school's educational program includes:

- **Data-Driven Instruction:** Instruction will be guided by ongoing analysis of student data. Teachers will use formative and summative assessments, state assessment data, classroom work samples, adaptive technology programs, observations, and student conferences to identify needs, form instructional groups, and set personalized goals. Student data will guide academic planning and progress monitoring. The school will implement interventions aligned with the District's MTSS/RTI framework, using regular data chats, targeted support, and enrichment activities to ensure academic growth.
- **Differentiation:** Teachers will design differentiated lessons based on current student data. Students will receive individualized feedback and participate in activities tailored to their learning needs. Multi-sensory instructional practices, small-group instruction, and frequent teacher-student conferencing will support this approach. Groupings will remain flexible and shift as student needs evolve. STEM materials and technology kits will further support differentiated learning experiences.
- **Interdisciplinary Lessons:** Instruction will integrate skills and concepts across subject areas. Reading and writing will be embedded throughout the curriculum, and nonfiction texts in Reading classes will reinforce Science and Social Studies standards. Teachers will receive STEM-focused training and resources to incorporate STEM principles across disciplines.
- **Technology-Rich Classrooms:** All students will have access to technology that supports research, digital learning, presentations, and interactive activities. Technology will be used both for remediation and enrichment.
- **Collaboration:** Students will frequently engage in collaborative learning, working in both heterogeneous and homogeneous groups. Teachers will model and reinforce accountable talk strategies to promote respectful communication, academic discourse, and shared responsibility. STEM lessons, including robotics and engineering activities, will further enhance teamwork.
- **Flipped Classroom:** Students will complete introductory learning at home to maximize classroom time for teacher-led review, collaborative work, and deeper application of content.
- **Novel Studies:** Teachers will incorporate grade-level novel studies to increase rigor, introduce complex texts, and support cross-curricular connections. Paired informational texts will deepen comprehension and build background knowledge.
- **Writing in Response to Text:** Students will respond to prompts using evidence from the text, gradually building vocabulary, writing skills, grammar, and content knowledge through explicit instruction.
- **Test Preparation for Dual Enrollment:** Teachers across content areas will utilize strategies that prepare students for the PERT assessment, Accuplacer Next Generation Assessment, SAT, ACT, or CLT (Classical Learning Test) assessments. The McCann Associates Postsecondary Education Readiness Test Study Guide will serve as a supplemental resource.
- **Inquiry-Based Learning:** Students will explore content by forming questions, investigating solutions, and applying prior knowledge to construct new understanding.
- **Horizontal and Vertical Alignment:** Vertical alignment will ensure that essential standards are introduced, reinforced, and assessed in a logical progression across grade levels. Horizontal alignment will ensure that instruction and assessments are aligned within each grade. The Backward Design model will guide curriculum planning by identifying learning goals first and building lessons to meet those objectives. Teachers will be supported through ongoing common planning and professional development.

The purpose of MCMS is to support students in reaching their highest potential across all subject areas, with a particular emphasis on STEM and Reading. Through high-quality curricula and enrichment programs, students will develop critical

thinking, communication, collaboration, creativity, and technological proficiency. Instruction will be cross-curricular, allowing students to engage in scientific inquiry, apply mathematical reasoning, and integrate technology into real-world problem solving. The goal is to develop independent thinkers and skilled problem-solvers who are prepared for high school, college, and the demands of a modern workforce.

The educational program at MCMS is grounded in research-based instructional strategies designed to ensure mastery of the Florida B.E.S.T. Standards. The school is committed to providing a 21st-century learning environment characterized by inquiry-based instruction, hands-on experiences, collaboration, and applied problem solving. MCMS emphasizes academic excellence and leadership development, offering students opportunities to extend learning beyond the classroom through community engagement and service activities such as food drives, beach clean-ups, book and toy drives, partnerships with charitable organizations, and peer tutoring. These experiences build civic responsibility, leadership skills, and a sense of community.

MCMS will implement the following best practices to meet its mission and goals:

1. Create a safe, nurturing learning environment where all students are held to high academic expectations
2. Use exemplary, research-based curricula that emphasize reading, math, and science.
3. Provide ongoing professional development for teachers and leaders to ensure high-quality instruction and effective use of technology.
4. Offer a wide range of cultural and academic experiences that prepare students for success in a global society.
5. Ensure access to high-quality resources, including effective teachers and motivated staff.
6. Meet or exceed district performance targets for comparable student groups.
7. Provide specialized instructional services according to students' IEPs, EPs, 504 Plans, and ELL plans using a multi-tiered system of supports.
8. Improve academic outcomes for all students.

MCMS will provide students with an innovative STEM-focused education built on creativity, inquiry, and collaborative problem solving. All students will participate in a STEM Academy that integrates Science, Technology, Engineering, and Mathematics through interdisciplinary lessons, hands-on investigations, robotics, engineering challenges, coding, and career exploration. This program aims to strengthen student achievement and prepare them for future STEM opportunities through leadership development, teambuilding, and engagement with community partners. The school is committed to:

- Using instructional materials aligned to the Florida B.E.S.T. Standards.
- Implementing research-based instructional practices across all subjects.
- Providing continuous professional development to all staff.
- Ensuring appropriate placement of students based on the Sponsor's Student Progression Plan.
- Creating a technology-rich learning environment that promotes digital literacy, collaboration, and innovation.
- Using the Florida Continuous Improvement Model (FCIM) to adjust instruction and address student needs.
- Maintaining ongoing communication with families, including parent workshops that strengthen the home-school connection.

A central component of the instructional model is the Gradual Release of Responsibility framework (Dominguez & Svihla, 2023). This approach intentionally shifts learning from teacher-led instruction to student independence, supporting skill development and academic confidence. The curriculum will be vertically aligned to ensure coherence in content and skill development across grade levels, supporting both academic growth and social-emotional development for all students.

References

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

My Ca.Sa Middle School (MCMS) will implement a flexible and dynamic instructional model designed to support its mission of providing a comprehensive, engaging, and student-centered STEM education. Instruction will take place primarily through classroom-based, teacher-led learning that promotes collaboration, communication, academic rigor, and strong peer relationships. This model ensures that students benefit from daily interaction with their teachers and classmates while developing the teamwork skills essential for success in STEM fields.

The school will fully comply with the State of Florida's requirements for charter school class size under F.S. 1003.03 and F.S. 1002.33, maintaining class sizes in grades 6–8 at 22 students Research consistently demonstrates that smaller class sizes have a statistically significant positive impact on student achievement, with particularly pronounced effects in STEM-related coursework where individualized instruction, increased student engagement, and immediate feedback are critical to mastering complex concepts (Kara et al., 2021). The school's class size and instructional structure are intentionally designed to provide flexibility for differentiated instruction, small-group collaboration, and individualized learning.

Classes will be departmentalized so teachers can deepen their expertise in the content areas they teach. Teachers share common planning time to collaborate, design lessons, develop interdisciplinary projects, and create consistent instructional practices. This structure supports the school's whole-child approach by giving educators the time and opportunity to design learning experiences that help students reach their highest potential.

Students begin the year with a focus on self-management to help them develop strong organizational habits, task persistence, and cooperative learning behaviors. Differentiated instruction will be a key component of every classroom, ensuring that all learning modalities are addressed through small-group instruction, technology-enhanced learning, hands-on activities, and text-based assignments.

Students take an active role in their learning. Instructional periods include a balance of whole-group direct instruction, guided practice, and independent work. Activities are aligned with lesson objectives and the Florida Standards. Teachers differentiate instruction to support students who need additional time as well as those ready for accelerated pacing. Students build ownership of their learning through record-keeping tools, goal-setting, reflection, and opportunities to monitor their progress. This approach transforms the classroom into a rich, multi-dimensional learning environment where students can master skills and concepts through multiple pathways.

A variety of instructional methods will be integrated into the classroom, including but not limited to:

Direct Instruction: Teachers introduce content through whole-group lessons that may include modeling, guided lessons, and structured discussion. Formative assessments—such as observation, quick-response activities, or student self-assessments—help teachers determine whether students are ready to advance or require additional support. Teachers provide immediate feedback and address misconceptions before students begin independent practice.

Cooperative Learning: During small-group work and class discussions, teachers serve as facilitators. Students work collaboratively to solve problems, discuss ideas, and complete projects. Communication skills are explicitly taught using Accountable Talk strategies. Sentence starters and discussion prompts help students communicate respectfully, agree and disagree constructively, and ensure all students participate. Cooperative learning is particularly emphasized in robotics, engineering design challenges, and multi-step STEM activities.

Project-Based Learning (PBL): Students engage in extended projects that require them to investigate meaningful, authentic questions or challenges. STEM and Project Lead The Way (PLTW) modules incorporate both short- and long-term challenge-based learning tasks that require critical thinking, inquiry, creativity, and collaboration.

Technology Integration: Technology will support instruction in all classrooms. Students will use web-based programs, virtual labs, digital tools, and interactive applications to learn new content, complete assignments, and extend their learning. Virtual labs allow students to explore environments and scientific concepts not readily accessible in a traditional classroom. Students will also utilize STEM technology kits across grade levels to design robots, build mechanical systems, and explore foundational robotics concepts.

STEM (Science, Technology, Engineering, and Math): Teachers will receive STEM instructional materials, technology kits, and five days of professional development in STEM education. STEM lessons will be integrated across subjects to increase student proficiency in critical areas. Students will engage in explicit instruction as well as STEM modules that promote inquiry, engineering design, experimentation, and real-world application. These modules may incorporate guest speakers, field-based experiences, and hands-on investigations. Research shows that inquiry-driven and hands-on STEM instruction enhances critical thinking, deepens problem-solving abilities, and increases student engagement. MCMS will integrate the Engineering Design Process into STEM instruction to strengthen students' problem-solving and analytical skills. Students will learn to define a problem, conduct background research, brainstorm and plan possible solutions, create prototypes, test their designs, and revise based on collected data. This cyclical, hands-on process mirrors the practices used by engineers in real-world settings and encourages persistence, creativity, and evidence-based decision-making. By engaging in the Engineering Design Process across multiple content areas, students build resilience, deepen their conceptual understanding, and develop the critical thinking and collaboration skills needed for success in advanced STEM coursework and future careers.

The school will follow the required instructional minutes outlined in the MDCPS Student Progression Plan (See Attachment B – Daily Schedule). To maintain small instructional settings, MCMS will follow class size expectations for charter schools, with classrooms organized around a teacher-to-student ratio of 1:22 for grades 6–8.

References:

Frontiersin.org. (2023). Project-based learning significantly improves students' academic achievement, thinking skills, and attitudes. Frontiers in Psychology. Retrieved from https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1202728/full
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C. Describe the research base used to design the educational program.

The educational program at MCMS is grounded in the whole child philosophy, which recognizes that academic achievement is directly connected to students' physical, social, and emotional well-being. ASCD's Making the Case for Whole Child Education (2012) emphasizes that students learn best when they feel safe, healthy, supported, and engaged. Students who develop strong connections to school and have access to challenging and meaningful academic experiences are more likely to succeed in college, careers, and civic life. These components must work together, not in isolation, to ensure long-term student success.

Research by Darling-Hammond and Cook-Harvey in Educating the Whole Child (2018) further supports the connection between school climate and learning. The authors highlight that exposure to adverse childhood experiences—such as trauma, instability, and food insecurity—can negatively impact attention, behavior, and academic performance. Neuroscience and learning sciences research demonstrates that effective learning environments depend on supportive relationships, structured and emotionally safe classrooms, rich hands-on learning experiences, and intentional integration of academic and social-emotional skill development. A school climate built on strong relationships, positive identity development, and emotional safety supports the whole child and enhances academic growth.

The instructional framework at MCMS incorporates the Gradual Release of Responsibility (GRR) model, a research-based structure that transitions students from teacher-led instruction to independent mastery. According to Fisher and Frey (2013), this model improves student learning by providing explicit modeling, guided practice, collaborative opportunities, and independent application. GRR supports diverse learners—including multilingual learners and students with disabilities—by offering scaffolding that gradually decreases as students demonstrate proficiency.

The Engineering Design Process (EDP) is a foundational element of MCMS's STEM instruction. The National Research Council (2012) identifies engineering design as essential to high-quality STEM education because it builds problem-solving skills, resilience, and real-world application of content. Through the EDP, students identify problems, research, brainstorm, create prototypes, test solutions, and revise based on data. This iterative process develops critical thinking, creativity, and analytical reasoning. Research shows that engineering design experiences deepen conceptual understanding, increase engagement, and strengthen long-term interest in STEM pathways.

MCMS also incorporates inquiry-based learning, which encourages students to ask questions, investigate phenomena, collect and analyze data, and develop evidence-based explanations. The National Research Council emphasizes that inquiry learning supports deeper understanding and transferable problem-solving skills. Additionally, multisensory instructional methods are integrated throughout the curriculum to support all learners, including students with dyslexia and other learning differences Research in neuroeducation and cognitive science demonstrates that multisensory learning engages distributed neural networks and promotes neuroplasticity, leading to improved memory retention, deeper conceptual understanding, and increased mastery through the integration of visual, auditory, kinesthetic, and tactile modalities (Gkintoni et al., 2025; Volpe et al., 2019).

MCMS's emphasis on STEM education is grounded in research demonstrating the importance of STEM competencies in preparing students for the 21st-century workforce. STEM education promotes collaboration, communication, creativity, and technological literacy, skills essential in a rapidly changing global economy. The Florida Department of Education (2021) underscores the importance of integrating technology and engineering across content areas to support STEM literacy and workforce readiness. MCMS's alignment to the Florida B.E.S.T. Standards and NGSSS ensures rigorous instruction that helps students make cross-curricular connections, solve real-world problems, and build critical thinking skills. Research from the National Academy of Engineering and the National Research Council (2014) shows that integrated STEM programs enhance engagement, deepen understanding, and increase interest in STEM careers.

References

ASCD. (2012). Making the Case for Whole Child Education.
Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the Whole Child: Improving School Climate to Support Student Success.
Fisher, D., & Frey, N. (2013). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.
Gkintoni, E., et al. (2025). Brain-inspired multisensory learning: A systematic review of neuroplasticity and cognitive outcomes. *Applied Sciences, 15*(6), 397. https://doi.org/10.3390/app15060397
National Research Council. (2012). A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.
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Volpe, G., et al. (2019). Multisensory interactive technologies for primary education. *Frontiers in Psychology, 10*, 1071. https://doi.org/10.3389/fpsyg.2019.01071

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

See Attachment B

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

My. Ca.Sa Middle School is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the Florida

Standards. As required by F.S.1008.25(7)(b)(3) and F.S. 1011.62(9)(c)7(d)1, the school will employ highly effective teachers certified or endorsed in Reading to teach students who are placed in an Intensive Reading course. ELL and ESE personnel to adequately support and properly service students as deemed necessary and according to needs. Classroom teachers will use research-based texts enhanced by supplementary materials and programs, to ensure student success (See Section 4). Interventions, re-teaching, and enrichment will take place. The individualized instruction provided to all students will ensure that the target population described in Section 2 will be supported and successful.

To support attainment of the state-adopted standards the school will provide:

- **Data-Driven Individualized Supports for all Students**: The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team composed of trained personnel. The school will screen students to determine academic needs in each tier so that instruction is appropriate. Interventions will be initiated as soon as deficits in reading or math are indicated.
- **Services for students below grade level and/or at risk of failure**: Students identified as performing below grade level in reading or math will be enrolled in the corresponding intensive courses to ensure they receive structured, research-based interventions that support their academic growth and overall success.
- **Services for Students with Special Needs**: Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, the school will commit to instruction that incorporates supports and accommodates, including: 1) An Individualized Education Plan (IEP) for Special Education and a Progress Monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; 2) Teachers who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services; 3) instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the Florida Standards; 4) instructional supports for learning. The school will provide the specific services listed in a student's IEP and/or ELL plan.
- **Advanced Learners**: Advanced learners will benefit from an academically rigorous environment that promotes independence, critical thinking, and advanced application of knowledge. In addition to enrichment opportunities embedded within core content instruction, students performing on or above grade level will have access to accelerated coursework and honors tracks in English Language Arts, Mathematics, Science, and Social Studies. Enrichment instruction will extend beyond traditional coursework and include interdisciplinary, project-based learning tasks that require analytical reasoning, collaboration, and creative problem-solving. STEM education and Project Lead The Way will further challenge advanced learners by engaging them in complex, real-world engineering and technology problems that require higher-order thinking skills. Qualified students will have the opportunity to pursue high-school credit courses such as Algebra 1 and Biology, as well as explore dual enrollment options beginning in 8th grade. These pathways ensure that advanced learners are appropriately challenged and supported in reaching their full academic potential.

Section 4: Curriculum and Instructional Design

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

provided to students who are performing below grade level. In particular, describe the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level

The curriculum at MCMS is intentionally designed to reflect the school's mission and vision by providing a rigorous, standards-based instructional program that promotes high levels of academic achievement for all learners. Instruction will be aligned to the Florida B.E.S.T. Standards for English Language Arts and Mathematics and to the Next Generation Sunshine State Standards for Science, Social Studies, Physical Education, Fine Arts, Health Education, and World Languages. MCMS will follow the Miami-Dade County Public Schools (M-DCPS) Student Progression Plan for grades 6–8. All courses and course codes will align with the State Course Code Directory, and the school will adopt the curriculum materials currently in use by M-DCPS. Textbooks and core instructional resources will be selected from the district's approved Instructional Materials list at the time the school opens.

Curriculum delivery will follow the instructional framework outlined in Section 3, utilizing innovative research-based strategies, structured remediation, and pathways for acceleration to address a wide range of student performance levels. Administrators will conduct regular classroom walkthroughs to monitor instructional alignment and rigor, and lesson plans will be reviewed quarterly to ensure they meet grade-level expectations and remain aligned to the Florida B.E.S.T. Standards.
MCMS will use a standards-based instructional model supported by state-adopted materials, research-based practices, and full alignment to Florida's instructional expectations. The school will also adopt the Sponsor's Comprehensive Research-Based Reading Plan (CRRP). Differentiated instruction will play a central role in meeting diverse student needs, with teachers using both research-based and state-adopted materials to tailor instruction for academic growth and schoolwide improvement. Through implementation of the Florida Continuous Improvement Model (FCIM), the school will focus on systematic data collection, analysis, and instructional adjustment to improve student outcomes within a safe, supportive learning environment. Teachers and administrators will consistently review assessment data to identify student strengths and needs, guide instructional decisions, and implement targeted interventions. Students performing below proficiency (Levels 1 and 2) on statewide assessments will receive required interventions, and those demonstrating continued difficulty will be identified for additional support through the school's MTSS/RtI framework.

The MTSS Leadership Team—including administrators, instructional coaches, teachers, and parents—will meet regularly with the Principal and the Board of Directors/EESAC to review data and determine appropriate supports. The team will analyze Tier 1, Tier 2, and Tier 3 needs in both academic and social-emotional domains. This includes setting clear expectations for instruction (rigor, relevance, and relationships), developing systemic teaching practices aligned to Gradual Release, essential questions, and evidence-based strategies, and supporting staff in consistent implementation. Monthly MTSS meetings will review intervention data, assess effectiveness, and guide planning and implementation of supplemental and intensive services. Administrators will oversee the fidelity of intervention implementation, RtI documentation, professional development, and communication with families.

Classroom teachers and SPED teachers will collaborate to deliver Tier 1 instruction, support Tier 2 interventions, and monitor student progress. Student services personnel—including counselors and school psychologists—will join the MTSS Team as needed to address specific academic or behavioral concerns. MCMS will provide services for Students with Disabilities and students supported through Section 504 Plans in full compliance with all legal requirements. Services, accommodations, and modifications outlined in each student's Individualized Education Plan (IEP) or 504 Plan will be implemented with fidelity. Students will also receive access to tiered interventions, supplemental support, and extended tutoring opportunities as needed.

For English Language Learners, MCMS will fully adopt and implement the Sponsor's ESOL/ELL Plan. All ELL students will receive appropriate course placement, including Developmental Language Arts Through ESOL and ESOL Levels 1–4, according to their English proficiency. Students will have an individualized Limited English Proficiency (LEP) Plan and be supported by a LEP Committee to monitor progress. ELL students with disabilities will have their ESOL services integrated within their IEP. All ELLs will participate in the annual WIDA assessment as required.

MCMS will offer advanced and accelerated coursework, including high school credit classes such as Algebra 1, Geometry, and Biology, as well as opportunities for eligible 8th-grade students to participate in dual enrollment. Students entering high school with successful completion of high school credits will have access to advanced placement, dual enrollment, and career technical programs.

Core courses will include English Language Arts, Mathematics, Science, and Social Studies. Electives will include Spanish, Arts, Music, Foreign Language, Physical Education, and STEM Pathways. Curriculum mastery will remain central to instruction, consistent with the school's commitment to empowering each student to reach their full academic potential and succeed in secondary education and beyond.

Instructional delivery begins with whole-group, teacher-led instruction. Students then engage in differentiated activities through small-group instruction, independent practice, hands-on tasks, and technology-based learning. Throughout the lesson cycle, students participate in personalized interventions, guided practice, and enrichment opportunities designed to deepen understanding and foster problem-solving skills. Differentiated instructional strategies enable students to build connections, engage in collaborative learning, and apply concepts to real-world situations.

Learning becomes active and student-centered through discovery-based tasks, inquiry, and meaningful group interactions. Students develop essential skills such as self-monitoring, reflection, collaboration, and critical thinking. Flexible grouping allows teachers to tailor lessons to student readiness, pace, and learning styles. Higher-order tasks are provided as enrichment for all students and support deeper conceptual understanding.

Teachers will use data to drive instruction, incorporating knowledge of learners, the learning environment, assessment outcomes, and instructional planning. Lessons will emphasize student engagement, real-world relevance, and authentic application of skills. Students will work collaboratively to address essential questions, analyze concepts, and communicate their understanding.

COURSES

English Language Arts/Reading

The Language Arts Florida's B.E.S.T. Standards will drive instruction in all content areas. Our teachers will utilize benchmarks for language arts instruction/coursework to prepare students for mastery of the B.E.S.T. standards. The ELA program will provide instruction in the B.E.S.T. standards in all four areas of Reading, Language, Writing, and Listening & Speaking. The content will include, but not be limited to, the study and interpretation of fiction and nonfiction texts, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in middle school, high school, and beyond.

Through the implementation of Miami-Dade County Public Schools' Comprehensive Evidence-based Reading Plan (CERP), the School will meet the reading needs of all its students. The goal of the literacy program at the school, as with the CERP, will be to provide the necessary instructional strategies and resources to help students develop critical thinking skills and content area reading skills. Students will be taught to read informational text for understanding and learn to gather information from various sources including maps, graphs, charts, and others. In order to further this goal as well as that of college-career readiness, content area teachers will be trained in effective instructional practices that promote understanding of content area

reading. They will also be trained in maintaining classroom libraries that provide a variety of content area reading material in varying levels.

Students will be required to successfully complete three middle school annual courses in Language Arts, which emphasize Reading literature, Informational Text, Argumentative and Informative Writing, Speaking and Listening and language. The course descriptions are outlined by the FLDOE on CPALMS.

Intensive Reading courses will be in addition to the required Language Arts courses in grades 6-8. All students who score below required proficiency levels on the state mandated assessments for English/Language Arts will be in an intensive reading course All students who exhibit significant risk, will be given intensive intervention as soon as that risk is identified, in order to avoid retention. Students who exhibit a substantial deficiency in reading skills, based on results of assessments conducted, or through teacher observation, will be placed on a progress-monitoring plan through RtI/MTSSS and be given intensive intervention, following the identification of the deficiency. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

ELL Students – ELL students may be placed in two ESOL courses as applicable to the student's grade level and language proficiency and M/J Developmental Language Arts Through ESOL - scheduled by English Proficiency Level 1-4. If levels need to be combined, the Developmental Language Arts Through ESOL placement may be in the best combination of mixed language level courses (ESOL levels 1/2 or 3/4).

The ELA, content area classes will reflect the six instructional shifts for ELA according to the FLDOE: Balancing Informational and Literary Texts; Knowledge of the Disciplines; Staircase of Complexity; Text-Based Answers; Writing from Sources; Academic Vocabulary. The following are some of the instructional standards consistent with the CRRP that will be expected from students in ELA, content area classes, and special area classes.

- Understand the organization of their textbooks
- Recognize organizational patterns in the text
- Understand that graphic representations contain information that is important to understanding the text
- Understand the process of reading and apply reading strategies before, during, and after reading according to the text
- Answer text dependent questions and make connections between text and learning material
- Support logical inferences through high quality evidenced-based writing, speaking, and listening
- Gain reading independence, analyze text, and apply writing strategies accordingly

As the educational plan promotes an interdisciplinary approach to learning, reading and language arts are the frontline for integrating all other subjects. As students engage in inquiry-driven, project-based learning, their use of language and literacy guides the discovery of new ideas and aids them in articulating their findings. In order to effectively carry out the planning and execution of a project, students must be able to read, comprehend and analyze text, to verbally pose thoughtful questions to peers and interview subjects, to record and decipher their findings, and to communicate the result of their inquiry to the larger community through written or spoken word.

Mathematics

The Mathematics program will be aligned with the Math Florida's B.E.S.T. Standards and will focus on continued development of the skills in all strands to provide students with the mathematical skills they need to be college-career ready and successful

in the 21st century. The goal of the mathematics program will be to enable students to comprehend concepts, operations, and relationships in mathematics as well as to develop proficiency in the application of those concepts to the real world.

Research in mathematics education has consistently found that understanding and skills are best developed when students can wrestle with new ideas, to create and defend solutions to problems, and to participate in a mathematical community of learners. With the implementation of the educational plan at MCMS , basic skills development will be integrated with problem solving. Students develop computational fluency through extensive opportunities to practice basic skills. Investigating new ideas and solving meaningful problems is the best mechanism for providing those opportunities.

The Florida Department of Education states that STEM programs in Florida schools must “embrace the integration of technology and engineering in science and mathematics”. My Ca.Sa Charter Middle School’s educational program will reflect the following features of STEM education as described by the FLDOE. Students will be presented with situations that require problem-solving, discovery, and exploratory thinking to find a solution. Students will also be expected to collaborate, communicate, and use critical thinking skills to troubleshoot and resolve real world issues.

The addition of STEM activities within the model gives students the opportunity to discover real-world application for mathematics within the community and in daily life; this aligns directly with the findings of the National Council of Teachers of Mathematics which state that for students to receive a high-quality mathematics education, they must understand the need for mathematics in everyday life. Attainment of the B.E.S.T. standards will form the foundation of the mathematics program at MCMS .

In a highly organized, student-focused environment, mathematics is active and inquiry-based. The youngest students learn by manipulating concrete materials and internalizing understanding which later translates to abstract mathematic concepts. Easily accessible, tactile materials allow students to practice concepts like sorting, counting, addition, subtraction, multiplication and division in a way that is recursive and natural to the child’s mode of play. In this way, students learn at their own pace with materials that intrigue them (various materials may address similar concepts). They have freedom to learn in the way that best suits them. Ultimately, young students allowed to learn at their own pace with self-correcting materials to learn independence, self-confidence, and problem-solving.

As students’ progress through mathematics literacy and skill building, they make the shift from concrete problems and manipulatives to abstract concepts like long division and multiplication, squaring and cubing. Learning through this model makes the shift easier and more relatable, by tying the more abstract concepts to real world problems instead of presenting them without context. Mathematics becomes interdisciplinary, useful and engaging, spurring further inquiry and skill building. Integrating math across the content areas is achieved by teachers providing a link between reading and math using vocabulary activities, such as word walls, literature, poems, songs that can be used to develop math concepts and activities. Mathematics and science are intrinsically related since science often provides concrete examples of abstract mathematical ideas, just as mathematics helps students better understand certain science concepts. Math is used to organize and analyze data, tables, graphs and understand scientific concepts.

Instruction will entail inquiry problem solving, critical thinking, real world connections, mathematical reasoning metacognition, and reflection. Students will have considerable experience in analyzing data, graphs, and charts and presenting them verbally and in written form, to describe a wide variety of patterns and relationships. Using the knowledge and tools they have acquired thus far, students will be asked to analyze the problem they are facing, develop an approach to solving it, come up with an acceptable success criterion, implement the solution, and assess the outcome.

Students will be required to successfully complete three middle school annual courses. MCMS will follow the state course descriptions for the following courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematical skills, geometry, algebra, problem solving, and mathematical reasoning. The skills covered will prepare students for the F.A.S.T. assessment (or state mandated standardized test) and EOC, as well as promote student success for the real-world application. Students at risk of not meeting academic requirements: All F.A.S.T Level 1 and 2 students will be required to enroll in an M/J Foundational Skills in Mathematics in addition to core Course. Middle School students will have one of their electives replaced with a required Foundational Skills in Mathematics class. Students who take Senior High School Credit(s) for Students in Grades 6, 7, and 8: students are required to adhere to End of Course requirements as per FLDOE. Middle grades students enrolled in Algebra I Honors must take the statewide standardized Algebra 1 End of Course (EOC) assessment and earn a passing grade in the course to earn high school Algebra I credit. A middle grades student's performance on the Algebra 1 EOC assessment constitutes 30% of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student enrolled in this course must take the statewide standardized -Geometry EOC assessment, which constitutes 30% of the student's final course.

Science

The National Science Teachers Association recommends that we build on students' innate curiosity about the natural forces of the world, that students should know, use, and interpret scientific explanations of the natural world and they should generate and evaluate scientific evidence and ask the questions. Students should understand the nature and development of scientific knowledge and participate productively in scientific practice and discourse. Science learning should include engagement, exploration, explanation, elaboration, and evaluation. The science curriculum will prepare students to achieve the Next Generation Sunshine State Standards (NGSSS) for Science through four strands of science: Earth and Space Science, Life Science, Nature of Science, and Physical Science.

The science program at MCMS will provide students with dynamic and high-quality instruction through the incorporation of core science curriculum, hands-on activities, and technology. This instruction will enable students to master the state and national science education standards through interactive classroom and science lab experiences that connect science to real life. These experiences provide enhanced opportunities for students to develop problem-solving, decision-making and inquiry skills that are essential for their success, especially in science. These experiences may include science experiments following the scientific method, exploration of real-world experiences, introduction to robotics, and interactions with computers and technology. Other examples of how to include STEM into the science curriculum include using procedural, technological, engineering, and mathematical skills to solve personal, social, and global issues such as energy efficiency and global warming.

The educational plan allows teachers to regularly integrate math, reading, and writing in their lessons through activities, experiments, projects, and a classroom library rich with science content. The lessons will incorporate active learning strategies, inquiry labs, and hands-on activities. Tasks and activities are designed to accommodate for individual learning styles and allow all students to be successful in understanding scientific concepts and phenomena. Differentiated instruction ensures that proficiency can be achieved. Students working below grade level will receive interventions from the teacher.

Students will be required to successfully complete three middle school science annual courses. It is also recommended that the students participate in one of the STEM Academy Science based electives. To earn high school credit for a Biology I course, a middle grades student enrolled in this course must take the statewide standardized Biology I EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Social Studies
At MCMS , the core Social Studies curriculum ensures that all students receive the knowledge essential for social studies literacy. Direct instruction will be supplemented with projects, group work, and hands-on activities, providing the multi-sensory learning environment that is not only active and engaging, but is the foundation of our mission. The Social Studies interdisciplinary curriculum will prepare students to achieve the NGSSS through the implementation of research-based instructional practices.

Students are required to successfully complete three annual courses in Social Studies. Students in 7th grade will be required to take the Civics EOC Exam, which will constitute 30% of student course grade and 100 points of school accountability grade.

B.

- *If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.*
- *If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.*
- *Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Include the school's reading curriculum as Attachment D.*

The curriculum is fully developed.

Curricular Choices

My. Ca.Sa Middle School Middle School will adopt the curricular choices of the Sponsor, Miami Dade County Public Schools.

	Title	Publisher
DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL, GRADES 6-12		
Grades 6-8	*Impact,* 2017, 1st edition	National Geographic/ Cengage Learning
LANGUAGE ARTS THROUGH ESOL, GRADES 6-12		
M/J Language Arts 1, 2, 3 Through ESOL	*myPerspectives Florida English Language Arts, Grades 6-8, Gallagher, K., et al, 2022, 1st edition*	Savvas Learning Company
ENGLISH LANGUAGE ARTS, GRADES 6-12		
Intensive Reading, Grades 6-8	*HMH Intensive Reading, Grades 6-8, Powered by Read180 and System 44, Hasselbring, T., et al, 1st edition*	Houghton Mifflin Harcourt
M/J Language Arts 1, 2, 3	*myPerspectives Florida English Language Arts, Grades 6-8, Gallagher, K., et al, 2022, 1st edition*	Savvas Learning Company
MATHEMATICS, GRADES 6-12		
M/J Mathematics, Grades 6-8	*enVision Florida B.E.S.T. Mathematics,* Grades 6-8, Berry, R. Q., et al, 2023, 1st edition	Savvas Learning Company
M/J Mathematics, Accelerated, Grades 6-8	*HMH Florida's B.E.S.T. Into Math Accelerated,* 6-8, Burger, E. B., et al, 2021, 1st edition	Houghton Mifflin Harcourt
Foundational Skills in Mathematics, (Intervention), Grades 6-8	*SuccessMaker Math,* Milou, E., et al, 2023, 1st edition	Savvas Learning Company

Algebra 1	*Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChat and CalcView,* Larson, R., et al, Big Ideas Learning, 2023, 1st edition	Big Ideas Learning/Cengage Learning
SCIENCE, GRADES 6-8		
M/J Comprehensive Science	*Florida Comprehensive Science, Courses 1, 2, & 3,* Michael J. Padilla et al., 2019, 1st edition	McGraw-Hill Education
Biology	*Miller & Levine Biology*, 2025, 1st Florida edition	Saavas Learning Company
Physical Science	*McGraw Hill Florida Physical Science 2025, 1st Edition*	McGraw Hill
SOCIAL STUDIES, GRADES 6-8		
M/J - United States History, Gr. 6	*Saavas Learning Company LLC (2024) US History: Florida United States History; my World Interactive (1st Edition)*	Saavas Learning Company Inc.
M/J - Civics, Gr. 7	*Gallopade International, Inc (2023), Civics: Civics and Government (Florida M/J Social Studies) (1st Ed)*	Gallopade International Inc
M/J - World History, Gr. 8	*Cengage Learning (2024) World History: National Geographic US History 1877 to Present Florida Edition*	Cengage Learning
WORLD LANGUAGES, GRADES 6-8		
M/J Spanish Beginning, Intermediate, Advanced	*Encuentros Communication and Culture , Blanco, J., and Swearingen, H., 2022. 1st edition, Levels 1A, 1B*	Vista Higher Learning
M/J Spanish for Spanish Speakers, Beginning, Intermediate and Advanced	Aprender es crecer en conexión. Lengua y Literatura 1, 2, 3. Gutiérrez Ordóñez, S., et al, 2015, 1st edition	Anaya Educación
CAREER & TECHNICAL EDUCATION, GRADES 6-8		
College and Career Research and Planning	Florida Orientation to Career and Technical Occupations and Career Planning: Discovering Careers`	CEV Multimedia; Cengage
MJ School Computer Discoveries	Exploring Digital and Informational Technology (2025); Introduction to	Goodheart-Wilcox

	Computers and Information Technology (2022)	
Exploration of Engineering Technology	Exploring Design, Technology & Engineering (2024); Introduction to Computers and Information Technology (2022)	Goodheart-Wilcox
Computer Applications in Business 1	Learning Microsoft Office 365 (2023/2022 Edition)	Pearson
Exploring Health Science Professions	Allied Health Assisting (program-level resource); Health Science Instructional Modules	eDynamic Holdings/CTE Platforms
Exploration of Robotics	Coding and Robotics (2024); Florida Coding Fundamentals (2024)	CodeHS; eDynamic Holdings
Computer Applications in Business 2	Learning Microsoft Office 365 (Advanced Applications)	Pearson
Orientations to Nursing	Allied Health Assisting 1a/1b; Health Science/Nursing Program Modules	eDynamic Holdings
SUPPLEMENTAL CHOICES		
I-Ready Reading and Math	*Curriculum Associates*	
Project Lead the Way Gateway (Grades 6-8)	*Project Lead the Way*	
HMH - Read 180	*Houghton Mifflin Harcourt*	

The school plans on adopting the textbook adopted by the Sponsor at the time of purchase of the textbooks. The selections shown are those currently listed on M-DCPS's Instructional Materials list.

The individual ultimately responsible for the finalization of the curriculum is the principal. The focus of the curriculum plan is aligned with the mission and vision of the school. The curriculum plan in all core subjects will provide a comprehensive education guided by the B.E.S.T. standards and NGSSS, the M-DCPS CRRP, and the pacing guides for ELA, Math, Science, and Social Studies. Academic excellence will be promoted by a quality staff, using research-based curricular choices, and delivering research-based instructional strategies. The curriculum plan will be focused on developing literacy, helping students meet and exceed grade level expectations, and promoting 21st century skills and college-career readiness. Finally, the curriculum plan will set a pathway for students to meet all promotion requirements and leave the school ready to have successful high school careers and beyond.

The curriculum will be implemented with fidelity. The principal, along with the key personnel, will meet with the newly hired teachers by department to introduce the curriculum plan, ensure the pacing guides are followed, and establish opportunities for the teams/departments to plan accordingly. Prior to the opening of the school, the teachers will partake in extensive professional development that will include becoming familiar with the curriculum plan, pacing guides, and curricular choices. Teachers will also receive training in best practices and research based instructional strategies so they may begin implementing the curriculum effectively from day one. The administration will also provide departments with opportunities to develop long-term and short-term planning. Teams will be encouraged to collaborate as they maintain curriculum maps with reflection and feedback that can be reviewed as part of the school's continuous improvement plan.

Literacy is a primary focus of the school, and will be promoted throughout the entire interdisciplinary curriculum. The school is adopting with fidelity the M-DCPS CERP, which is aligned with the B.E.S.T. standards. In alignment with the CERP, a goal of the school's literacy program is to provide a variety of methods and materials so that students develop strategies and critical thinking skills in reading/literacy. The MTSS and Rtl frameworks will be implemented accordingly, and student progress will be monitored closely to tailor instruction. ELL students will be placed in the appropriate Developmental Language Arts courses, and be provided support in the home language. Students with disabilities will receive all accommodations detailed in their IEP's accordingly. All students, whether they are performing below, at, or above grade level, will receive the necessary tools that will facilitate progress toward college-career readiness as teachers differentiate their instruction to meet their individual learning needs.

All content courses will also promote reading and literacy through an interdisciplinary approach grounded in the Science of Reading. Writing across the curriculum will be part of the culture of the school. It is expected that teachers in all subjects will integrate reading and writing into their curriculum to investigate, research, dig deeper into the subject area, and express ideas. Reading will become part of the culture of the school, and teachers will deliver instruction using evidence-based practices aligned to the Science of Reading, including explicit and systematic instruction in language comprehension, vocabulary development, and background knowledge building, all of which are critical components of skilled reading and comprehension (Cervetti et al., 2020; Kim & Phillips, 2016).
Through content classes, students will receive instruction in reading strategies that support the comprehension of expository text and the acquisition of knowledge. Students will engage with text using discipline-specific literacy practices, including analyzing text structures, interpreting text features such as maps, charts, and diagrams, and integrating information across sources. These practices reflect disciplinary literacy approaches, which emphasize that reading in content areas requires specialized ways of thinking, reading, and writing unique to each discipline (Shanahan & Shanahan, 2017).
As students learn to read to gain information, they will be able to interpret domain-specific vocabulary, comprehend dense informational texts, and decipher unfamiliar concepts. This process is supported by research demonstrating that comprehension is driven by the interaction of language comprehension, background knowledge, and strategic processing, all of which must be explicitly developed across content areas (Kim & Phillips, 2016). Additionally, integrating reading and writing across the curriculum strengthens students' ability to construct meaning, synthesize information, and transfer knowledge across disciplines, which is a key outcome of effective literacy instruction grounded in the Science of Reading (Cervetti et al., 2020).

The school will meet specified requirements outlined in State Board Rule 6A-6.053:

- Leadership at the school level will guide and support the CERP initiative. School administrators will be curriculum leaders and resources. A Literacy Leadership Team will be established.
- The analysis of data drives all decision-making. Student data will be collected, organized and analyzed for review. The results of a variety of assessments (screening, progress monitoring, and diagnostic) will be centrally located and reviewed by classroom teachers and Literacy Leadership Team members on a regular basis (bi-weekly or monthly if needed) to identify needs of students.
- Professional Development is systemic and targeted at individual teacher needs as determined by analysis of student performance data. The professional development plan will make provisions to target specific areas of need based on assessment data and reflect the goals in teachers' Deliberate Practice Growth Target (DPGT). Professional development will be differentiated and will intensify for teachers based on progress monitoring data. In addition to the school provided PD, the school will participate in district trainings when available and applicable.
- Measurable student achievement goals are established and clearly described. School-wide student achievement goals will be established by the EESAC or Governing Board with support from the academic leadership team on an annual basis. Student progression towards attaining those goals will be monitored on a regular schedule and

reviewed for ongoing progress in reading as well as writing, math, and science. Through this process, individual student scores, classroom progress, and school-wide progress and objectives will be reviewed and evaluated by the school stakeholders. Students with IEP, EP, or PMP will have clearly stated achievement goals and will be monitored as required under the plan or program in place for the child.

- Appropriate research-based instructional materials and strategies are used to address specific student needs. Research will be used in evaluating and selecting materials and the textbook series. All school adopted materials and texts will be aligned with the B.E.S.T. standards and with research-based findings.

Students reading above grade level will be pushed forward to meet and exceed expectations by providing them with opportunities to read complex text, including exemplar text selections, close and analytical reading, and synthesizing of ideas across texts. Classroom libraries will be rich with literary and informational text focused on content area concepts that will promote independent reading. Students reading above grade level will be exposed to rich literature and enrichment activities that promote critical thinking skills and college-career readiness skills.

Students reading below grade level will be identified following the specifications from the CERP, and a MTSS framework will be applied. Low-performing students identified through the ELA F.A.S.T. Assessment, iReady Diagnostics, HMH Read 180, and class assignments will be placed in the appropriate reading intervention course. A Universal Design for Learning approach will be applied to ensure access to grade-level content while targeted supports are provided.

Immediate intervention will occur as soon as a reading deficiency is identified. Students will receive targeted, evidence-based instruction aligned to the CRRP, including explicit and systematic instruction in phonics, fluency, vocabulary, and comprehension. Progress monitoring will take place every 20 instructional days. Students will be scheduled into a dedicated reading intervention block and provided with additional small-group instruction during the school day. Teachers will use diagnostic data to group students based on specific skill deficits and will implement structured literacy strategies to address those needs. Progress monitoring will occur at least bi-weekly using iReady and curriculum-based measures to ensure timely adjustments to instruction.

Sustained intervention will be implemented through ongoing MTSS supports. Students will continue to receive Tier 2 and Tier 3 interventions, including extended learning opportunities, intensive small-group or individualized instruction, and the use of research-based intervention programs such as HMH Read 180. Data from progress monitoring, classroom performance, and interim assessments will be reviewed regularly during PLCs and MTSS meetings to determine the effectiveness of interventions and to make data-driven decisions regarding movement between tiers. Families will be informed of student progress and provided with strategies to support reading at home.

If a student does not respond to the strategies and resources being used to improve their reading level, a Response to Intervention (RtI) model will be implemented with increased intensity and frequency of support. This includes more frequent progress monitoring, individualized intervention plans, and potential referral for additional evaluation if needed.

To ensure fidelity of CRRP implementation, the school will establish a systematic monitoring process. Instructional leaders will conduct regular classroom walkthroughs and formal observations using a CRRP-aligned look-for tool that focuses on explicit, systematic instruction, student engagement, and alignment to identified reading deficiencies. Lesson plans will be reviewed weekly to ensure alignment with CRRP requirements, and teachers will receive ongoing coaching and professional development focused on evidence-based literacy practices. Data from progress monitoring tools, such as iReady and intervention program reports, will be used to verify that interventions are being implemented consistently and effectively. Additionally, PLCs will serve as a structure for teachers to collaboratively analyze data, reflect on instructional practices, and

ensure that CRRP strategies are implemented with fidelity across all classrooms. The goal for students reading below grade level remains to clear their pathway to learning and ensure success by providing immediate, targeted support and sustained, data-driven intervention aligned to evidence-based practices.

All differentiation of instruction for below, at, and above grade level students applies to students with disabilities and ELL students accordingly, and accommodations will be provided to meet their needs and ensure their pathway to success as well.

References

Cervetti, G. N., Pearson, P. D., Palincsar, A. S., & Afflerbach, P. (2020). How the Reading for Understanding initiative's research complicates the simple view of reading. *Reading Research Quarterly, 55*(S1), S161–S172. https://doi.org/10.1002/rrq.343

Kim, Y.-S. G., & Phillips, B. M. (2016). Cognitive processes involved in reading comprehension. *Scientific Studies of Reading, 20*(2), 96–108. https://doi.org/10.1080/10888438.2015.1114478

Shanahan, T., & Shanahan, C. (2017). Disciplinary literacy: Just the FAQs. *The Reading Teacher, 71*(2), 261–265. https://doi.org/10.1002/trtr.1598

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

No additional academic standards will be adopted

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

All instruction and materials will align with Florida's B.E.S.T. Standards and NGSSS as applicable. The instructional materials listed in section 4B have been adopted by FLDOE and M-DCPS and meet the state evaluation requirements for research-based, effective instructional materials aligned to the Florida Standards. FLDOE's CPALMS will also be used as a resource when developing the curriculum for all core and supplementary subjects.

i-Ready is a diagnostic assessment and instruction program for reading and mathematics. It was informed by best practices in assessment development. i-Ready successfully predicted individual student proficiency on the state standards. Case studies conducted showed large increases in the percentage of students performing at or above grade level after students used i-Ready.[4] HMH Read 180, will also be implemented for students performing below grade level in Reading. The Houghton Mifflin Read 180 curriculum is an intensive reading intervention program designed to meet the needs of students reading below grade level. It combines adaptive technology, differentiated instruction, and engaging content to improve reading comprehension, fluency, and academic vocabulary. The program includes a blend of teacher-led instruction, independent reading, and computer-based activities to personalize learning and accelerate student progress.

MCMS, will have a total of 8 periods and follow a block schedule, students who are required to take both Intensive Reading, and Foundational Skills in Mathematics, will do so along with the four content area courses and two elective courses.

[4]http://www.uure.utah.edu/Educators/Resources/USOE%20Reading%20Software%20Programs%20-%20i-Ready.pdf

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

STEM Middle School Academy

The STEM Academy at My. Ca.Sa Middle School (MCMS) will provide a rigorous and interdisciplinary approach to middle school education, integrating Science, Technology, Engineering, and Mathematics. This program aims to equip students with critical thinking skills, problem-solving abilities, and the capability to drive advancements in science and technology. Through the engineering strands, students will learn to design, program, and operate robots. Each student will be required to enroll in the Academy courses. This middle school STEM Academy will provide students with a structured exploratory experience in Grade 6, followed by pathway-specific coursework in Grades 7 and 8. The design supports early career exposure, skill development, and alignment with Florida's CTE Frameworks, while embedding PLTW Gateway units as the instructional backbone for each pathway.

GRADE 6 – FOUNDATIONAL YEAR

All students complete one semester of College & Career Research and Planning which introduces career clusters, interest inventories, academic planning, and foundational employability skills. In the second semester, students take Middle School Computer Science where they build computational thinking, problem-solving skills, and technical literacy needed for advanced pathways. In addition to this foundational exposure, all 6th graders will also complete Computer Science Discoveries, which introduces students to core concepts in programming, digital design, and the problem-solving process used across all STEM disciplines. This additional experience ensures every student gains a strong baseline in digital literacy and creative technology use before selecting a CTE pathway in 7th grade.

GRADE 7 – PATHWAY SELECTION

Students select one of three CTE pathways: Engineering & Technology, Computer Science, or Biomedical/Health Science. Each pathway is anchored in a Florida-approved middle school semester course and incorporates a PLTW Gateway unit aligned to the course's content focus.

GRADE 8 – PATHWAY COMPLETION YEAR

Students continue in their chosen pathway, completing a second semester-long CTE course aligned to their field of interest. PLTW specialization units (Automation & Robotics, Energy & the Environment, Medical Detectives advanced casework, etc.) deepen content knowledge and technical skills. At the conclusion of Grade 8, students will have successfully completed one of the STEM Pathways in preparation for high school programs of study.

Grade	Course Name	Course Code
All 6th Grade Students will take the following 2 courses.		
6	College and Career Research Planning	1700060
6	Middle School Computer Discoveries	0200021
7th Grade Students will choose one of the pathways below.		
7-Engineering and Tech	Exploration of Engineering Technology	8600060
7-Computer Science	Computer Applications in Business 1	8200520
7-Biomedical/Health	Exploring Health Science Professions	8400310
8th Grade Students will continue with one of the chosen pathways.		
8-Engineering and Tech	Exploration of Robotics	8600072
8-Computer Applications in Business 2	Computer Applications in Business 2	8200210
8-Biomedical/Health	Orientation to Nursing	8417106

Robotics Program

MCMS will offer a comprehensive robotics program after school three times a week. This program supports our mission of delivering a well-rounded education with a strong emphasis on STEM. Students will not only engage in programming robots but also explore the interconnectedness of science, engineering, and mathematics. The program will enable students to investigate real-world scientific concepts through research, teamwork, construction, and creativity as they prepare for local and state competitions. Students in grades 6–8 will use the VEX IQ platform.

In addition to the after-school program, robotics will be intentionally embedded within core instructional practices across content areas. Teachers will integrate robotics-based tasks and problem-solving experiences into classroom instruction to reinforce key academic standards in math, science, and technology. This embedded approach allows students to apply concepts such as measurement, data analysis, coding logic, and engineering design during the school day, ensuring that robotics is not just an enrichment activity but a meaningful extension of the core curriculum.

By providing both embedded instructional opportunities and co-curricular enrichment programs that align with classroom learning, students will see the practical applications of STEM, fostering a deeper interest in these fields. This exposure helps students understand the relevance of STEM to their future and the broader world, enhancing their engagement and motivation.

STEM 6-8 Curriculum

In support of the school-wide STEM initiative, MCMS aims to enhance the rigor, coherence, and application of real-world mathematics. The school will develop students' understanding of mathematical concepts and their ability to reason, communicate, and solve problems, ensuring they remain competitive in a fast-paced, technology-rich society. This focus will help students develop numerical literacy, equipping them with the mathematical knowledge, problem-solving abilities, and communication skills necessary to excel in an ever-evolving world.

Project Lead the Way Gateway

MCMS will utilize the Project Lead the Way (PLTW) Gateway, a research-based STEM program, PLTW seamlessly integrates into our STEM pathways, providing a rigorous, hands-on curriculum that directly supports the instructional goals of our STEM Academy courses and strengthens students' progression through each pathway. PLTW curriculum will be aligned with stte and district course codes, and will be used alongside the appropriate course.

PLTW enhances the core science curriculum by incorporating innovative programs that engage students in the engineering design process, developing problem-solving skills and promoting collaborative engagement. This program encourages innovation and prepares students for college and career readiness in the 21st century.

Additionally, MCMS will implement the VEX IQ robotics platform, in the Engineer and Robotics pathway which integrates robotics into STEM education for students in grades 6-8. This program will complement and support PLTW by offering a high-quality STEM robotics curriculum. Each PLTW Gateway module involves cross-disciplinary activities that inspire a love of learning and build

knowledge and skills in STEM areas. Students will engage in hands-on activities related to computer science, engineering, mathematics, technology, and biomedical science, developing critical skills such as problem-solving, communication, collaboration, and creativity.

PLTW Gateway

PLTW Gateway provides 10 units of instruction that building on a strong foundation for high school, college, and career readiness. Each PLTW Gateway unit engages students in activities that not only build knowledge and skills in areas including

computer science, engineering, robotics, coding and biomedical science, but also empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Design and Modeling
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Automation and Robotics
Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics platform, students apply what they know to design and program traffic lights, robotic arms, and more.

App Creators
This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development and will convey the positive impact of the application of computer science to other disciplines and to society.

Computer Science for Innovators and Makers
Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Energy and the Environment
Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

Flight and Space
The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil.

Science of Technology
Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electrons
In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum.

Green Architecture

In this unit, students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk's. 3D architectural design software.

Magic of Electrons
In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and examine the impact of electricity on the world around them. They use what they know to propose designs such as a burglar alarm for an art museum.

Medical Detectives
Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

MCMS 's Fine Arts/Electives PE, Music, Art, and Spanish. Some of the other elective courses that may be offered depending on student selection and placement may include, M/J Computer Science Discoveries I, and II; Coding Fundamentals; M/J Journalism I; Advanced Academies Pert/Accuplacer Next Generation, CLT (Classical Learning Test), SAT or ACT Prep Course; SLS 1510 MDC (Dual Enrollment).

Physical Education
MCMS strongly believes in providing a healthy environment that encourages activity and movement. While students will have the opportunity to move and explore during group work, the physical education program seeks to develop an appreciation for sports from the standpoint of a spectator, a reader of sports publications, as well as a participant. The PE program will be a standards-based, balanced, progressive program, involving moderate to vigorous physical activity. The program will comply with the current practices and procedures and contribute to the all-around development and education of our students. We will provide our students with Physical Education requirement outlined the sponsor's student progression plan.

Music
The Music elective courses will include both vocal and instrumental music. It will introduce students to both skills and knowledge of various musical genres and help them develop an awareness and appreciation of it. Skills and techniques will be developed, and the instructional focus will include singing and playing instruments, practice in musical interpretation, and training in creative expression.

Art
The Art elective courses will provide students with an opportunity to develop and explore their creative potentials. The curriculum will include planning, developing, and implementing the fine arts as outlined in the NGSSS. Students will be exposed to production, history, criticism an aesthetics of art. Teachers will emphasize the interdisciplinary connections between art and the core subjects

World Language – Spanish
The Spanish elective curriculum encompasses systematic development of phonemic awareness, reading, writing, and listening skills through learning strategies for native and non-native Spanish speaking students. These skills reinforce a full understanding of the Spanish language and Hispanic culture. Reading and writing will be introduced as students gain mastery over the sounds, structures, and vocabulary in the instructional program. Reading and writing serve not only to reinforce control over the oral language, but also to develop literacy skills. MCMS will focus on developing students' understanding of

cross-cultural issues as well as their ability to communicate in more than one language. In grades 6-8 students will be able to take a Spanish course elective each year. The course will be available at the following levels: Beginning, Intermediate or Advanced, and will be offered both for Native Speakers, and Non-Native Speakers. Students will be enrolled in the appropriate middle school Spanish courses, depending on which category they fall into.

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

All students at MCMS, including those with disabilities, English language learners, and/or students who enter the school below grade level, will be engaged in and benefit from the curriculum. The results of the most recent state data, teacher-created assessments, teacher observations, and screenings used with the various core programs will be analyzed to determine the level of mastery in reading, writing, mathematics, and science for all students. This information, coupled with the results of prior years' standardized test results and student records, will be used to determine the best educational setting for students and services.

Apart from providing the specific services documented on a student's IEP, EP, and/or ELL/LEP plan as applicable, teachers will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Teachers will scaffold to provide contextual supports for meaning using simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands-on learning. Activities during group work will be differentiated.

Student performance will be continually assessed and analyzed by the MTSS leadership team as described in Section 5, and student-specific MTSS/RtI teams when applicable. Students not making adequate progress towards the Florida Standards will be identified and the following measures will be implemented:

- Any student not meeting standards will be placed on a Progress Monitoring Plan (PMP) (unless the student already has an IEP), and specific strategies to remediate learning deficiencies will be implemented.
- Reading strategies in the content areas will be provided to students in addition to those taught during reading and language arts classes.
- Students consistently demonstrating non-mastery of benchmarks on teacher-generated quizzes, chapter tests, projects, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

To further strengthen student outcomes, MCMS will include Early Warning System s(EWS) as part of its MTSS framework to proactively identify and support students at risk of academic failure or disengagement. The EWS will monitor key indicators including attendance, behavior, and course performance. Students exhibiting patterns such as excessive absences or tardiness, behavioral referrals, or failing grades will be flagged for immediate intervention.

In response, a structured dropout prevention framework will be activated. This includes:

(1) **Attendance interventions:** Daily monitoring of attendance with immediate outreach to families, attendance contracts, and collaboration with school counselors and community resources to address barriers.
(2) **Behavior supports:** Implementation of PBIS-aligned strategies, behavior intervention plans when needed, and restorative practices to improve student engagement and accountability.
(3) **Mentoring:** Assignment of identified students to a staff mentor or advisor who will conduct regular check-ins, monitor progress, and build positive relationships to increase student connectedness to the school.
(4) **Counseling services:** School counselors will provide individual and small group counseling focused on goal setting,

social-emotional support, and academic planning.
(5) **Student engagement strategies:** Opportunities for participation in clubs, enrichment programs (including robotics and STEM), and leadership activities will be intentionally used to re-engage students and promote a sense of belonging.
The MTSS team will meet regularly to review EWS data, monitor the effectiveness of interventions, and adjust supports as needed to ensure students are progressing academically and remaining engaged in school. This proactive and data-driven approach ensures that students are identified early and provided with timely, targeted supports to prevent disengagement and reduce the risk of dropout.

As described previously, the educational plan and the specific instructional resources identified thus far are designed to create an atmosphere of learning where all needs are met. Students who enter the school below grade level will be nurtured and provided the skills to learn and achieve to their maximum academic potential.

Section 5: Student Performance

Performance Goals

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

Florida Statute 1008.22 indicates the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. In accordance with the statute, the School will use this data to guide learning objectives, improve instruction, and ensure student achievement.

Student Assessment Program
In Florida, each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by Florida Statutes § 1008.22, and School Board Policies 2605 and 2623. The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives

Florida's statewide assessment system comprises the following for middle school students:

- Florida Assessment of Student Thinking (F.A.S.T) Grades 6-8 Reading and Mathematics PM1, PM2, PM3
- Writing Assessment- Grades 6-8
- NGSSS Statewide Science Assessment: Grade 8
- Civics EOC (Grade 7)
- Algebra 1 EOC (Grade 7 or 8)
- Biology 1 EOC (Grade 7 or 8)
- Florida Standards Alternate Assessment (FSAA): Students with significant cognitive disabilities instructed in the Florida Standards Access Points and for whom the IEP team has determined the general statewide assessment is not appropriate

- Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0)

The incoming baseline of student academic achievement of the students that will attend the School is expected to be a range including below, at, and above grade level. Based upon the expected incoming student academic achievement baseline, the School has established the following School goals for each year of the charter (these are the goals for years 1-5 of the charter). These baseline has been established based on the neighborhood school data, of schools within a 5 mile radius of MCMS .

The school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. MCMS 's administrative team along with the Educational Excellence School Advisory Council (EESAC) to assist with reviewing the baseline data and learning gains to assist the school in the preparation of the School Improvement Plan (SIP). The SIP may be used to identify the School's annual goals which will be revised as needed in order to meet the needs of the school. This includes any changes deemed necessary in response to changes in the incoming baseline data. MCMS is aware that F.S. 1002.33(9), and State Board of Education Rule 6A-1.099827, F.A.C., require low performing charter schools to develop and implement strategies to raise student achievement. A charter school that receives a school grade of "D" or "F" must develop and implement a school improvement plan which must be approved by the charter school's sponsor.

The Principal will meet regularly with the leadership team and departments to review baseline and progress monitoring data and evaluate the effectiveness of the goals, objectives, curriculum, delivery of instruction, and instructional resources. Recommendations for changes and/or improvements by the professionals of the school will be considered and shared with the Governing Board and EESAC.

Neighborhood School Data

Schools	FY'25 School Grade	Reading Proficiency	Reading Learning Gains	Reading L25% Learning Gains	Math Proficiency	Math Learning Gains	Math L25% Learning Gains	Science Proficiency	Social Studies Proficiency	Alg 1 Proficiency	Biology Proficiency	MS Acceleration
Coconut Palm K-8 Academy	C	41%	53%	56%	44%	57%	61%	38%	66%	78%	100%	81%
Arthur and Polly Mays Conservatory	A	65%	60%	57%	52%	56%	48%	79%	75%	58%	93%	78%
Carribean K-8 Center	A	53%	67%	68%	66%	69%	66%	44%	72%	90%	NA	90%
AcadeMir Charter School Preparatory	A	72%	61%	53%	66%	52%	48%	65%	83%	71%	95%	70%
Somerset Academy Silver Palms	A	72%	64%	73%	79%	60%	39%	63%	NA	100%	97%	NA

Source: https://edudata.fldoe.org/

English Language Arts/Reading

Baseline: 61% based on average 2025 F.A.S.T PM3 ELA scores of schools in zip code 33170.
Goal: After instruction in Reading and Writing, 64% of students in grades 6-8 will score at or above proficiency as measured by the F.A.S.T PM3. Over a five-year period, the percentage of students scoring at or above proficiency will increase by one percentage points each year.

Rationale: Through data-driven differentiation, multiple opportunities for remediation and enrichment, and small group instruction, students at MCMS will receive instruction tailored to their specific needs resulting in student achievement above the local average and competitive with schools in the area.

ELA Learning Gains

Goal: After instruction in Reading and Writing, 64% or more of students in grade 6-8 will demonstrate learning gains as measured by the state-mandated assessment in English Language Arts (FAST PM3)

After instruction in Reading and Writing, 64% or more of students scoring in the lowest 25th percentile will demonstrate learning gains as measured by the state-mandated assessment in English Language Arts (FAST PM3)

Mathematics

Baseline: 61% based on average 2025 F.A.S.T PM3 Mathematics scores of schools in zip code 33170.

Goal: After instruction in Mathematics, 64% of students in grades 6-8 will score at or above proficiency as measured by the F.A.S.T PM3. Over a five-year period, the percentage of students scoring at or above proficiency will increase by one percentage points each year.

Rationale: Through data-driven differentiation, multiple opportunities for remediation and enrichment, and small group instruction, students at MCMS will receive instruction tailored to their specific needs resulting in student achievement above the local average and competitive with schools in the area.

Math Learning Gains

Goal: After instruction in Mathematics, 64% or more of students in grade 6-8 will demonstrate learning gains as measured by the state-mandated assessment in Mathematics (FAST PM3)

After instruction in Mathematics, 64% or more of students scoring in the lowest 25th percentile will demonstrate learning gains as measured by the state-mandated assessment in Mathematics (FAST PM3)

8th Grade Science Proficiency

Baseline: 58% based on average 2025 NGSSS Science scores of schools in zip code 33170.

Goal: After instruction in Science, 64% of students in grade 8 will score at or above proficiency as measured by the state-mandated assessment in Science (NGSSS Statewide Science Assessment (SSA)). Over a five-year period, the percentage of students scoring at or above proficiency will increase by one percentage points each year.

Rationale: Through hands-on STEM lessons and data-driven differentiation, students at MCMS will receive instruction tailored to their specific needs resulting in student achievement above the local average and competitive with schools in the area.

7th Grade Civics Proficiency

Baseline: 74% based on average 2025 NGSSS Civics EOC scores of schools in zip code 33170

Goal: After instruction in Civics 75% of students in grade 7 will score at or above proficiency as measured by the state-mandated assessment in Civics. Over a five-year period, the percentage of students scoring at or above proficiency will increase by one percentage points each year.

Rationale: MCMS aims to encourage students' civic responsibility and promote high expectations for all students and an understanding of social, political, and economic institutions; encourage student involvement in community service; focus on the identification of the potential solutions to local, national, and world problems.

Algebra 1 Proficiency

Baseline: 79% based on average 2025 Algebra 1 EOC spring scores of schools in zip code 33170.
Goal: After instruction in the Algebra 1 course, 80% of students enrolled in the course will score at or above proficiency as measured by the state-mandated assessment in Algebra 1. Over a five-year period, the percentage of students scoring at or above proficiency will maintain or exceed baseline performance.

Rationale: Through data-driven differentiation, multiple opportunities for remediation and enrichment, and small group instruction, students at MCMS will receive instruction tailored to their specific needs resulting in student achievement above the local average and competitive with schools in the area.

Biology Proficiency

Baseline: 96% based on average 2025 Biology EOC spring scores of schools in zip code 33170.
Goal: After instruction in the Biology, 96% of students enrolled in the course will score at or above proficiency as measured by the state-mandated assessment in Algebra 1. Over a five-year period, the percentage of students scoring at or above proficiency will maintain or exceed baseline performance.

Rationale: Through hands-on STEM lessons and data-driven differentiation, students at MCMS will receive instruction tailored to their specific needs resulting in student achievement above the local average and competitive with schools in the area.

Middle School Acceleration

Baseline: 80% is the Middle School Acceleration Baseline.
Goal: The school will maintain or exceed baseline performance, for Middle School Acceleration.

The success of the School will be evaluated by its ability to meet the goals. The School will focus on meeting and exceeding high expectations set by the goals, including those that require that students make annual learning gains, or a year's worth of learning for each year enrolled. Taking all data of student performance into consideration, the School will use the information to continue to raise the standards, adjust the curriculum, adjust professional development, improve instructional practices and evaluate the effectiveness of the instructional resources. On an annual basis, parents, teachers and students will be asked for feedback in evaluating programs at the school. Their information will serve as indicators of the success at My Ca.Sa Charter Middle School.

In summation, the success of the School will be evaluated by a number of factors including:

- Student performance on all assessments that fall within the Florida Statewide Assessment Program (F.A.S.T).
- Student learning gains from year to year
- Steady progression of ELL students' proficiency levels
- Student attendance
- Student, Parent, and Staff Climate Surveys
- Level of interest/student applications for the School

The desired overall results to be attained through instruction have been identified above in the School's Goals for Academic Growth and Improvement.

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

- Goal 1: Experienced and knowledgeable teachers provide quality education.
    - Objective 1: At least 50% of teachers on staff have 2 or mores year teaching experience.

- Goal 2: The school has strong connections with the students and parents.
    - Objective 1: At least 80% of students indicate a high level of satisfaction with their experience at MCMS as evidenced by positive feedback on an annual satisfaction survey.
    - Objective 2: At least 80% of parents indicate a high level of satisfaction with their experience and their child's experience at MCMS as evidenced by positive feedback on an annual satisfaction survey.

Placement and Progression

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

Incoming student grade level and course placement procedures will follow the requirements set forth by the M-DCPS Student Progression Plan. The School will comply with section 1003.4156, F.S., which provides the general requirements for elementary promotion. All required courses have been specified in Section 4. Promotion from grade to grade will be in accordance with state and district requirements, as per section 1008.25, F.S. and will be based on mastery of the state standards in the core subjects of ELA, Math, Science, and Social Studies. Mastery will be determined by a student's performance on state assessments, completion of required courses, and final course passing grades. Grades will be based on a variety of classroom assessments including classroom assignments, authentic assessments, teacher observation, tests, portfolios, district and state assessments, and other objective data. The final course grade will reflect the student's progress in mastering the standards for the course.

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

My. Ca.Sa Middle School will use the Miami Dade County Public School's Student Progression Plan

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

Not Applicable

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

Promotion and graduation criteria will be communicated to parents and students in the Parent- Student Handbook. The Parent-Student Handbook will include course requirements, testing requirements, attendance requirements, and any other specific requirements which must be met. The parents and students will sign a receipt form indicating they have reviewed and understood the Parent-Student Handbook at the time of registration or at the beginning of the school year. A copy of the Parent-Student Handbook will be on the School's website for easy access and reference at all times.

In accordance with M-DCPS Pupil Progression Plan, report cards will be made available four times per year, and interim reports will be sent mid-grading period. Additional interim progress reports will be sent to parents of students whose progress has declined prior to the end of the marking period. MCMS will follow M-DCPS grading policies as outlined in the Pupil Progression Plan.

Parents and students will also meet with their teacher to review promotion requirements. If at any time a student is identified as at risk of not meeting expectations or promotion requirements, the parents and student will be notified immediately, a conference will be held with the student, parents, administration and teacher to address the concerns and establish a plan of action. If appropriate, a Progress Monitoring Plan (PMP) will be initiated.

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

Primary interim assessments the school will use to assess student learning needs and monitor progress throughout the year include but is not limited to:

- i-Ready Diagnostic Reading/Math (3 times per year, Grades 6-8)
- i-Ready Growth Monitoring (every 20 instructional days)
- District Topic Assessments (regularly after each topic is covered in the scope and sequence)
- i-Ready Standards Mastery Data (regularly)
- HMH Read 180 Data (regularly)
- District ELA Writing Test (1 time per year, Grades 6-8)
- District Science Assessments (2 times per year, Grade 8)

These assessments align with the Florida B.E.S.T. Standards and the NGSSS, student performance goals, the school's curriculum, instruction, and other assessments. Please see Attachment F for the proposed assessment schedule. We will be following the M-DCPS assessment schedule that includes district, state, and national assessments. Accommodations for ELL students and students with disabilities will apply. The data from these assessments will be used as baseline data, to identify student learning needs, monitor student progress, and inform and differentiate instruction. Teachers will be able to access the data and make data-driven instructional decisions for the classroom and to meet individual student needs. Students' data from will be regularly analyzed and interpreted by administration and teachers during PLC and team meetings. Teachers will use the most current data to plan whole class and small group instruction and organize student learning groups to provide individualized instruction for all students. In addition to the assessments identified above, the school will use classroom formative and summative assessments including quizzes, end of chapter or unit tests, assessments embedded in the curricular choices, authentic assessments, rubrics, and teacher observation. By fluidly
integrating formative assessments into the curriculum, data collection will add to, not detract from, the students' learning time. Student's will consistently receive constructive feedback from their teachers as they practice and learn new skills.

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

The leadership team, led by the Principal, and consisting of the STEM Instructional Coach, ESOL Coordinator, ESE Specialist and lead teachers, will meet regularly to review and interpret the data. These meetings will take place at the beginning of the year to review baseline data (including prior year's state assessment data and new baseline data) and after each assessment period. Their role will be to manage and interpret the data. The team will then meet with each department to review the data with the teachers. Teachers will also be responsible for reviewing the data and adding it to their data-at-a- glance charts and data binders. Student assessment and performance data will be used to make instructional decisions within the classroom, differentiate instruction, target individual learning needs, address specific standards and objectives as needed, and develop challenging work for those students performing above grade level. Teachers will use performance data when planning. The data will also be used to make assessments regarding the effectiveness of instructional strategies and curricular choices and modify as necessary.

The Principal will be responsible for developing a school-wide professional development program to target the areas of need identified in the analyzed data and improve student achievement. A professional development liaison (which may be a lead teacher or other staff member) will be assigned at the school who will help to coordinate professional development. A key focus of the professional development program will be to augment best practices in using data to drive instruction, differentiating instruction, and implementing research-based instructional strategies effectively in the classroom. Departments will develop and implement professional learning communities to home in on instructional practices as they relate to content material within the departments.

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

The Principal will work with the leadership team to train them in analyzing, interpreting, and using performance data to improve student learning. The leadership team, in turn, will work with other teachers to do the same. The Principal, with the support of the professional development liaison, will coordinate all school wide professional development, including training in using data to drive and differentiate instruction. The EESAC may also support the school in its efforts to train the school's leadership team and teachers, identify and purchase effective instructional resources, and provide a sound professional development program. The School will also take advantage of training provided by the various assessment companies and trainings provided by the sponsor.

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

The Principal will implement any corrective action necessary if student academic achievement at the school-wide, classroom, subgroup, or individual student level fall short. Any outcomes short of the school's performance goals will call for adjustments. The School will implement the Florida Continuous Improvement Model which will provide a method of monitoring school wide achievement and implementing corrective measures when needed. The Principal, ESE Specialist, ESOL Coordinator, and lead teachers will collaborate with teachers in ensuring student achievement for all. The leadership team meetings with departments will facilitate this process.

Corrective actions would be triggered by students not making learning gains, students not meeting particular standards/benchmarks, regression in performance levels as demonstrated in diagnostic, progress monitoring, and interim assessments, patterns in subgroup student performance, among others. Corrective actions could include changes in

resources/curricular choices, professional development, modeling of lessons for teachers, teachers observing other teachers, increased department planning and collaboration, changes in teacher placement, school-wide strategies, and more targeted instruction. Individual student performance will be addressed through targeted instruction that could include Intensive Reading and/or Math courses, differentiated instruction within the classroom, and the MTTS, including the Rtl framework.

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

Student assessment and performance information will be shared with students and parents on many levels. Parents will receive all reports from the FLDOE pertaining to their child's performance on the state assessments; quarterly progress reports, quarterly report cards, and results of all diagnostic and progress monitoring; and other information relevant to student achievement including the annual testing calendar and notice of parent meetings and workshops at the school.

Teachers will also communicate with parents routinely regarding their child's progress through email, phone calls, reports sent home, and parent conferences. If a student demonstrates at any time that they are having difficulty mastering the standards, are performing below grade level, or have been identified for Tier 3 instruction or intensive courses, the parent will be notified immediately, and a plan of action will be developed for the student. All procedures that fall under the Progress Monitoring Plans, according to the Student Progression Plan, and the MTSS, will be followed with fidelity.

Student assessment and performance information will be provided to the students. We feel it is critical to a student's success to empower them with the knowledge of how they are progressing toward learning goals. Information regarding students' performance on all state assessments will be shared and reviewed with the students. Teachers will also conduct data chats with the students regularly in order to inform students of their attainment of the standards and their progress toward the learning goals and objectives.

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

Student data shall be maintained in a limited access area and shall be secured (locked or password protected, as appropriate) at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a secured locked, fireproof and waterproof cabinet or room convenient for use. Access to the records shall be confined to required school personnel. The School will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA), IDEA and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student data. Accordingly, student data shall not be made available to anyone outside the School except in accordance with the FERPA and state guidelines for public records or in the event of a lawful court order. Student data shall be made available to District staff and the FLDOE for the purpose of monitoring and oversight. Backup copies of all electronic data will be stored on servers with additional of site, secure backups. Student data records are official and confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such. School faculty and staff will be informed of procedures related to the privacy of student academic performance and other student-related information through the Faculty Handbook and will be briefed on the importance of maintaining privacy when it comes to such matters.

Section 6: Exceptional Students

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

The school's projected population of students with disabilities is approximately 11%. This represents the average population of students with disabilities within the neighborhood school in a 5-mile radius. This includes, but is not limited to, students who are being serviced for developmental delay, autism, specific learning disability, language delay, speech delay. The school expects its population to be reflective of the surrounding areas.

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

My. Ca.Sa Middle School will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection lottery process, conducted by the School's admission team in conformity with Florida's Charter School Legislation. MCMS will welcome a wide diversity of students, including students with disabilities, and no information on the student application shall request whether an applicant qualifies for ESE services.

Additionally, the school's marketing materials will include that My. Ca.Sa Middle School is a tuition-free public charter school; its enrollment policies are nondiscriminatory and nonsectarian; and services and support are available to address the needs of students with disabilities and English language learners. Orientation meetings will be held for prospective parents and students to establish clear expectations and understanding of what the school has to offer.

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

My. Ca.Sa Middle School opts in to adopt and implement the Sponsor's policies and procedures with respect to Exceptional Student Education (ESE), as amended from time to time. Operating under the support and guidance of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students. The School will work collaboratively with the district to determine the Least Restrictive Environment (LRE) and proper placement within the full continuum of services offered by the district as the Local Education Agency (LEA). The School will collaborate with the Sponsor, especially with respect to the responsibilities that exist for providing a free and appropriate public education to children with disabilities and ensuring that the needs of these students are met.

MCMS will assume responsibility for programming and delivering related services to students with Disabilities, as identified in the student's IEP with adherence and fidelity to the sponsoring District's policies and with provisions under the law for providing a free appropriate public education to students with disabilities. MCMS will provide each eligible student with a disability an individualized educational program that is designed to meet the unique educational needs of the student, addresses academic performance and functional needs, and enables the student to be involved and make progress in the general curriculum.

MCMS will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida

Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, MCMS will adopt and fully implement the sponsor's policies regarding Exceptional Student Education to ensure that each student is provided with an appropriate education as defined by Free Appropriate Public Education (FAPE). Specifically, MCMS will include and adhere to the principles of the law as follows:

- Free Appropriate Public Education (FAPE): Will be provided to every exceptional student enrolled in the School. That is Free (no cost to parents) appropriately suited to individual needs of the child; public provided by and paid for by the public education system; education-including extracurricular activities.
- Appropriate Evaluation: Evaluation and placement procedures are maintained within the appropriate timeframe to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services
- Individual Education Plans (IEP) and Educational Plans (EP) will be developed and maintained, and meetings will be held in accordance with Sponsor's guidelines.
- Parent/Student Participation in Decisions: Including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.
- Parent Right to Non-Discouragement: A policy that holds school accountable and prohibits school from objecting, discouraging, or attempting to discourage parents from inviting another person of their choice to attend any meetings.
- Procedural Due Process: A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these will consistently be implemented.
- Due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.
- Due process procedures are established enabling parents and guardians to:
    - receive required notices
    - review consent for evaluation and placement
    - review their child's records
    - collaborate in the design of the IEP
    - challenge identification, evaluation, and placement decisions
- Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and is designed to meet the unique educational needs of the student, and not only addresses their academic performance and functional needs but also enables the student to be involved and make progress in the general education curriculum.

MCMS will provide the least restrictive environment for all of its students. Instruction will take place in a diverse student-centered learning environment, which will respect and empower all students to grow and succeed. In collaboration with students, parents, teachers, and community partners, students with disabilities will be provided with individualized, research-based instructional strategies and supplemental services as determined by their IEP in the least restrictive environment.

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

My Ca.Sa Charter Middle Schools' process for identifying students with special needs will be done by implementing a Multi-Tiered System of Supports and Response to Intervention (RtI) process, wherein interventions will be provided to students in the general education classroom as a first step allowing student to receive support and have an opportunity to learn. The RtI framework will be a comprehensive support to students. The school will practice RtI as a prevention-oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach, support and remediate their student's needs. The goal of the RtI model at the school is early intervention to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems early on can assist in the appropriate identification of students with disabilities.

Within the Multi-Tiered System of Supports (MTSS), MCMS will use a MTSS/Problem-Solving model and Response to Intervention method for the implementation of research-based instruction and interventions. The MTSS/RtI model will integrate assessment and intervention within a multi-level system of supports to maximize student achievement and/or to reduce behavior problems. A team of educators will identify at-risk students based on insufficient learning gains, provide evidence-based interventions, monitor student progress, adjust the intensity and nature of those interventions depending on a student's responsiveness, and subsequently begin the process to identify students with that may have a learning disability or condition that is hindering their academic progress. The MTSS process at MCMS will contribute to more meaningful identification of learning and/or behavioral problems, improved instructional quality, provide all students with the best opportunities to succeed at MCMS and assist with the identification of learning difficulties and problems. The MTSS/RTI process at MCMS will have four essential components:

1) a school-wide, multi- level instructional and behavioral system for preventing school failure.
2) screening/progress monitoring.
3) data-based decision making for instruction, and
4) movement within the multi- level system of supports.

Regardless of the number of interventions each is classified under one of the three levels of prevention. This will allow for a common understanding across the entire process.

- Tier I: Research-based core instructional and behavioral methodologies, practices, and supports designed for all students provide the foundation in general education.
- Tier II: Supplemental instruction and interventions that will be provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance.
- Tier III: Targeted to those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this Tier, instruction and intervention intensity will be reflected in increased frequency, greater duration and/or more individualization.

My. Ca.Sa Middle School will identify the appropriate staff (administrator, ESE Program Specialist, ESE and general education teacher(s), curriculum specialist team member, counselor, etc.) to serve on a school based MTSS Team. The School will appoint a MTSS Coordinator ito facilitate the process. The identification of barriers to student achievement at all three Tiers of instruction/interventions, development of intervention plans, and monitoring of student progress will be a collaborative effort amongst all members of the MTSS Team, including parents. In following the MTSS process, school teachers will identify problems at the classroom level by utilizing performance data. When identifying a problem, teachers will look at the whole picture. This information will assist the teacher in determining if there is a universal problem (large group problem) that needs to be addressed using Tier I interventions and/or a small group/individual problem that will require Tier II and Tier III interventions. In defining a problem, the teacher will then request the assistance of the MTSS

Team. The MTSS Team will meet to review Tier I data to determine the effectiveness of core instruction and interventions. Then the MTSS Team will utilize the problem-solving process to identify possible barriers to learning. Once those barriers are identified, the team will develop interventions to reduce or eliminate the barriers. If a student is not meeting established standards with Tier I core instruction/interventions, then the MTSS Team will develop Tier II interventions for the identified student based on student data. Tier II interventions will include targeted small group instruction and supplementary remediation software programs which are customized to meet individual student needs. TII interventions will be monitored on a weekly basis using FM 6493.

The MTSS Team will review the progress monitoring data after three to five data points are collected to evaluate the student's response to Tier II interventions. In some cases, a student may require immediate intensive, individualized Tier III interventions which may include one-to-one tutoring and alternate classroom assignments. In these cases, the MTSS Team will utilize the problem-solving process and include the ESE Staffing Specialist and School Psychologist in the SST process, to develop and implement appropriate intensive, individualized intervention(s). The MTSS Team will ensure that the interventions are implemented with fidelity and that progress monitoring is conducted as often as appropriate for the particular intervention. The MTSS Team will then meet to review Tier III progress monitoring data to determine if the student's response was positive, questionable or poor. If necessary, the MTSS Team may refer a student for an appropriate evaluation. Tier III, interventions will also be monitored on a weekly basis using FM 6493.

Once a student has participated in the multi-tiered process of increasingly individualized and intensive interventions, the MTSS Team may determine that a referral for a psycho-educational evaluation is warranted. Parental consent will be obtained prior to any type of evaluation. Once parental consent is obtained, MCMS will work with the sponsor to ensure that initial evaluations of students suspected of having a disability are completed within sixty (60) school days (cumulative) of which the student is in attendance. Referrals for evaluations of students suspected of being gifted will be treated like other initial evaluations, and every effort will be made to complete gifted evaluation within a ninety (90) day timeline from parent consent to date of student evaluation.

The purpose of this step in the referral process is to determine whether the student has a disability, whether special education is required, and what types of services are needed. Evaluations will be conducted by multidisciplinary teams made up of professionals who have expertise in each area of concern. Each member will help to evaluate the student's unique strengths and needs. For example, if language impairment is suspected, a Speech Language Pathologist is a member of the team. If there may be a hearing problem, an Audiologist participates, and so on. Information can come from a broad range of sources, including the student's parents and/or guardians. The professional who coordinates the identification process, the assessment team leader is the school psychologist.

At this step, many different types of data will be used to inform the MTSS team about the student's abilities, medical history, and information about social interactions at school and at home, adaptive behavior in the community, educational performance, and other relevant factors are considered. Evaluations will include an array of assessment instruments and procedures. Information will be collected, perhaps from parents or guardians, about individuals' major life activities: performance at home, at school, in interpersonal relationships, and during leisure time. Formal tests of intelligence, academic achievement, and acuity (e.g., vision and hearing), will be part of the information used to make decisions about students and their potential special education status. Tests about a student's learning style will be included to help identify accommodations that may be effective to support the individual's successful access to the general education curriculum. Less formal assessments (school observations of social behavior, examples of academic assignments, direct measurements of academic performance, and portfolio samples of classroom performance) are also important pieces of evidence for this step in the process. One result of the evaluation step of the MTSS process can be determination that the

individual does not have a disability. For those individuals who do have disabilities, this phase of the process results in a baseline of performance that guides the development of the individualized education plan and later will help evaluate the program's effectiveness.

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

My. Ca.Sa Middle School will serve students with disabilities whose needs can be met in a regular classroom environment with reasonable supplementary support and services and/or modifications and accommodations as per the students' Individual Education Plan (IEP). The goal for the majority of students with special needs will be that they spend at least 80% of the day in the general education classroom. This is the primary level of service that the school will provide to students with disabilities.

MCMS will not discriminate against students based on any type of disability. Upon review of the Individual Education Plan, the School will consult with its sponsor in order to adequately service or find proper placement for all students. For students with disabilities whose educational needs can be met in a regular classroom environment with at least 80% of instruction occurring with non-disabled peers will be supported using various programs and strategies. The school will comply with the services and accommodations that each student with this denomination needs following what is delineated on their Individual Education Plan (IEP). Upon reviewing the IEP, the IEP team at MCMS will place the students in the best setting possible and the least restrictive environment. For students whose education can be met in a regular classroom environment with at least 80% of instruction, the school will implement the following procedures:

Inclusion Model (with Consultation):
The student will attend general education classes for all subjects. Accommodations, special instruction, special aids, or curriculum modifications will be introduced and needed depending on the IEP statements and frequency. Based on the consultation section of the student's IEP, the general education teacher will regularly conference with the ESE teacher to monitor the student's path to complete their goals and implement academic alternatives if needed to ensure the student's progress.

Support Facilitation Model:
The student will attend a general education class to receive the ESE teacher's services addressed in the IEP. The ESE teacher will work with an individual or a small group of students within the general education classroom. This small group of students may include both students with and without disabilities. Support facilitation will be an in-class support model provided during regularly scheduled intermittent or varying times of the week.

Co-Teaching Services:
A group of students with the same or different disabilities is fully included in the regular instruction environment. Co-teaching services encompass the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students in the traditional classroom.

The level and frequency of support for each student will vary based on each student's plan. During annual IEP meetings, the team will adjust or modify the accommodations included on the district's database based on the student needs. For

students in need of related services like Speech-Language Therapy, Occupational Therapy, or Behavior Therapy, the school will work with accredited subcontracted vendors.

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

In the case of ESE students whose educational needs require a regular classroom and resource room combination, the first step that My Ca.Sa Middle School would consider, will be the Least Restrictive Environment (LRE). If a student requires a more restrictive environment such as the resource/pull-out model, the school will collaborate with the sponsor's District to determine the least restrictive environment and proper placement within the full continuum of services offered by the district as the Local Education Agency. All students identified as a student with an exceptionality will receive curriculum based on their Individual Education Plan (IEP), along with any necessary related services. The IEP will specify the student's educational needs to include accommodations, modifications, and measurable goals that assist the student in achieving mastery in the general curriculum. For those in need of modified standards/benchmarks, Access Points will be used through all subjects, providing differentiated complexity levels. By setting different academic expectations for specific students with significant cognitive disabilities, access points ensure equality and accountability. They reflect the core intent of the applied standards to all students in the same grade, but at reduced levels of complexity, giving all students access to the same curriculum.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), My Ca.Sa Middle School will assume responsibility for programming and delivering related services to exceptional students as identified on the students IEP and in compliance with federal and Sponsoring District's policies. Considering a separate classroom will occur only if the nature or severity of the disability is such that the education in the regular classes with the implementation of supplementary aids and services cannot be achieved satisfactory. These decisions will always be based on what is appointed by the IEP team regarding placement and location services. The school will ensure that a student that requires a separate class will receive FAPE by: working closely with the Sponsor to hold a multidisciplinary team meeting where all required members are present, and all team members have knowledge of the student's current present level of performance. The purpose of the meeting is to review the IEP and consider the factors the needs of the student to derive placement decisions with consideration given to the LRE, where the location of services and placement is determined by the team, at a District sponsor's school closest to the student's home school.

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

My Ca.Sa Middle School will be in compliance with The Every Student Succeeds Act (ESSA) which requires states, districts and schools to measure student progress objectively and report student progress yearly. My Ca.Sa Middle School will implement progress monitoring to evaluate the progress and success of SWD through the School's RtI/MTSS Framework. As members of the student body, SWD will participate in the school-wide progress monitoring process described in Section 5. The School's IEP Team will be responsible for evaluating the progress and success of students with

an IEP/504 Plan by monitoring student progress towards meeting the goals stipulated in the IEP/504 plan. In addition, the My CaSa Middle School will use progress monitoring to design a more effective, individualized instructional program as documented by the goals on the IEP/504 Plan.

Progress monitoring will be conducted to provide an easy and quick method for gathering student performance data on important, grade-level skills/content. The data gathered will allow the IEP Team to analyze student progress timely data during the school year, in order to accommodate instructional programs when needed and/or adjust student goals. Data that may also be used to evaluate progress and success to include: Behavioral records; Classroom work samples; Course grades; Teacher observations; Relevant classroom data derived from formative assessments; Intensive remediation for required course standards; Advanced level coursework (honors, advanced placement, etc.); Results on the Florida' Assessment of Student Thinking (F.A.S.T); Other standardized academic assessments, such as the SAT, the ACT or Postsecondary Education Readiness Test (P.E.R.T.); and School based portfolios. The purpose of the annual IEP review meetings is to ensure that students are meeting their goals and making educational progress. The IEP Team (including the school's guidance counselor(s) and a Transition Specialist will monitor the progress of SWD to ensure they are on track towards graduation. In addition to providing the specific services listed in a student's IEP, teachers will differentiate instruction as necessary, offer tutoring or other such assistance to ensure students remain successful.

Transition: In accordance with IDEA 1997, transition planning for students with disabilities must be provided in conjunction with their IEPs. Transition IEPs will address all IEP components as well as certain transition services requirements. My Ca.Sa Middle School will begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age fourteen, so that needed postsecondary goals may be identified and in place by age sixteen.

Transition services, as defined by IDEA 1997, means a coordinated set of activities for a student with a disability that: is designed within an outcome oriented process, that promotes transition from school to post-school activities which include post-secondary education, vocational training, integrated employment, continuing adult education, adult services, independent living, or community participation; is based on the individual's needs, taking into account the student's preferences and interests; and includes: instruction, related services, community experiences, the development of employment and other post-school living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation. My Ca.Sa Middle School will ensure all Transition IEP requirements by age are followed: Beginning at age 14-18:

• a statement of the student's desired post-school outcome;
• a statement of the student's transition service needs focusing on a course of study;
• the student must be invited to their transition IEP meeting;
• The transition services (including courses of study) needed to assist the child in reaching those goals; and,
• Invite agency representatives to attend student Transition IEP if it is anticipated that the agency is likely to be responsible for proving or paying for transition services;

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

The school will hire fully certified ESE teachers. ESE teachers that apply will be considered for hire if they possess a bachelor's degree or higher degree, have a state certification in ESE, and have a minimum of three years of teaching experience. The number of ESE teachers that the school will hire will be based on the number of Students with Disabilities (SWD) enrolled, which is projected to be 11% of our entire school body. In addition, the school will hire an ESE specialist if needed to assist with compliance, support, and parent communication. Furthermore, ASCHW will work with the sponsor to hire or subcontract a Speech and Language Pathologist, Occupational Therapist, Physical Therapist, and other needed personnel to provide the ESE students with their education needs.

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

The school's effectiveness in serving exceptional education students will be evaluated using the Florida Continuous Improvement Model to determine if the services provided to the students were implemented successfully or if they need modifications. Additionally, the sponsor's annual ESE Compliance Review will account for the school's effectiveness in meeting the needs of SWD. The effectiveness of the school serving the SWD population can also be measured after reviewing themeasurable goals identified on a student's IEP and monitor the student data from state, district, and school assessments.

K. Describe how the school will serve gifted and talented students.
At My Ca.Sa Middle School, gifted students will be offered a variety of services. These opportunities involve alternative learning activities for students to engage in rigorous student-centered learning activities. These students will be presented with advanced class materials, in addition, the school will include gifted program classes and honors or advanced classes, and students will have to enroll in Advanced Placement/Dual Enrollment/High School Honors/Gifted course offering. Among the services provided for gifted students, the school includes:
• Acceleration: (e.g., advanced placement, dual enrollment, gifted honors classes)
• Differentiation: (e.g., curriculum designed to address their individual characteristics, needs, abilities, and interests, gifted consultation)
• Modifications of content through differentiated curriculum
• Character Education and Service-Learning Project exploration and goal setting integrated into the curriculum.

Section 7: English Language Learners

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

The School will comply all applicable provisions of federal and state law relating to students who are English Language Learners (ELL) including but not limited to Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974; Florida statutes 229.565 (Educational Evaluation Procedures) and 228.2001 (Florida Educational Equity Act) and the META Consent Decree.

The School will implement the state-approved, English Language Learner (ELL) plan in effect in Miami-Dade County. The ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time.

This plan is in accordance with the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) as follows:

Identification and Assessment: Per FS 1003.56, the School will identify "English Language Learner" (ELL) as:

- An individual who was not born in the United States and whose native language is a language other than English;
- An individual who comes from a home environment where a language other than English is spoken in the home; or

An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

The school will survey ALL parents upon initial entry (registration) using a Home Language Survey (HLS) which asks the following three questions:

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

The HLS will be kept on file for all students. If a parent answers "yes" to one or more of the three HLS questions, the student is assessed for English proficiency using the online Comprehensive English Language Learning Assessment (CELLA). All students identified as having a "yes" on the HLS will be assessed within 20 days of entry into the school.

CELLA is used to determine placement for students in grades 1-8, and the Oral Language Proficiency Scale will determine the placement for kindergarten students. The school will follow the M-DCPS Department of Bilingual Education and World Languages Administrator's Timeline for ESOL Compliance. In addition, students will also take a programmatic assessment in order to determine their placement in Mathematics.

ESOL Program Placement: The school will implement an ESOL program of instruction to meet the needs of ELL students. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide ESOL instruction as well as ESOL strategies in mathematics, science, social studies, and language arts following state guidelines. The School will ensure that all ELL students have equal access to all education programs. Students in the ELL program are required to meet the same curriculum standards as non-ELs in English/Language Arts and content area instruction. The Florida B.E.S.T Standards and the Next Generation Sunshine State Standards establish the content of the curriculum. Student ELL Plans will be developed and reviewed to ensure that students are appropriately placed, and that student are given instructional options to help them meet national, state, and district standards.

The Individual ELL Student Plan: All students classified as ELL will have an Individual ELL Plan using the Ellevation Platform, which is the plan used by the Sponsor. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include all items identified in the Sponsor's ELL plan including but not limited to biographical student information (name, grade, and home language), Date Entered United States School (DEUSS), initial assessment and placement data, ESOL program and update in formation, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information.

The plan will be updated on an ongoing basis whenever an ELL Committee is held, annually at the beginning of the year to reflect current services, on the DEUSS anniversary, and any other time when there is a change in the student's educational plan. The registrar enters all the demographic and assessment information into the District Student Information System (ISIS/DISIS) once the information is transferred to the ELL plan the ESOL coordinator will update the instructional model

information and other required information. Once completed, the ELL plan is printed and placed in the ESOL Program Records folder, part of the cumulative record.

The ELL Committee: The School will implement an ELL Committee comprised of a school administrator or designee, ESOL teacher or coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The parent(s) would also be invited to attend any committee meetings. The ELL committee will:

- Hold meetings to review the student's progress and make recommendations after thorough review of all necessary data.
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan.
- Convene an ELL committee for ESOL level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.
- ELL will convene to determine best placement for students with inconsistent test data.

The School will designate an ESOL coordinator who will be responsible for scheduling the ELL Committee Meetings and updating all student ELL Plans, keeping a record of parental contact information and updating the ELL Program Records Folder.
The ELL plan will contain the following information:

- Student information/demographics/DUESS
- Initial assessment/ placement in ESOL, information, instrument, score, level
- Program exit information/ instrument, score, level
- Post program review/ dates of LEP Committee Meetings/ purpose of meeting, rationale, signatures

The ELL Program Records Folder will contain the following for all ELL students:

- Home Language Survey - signed and dated by parent/guardian
- ESOL tests
- Parent notification letter
- ELL Committee Notification letters
- Minutes of ELL Committee meetings
- Secondary Student Schedules

Evaluation: The Language Arts teacher will document former ELL student's progress in the student's ELL Student Plan with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL- exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting.

The school will monitor the student's progress through the:

- Report cards
- Test scores
- Classroom performance
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)

- Student Case Management referrals (as applicable)

This information will assist schools in determining if students are progressing adequately and whether the school is effectively servicing the needs of its ELL population. The School will, also, determine the School's effectiveness in serving the needs of the ELL population by reviewing the results of the spring administered ACCESS and determining if the students are making adequate learning gains.

The School will measure its effectiveness in serving ELL students by (1) setting consistent goals for all students in the School and (2) students demonstrating learning gains as evidenced by their performance in all respective portions of ACCESS and FSA (or current assessment at time of school opening) and (3) students meeting the annual goals specified in the Student ELL Plan. The School will support the education of the students, providing support not only in the ESOL classroom but also in the other classroom settings in which the student will receive instruction.

If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will strive to have a linguistically qualified teacher or paraprofessional staffed to assist these ELL students in understanding content instruction. (LULAC et al vs. School Board of Education Consent Decree). If there are fewer than 15 students that speak the same language the students will receive instruction from a certified ESOL teacher using ESOL strategies in the core subject areas of mathematics, science, and social studies.

Bilingual paraprofessionals, whenever possible, will assist students through the use of the following:

- working in small groups
- translating information
- interpreting test questions and homework assignments as appropriate

Equitable access to communication: The school will strive to provide communication to all families. Many of the materials communicating information will be available in English and Spanish. If the school has a student whose family does not speak any of these languages the School will do its best to have the information translated. The School will work with the family to provide them with assistance in how to use Google Translate to translate written electronic communication the parents might get from the PTA or room parent. As needed, Teachers will email or send home a Google Translate version of notices created by the Teacher in the home language.

Parent Leadership Council: In accordance with the META Consent Decree, the school will establish a Parent Leadership Council (PLC) to foster parental involvement and participation in the ELL student's educational programming and achievements. The PLC is established to ensure that ELs receive the comprehensive educational opportunities and experiences that are available to non-ELs. The PLC will be comprised by a majority of parents of ELL students. The PLC will not be approving the school's ELL plan since the school is adopting the district's ELL plan, which is approved by the district's PLC.

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

ELL Plan: The Individual ELL Plan will provide information on the student's proficiency in English, will monitor student progress, and will record meetings convened to discuss the progress of the ELL. A program of ELL instruction will be implemented according to the student's individual needs based on their ELL plan and will be delivered by teachers with appropriate certification and/or endorsement, that will include complete monitoring and reporting. Program instruction will

be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing ELL instruction, the school will also ensure that teachers are implementing ELL strategies in mathematics, science, social studies, and computer literacy following state guidelines.

Sheltered English Language Arts model: All ELL will be placed in two ESOL courses as applicable to the grade level and language proficiency:

- Language Arts content course scheduled by grade level:
  - 6th – 8th Grade: English Through ESOL
- Language proficiency course scheduled by English Proficiency Level:
  - 6th – 8th Grade: Developmental Language Arts through ESOL (Level 1,2, 3, or 4 Reading)

Instructional Materials for the Developmental Language Arts through ESOL classes will include state adopted texts.

Mainstream-Inclusion Core/Basic Subject Areas: ELL students are scheduled with non-ELL students, and instruction is delivered using second language strategies to ensure that instruction in the basic subject areas is understandable for ELL students. The School will ensure that all students will be engaged in and benefit from the curriculum, including ELLs who enter the School below grade level. Apart from providing the specific services listed in the ELL Plan, any student in need of remediation for not making adequate progress towards mastery of the Florida Standards/NGSSS will be provided with appropriate interventions through the MTSS/RTI process and have access to tutoring, daily pull-out and after school, tutoring may be required for those students consistently demonstrating non-mastery of the standards. Apart from providing the specific services listed in the Sponsor's ELL Plan, the School's faculty will differentiate instruction to ensure students are successful. ESOL/Reading strategies in the content areas will be facilitated throughout the curriculum to provide additional practice and those taught during language arts classes. Teachers will be ESOL endorsed, trained, and expected to use and document ESOL Strategies through lesson plans; teachers will share strategies and best practices during Professional Learning Communities to better assist ELL learners.

- Teachers will be expected to use and document ESOL Strategies through lesson plans, classroom settings, materials used, audio/visuals, grade book, etc. For example, teachers may adapt lessons and content for ELL students by:
  - Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities; Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson
  - Adding vocabulary word banks to student activities; Adapting text and enhancing student activities by incorporating targeted vocabulary word lists, and simplifying complex text through rephrasing key concepts into more accessible language.
  - Eliminating non-essential details and building on what ELLs already know
  - Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context
  - Using embedded or yes/no questions; Giving ELLs questions in advance so that they can prepare to respond in class
  - Introducing concrete concepts and background vocabulary first
  - Teaching students to categorize their information using graphic organizers
  - Demonstrating highlighting techniques for important information; Reviewing and repeating essential concepts and vocabulary.
  - Providing concrete "real" examples and experiences
  - Teaching ELLs to find definitions for key vocabulary in the text
  - Helping ELLs become acquainted with their textbooks (table of contents, glossary, etc.)
  - Modeling thinking processes for students using "think-aloud."

The School will ensure equitable access to the basic academic program for all students including those below, at, or above grade level. The ELL Committee will meet to discuss interventions and strategies to support the ELL student's continued academic success and will identify ESOL strategies and a MTSS as needed by the student. The ESOL strategies will be documented in the teachers' lesson plans. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom visits and results on the Florida assessments.

Instructional Materials: Instruction is aligned with the appropriate Florida B.E.S.T Standards, NGSSS, and course descriptions. Textbooks and other instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. School site administrators will be responsible for monitoring the implementation of ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, and through grade book notations.

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

- The same program goals and objectives for ELs as non-ELs exist (content of basic subject area courses is the same in scope, sequence and quality *as* the instruction provided to non-ELs)
- Teacher classroom goals and objectives are for the mastery of the FS/NGSSS
- Instructional delivery, not content, is modified to meet the needs of ELs
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies
- All ELs participate in statewide assessments and accommodations are provided in accordance with State and District mandates and guidelines
- ESOL Department and Testing Chair attend all required District PDs
- Abide by M-DCPS Student Progression Plan, including provisions for ELL students

The School with work with the Sponsor to ensure that ELs are appropriately assigned to grade and class level, with special attention to the placement of ELs in honors courses. ELL students who would benefit from level 2 or level 3 instruction under the MTSS will receive those services in addition to the implemented ESOL strategies.

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

The School's ESOL Coordinator will be ESOL certified or certified and is responsible, with input from the classroom teachers and other applicable staff, for monitoring the ELL Student Portfolios. The ELL students are monitored on an ongoing basis and is documented in the ELL plan.

The progress monitoring tools used to evaluate progress are as identified in the sponsor's ELL plan, which are as follows:

- ACCESS for ELLs 2.0
- Alternate ACCESS for ELLs: paper based for grades 1-8 ELL students with significant cognitive disabilities.
- Student Portfolios
- F.A.S.T Assessment
- Student Progression

ESOL Exit Criteria - Students are eligible for exit only after being determined to be English proficient in the English language

based on WIDA ACCESS 2.0 and receive a level 3 or above on the F.A.S.T ELA. The standards for determining whether an ELL has attained sufficient English proficiency to exit the ESOL program shall be based on multiple measures (6A-6.0903). All exits must be supported by concrete data, which proves the student is proficient.

Exit Procedures – Upon receiving ACCESS 2.0 and F.A.S.T ELA scores, the ESOL Compliance Liaison, should exit students no later than the last day of the current school year. If ACCESS 2.0 or F.A.S.T. ELA scores are received after the end of the current year, the liaison must exit students within the first two weeks of the following school year using the last date of the previous school year. A copy of the Individual Score Reports for ACCESS 2.0 must be given to parents, filed in the student's Records folder, and uploaded into Ellevation. All ESOL students that EXIT during the School year will need to have an ELL Committee meeting.

Post Program Reviews: The META Consent Decree requires that schools monitor ELLs for two years after exiting the ESOL program. (META Consent Decree Section I, F and 6A-6.0903) This ensures that the student is making adequate academic progress without the support of the ESOL Program. Teacher conferences, review of test scores, and report card analysis are the tools used to determine if a student is progressing. The ESOL Contact has the responsibility to ensure that monitoring occurs. Special emphasis is placed on the area of language achievement. If a student is making adequate progress, no intervention is necessary. During each monitoring cycle, the ESOL Contact, or Data Clerk will update the Dates of Student ELL Classification screen with the date the monitoring cycle was complete. When the performance of a former ELL student is unsatisfactory the ELL Committee will convene. (META consent Decree Section I, F) The committee will review any consistent pattern of underachievement as shown by the report cards, alternative assessments, and/or achievement test performance. The committee will discuss viable solutions/options, including the necessity of reentering the ESOL program.

Promotion/Retention of ELL Learners: The School will follow the Miami-Dade County Public Schools (M-DCPS) Student Progression Plan (SPP) and District ELL Plan for all promotion and retention decisions impacting English Language Learners (ELLs). Promotion standards for grades 6–8 mirror those of the district: students must successfully complete required middle grades courses, including language arts, mathematics, science, and social sciences, in order to be promoted, with specific combinations of passed/failed courses determining promotion, placement with course recovery, or retention. ELLs, retention will not be based solely on limited English proficiency. Consistent with the M-DCPS District ELL Plan, any recommendation to retain an ELL student, will be reviewed by the ELL Committee. The ELL Committee will examine multiple forms of evidence, including report card grades in English and/or the home language, documented lack of academic progress in reading, writing, and mathematics, progress-monitoring data, intervention logs, statewide and district assessments (with allowable accommodations), teacher input, and parent feedback. These meetings and decisions are documented in the student's ELL Plan.

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

The school anticipates that an average of 32% of the student population will be ELL. ESOL certified/endorsed teachers will service ELL students in accordance with the META Consent Decree and M-DPCS ELL Plan. MCMS will endeavor to hire teachers who are ESOL certified/endorsed; those who are not will be required to obtain the certification/endorsement within the first five years, and progress will be monitored on a yearly basis. The Schools' staffing plan includes an ESOL Coordinator to oversee the program. The number of ELL students will determine if the ESOL Coordinator position is half or full time. Multilingual teachers will be hired to provide instruction in the home language as needed and multilingual staff will be hired to facilitate communication with the families.

Section 8: School Culture and Discipline

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

Learning cannot take place without a positive ethos and culture of respect and security stemming from shared values and beliefs between the School, its families, and the community. The School must embody the qualities it aims to instill in its students. As such, the school will promote a positive academic environment and help students become socially responsible individuals who possess self-confidence, self-respect, and respect for others.

By focusing on the school's mission to provide a diverse population of students in grades 6-8 a high-quality academic experience with a strong focus in STEM (science, technology, engineering and math) education, My. Ca.Sa Middle School will create an environment ensuring all students feel safe, secure, and confident. To this end, it will start with the principal who will create and demand a school climate that is composed of civility and responsibility as well as recognizes the successes of the students and adults within the school. Individuals who are recognized and encouraged work better. Therefore, adults must model, instruct and lead students through the moral and social processes. Character education and development play a significant role in the school environment and must be cultivated and nurtured regularly. The school will implement Response to Intervention for Behavior/MTSS as a schoolwide model. It involves an evidenced based, problem-solving approach to intervention.

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

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

The School will adopt the Miami-Dade County Code of Student Conduct (as it may be altered from time to time by M-DCPS).

The School will employ a multi-tiered system of support for behavior using an evidence based, problem solving approach. In the MTSS for behavior the school will follow a 4-step process.

- Identify the problem- define in objective and measurable terms the goals to be attained
- Analysis of the problem- identify underlying reasons why the intended behavioral goals are not being met.
- Development and Implementation of a Plan- Develop and implement a plan that utilizes evidence-based strategies to improve the behavior and attain the goals defined in step 1.
- Evaluate the effectiveness of the plan- Evaluate the outcomes of the implementation of the plan in relation to the stated goals in step 1.

The School will offer three tiers of support. The Tier 1 program is designed for all students and consists of research based behavioral practices and supports. The MTSS for behavior will proactively identify students who need Tier 2 supports. The Tier 2 program is provided in addition to Tier 1. Examples of the Tier 2 interventions include peer mentors, lunch buddies, group counseling sessions, one-to-one counseling. Tier 3 interventions include intensive behavior interventions in addition to those provided in Tiers 1-2. Tier 3 interventions include mentoring, Cognitive Behavior Therapy, Individualized Behavior Intervention Plan, etc. The full plan will be further developed by the Principal prior to the opening of School. The range of corrective strategies for most infractions are found in the M-DCPS Code of Student Conduct. Following the Code of Conduct, student infractions will be divided into Level I-Level V Behaviors. Student expulsions will follow all state regulations and school board policies and guidelines. The use of corporal punishment, including physical force or physical contact applied to the body as punishment, will be prohibited by any member of the school staff.

The School will collaborate with Miami-Dade County Public Schools on severe disciplinary matters and referrals to alternative placement to ensure that proper procedures are followed. The Code of Student Conduct will be available electronically to all staff, parents and students at the beginning of the academic year. Parents and students will be required to sign an acknowledgement that they have reviewed and understood the Code of Conduct. This acknowledgement form will be kept in each student's cumulative record file.

In addition to each teacher developing incentives and rewards for positive behavior in the classroom, the School will implement school-wide incentives and reward for positive behavior and embodiment of the sportsmanship values, responsibility and self-confidence. The incentives for positive behavior may include but are not limited to the following: recognition on morning announcement, no homework pass, pizza party, wear your favorite sports team attire day, ticket to school activities (sports games, dance, performance, etc.), assemblies and pep rallies. The School will utilize an incentive attendance program as well.

The school will follow the M-DCPS Code of Student Conduct. The Code of Student conduct defines the levels as follows:

- Level I behaviors are acts that disrupt the orderly operation of the classroom, school function, extracurricular activities or approved transportation.
- Level II behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others. (Suspension from school for one to five days with region approval for serious, or habitual infractions)
- Level III behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment. (require police involvement) (may utilize suspension from school for one to ten days, may recommend for expulsion)
- Level IV behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property. (require police involvement) (must utilize suspension and recommend for expulsion)
- Level V behaviors are the most serious acts of misconduct and violent actions that threaten life. (require police involvement) (must utilize suspension and recommend for expulsion)
- The School enforces the Florida Department of Education Zero Tolerance Policy on school violence, crime, and the use of weapons.

The responsibilities of administrators, teachers, and the staff are identified in the adopted Code of Student Conduct. School-wide behavior management procedures will be established by the Principal and will align with all district policies and state and federal statutes. The discipline system for the school will be easily understood by everyone at the school, including parents. Teachers will be expected to use classroom management strategies that are respectful of students and maintain an environment that is conducive to teaching and learning. The classroom management systems must communicate clear expectations for behavior and establish reasonable consequences that are applied consistently and are aligned with the school wide culture of high values and appropriate behavior.

The Board's role regarding the discipline policy shall be as follows:
The administration will meet with the parent/guardian to discuss particular student offences and to develop a plan of action to prevent future occurrences. Parents may appeal the Principal's decision as it relates to consequences for violations of the code of student conduct. Parents may contact the Board's Representative to discuss the matter. The Board's Representative will work with the parents and the administration to attempt to resolve the issue. If the Board Representative is unable to resolve the issue, the matter may be brought before the Board. The Board will decide whether to uphold the administration's decision or whether to recommend the administration reconsider its decision. If there is an issue with the Principal, the parents will go directly to the Board Representative for it to be address by the Governing Board who is the employer of the Principal.

Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and the District's School Board policies. The school will adopt the discipline guidelines for IDEA students with disabilities specified in the District's Exceptional Student Education Policies and Procedures (SP&P) and discipline guidelines for Section 504 students with disabilities as outlined in Board Policy 2260.01 - Section 504 Procedures for Students with Disabilities.

Parents must be notified of any significant change in placement. Suspensions and expulsions for more than ten (10) consecutive days, repeated suspensions and expulsions that exceed ten (10) days in a school year may be considered "changes in placement" for students with disabilities who have a Section 504 Plan or who are enrolled in exceptional education placement under IDEA. Students with disabilities with a change in their educational placement for more than ten (10) days must be reevaluated and a manifestation determination must be conducted by a team of persons knowledgeable about the student, to consider whether other strategies, interventions, or assessments are appropriate, and the student must be provided appropriate educational services in order to provide a free appropriate education (FAPE). Students with disabilities that are suspended or expelled must continue to receive services, participate in the general education curriculum and progress towards attaining the IEP goals. Parents must be notified in writing of any changes in placement within 10 days. The school will complete FM 7428 (suspension over 10 days) or 7429 (indoor suspension) each time a student is suspended. A manifestation determination (MD) meeting must be conducted within 10 school days of the decision to suspend the student with disabilities. The procedures for an IEP/504 plan must be followed. The manifestation determination must be made on a case by case basis and not based on the disability or label. The Matrix of Services must be reviewed after the MD meeting.

The MD should determine if the behavior is caused or has a direct and substantial relationship to the student's disability; and/or the behavior is a direct result of the school's failure to implement an appropriate IEP. If the behavior is a manifestation of the student's disability, additional interventions and resources should be considered. If the behavior is not a manifestation of the disability, discipline procedures should be followed as if the student does not have a disability, so long as the student is still able to participate in the general curriculum and progress towards their IEP goals.

The school will utilize Functional Assessment to develop behavior intervention plans. The Functional Assessment will consist of (1) defining the inappropriate behavior; (2) collecting, comparing, and analyzing information; (3) hypothesizing reasons for the behavior; (4) developing a behavior intervention plan (BIP) that teaches and rewards positive behaviors.

The School will follow the District’s Code of Student Conduct which provides due process to students who have been

expelled. Students that are being considered for suspension shall be afforded the opportunity to an impartial and informal hearing before the principal. The student shall be informed of the allegations presented against the student which may result in suspension. The student will be allowed to provide an explanation or their version of the facts. Upon a decision by administration, the student and parent will be notified of the action to be taken against the student, if any. If the situation is dangerous or extremely disruptive, the student may be immediately suspended. An informal hearing will be conducted prior to the expiration of the suspension. Parents shall immediately be notified of the child's suspension via telephone and written notification must be initiated within 24 hours. Students that are suspended will be provided three days after returning to school to complete work that was missed during the suspension.

In addition, the Board Representative will be available to facilitate a resolution and the appeal the Board if the parents do not agree with suspension. The parents may address the situation with the administration; if this does not provide the sought-after result, the parents may proceed to communicate with the board representative and if that does not satisfy the parent, the parent may appeal the decision to the board. The board will make a recommendation to the administration; however, the principal will make the final decision.

The principal may request that the Board make an expulsion recommendation to the School Board of Miami-Dade County Public Schools for behaviors identified in the code of student conduct as meriting expulsion. Parents of children considered for expulsion will be notified. Parents shall be afforded the right to address the board when it is considering making an expulsion recommendation. The board will inform the parents and students the allegations which may result in expulsion. The children and parents will be allowed to present their sides to the board. The board will make the final decision as to whether to make the expulsion request to M-DCPS.

An electronic copy of the Parent-Student Handbook and the Code of Student Conduct will be available on the School's website and will be made available in the form of a hard copy upon request. At registration and at the beginning of the academic school year parents will be informed of the requirement to review the Parent-Student Handbook and the Code of Student Conduct and will be required to sign an Acknowledgement that they have read and understood them.

Section 9: Supplemental Programming

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

At the start of the school year, we will survey students and parents to assess their interests and preferences, ensuring that extracurricular and co-curricular activities align with their needs, talents, and passions. Our goal is to offer a diverse range of programs that support academic enrichment, creativity, leadership, and social development. To make these opportunities accessible, activities will be funded through a combination of school-organized fundraisers, community and corporate donations, grants, and/or fee-based programs. All funding efforts will comply with federal, state, and district guidelines to ensure equity and sustainability.

II. ORGANIZATIONAL PLAN

Section 10: Governance

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

The School is a Florida not for profit corporation, incorporated on _05/17/2022_. The School has applied for its 501c3 status.

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

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

See Attachments H, I, J and K

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

The Governing Board is the ultimate policy making body with the responsibility of operation and oversight of the school. The Governing Board leads and governs the organization. The principal will be responsible for all aspects of the school's operation within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Board. The faculty and staff will report directly to the principal. The principal will report to the board. Committees, if any, will serve at the pleasure of the Board. Committees will be given specific tasks and will present information to the Board for a Board vote at an open and publicly noticed meeting. Committee meetings will be open and publicly noticed.

Pursuant to F.S. 1002.33(9)(p)(2), the Board will appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Miami-Dade County. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website.

The principal will attend all board meetings; a strong relationship will exist. During the board meeting, the principal will present the school's status report and field any questions of the board. The principal will be held accountable primarily through the performance expectations defined in the employment contract. The Principal will be responsible for managing all school faculty and staff. The principal will be employed by the Board and reviewed by the Board.

The school will have a Board that will be responsible for the overall direction and operational oversight of the school. The Board will be responsible for creating and adopting the School Policy manual, approving and monitoring the budget, and addressing concerns raised by parents and community members.

The Board shall select from among itself officers to take on specific roles within the Governing Board. Minimally the roles shall include:

- President/Chairperson - who shall be responsible for setting the agenda and running all meetings of the School Board of Directors
- Vice President - who shall fill in for the President in his/her absence.

- Secretary - who shall be responsible for ensuring that minutes are kept and presented to the School Board of Directors for each meeting of the board. The Secretary will also ensure the minutes are archived and posted to be made available for the public.
- Treasurer - who shall assist with the preparation of a proposed annual budget. The Treasurer will ensure financial reports are complete and accurate when presented to the Governing Board. The Treasurer will also be responsible for ensuring that the annual independent audit is conducted.

The Board has collaborated in the writing of this application in order to fully embrace and support the implementation of the mission and vision for the school. The board will set forth the philosophies and values that guide school operations, chart the academic direction for the school, interact with the community, set policy, and perform fiscal oversight for the school.

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

The Board is committed to meeting the success of the school. Board Meetings shall be held at least quarterly, and date, time, and location of the meetings shall be notified by the Board in accordance with the Florida Sunshine Laws. We acknowledge that initially, the Board will need to meet more often in order to have a successful school opening. The Board will meet monthly during the first year of operation, at a minimum.

All meetings will be noticed, open, and accessible to the public. All Board and Committee meetings shall be public meetings and will abide by the Government in the Sunshine requirements (FL Stat Chapter 286). The board intends to hold its meetings within the district but will comply with Florida Statutes which requires at least two of the Board meetings held per school year be held within the school district and the Board Representative, and principal will be in attendance. Meetings will be posted on the School website, and will be accessible to the public, as will meeting minutes afterwards. All operations will be conducted in a transparent and open way to ensure accountability and legitimate operation. During these meetings the Board will be presented information at minimum regarding the School's monthly financial expenditures enrollment, personnel issues and changes, facility updates, and any additional issues related to the School.

The School will comply with Florida's Public Records Law, Chapter 119, Florida Statutes and provide public access to public records. Florida Statute 119,001(12) defines all "documents, papers, letters, maps, books, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission," as public records.

The School will utilize QuickBooks to manage the School's accounting records and reports, which will align with the Red Book standards. If the Board elects to utilize another provider, a similar industry standards software and alignment will be required. The School will ensure that all records are stored safely and securely using online backup systems. Copies of all invoices and checks made at the School will be kept by the using a filing system described in the policies and procedures adopted by the Board of Directors.

The principal will assign the office manager the responsibility of ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed and stored using the filing system adopted by the Board. Inventory records will be maintained, and capitalized items will be tagged and added to the capitalized inventory list.

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a secured locked, fireproof and waterproof cabinet or room convenient for use. Access to the records shall be confined to required school personnel. The School will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA), IDEA and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Accordingly, records shall not be

made available to anyone outside the School except in accordance with the FERPA and state guidelines for public records or in the event of a lawful court order. Records shall be made available to District staff for monitoring and oversight. A system for recording the date, time and name of any person who has accessed student records, including the temporarily removal will be put in place. In addition, backup copies of all electronic records will be stored on servers with additional o site, secure backups. Student records are official and, as stated above, confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such.

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

The current size of the board is _6 members. The composition of the My. Ca.Sa Middle Schoolis currently as follows:

Mistral Raymond, Chair
Bio – See Attachment L
Ruben Diaz, Vice Chair
Bio-See Attachment L
Martlety Santana, Secretary
Bio – See Attachment L
Alejandro Gravier, Treasurer
Bio – See Attachment L
David Consuegra
Bio – See Attachment L

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

My Ca.Sa Charter Middle School's Governing Board will recruit members who are qualified, in terms of training, education, and experience, and who have earned credibility and respect. Board members will be recruited as a seat becomes available. Each member of the Board will have a three-year term and may be reelected for up to two consecutive terms. The Board will choose officers from among its members to include a President/Chairperson, Vice President, Treasurer, and Secretary. Officers will be elected at a duly organized Board meeting and notice of intent to elect an officer will be included in the public announcement in accordance with Sunshine Law requirements. Please refer to Section 10.C. above for more details on the officers' job descriptions.

The Board will complete a self-assessment identifying the strengths and needs that it may have among the current members, to best enable them to choose Board members which demonstrate the target skills as defined in section 10.E. The method for selecting members of the Board is designed to identify and select those persons who are best qualified in terms of training, education, experience, credibility and respect. Prior to the annual meeting (or as is required as the result of vacancies), the Board will nominate new Board members, and the Board will vote on the nominees at the annual meeting. Nominees shall be offered a position on the board contingent upon a majority vote of the Board. Board Members shall serve without compensation.

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

We have and will continue to identify highly qualified individuals who are committed to the mission and vision of My. Ca.Sa Middle School to serve as Governing Board members. Members have the experience to establish policy consistent with the school's mission and ensure that programs and operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements.The structure and composition of the School has been developed to ensure that the School will be successful academically, operationally, and financially. The Board members all provide

various skills needed to run the school. Board members are selected to meet the needs identified on the Board's self-assessment. The Board has a fiduciary duty to the students, district, parents, faculty, and staff. The Board understands this duty and its responsibility. The Board will work closely with the principal to monitor the academic progress, operations, and budget.

The Board of Directors will receive monthly status reports from the principal. These will be reviewed along with the financial reports to ensure that the school is making progress towards meeting its goals. The Board will ensure that principal is meeting his/her responsibilities. The Board will plan its academic goals through an annual academic action plan or the School Improvement Plan, develop its budget goals by adopting the annual budget, and identify its operational goals through the delineation of the job descriptions and management contracts; then the Board will implement the plan; proceed to evaluate its success towards meeting the goals, and finally take appropriate action based on the results of its evaluation.

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

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Mistral Raymond	Current	Chair	__X__ Information Sheet __X__ Resume
Ruben Diaz	Current	Vice Chair	X__ Information Sheet __X__ Resume
Martlety Santana	Current	Secretary	__X__ Information Sheet __X__ Resume
Alejandro Gravier	Current	Treasurer	__X__ Information Sheet __X__ Resume
David Consuegra	Current	Member	__X__ Information Sheet __X__ Resume

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

The Governing Board has recruited members by reaching out to local business owners and experts in education, business, and leaders who have a desire for a highly successful public charter school in their community. The Board will work with members of the school community and other stakeholders to recruit interested and qualified applicants to fill vacancies. The vacancies will also be posted to the school website. The process will ensure that the Board is fully staffed always with a diverse group of individuals who bring to My. Ca.Sa Middle School different perspectives but equal passions.

The Board plans to recruit members by reaching out to local business owners and experts in the community with the following attributes and who will be able to work most effectively with the Board and the Leadership Team to successfully meet the School's challenges:

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize their highest level of academic achievement.
- Strive to instill responsibility and confidence in all students.
- Belief in the School's educational design and curriculum as the best means of accomplishing the school's mission

and realizing its vision.
- Understanding the responsibilities and fiduciary duty contained in the school's charter.
- Understanding the roles and responsibilities of each person and entity involved.
- Willingness to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Specific knowledge, experience, and/or interest in at least one of the Target Skills identified in Section 10.E.

The orientation process for new Board Members will include training by state approved trainers and informational sessions with the principal and board attorney. Once new Board Members are selected they will be participate in state approved Board Member training. We will contract with a state-approved trainer who offers a high-quality online option where Board Members will be able to complete the training at a time that is convenient to their schedule. All Board members and prospective board members will undergo a complete criminal background check including child abuse registry checks with satisfactory completion as a condition of service.

New Board Members will meet with the principal to review the history and mission of the school. The Board Member will be provided with pertinent documents such as the school's Articles of Incorporation, Bylaws, Policy Manual, current and historical budgets, as well as copies of the charter contract and charter application. The principal will ensure that the new Board member understands the roles and expectations of a Board member and answer any questions the new member may have about the organization.

Ongoing professional development for the Board will be determined using the Board's needs self-assessments, annual academic plan, and budget. Professional development opportunities may be provided through presentations to the Governing Board, Governing Board workshops, and an annual Governing Board retreat.

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

The corporation is a Florida not for profit corporation and is required to comply with the Florida Statutes that govern not for profit corporations found in Chapter 617 of the Florida Statutes. A director shall discharge his or her duties in good faith, with the care an ordinarily prudent person in a like position would excise under similar circumstances; and in manner he or she reasonably believes to be in the best interests of the corporation.

It is Board policy that board members and all employees adhere to the highest standards of ethical and professional behavior. The Governing Board will establish, adopt and communicate a rigorous code of ethics. Board members will pledge to carry out the mission of the School and shall:
- Promote the safety, health and welfare of the public
- Uphold and enhance personal and professional honor, integrity and dignity
- Respect and regard all persons, regardless of race, religion, gender, sexual orientation, marital or family status, disability, age or national origin.
- Carrying out the School's mission in a professional manner.
- Be informed on the issues and business of the Board
- Act with professional competence, fairness, impartiality, efficiency and effectiveness.
- Sustain and implement the policies adopted by the Board of Directors.
- Maintain open communication.
- Demonstrate positive leadership
- Embody compassion.
- Treat other with respect and courtesy
- Avoid conflicts of interest and the appearance of any conflict of interest.

- Maintain all privileged information in strict confidence

Additionally, Board members and employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 68-10.081, F AC. The Code of Ethics will also address conflicts of interest.

The Bylaws require Board members to clearly identify potential conflicts of interests, including contractual, employment, and personal or familial financial interests. Board members will be informed of the State of Florida's conflict of interest policies when appointed to the Board. Each year, Board members will execute an Annual Conflict of Interest Statement certifying that they have received, read, and understood the Conflict-of-Interest Policy, agree to comply with it, and understand that the organization must primarily engage in activities which accomplish one or more of its tax-exempt purposes.

The undertakings of the Board are a public trust, which creates a fiduciary duty between the Board, employees, and the public. The Board has duty of loyalty and fidelity and the responsibility of conducting the affairs of the Board honestly and wisely. The Board shall exercise the utmost good faith in their duties, and they shall not inappropriately benefit or utilize this public trust.
Florida Statute 112.313 provides the following:

- A board member may not:
    - Solicit or accept anything of value based on the understanding that their votes or judgment may be influenced thereby.
    - Directly or indirectly purchase, rent or lease any realty, goods or services for their own agency from any business entity in which the board member or the board member's spouse, child, or partner have a material interest.
    - Own stock or holding debt or other proprietary interests in any third party dealing with the corporation
    - Hold office, serve on a board, participate in management, or be otherwise employed (or formerly employed) with any third party dealing with the Board.
    - Receive remuneration for services with respect to individual transactions involving the corporation.
    - Use the corporation's time, personnel, equipment, supplies or good will for other than board approved activities, programs and purposes.
    - Receive personal gifts or loans from dealing or competing third parties.

Conflicts might occur in other situations and through other relations. It is the policy of the Board that a conflict of interest be disclosed before any transaction is consummated. It is the continuing responsibility of the board members, officers, and employees to scrutinize their transactions, business interests and relationships for potential conflicts and to immediately make the proper disclosures.

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

An Educational Excellence School Advisory Council (EESAC) will be created. The majority of the EESAC members will not
be employed by the School. It will be composed of the principal, and an appropriately balanced number of teachers, education support employees, students, parents, board members, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The EESAC will be responsible for developing and maintaining a system of school improvement and education accountability at the school relating to implementation of F.S. 1001.42(18) and F.S. 1008.345. Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in accordance with F.S. 1001.452.

When formed, the EESAC shall adopt bylaws establishing procedures for:

1. Requiring a quorum to be present before a vote may be taken by the school advisory council. A majority of the membership of the council constitutes a quorum.
2. Requiring at least 3 days' notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.
3. Scheduling meetings when parents, students, teachers, businesspersons, and members of the community can attend.
4. Replacing any member who has two unexcused consecutive absences from a school advisory council meeting that is noticed according to the procedures in the bylaws.
5. Recording minutes of meetings.

The EESAC shall not have any of the powers and duties now reserved by law or by the School's charter to the Board. The EESAC's duties shall include assisting in the preparation and evaluation of the SIP required pursuant to F.S. 1001.42(18). The EESAC shall assist in the preparation of the school's annual budget. The Board will make the ultimate decision on adoption of the SIP and the budget. The principal, as a member of the EESAC, will report to the Board on the meetings of the EESAC, including but not limited to the proposed SIP and budgets.

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

The Board is the ultimate decision-making body for the School. The Board will hold open and noticed meetings where the public will be allowed to make public comments and object to Board action and policy.

In the event a parent or a student has an objection to an administrative procedure or practice at the school, the Board has outlined the following steps to facilitate resolution of these issues:

1. Clarify the issue with student's teacher at a scheduled appointment or via email, if applicable
2. Clarify the issue with school administration at a scheduled appointment, or via email
3. Clarify the issue with the appointed local board representative F.S. 1002.33 (9) (p) (2)
4. Provide written communication regarding the issue to the Board Chair
5. Discuss the issues at a scheduled Board meeting

The principal will make the decision when handling disputes with parents; however, parents can obtain the assistance of the Board representative and can thereafter appeal the principal's decision to the Board. The Board will make a recommendation to the principal, and the principal will be asked to take the Board's recommendation into consideration. The principal will reassess and make a final determination as to the resolution of the matter.

Employee concerns or appeals may also be made to the Board, however, should the employee not feel the Board is adequately addressing the concerns, the Board shall have policies in place to provide for an additional level of appeal based on legal or procedural concerns that may exist for employees.

As a school of choice, maintaining positive relationships with parents and the community is extremely important to the School. Concerns and complaints will be taken seriously and dealt with promptly and in a transparent manner.

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

1. *Name of the partner organization.*
2. *Name of the contact person at the partner organization and that person's full contact information.*
3. *A description of the nature and purpose of the school's partnership with the organization.*
4. *An explanation of how the partner organization will be involved in the governance of the school.*

Not Applicable

Section 11: Management and Staffing

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

- *The pre-operational year;*
- *The first year of school operations;*
- *At the end of the charter term; and*
- *When the school reaches full capacity, if in a year beyond the first charter term. Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.*

Please see Attachment M.

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

--OR--

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

The Principal candidate has not been selected. Please see Attachment N for the job description for the position of Principal. The Principal will ensure that the operations of the School are in accordance with the mission and vision of the school.

The key skills and competencies for the school's leader are decision making skills, critical thinking, communication, leadership, computer skills, curriculum development, success working with teaching staff, abilities in handling student related issues, developing positive relationships with parents and the community, and efficient use of resources.

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

The Governing Board provides direct oversight to the principal. The principal will manage day to day operations and oversee all other employees and staff. An Office Manager, reporting directly to the principal, oversees the daily administrative operations of the school. Responsibilities include maintaining accurate bookkeeping and time-

keeping records, organizing and filing essential documents, coordinating office workflows, assisting with receiving and tracking orders, and supporting general clerical functions to ensure the smooth and efficient functioning of the school office.

My. Ca.Sa Middle School is committed to finding and selecting its own employees; employment practices will be nonsectarian and will adhere to the anti-discrimination provisions of the Florida Educational Equity Act.

The principal will oversee the day-to-day functions of the School. The principal will oversee all faculty and staff including the secretary/office manager. The office manager will oversee the data clerk and clerical. The principal will conduct staff evaluations.

Please see Attachment P for the proposed job description each administrative or leadership position that identifies key roles, responsibilities, and accountability.

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

Please see Attachment Q for the proposed job description and qualification requirements for the school's teachers.

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

The School's plan for recruitment of highly qualified and appropriately certified instructional staff is as follows:

- Recruiting and maintaining the highest quality staff possible will be essential to our mission to prepare students to succeed.
- The principal and Governing Board will make the selection and support of its staff a top priority.
- The principal's first priority after being hired is to recruit students.
- The second priority will be to recruit highly qualified and appropriately certified instructional staff.
- The Board will support the Principal in completing this task.
- All instructional staff will hold a Florida teaching certificate.

The Principal may use a variety of resources to recruit qualified staff members, including the use of the following:

- Advertising on the School's website
- Utilize K12JobSpot to announce and recruit Highly Qualified teachers
- Discover Highly Qualified candidates on LinkedIn and other relevant social media
- Create and maintain a competitive salary schedule that includes performance incentives to attract high performing teachers
- Utilize local media venues to advertise openings
- Partner with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance
- Participate in The Great Florida Teach-In Job Fair
- Hold job fairs
- College recruiting

The School's plan for selection of highly qualified and appropriately certified instructional staff is as follows, applications will be accepted, and Principal will review the applications and rank them. The higher-ranking applicants will be invited for an interview. The Principal shall develop an interview committee, which could include already hired staff members (if

any) or volunteers associated with the school to assist with the interviewing process and to provide multiple opinions and feedback on potential candidates. The candidates will be interviewed, and the interviews will be ranked. The highest-ranking candidates for each position will be presented with an offer of employment. Upon acceptance of the offer of employment, the candidate will undergo and be required to meet the Sponsor's requirements for fingerprinting, drug screening and background checks prior to commencing employment. The Board will insist that the hiring policies ensure there is a focus on representing the diverse racial/ethnic background of the students the school serves.

The School's plan for development of highly qualified and appropriately certified instructional staff is as follows, professional development is essential for new and veteran teachers alike. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum. and prepare students for continuing education and the workforce. F.S. 1012.98. The School will follow the FLDOE recommended protocol for professional development which complies with FL. Stat. 1012.98. The principal will establish and maintain an individual professional development plan for each instructional employee as a component to the school improvement plans developed pursuant to F.S.1001.42(18). The individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity, and include an evaluation component that determines the effectiveness of the professional development plan.

The best professional development follows the Protocol Standards and involves Planning, Learning, Implementing, and Evaluating. During the Planning phase a needs assessment will be conducted, the administration will review the needs assessments, and outline the areas of focus for the professional development. In addition to the needs reflected in the needs assessments, the School will focus on professional development that addresses the Florida's Educator Accomplished Practices which are further described in the Professional Development section of this application.

Professional Learning Communities (PLC) will be established to encourage teachers and support them in collaboration and professional growth. PLC's are governed by the following principals:

- Focusing on student learning- what students will learn, how it will be assessed, and how teachers will respond to the results of the assessment
- Culture of collaboration- review, analyze and improve
- Focus on results- improved student achievement

Section 12: Human Resources and Employment

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

The School will be a private employer and the employees will be private employees. All certified teacher employees hired will be hired on a probationary status the first year of employment, in accordance with Florida statute 1012.33 The School may use progressive discipline at its discretion. Termination will be utilized for serious violations or in the best interests of the students. The administration will attempt to work with the employees and provide support and assistance as needed, when appropriate. The School will utilize annual and probationary contracts which will specify the salary, position, title, term, duties and expectations for the employee. The purpose of the contracts is to ensure that the School and the employee have a clear understanding of what is expected of the employee and both parties can refer to the contract at any time if a question arises as to the expectations or promises made by both parties.

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

MCMS will adhere to all requirements of the Student Success Act relating to performance pay and evaluations for instructional personnel and school administrators. In accordance with s. 1012.34, F.S., the evaluation system for both instructional personnel and school-based administrators will be designed to do the following:

- Support effective instruction and student learning growth
- Provide timely feedback, and criteria for the continuous quality improvement of the professional skills of instructional personnel and school-based administrators, results must be used when identifying professional development.
- Differentiate among four levels of performance: Highly Effective, Effective, Needs Improvement, and Unsatisfactory.

The performance evaluation plan is consistent with 1012.34 F.S. for administrators and instructional personnel. Teachers will be required to participate in evaluations and merit pay as required by 1012.34 F.S.

The performance evaluation plan for instructional personnel is as follows:

Florida Statute 1012.34 provides the requirements for instructional personnel evaluation systems. The instructional personnel evaluation system must comply with the following:

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

Instructional personnel evaluations must be based upon the performance of students assigned to their classrooms or schools, as provided in the Florida Statutes. An evaluation system is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance but may include other criteria to evaluate instructional personnel and school administrators' performance, or any combination of student performance and other criteria.

Evaluation procedures and criteria must comply with, but are not limited to, the following: A performance evaluation must be conducted for each employee at least once a year**,** except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least

twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices.

The evaluation criteria must include:

1. Learner Progress – 34% of the final unified summative performance rating is based on learner growth from the results of the value-added model calculation. The school will use the formula adopted by the Sponsor for measuring student learning growth in all courses associated with statewide assessments and for measuring student learning growth for all other grades and subjects. For classroom teachers, as defined in s. 1012.01(2)(a), the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth.

2. Deliberate Practice Growth Target (DPGT)-16% of the final summative evaluation. The purpose is to target the educator's professional growth plan to learn to improve practice in regard to the area of focus and how the professional's learning will positively impact student performance.

3. Professional Practice – Classroom performance will account for 50% of the summative evaluation, based on IPEGS Performance Standards (Standards 2-8 for teachers and Standards 2-7 for instructional support and student services). Classroom teachers will be evaluated using the Florida Educator Accomplished Practices. The evaluation system differentiates performance into four levels: Highly Effective, Effective, Needs Improvement, or for instructional personnel in their first three years who need improvement, Developing and Unsatisfactory. Professional and job responsibilities will be assessed as adopted by the State Board of Education.

The instrument the School plans on utilizing for teacher evaluation is M-DCPS's Instructional Performance Evaluation and Growth System (IPEGS), which is aligned to 1012.34, F.S. This evaluation system follows all state and district guidelines with regard to personnel performance and may contribute to the determination of any pay for performance for individual employees. IPEGS is a performance evaluation system for classroom teachers that align to the six Florida Educator Accomplished Practices (FEAP's), State Board of Education Rule 6A-5.065. All teachers will be formally evaluated at minimum on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place.

In addition, the school administrative team will conduct formal and informal daily Classroom Walk-Throughs. This system will be used frequently to provide feedback to teachers on the teaching and learning process in their classrooms. Areas of observation may include but not limited to the following: setting, grade level appropriateness of lessons, good classroom management, use of higher level thinking strategies and appropriate use of texts and materials, use of instructional strategies, classroom management skills, and engagement of learners in the classroom will be observed. Teacher performance feedback and recommendations will be used as a means to inform instruction and used as a tool to build the instructional capacity of teachers. The evaluations will be considered when making a decision as to whether to offer continued employment with the School. The instrument the School plans on utilizing for evaluation purposes of the administrators is the M-DCPS School-site MEP Evaluation System, or other tool utilized by M-DCPS. The Board may also establish additional evaluative procedures including, but not limited to, interviews, goal review, budget review, and evaluation of climate surveys. The evaluations along with student achievement will be used to create the Deliberate Practice Growth Target (DPGT). Teachers will utilize the Florida Continuous Improvement Model (FCIM). The teachers will use the results of the evaluations to develop SMART targets in their DPGT for the following year and then will utilize the FCIM to evaluate if they are on target to meet the SMART targets in their DPGT.

The school administrator will be evaluated by the Governing Board. The Governing Board will assess the School Principal's performance on a yearly basis. Evidence of performance will be based on multiple sources that reflects the performance level of the administrators work. Pursuant to Section 1012.34, Florida Statutes, the administrative personnel evaluation is based on the following three areas:

1. Academic Performance of Students	34%
2. Instructional Leadership Practice	50%
3. Deliberate Practice Growth Target	16%

The School will opt in to use the M-DCPS School-site MEP Evaluation System which includes the value-added score determined by the Florida Department of Education and meets the statutory requirements and is aligned to the Florida Principal Leadership Standards. Per Florida Statute 1012.34 at least one-third of an administrator's evaluation is based on student performance. This portion of the evaluation includes Florida's Value-Added Model (VAM), which includes data from the present year, as well as up to two prior years.

For school administrators, at least one-third of the performance evaluation is based on instructional leadership. The school will implement the Florida School Leader Assessment (FSLA), which is based on the framework of Dr. Douglas Reeves, and includes the Florida Principal Leadership Standards. The FSLA consists of four domains: student achievement, instructional leadership, organizational leadership, and professional and ethical behavior. It is comprised of 10 proficiency areas and 45 indicators. Evaluation criteria for instructional leadership include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the School, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.

The Deliberate Practice Growth Target, is a tool to plan, document and reflect upon professional targets based on two areas:

(1) an issue that addresses strategic school-reform related to students learning.
(2) an issue related to research, evaluation, and information services relevant to instructional leadership.

To arrive at a final unified summative evaluation rating, the three components of the M-DCPS School-site MEP Evaluation System are implemented and weighted as outlined above (student performance (34%), instructional leadership practice (50%), deliberate practice growth target (16%). Based on a composite score based on these three areas, a rating will be assigned (Highly Effective, Effective, Needs Improvement, Unsatisfactory).

Evaluation Ratings

Highly Effective	88 points or more
Effective	70 to 87.99 points
Needs Improvement	65 to 69.99 points
Unsatisfactory	Less than 65 points

Other indicators of performance - For instructional personnel and school administrators, the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the district school board and, for instructional personnel, peer reviews, objectively reliable survey

information from students and parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

(a) All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place.
(b) The individual responsible for supervising the employee must evaluate the employee's performance. The evaluation system may provide for the evaluator to consider input from other personnel trained under subsection (2). The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.
(c) The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must then comply with the procedures set forth in paragraph (c).
(d) Faculty will be evaluated by the Principal. The Office Manager, who is evaluated by the principal, will evaluate all the employees he/she is responsible for supervising. The Board will evaluate the principal. All other staff will be evaluated by their supervisor.

The evaluations will be considered when making a decision as to whether to offer continued employment with the School. The instrument the School plans on utilizing for evaluation purposes of the administrators is the M-DCPS School-site MEP Evaluation System, or other tool utilized by M-DCPS. The Board may also establish additional evaluative procedures including, but not limited to, interviews, goal review, budget review, and evaluation of climate surveys.

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

Teachers will be required to be evaluated and merit pay as required by Florida Statute 1012.34. The Performance Salary Schedule (merit pay) includes salary adjustments for performance which become a lasting part of the employee's base salary and includes salary supplements for specified job assignments or duties, which are considered compensation under s.121.021 (22), F.S., but only remain in effect while the employee is performing those duties or assignments. Neither an adjustment nor a supplement is considered a bonus.

The evaluation system must differentiate among four levels of performance: Highly effective; Effective; Needs Improvement/Developing, Unsatisfactory. The Performance Salary Schedule will require that any salary adjustments for instructional personnel or school administrators that occur be made only for employees with Highly Effective or Effective evaluation ratings and not reduce the level of funding for the Performance Salary Schedule in greater proportion than other salary schedules, if budget constraints limit the amount of funding that is available. Promotions under the Performance Salary Schedule are required to be based primarily upon the person's demonstrated effectiveness under F.S. 1012.34, i.e. performance evaluations.

Salaries for instructional personnel start at $51,700.00, with a 1% increase each year, starting in Year 1, this does not include referendum allocations, which will add to the base wages. The School's compensation plan will include health insurance with medical, dental, and vision benefits as well as short-term disability. The School will operate as a not-for-profit, private employer

and will not participate in the Florida Retirement System (FRS). Retirement benefits will include a 401(k) combined contribution plan.

Retention of high-quality staff is paramount to the success of the school. The main components of the retention plan will include the following:

- A performance salary schedule will be adopted by the Board with a beginning base salary of $47,500.
    - The salary schedule has been broken up into 5 levels, based on teaching experience and higher degrees. We can fill 20% at each of the 5 levels.

Proportionate Teacher Wage			
Level 1	20%	$ 48,000	$ 9,600
Level 2	20%	$ 50,000	$ 10,000
Level 3	20%	$ 52,000	$ 10,400
Level 4	20%	$ 54,000	$ 10,800
Level 5	20%	$ 56,000	$ 11,200
			$ 52,000

        - If all teachers apply with the same level of experience/degrees, those who are hired first will have seniority, if they vacate a position, then the next person with seniority will move into that salary level.

- Annual adjustments will be made according to teacher ratings of "highly" effective or "effective". Supplements will be given if the School becomes Title 1; as well as for academic improvement in the lowest 25%.
- A competitive compensation package will be available to teachers that include a fully paid health insurance benefit, with the option for voluntary vision and dental insurance.
- Tuition Reimbursement: The tuition reimbursement program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School.
- In addition to the paid holidays, and paid recess breaks, teachers will have 5 personal days that can be used throughout the school year as personal/sick days. To facilitate coverage for personal days, the school has budgeted for a substitute, holding a minimum of a bachelor's degree. If, the days are not used, they may choose to have them paid out, at the substitute daily rate of $184.00.
- The Principal, Assistant Principal, and STEM Instructional Leader will work closely with all staff during the first year and consider everyone a "first year teacher," as opening a school is a unique situation that requires amount of support for everyone, including seasoned professionals.
- The school principal will purposefully identify teachers who demonstrate leadership talent and encourage them to participate in select leadership activities or administrator orientation programs. Teachers who demonstrate leadership potential will be encouraged to coordinate grade/department/school initiatives.
- Teacher planning and collaboration time:
    - The school plans to implement one early release day monthly to facilitate lesson planning, and professional learning communities.
    - 1 hour of planning time daily.

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

checks.

The Principal will be directly responsible for hiring all staff. The School will adhere to a policy of nondiscrimination in all educational programs, activities and employment practices. The Governing Board will insist that the hiring policies ensure there is a focus on representing the diverse racial/ethnic background of the students the school serves. Everyone offered a position would also be required to undergo and meet the state requirements for fingerprinting and background checks prior to commencing employment at the school.

The procedure for hiring school personnel is similar to the procedure for hiring high quality teachers. Applications will be accepted, and the Principal will review the applications and rank them. The higher-ranking applicants will be invited for an interview. The Principal shall develop an interview committee, which could include already hired staff members (if any) or volunteers associated with the school to assist with the interviewing process and to provide multiple opinions and feedback on potential candidates. The candidates will be interviewed, and the interviews will be ranked. The highest-ranking candidates for each position will be presented with an offer of employment. Upon acceptance of the offer of employment, the candidate will undergo and be required to meet the Sponsor's requirements for fingerprinting, drug screening and background checks prior to commencing employment.

The School will maintain employee personnel files on each employee which will include but not be limited to the following: evaluations, commendations, disciplinary actions, certifications, CV, and offer of employment. The principal will decide whether to dismiss an employee. The employee may then appeal the decision to terminate to the Board. The Board, as the ultimate body responsible for the School, will decide whether to uphold the prior decision or whether the Principal should reevaluate the decision to terminate the employee.

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

The Board will adopt the personnel policies currently in place at the sister school operating under the same nonprofit governing board. These policies are included in Attachment R.

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

The governing board and administration will handle unsatisfactory leadership, staff or teacher performance and turnover in accordance with the policies that will be adopted. The policies and procedures related to employee's unsatisfactory performance and turnover will include the main components of the retention plan. The retention plan provides for support and professional development.

The purpose of the retention plan is to reduce turnover, including turnover resulting from unsatisfactory performance. The Board recognizes that while not all employees should be retained, staff are most successful when provided with clear expectations, ongoing support, direction, mentoring, empowerment, and respect. Employees who demonstrate performance concerns will be provided a documented improvement plan that may include coaching, professional development, feedback cycles, and timelines for demonstrating growth. Employees placed on probationary status will receive targeted support with progress monitored by the principal and/or Board designee.

However, this plan does not limit the authority of the principal or the Board to immediately terminate employment when circumstances warrant immediate and drastic action. Immediate termination may occur in, but is not limited to, cases involving:

- Serious misconduct or violation of Board policy
- Actions that jeopardize the safety or welfare of students or staff
- Ethical or legal violations including fraud, theft, or falsification of records
- Severe insubordination or refusal to comply with directives
- Behavior that brings the school into disrepute or creates liability
- Any action deemed by the principal or Board to be cause for immediate dismissal

In such cases, the School reserves the right to bypass the probationary support process and move directly to termination as permitted by law and contract.

New/Early Career Teachers

The School will implement a comprehensive mentoring and coaching plan for new and inexperienced teachers. Each beginning teacher will be assigned an experienced instructional mentor who will provide ongoing guidance, model effective practices, and conduct weekly one-on-one support meetings. Mentors will assist teachers with lesson planning, classroom management, assessment practices, data analysis, and implementation of state-aligned instruction. New teachers will participate in structured professional development throughout the year, focusing on early-career needs such as student engagement, differentiation, standards-based planning, ESOL strategies, assessment literacy, and data-driven instruction. In addition to formal training, teachers will engage in a coaching observation cycle that includes pre-conferences to establish goals, scheduled classroom observations, and timely post-conference feedback with actionable next steps for improvement.

Collaboration is an essential component of the program, therefore new teachers will participate in Professional Learning Communities (PLCs), common planning, and peer learning walks to reflect on practice, analyze student work, and continuously improve instructional delivery. Progress toward mastery will be monitored through observation notes, feedback, student performance data, and teacher self-reflections. Growth benchmarks will be reviewed regularly by mentors and instructional leadership to ensure that teachers receive the individualized support they need to be successful. While the goal of this plan is retention and development of effective teachers, the principal maintains authority to implement additional intervention, place a teacher on a support or improvement plan if necessary, or move to dismissal consistent with policy and when warranted by performance or conduct.

Section 13: Professional Development

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

All professional development will be aligned with the vision and focus of the School. The professional development will support the goal to develop and educate students to provide them with the skills necessary for educational and social success. School administrators and teachers will be encouraged to attend conferences and workshops in related subjects to stay current with innovative and effective practices and research. This may include professional development provided by the Sponsor.

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

The principal of the School will appoint a PD Liaison to lead the Professional Learning Support Team (PLST), which will consist of the PD Liaison (an experienced teacher on staff), principal, and at least two other teacher leaders. The PLST will support the development, implementation and evaluation of a high-quality site-based professional development plan that promotes a school culture of professional growth and positively impacts student achievement.

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

The core components of the professional development plan include each of the following areas to support the whole child, multi-sensory approach and improve teacher and principal effectiveness in raising student achievement at My Ca.Sa Charter Middle School:

All school staff will participate in professional learning regarding Social Emotional Learning (SEL) which will include the integration of Morning Meetings and mindfulness.

Academic areas; including but not limited to:

Standards Alignment	Technology Integration	Differentiation
Data-Driven Instruction	STEM & PLTW	Effective Instructional practices
Gradual Release of Responsibility	Accountable Talk	Project-Based Learning
Interdisciplinary Lessons	Assessment/Data Chats	Cooperative Learning
Universal Design for Learning (UDL)	MTSS	Rigor

These components will support effective implementation of the educational program. The professional development will support the goal to inspire students to grow as confident and independent learners. Students will also learn to effectively communicate in self-sufficient groups by clearly and respectfully communicating their ideas, disagree with one another, and hold each other accountable.

The core professional development will be delivered during preschool. Sustained follow-up and support will be provided throughout the school year, during PLCs, common planning, PD days, and Mini PD during Faculty meetings. During year one, most PD will be uniform to be sure all teachers and administrators are working toward the vision and focus of the school.

After year one, the professional development will be guided by the needs assessment conducted at the end of the prior year along with current student performance data and prior year teacher evaluations. The administration will review the needs assessment, and Deliberate Practice Growth Targets (DPGT) and Leadership Development will be created. Professional development will be both individualized and uniform. Each teacher will have a DPGT which will identify individual areas of need and specific, measurable, achievable, realistic, and time-bound (SMART) growth targets.

The principal will be held accountable for developing an individualized professional development plan with a focus on improving student achievement. The principal will attend the annual Florida Charter School Conference in addition to all

principal meetings and relevant professional development offered through the District, including training on leadership, communication, safety and emergency situations, hiring for excellence and evaluating data.

Professional development will be conducted both internally and externally. As per Florida Statute 1012.98 all internal and external professional development will be developed based on current research and include an evaluation measure which determines the effectiveness of the professional learning. The plan will be related to specific performance data for the students to whom the teacher or administrator is assigned. There will be specific measurable improvements expected in student performance as a result of the professional learning.

External professional development will be provided by the assessment companies and publishers through which the school purchases materials, as well as trainings provided by the Sponsor and other professional development teams and educational consultants.

The effectiveness of the professional development will be evaluated in one or more of the following ways:

- Student data will be examined pre- and post-implementation of professional learning to determine student progress.
- Teachers will provide reflections on the purpose of their instruction, input from students, and present evidence (student work samples) that show their instruction meets the criteria for a given practice.
- Assignments will be analyzed and evaluated to determine complexity of thinking, differentiation, and standards-based expectations as a result of the professional learning.
- Classroom observations will help the admin team determine if teachers are able to turn theory into practice by implementing the professional learning into their everyday routines.
- An End of Year Climate survey designed for school personnel will include a section regarding professional development.

These components will support effective implementation of the educational program. The components identified above are specifically selected based upon the educational program and design. Professional development in literacy instruction will include ELA teachers as well as content and special area teachers as they must also be equipped with the appropriate instructional practices to promote reading and writing of content material and special area material.

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

All instructional personnel – Teachers will report to the school five days prior to the students' first day to participate in a variety of professional learning opportunities for faculty and staff to prepare them for the school year. These professional learning opportunities will be on-going throughout the school year, as well, as mentioned above. The following professional learnings may be offered:

- Curriculum – All teachers will participate in individual department training related to curriculum implementation, Florida Standards, and FSA (or current state assessment) implementation.
- STEM – All teachers will participate in five days of STEM training to learn how to implement science, technology, engineering, and mathematics into their lessons.
- Social Emotional Learning (SEL) – All teachers will participate in an overview of the Pure Edge activities and curriculum for their classrooms.
- Literacy Development – All teachers will participate in learning opportunities related to literacy instruction across the curriculum strategies.

- Data-Driven Instruction – Administrators and instructional personnel will collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective plans to increase student achievement.
- Safety and Security – Safety and security training will instruct entire staff on daily safety procedures, and how to prevent and protect the school and students, to handle emergency situations, and to recognize potential threats in accordance with the school safety plan as required by SB 7030.
- Student Support – The personnel related to specific student support will provide guidance and procedures for:
    - English Language Learners (ELL) – Teachers will be provided with strategies and resources to assist with the needs of their ELL students.
    - Exceptional Student Education (ESE) – Teachers will review the IEP process and review their student IEPs. Assistance will be given as needed to be sure the accommodations are provided and needs are met for each learner.
    - Response to Instruction/ Multi-Tiered System of Support (RtI/MTSS) Framework – Teachers will learn how to initiate and implement the RtI Model to meet the academic and behavioral needs of all students.
- School-wide Discipline Plan – The school-wide discipline plan will be shared. Teachers will receive guidance in developing their classroom discipline plan.
- Evaluation System – Administrators will review the evaluation model - Instructional Performance Evaluation and Growth System (IPEGS) along with the process for creating the Deliberate Practice Growth Target (DPGT).
- Identifying and Reporting Child Abuse and Neglect – All teachers and administrators will participate in the continuing education training provided by the Department of Children and Families.

Other Support Personnel – All support personnel will participate in Sponsor training, workshops and professional development relevant to their job description and/or roles and responsibilities within the school.

New teachers – All teachers new to the profession or new to the school will participate in an additional three days of professional learning provided by the PD Liaison and select mentor teachers. This three-day intensive PD will focus on components that will support effective implementation of the educational program, such as the multi-sensory approach and STEM education. In addition, first year teachers and teachers with temporary certifications will receive training specific to the Florida Educator Accomplished Practices and other state required activities, as required by F.S. 1012.56.

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

My. Ca.Sa Middle School Professional Development Schedule

Time of Year	Professional Development	Number of Days/Hours	Audience
Preschool	Educational Program and Curriculum, Student Support, Data, Literacy, Safety/Security trainings, Resiliency and Character Education and Citizenship, Discipline, Florida Educator Accomplished Practices will be woven throughout all PD	5 days	All instructional staff and administration
Preschool	Educational Program Evaluation procedures Professional Educator Competency Program Florida Educator Accomplished Practices	3 days	New Educators and New to School
Preschool and Throughout School year	STEM training	5 days	All instructional staff and administration
Professional Development Days	Relevant PD provided by Sponsor and/or continuation and deeper dive into PD provided during preschool	3 days	All instructional staff and administration
Professional Learning Communities	Instructional practices related to subject areas Data Chats Individualized Instruction	Bi-weekly- 1 hour	All instructional staff and administration
Faculty Mtg	School Operations and Communication	Monthly 1 hour	All instructional staff and administration

The School will follow the Miami-Dade County Public Schools academic calendar. The School plans on having five days of professional development prior to the opening of the school. In addition, the School expects to have approximately three full days of scheduled professional development days during the school year, plus professional development sessions each month during faculty meetings.

Although teachers will be assigned additional duties before and after school and/or during their students' PE and Fine Arts classes, each teacher will have no less than one hour of scheduled planning time per day. Teachers will have common planning time with teachers in the same department. Professional Learning Communities (PLCs) will be held every two weeks to provide teachers time to examine student work and instructional strategies, plan together, and collaborate with peers. Once a month the school will hold staff informational/training meetings after school. Staff meetings may be used to provide information, collaboration, or additional professional development. Teachers will be given a professional development schedule at the beginning of the academic year which will identify the dates of the scheduled professional development days.

Section 14: Student Recruitment and Enrollment

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

The promotional plan to market the school will be designed to reach the entire community as described in Section 2 and, accordingly, all racial/ethnic groups within it. The School will implement a community awareness plan that will target students from area preschools, elementary schools, communities, rental apartments, and homeowner associations. The plan will include print, online media, and presentations. The school will run print ads in minority and community periodicals and will post marketing materials on message boards. Presentations will include information about charter schools in general and more specifically about the school' s curriculum focus and the application procedure.

We will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law. We will be open to any eligible students in the county, including exceptional education and ELL students.

The Governing Board recognizes the importance of marketing and recruiting parents and students. To promote a neighborhood school environment, our marketing strategy starts in the immediate area and then broadens to the mass market. We will market to students in the “hard to reach” areas who would benefit from our program but may not be familiar with charter schools.

Phase I: Identification
First, My. Ca.Sa Middle School will identify eligible students as identified in the Charter. Second, the Board will identify the target recruitment based on a detailed and through analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance

Phase II: Awareness
Beginning approximately one year prior to school opening, or upon approval of this charter application, we will conduct a targeted marketing campaign to educate the community about charter schools and the opportunities and benefits available at My Ca.Sa Charter Middle School. Publications and media will address community's demographics (including various languages, as needed). These efforts may include, but not be limited to:

- Development of a school website accessible via the internet, with email options, social media presence
- Distribution of brochures and flyers about the My. Ca.Sa Middle School program at local preschools, churches, and community groups
- Participation in “town hall” type of meetings with local organizations
- Direct mailings and targeted Cable TV advertisements to the community

Phase III: Recruitment
Enrollment may occur until My. Ca.Sa Middle School is fully enrolled and staffed. A more extensive hands-on marketing strategy may include, but not be limited to:

- Targeted Direct Mail, Cable TV ads, Newspaper ads
- Continued distribution of brochures and flyers about the School and programs offered
- Presentations/Information sessions in the local community, neighborhood clubs, libraries, and other organizations
- Open houses and information sessions at the School, information sessions and meetings at schools classified as "overcrowded"

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

My. Ca.Sa Middle School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.
Our marketing efforts will reach students throughout the county to ensure a reflective balance in the school.

Marketing strategies to cater to "hard to reach" populations may include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English, such as Spanish and Haitian-Creole, to accommodate community needs and the availability of bilingual staff to answer questions
- Enrollment applications in multiple languages via the website
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages) in local public areas (i.e., libraries, grocery stores, YMCA, centers, etc.)
- Advertising in magazines, newspapers, including free community publications
- Distribution of information to local businesses' human resource departments
- Providing Open House Information Sessions in a variety of locations and languages

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

Pursuant to Section 1022.33(10) (b), the School shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In the event that the applications exceed capacity, the School may give enrollment preference to the student populations as defined in F.S. 1002.33(10(d). Students given enrollment preference will be selected first in the lottery process. Should the school receive a Charter School Program (CSP) grant, the enrollment preferences will be modified to align with the federal requirements under the CSP.

The remainder of the student stations shall be filled through a random lottery subject to the racial/ethnic balance provisions required by law. All students in the lottery not enrolled will be assigned a waiting list number should student seats become available or capacity increases.The School will not request any information related to whether a student is considered ESE or ESOL until after the student has been accepted and enrolled in the School. The School will not discriminate on the basis

of race, religion, sexual orientation, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

Enrollment Timeline:

Activity	Timeline
Year 1	
Open Enrollment	April-May
Application verification	May
Notification of Lottery	May
Lottery	May
Admission/waitlist notice sent	May
Registration	June-ongoing
Year 2	
Recommit letters to current students	January
Open Enrollment	December-January
Application verification	February
Notification of Lottery	February
Lottery	March

Early Registration

Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to My. Ca.Sa Middle School or assigned a lottery number, if applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted during an open enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of the program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. This is in compliance with Section 1002.33(10) (b).

All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery will be system generated. Parents will be notified in writing of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have a specific timeline to respond in writing of their decision to attend. If an accepted applicant decides not to attend the School, the slot will be given to the first person on the waiting list. At any time that the number of applications exceeds the capacity of the program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted.

Section 15: Parent and Community Involvement

A. *Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s.1002 .33(7)(d)1., F S.*

In brief, the general plan to engage parents in the life of the school involves the following components:

1. Clear parental responsibilities and expectations
2. Various and multiple opportunities to be engaged
3. Communication, Communication, Communication
4. Board representative

These four components are not isolated components, but rather complement each other and increase parental engagement. In greater detail, the components involve the following:

1. Clear parental responsibilities and expectations: parents will be asked to sign a parent contract at registration. The parent contract will encourage active participation in student learning. Parents will be welcomed to become volunteer partners and join our School Advisory Committee. In addition, MCMS will encourage parents/guardians to provide transportation for their children. The school will encourage parents to spend time daily transporting their children to and from school to strengthen their relationship and provide an opportunity for meaningful conversations.
2. Various and multiple opportunities to be engaged: The Parent Handbook and parent communications will provide parents with information on opportunities for engagement. Parents will be invited to participate in PTO meetings, workshops, EESAC, Board meetings, Family Night, movie night, clubs, conferences, classroom and school wide activities, field trips, at home activities, parent workshops and more.
3. Communication, Communication, Communication: The School will keep parents informed about their child's academic performance and school news. Teachers will provide parents frequent updates that will include information about the child's academic and behavioral performance and parents will be expected to sign and return them the following day. Families will have access to teachers and staff by phone, email and through scheduled conferences. An online newsletter will feature longer articles on how parents can help with their child's academic growth, showcase excellent student work, celebrate school success, and list opportunities for parents to be involved in their child's education. Parents will be asked to complete a family satisfaction survey at least once a year, the results of which are formally incorporated into our school's accountability plan.
4. Board Representative: The Governing Board will appoint a representative, per s.1002 .33(7)(d)1., F S. The Board Representative will be identified along with their contact information, on the School's website and in the online newsletter. The Board representative will be easily accessible to the parents and be actively involved in facilitating parental involvement, providing information to parents, assisting with questions and concerns and resolving disputes.

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

commitments from community organizations or individuals that will enrich student learning.

A group that collectively connects the school, families, and other members from its surrounding area is known as the school community. Our goal is for our school's community to commit on working together to pursue the same vision. It will require building certain relationships that will help us attain these common goals. For example:

- *We may include certain agencies and organizations that will tend to provide the school with diverse programs of education, literacy, youth development, and the arts.*
- *Social and financial resources such as community-based organizations, civic groups, and local businesses.*

The school community will pursue a variety of functions. Functions that will enhance the use of resources, which will hopefully lead to new resources, improving our communication, coordination, planning, networking, and most important support. The school will need to develop an infrastructure of specific tasks to better analyze our resources. For example;

- *explore different ways to open our doors to the community.*
- *share specific equipment and other resources.*
- *expand the idea of community service, internships, and volunteer jobs.*
- *raising funds and applying for grants.*

To develop an effective partnership, the school, parents, and the community should have mutual respect. We will recognize the diversity of our participants such as their interests, religious background, race, and educational status. We will be prepared to resolve any issues our community may encounter through mediation, negotiation, and compromise. In order to minimize these conflicts collectively, we can develop programs within our partnership that will include elements such as volunteer activities, family support, good communication, participation, and strategies that benefit our children's growth and development. For example;

- ensure the children's health and safety.
- encourage learning and appropriate behavior in school.
- communicate in various ways such as memos, reports, conferences, phone calls, email, etc.
- encourage parents to express their concerns.
- develop flexible schedules for parents to participate.
- advisory councils, committees, and/or other parent organizations.
- volunteer to assist teachers, the administration and the children.
- attend workshops and educational programs that benefit the children.
- participate in groups that work toward school improvement.
- coordinate access to services such as health care, events, tutoring, and after school programs.
- share information about the school to the community through newsletters, parent nights/open houses
- provide services to the community such as recycling, food drives, and limited school access.

Additionally, parent teacher conferences will be scheduled twice yearly with each parent, regardless of the child's academic standing, MCMS believes that communication between parent and school is the most important factor in determining student success.

Teachers will use Class Dojo, and communicate with parents daily, as well as communicating with parents routinely regarding their child's progress through email, phone calls, reports sent home, and parent conferences.

To conclude, the goal and purpose is to provide to our parents and the community, a safe and nurturing environment that enhances their children's growth and development. We want to foster a family-centered perspective (or use environment) while embracing the community and its resources. This is essential to the success of the "school community" partnership. The involvement of parents in the education of their children is a necessity We must be cognizant that the culture of our community may offer many unique opportunities and challenges. Our administrators and staff must not think that a lack of parental involvement means that parents do not care about their children's success.. School personnel must work to understand the different barriers and situations that keep our parents from being more actively involved in their child's education. Therefore, high-quality programs and a structured curriculum can boost children's self-esteem, inspiring them to explore their unique passions and develop valuable skills while learning at school. Providing different services to our children, such as after care programs, tutoring, enrichment, character education, etc. allow our students to become excited and well prepared for middle school, high school and beyond. For example;

- *special after-school activities such as music lessons, dance, martial arts etc.*
- *curriculum plans (All-In Education, Links Language, Project Lead the Way Gateway, STEM)*
- *classroom projects*
- *field trips*
- *school community outings such as cultural events, picnics, fundraisers and more*

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

See Attachment T

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

The Board of Directors will appoint a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. MCMS believes in addressing complaints from parents or members of the community with the highest level of respect and dignity. Formal or informal complaints should be made in a civil manner and should contain a statement of the facts and desired outcome. If the issue cannot be resolved with the teacher, a written complaint should be directed to the principal who will investigate and attempt to resolve the issue fairly and promptly. If the issue cannot be resolved by the principal, it will be forwarded to the Board's designated representative for independent investigation. Ultimately, the resolution of any complaint shall be filed as part of the Board's records, and the school will issue a letter to the complainant indicating compliance or non-compliance. The goal is to have positive relations between the school and its parents, and steps for addressing concerns are outlined, including contacting the teacher, school administrator, conflict resolution designee, Governing Board Chair, or stating concerns at a scheduled Board meeting.

These dispute resolution procedures are designed to resolve and protect the rights of parents. If a parent notifies the parent representative or the principal regarding concerns under 1001.42(8)(c)1.-6. at his/her student's school, those concerns must be resolved within 7 calendar days after notification by the parent. At a minimum, within 30 days after notification by the parent if the concern remains unresolved, the Governing Board must either resolve the concern or provide a statement of the reasons for not resolving the concern. These procedures will reinforce the fundamental right of parents to make

decisions regarding the upbringing and control of their children by requiring school district personnel to encourage a student to discuss issues relating to his/her well-being with his/her parent or to facilitate discussion of the issue with the parent. Both the administration and school staff will receive targeted training to follow these procedures and will adgere to the student services guidelines, standards, and frameworks established by the Department of Education. MCMS will adhere to all policies outlined in F.S. 1001.42(8)(c)1.-6., 1002.20 and 1014.04.

III. BUSINESS PLAN

Section 16: Facilities

If the site is not yet acquired:

A. Explain the school's facility needs, including desired location, size, and layout of space.

The facility for MCMS has not yet been secured; however, the Board is actively searching for an appropriate site within the 33170 zip code area. The selected space will align with the proposed educational program and comply with mandated class-size requirements. The facility will include a sufficient number of classrooms to support traditional instructional delivery and the full academic model of the school.

The future facility is expected to be a modern, fully compliant educational space that meets all applicable building and life-safety codes. The school will meet the requirements of the Florida Building Code, Chapter 553, with the exception of SREF, and all state minimum fire protection codes pursuant to section 633.208, Florida Statutes, as adopted by Miami-Dade County.

The planned design anticipates an adequate number of classrooms meeting or exceeding relevant classroom design standards. The school intends to include spaces such as a lunchroom/multipurpose room, art room, music room, PE shelter, indoor gymnasium, science lab, kitchen, restrooms, administrative offices, outdoor play areas, and student stations sufficient to serve the projected enrollment. At minimum, the school will estimate 55–60 square feet per student. Centralized areas will include the lunchroom, art, music, science labs, and administrative offices. Rent is expected to be paid on a per-student basis. MCMS will fully participate in the sponsor's annual site compliance visits and all other required inspections.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

Cost estimates will be based on comparable charter school facilities within Miami-Dade County and industry averages for utilities, maintenance, and lease rates. Current projections estimate approximately $80 per classroom for water and sewer and approximately $2,200 per classroom for electricity. Based on comparable facilities in the region, the school has budgeted an estimated rent cost of $950 per student, as reflected in Attachment W.

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

The Board will secure an adequate facility by working with qualified real-estate professionals, licensed architects, and contractors experienced in educational facility design. The Board will ensure that the facility selected meets all applicable laws, regulations, zoning requirements, and life-safety standards. Once a site is identified, the Board will negotiate the lease, complete the necessary design work, and submit plans for approval through Miami-Dade County. The projected schedule includes completing design, permitting, modifications, inspections, and obtaining a Certificate of Occupancy prior to opening. Procurement of furniture, fixtures, technology, and equipment will occur immediately following final permit approvals.

D. Describe the back-up facilities plan.

The school anticipates securing a facility and obtaining a Certificate of Occupancy prior to opening. If unexpected delays occur and the facility is not available, MCMS will, prior to student registration, either seek approval from the Sponsor to delay opening by one year or identify a temporary facility within the surrounding area that meets all legal and safety requirements.

Section 17: Transportation Service

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

In accordance with F.S. 1002.33(20)(c), transportation will not be a barrier to equal access for all students within a reasonable distance of the school. The school's transportation plan will be in accordance with all applicable district, state, and federal rules and regulations. My. Ca.Sa Middle Schoolwill provide free school bus transportation by contracting out the service to a district approved vendor. The School will issue an RFP for bus service provided by a third-party vendor. The RFP will call for the vendor to provide school buses with a maximum capacity and maximum mileage that meet all federal and state requirements for school bus transportation. The RFP will call for a total price per bus per day that includes the buses, drivers, maintenance, insurance, fuel and any other cost the vendor will incur to provide the service. The buses used to transport students shall meet the requirements of F.S. 1006.25 and FAC 6A-3.003, Federal Motor Vehicle Safety Standards, National Standards for School buses, and the Florida School Bus Specifications. In addition, the transportation provider will ensure that all buses undergo the required maintenance inspections and upkeep and safety precautions as required by FAC 6A-3.0171. Specifically, the bus shall be inspected in accordance with the procedures and items listed in the State of Florida School Bus Safety Inspection Manual by a technician certified as a school bus inspector in accordance with the same manual. This inspection must occur at a maximum interval of thirty (30) school days, and any deficiencies discovered during the safety inspection must be cured and documented prior to the bus being returned to service. M-DCPS Department of Transportation will work with the vendor to ensure that required monthly maintenance inspections are conducted. The costs for these inspections and repairs will be included in the overall contract between the School and the transportation provider. In addition, the School will confirm that the safety precautions identified in FAC 6A-3.0171, including, but not limited to, preventing unnecessary idling around students, safety drills, etc., are adhered to by the provider.

The contract with the transportation provider will also spell out the division of responsibilities between the School and the transportation company with regards to other required transportation tasks, such as FEFP reporting and required audit trails for students who ride the bus. The school acknowledges that the School's administrators will be responsible for sending out annual notices to parents regarding the safe transportation of their child. Specifically, annual notices to parents shall include the parents' responsibilities for planning safe travel to and from the bus stop, ensuring the student only rides in the assigned bus, that the student is still responsible for abiding by the code of student conduct, and that if the student requires any special assistance getting on or off the bus, that the parent is responsible unless another document (such as an IEP) specifically identifies another individual as being responsible for this task. The School's administrator shall be responsible for dealing with any behavior infractions that occur by students while on the bus and working with the bus driver to ensure a safe bus environment. The Principal shall also be responsible for ensuring a safe area exists on the property for loading and unloading of students as well as conducting emergency evacuation drills twice per year, during the first six weeks of each semester. The Principal shall also ensure students are provided with any necessary instructions during the first six weeks of each semester regarding safe practices while on a school bus.

All drivers of school buses operated by private school bus services certified to transport M-DCPS students will be approved by the M-DCPS Department of Transportation. The contract will require all bus drivers meet all statutory requirements. Specifically, 1012.45 will be followed which requires that "Each school bus driver must be of good moral character, of good vision and hearing, able-bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease, and he or she must possess other qualifications prescribed by the Commissioner of Education…" Consistent with FAC 6A-3.0141, prior to transporting students the transportation provider must provide evidence that the driver has a valid commercial driver license with both passenger and school bus endorsements. In addition, the driver must have a valid certificate indicating the completion of the 40-hour pre-service requirements consisting of at least 20-classroom hours and 8-behind the wheel hours.

The provider shall also be required to provide a copy of the Commercial Driver Fitness Determination examination and a copy of the driver's history record from the Department of Highway Safety and Motor Vehicles by the first day of each fall semester and no indications of issues shall arise on the weekly updates provided by the Department. At least annually, the driver shall be required to complete an eight (8) hour in-service training, pass a dexterity test, and provide updated medical examiners certificates. And finally, the driver shall also be subject to federal requirements of 49 C.F.R., Parts 382 and 391 related to the substance abuse testing and alcohol detection program and must be cleared as a vendor by M-DCPS.

The School acknowledges the requirements of F.S. 1006.23 with regards to the hazardous walking conditions. The statue indicates the school and the district along with other government entities should work cooperatively to identify areas that would be considered hazardous walking conditions. If any of the School's students reside within such an area, they will be offered transportation. Additionally, the school will provide specialized transportation for students with disabilities, based on their particular need, as specified in the child's IEP.

The bus routes will also utilize a designated bus stop system where students will be picked up from predetermined pick up points to make the most efficient use of the buses available. Based on previous experience of other charter schools in Florida, we anticipate that we can contract with a bus service provider at a rate of $4.46 per student per day and each bus can hold a maximum of 65 students. Once students have enrolled at the School, a specific pick-up and drop-off plan will be developed which will be provided to families. The School will work closely with the selected transportation provider to ensure that routes are created to ensure the maximum regard for safety and adequate protection of the health and well-being of students. The routes will be developed to ensure safe locations for student drop off and pick up and to ensure adherence to the capacity of the bus and safe transport of students.

We have based our budget estimates on 15% of our students' utilizing buses. In addition, MCMS will enter into agreements with the parents/guardians to provide transportation for their children. The school will encourage parents to spend time daily transporting their children to and from school to strengthen their relationship and provide an opportunity for meaningful conversations.

Section 18: Food Service

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

The school will provide breakfast and lunch daily under the National School Lunch Program guidelines. The school intends to send out RFPs to contract with a provider who will manage, provide all equipment and materials, and prepare the food for the students. The RFP will comply with the Florida Division of Food, Nutrition and Wellness procurement requirements for food service management companies. Only providers who fully meet the requirements of the NSLP, as well as all local and state laws and regulations regarding health and safety, will be considered.

Prior to issuing the RFP, the school will determine whether pre-plated meals or meals prepared off site may be the best solution for the school. The RFP will reflect the school's preferred solution. Additionally, we will require that the selected food service company provide all equipment and personnel, including equipment that will maintain proper temperature control of the food at all times, holding cabinets, etc. One of the school's top priorities is the health and safety of its students. The school will ensure not only that the meals provided are healthful and in compliance with USDA Dietary Guidelines and the Healthy, Hunger-Free Kids Act of 2010 nutritional guidelines, but the school will also ensure that all health and safety regulations are met and that the food is stored and transported in a safe manner. A point of sale accountability procedure will be used for the distribution of meals. The provider would run the entire lunch program and the School would have no costs or profits from the program.

The school will provide free and reduced priced meals for eligible children unable to pay the full price. The state dictates the criteria for those children from households with incomes of less than or equal to the income criteria required by the National School Lunch Program that may be eligible for either free or reduced priced meals. To apply for free or reduced priced meals, parents must fill out the application and return it to the school. The school will have a Verification Plan. During the Verification Period the confirmations of eligibility for free and reduced-price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

Efforts will be made to ensure that all qualified applicants are given the opportunity to apply for free or reduced lunch at the time of enrollment. During the first week of school, as a backup for parents not applying prior to school opening, application forms are given to each student. Administrative staff is made available to answer any questions and concerns.

The school will process all necessary lunch applications, adhere to program operation and record keeping requirements, and use of the Child Nutrition Program (CNP) system. The school will implement the following procedure for processing Free/Reduced Lunch Applications:

- Provide lunch applications to all students upon enrollment and during the first week of school;
- Each teacher is required to complete a form recording each child's receipt of the free/reduced lunch application;
- Accept lunch applications and determine eligibility, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into ISIS;
- Provide eligibility information to the child's parents or guardians;
- Provide student lunches in accordance with determines eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (by the NSLP).

In accordance with National School Lunch Act (42 U.S.C. 1751(b) (2) (C)), a confidential list is then compiled and forwarded to the cafeteria manager. Meal benefits begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved and for approximately the first thirty days of the next school year or as required by the NSLP.

The school facility will include a lunchroom/multipurpose room that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service. The School will post in a visible location in the lunchroom and on the charter school web site the charter school's semiannual sanitation certificate and a copy of its most recent sanitation inspection report as required by Florida Statue.

Section 19: School Safety and Security

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

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

In accordance with Section 1006.12.F.S. MCMS will have a certified school safety guardian that is present every day, during the school day when the school facility is open for instruction. The certified school safety guardian will be an employee of a security company vendor and will have completed training to improve the officer's knowledge and skills necessary to respond to and de-escalate incidents on school premises.

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

The School is committed to ensuring the safety of all students and staff by adopting the district's Active Assailant Response Plan in accordance with Section 1006.07(6), F.S., and the Florida Harm Model. This plan will establish clear protocols for prevention, preparedness, response, and recovery in the event of an active assailant situation. As part of this initiative, the school will conduct annual training sessions for faculty, staff, and students to ensure familiarity with emergency procedures and best practices. These trainings will include scenario-based drills, coordination with local law enforcement, and continuous evaluation to enhance response effectiveness. By implementing this plan and conducting regular training, we aim to foster a secure learning environment while ensuring that all stakeholders are prepared to act swiftly and effectively in a crisis.

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

The school is committed to student and staff safety by implementing a School-Based Threat Management Team (SBTMT) in compliance with Section 1006.07(7), F.S., and Rule 6A-1.0019, F.A.C. This team is responsible for identifying, assessing, and managing potential threats within the school community. The SBTMT consists of at least four key members: a school-based mental health provider, an instructional staff member, a school administrator, and a sworn law enforcement officer trained in the Florida Harm Model. Additionally, when evaluating a specific student, the team must include a member with personal knowledge of that student.

Our school's counseling representative will be a certified school psychologist, social worker, or counselor with access to student mental health records. The instructional team member will be a certified teacher or instructional staff member, while the administrative representative will be an administrator other than the principal unless they are the only administrator on campus. The law enforcement representative will be a sworn officer, such as a School Resource Officer, with access to critical criminal databases. Additional team members may be appointed by the principal as needed. By establishing and training this team, the school ensures a proactive approach to threat assessment and response, fostering a secure learning environment for all.

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

School safety and security is the first priority for My Ca.Sa Charter Middle School. The development and implementation of a safety plan promotes the safety and security of the students. The School's safety plan includes the following:

- Access Control: limiting the access into the school, requiring visitors to sign in, requiring all volunteers to be approved volunteers, maintaining gates locked during school hours, establishing single points of entry;
- Emergency Equipment: maintaining working equipment such as two-way radios, backup systems, public announcement systems, ensuring emergency and Covid-19 related supplies are available, maintaining school emergency kits;
- Training: administrators, teachers, and staff must be trained to recognize and respond to emergencies;
- Communication and notifications: identifying the methods to notify the district, parents, students, and others on the premises about the emergency situation and how to respond;
- Coordination: administration must coordinate with local law enforcement and other agencies to develop a plan to address any and all emergencies;
- Vulnerability Assessment: during weekly administrative staff meetings, assess and develop policies specific to the school-level needs;
- National Incident Management System Compliance: ensure compliance with NIMS requirements.

School-Emergency Management and Recovery Plan – The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather, security, active assailant, broken pipes, etc. The School will cooperate with the Sponsor to provide the safest school possible for the staff and students, will incorporate all the applicable and appropriate Sponsor approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the Sponsor's district. A full plan will be developed prior to school opening. The full plan will be developed by adopting the Sponsor's emergency plans and by supplementing those plans using the FEMA Emergency Response Plan online tools found at https://www.ready.gov/business/implementation/emergency and the Department of Education, US Department of Homeland Security, FEMA, US Department of Justice, Federal Bureau of Investigations, and

the US Department of Health and Human Services' Guide for Developing High-Quality School Emergency Operations Plans available online.

All staff members will be trained on the approved procedures and required actions for emergency situations and natural disasters. Students and staff will be trained to respond to emergency situations through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and to parents and community members through the parent handbook, newsletters and parent meetings.

In the event of a localized emergency that affects School only, the Board will implement a policy that will provide for communicating with all parents and for addressing the main areas of prevention, protection, mitigation, response, and recovery. The plan will detail actions that must take place before, during, and after each emergency situation. A fully developed plan will be completed upon approval of the application.

The school will comply with SB 7026 The Marjory Stoneman Douglas High School Public Safety Act and SB 7030Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission, as amended, including, but not limited to:

- Contract with a vetted security company to:
    - Assign and position an armed Safe-School Officer on the MCMS campus from bell to bell each day that students are on campus
    - Ensure the contract with the security company includes a plan to place an alternate safe-school officer on the campus when the assigned security officer is unable to be present during school hours (ex: sick/vacation days)
    - Ensure the safe-school officers receive the required training and holds a Class "D" and Class "G" license in accordance with the law and meets the training requirements equivalent to that of a school guardian
- Adopt an active assailant response plan
    - Adopt a plan that outlines a set of procedures for actions to be taken if an active assailant situation should occur on the school campus
    - Coordinate with contracted security company, local law enforcement and first responders, and M-DCPS in development of and training for the active assailant plan
    - Certify that all school personnel receive annual training on the procedures contained in MCMS 's active assailant response plan
    - Provide training for students and staff – may include videos, drills, and law enforcement-led trainings
    - Conduct active shooter drills at least as often as other emergency drills, or as required by law
    - Ensure student drills and trainings are age/developmentally appropriate
- Establish a threat assessment team
    - Include experts in counseling (Guidance Counselor), instruction (Literacy Coach, ESE Specialist, ESOL Coordinator, teachers), school administration (Principal), and a sworn law enforcement (Safe-School Officer and local law enforcement officer) to give their expert perspective on analysis of potential threats
    - Meet at least monthly to review any potential threats, the chair may convene additional meetings when deemed necessary
    - Identify students whose behavior may pose a threat
    - Coordinate resources and assessment and intervention consistent with the model policies developed by the Office of Safe Schools
    - Train students and staff how to identify potential threats and how to report threats to the appropriate staff

    - Immediately report to the superintendent if the team determines that a student poses a threat of violence or physical harm
    - Develop procedures for referrals to mental health services identified by the school district pursuant to F.S. 1012.584(4), when appropriate, and procedures for behavioral threat assessments in compliance with the instrument developed pursuant to F.S. 1001.212(12)
    - Communicate and collaborate with state and local law enforcement agencies, the Department of Juvenile Justice, the Department of Children and Families, the Department of Health, the Agency for Health Care Administration, the Agency for Persons with Disabilities, the Department of Education, the Statewide Guardian Ad Litem Office, and any service or support provider contracting with such agencies
    - Report quantitative data on its activities to the Office of Safe Schools in accordance with guidance from the office and utilize the threat assessment database developed pursuant to F.S. 1001.212(13) upon the availability of the database
- Utilize and promote FortifyFL
    - Educate staff, students, parents, and the community about the FortifyFL app for reporting incidents
    - Link directly to FortifyFL website from school website
    - Provide immediate access to FortifyFL through a shortcut to the website or mobile app on all school devices
- School Environmental Safety Incident Reporting (SESIR)
    - Ensure the accurate and timely reporting of incidents related to school safety and discipline
    - Report incidents occurring on school campus, at school-sponsored events occurring off campus, on school-sponsored transportation or at bus stops at any time of the year and twenty-four hours a day
    - Adhere to the School Environmental Safety Incident Report (SESIR) Definitions and Guidelines
    - Complete SESIR training through SESIR.org
- Establish a school administrator as the School Safety Specialist
- Complete and submit the Florida Safe Schools Assessment Tool (FSSAT)
- Coordinate with local law enforcement to tour the campus and provide recommendations for school hardening at least every three years
- Develop emergency plans and revise as needed
- Implement safety drills (including active shooter, barricaded subject, and bomb threat)
- Timely and accurate submission of School Environmental Safety Incident Reporting (SESIR)
- Hire a School/Guidance Counselor
- Mental Health Assistance Allocation (MHAA) Plan

MCMS will adopt the District's MHAA Plan.

Section 20: Budget

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

See Attachment X and W – Budget.

A. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source

of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

See Attachment Y – Budget.

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

See Attachment Z – Evidence of Facility and External Funding.

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

See Attachment X and W - Budget.

A. Discuss the school's contingency approach and plan to meet financial needs if .Discuss the school's contingency approach and plan to meet financial needs if nticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

The contingency to meet financial needs at lower enrollment is contained in attachment W. The budget demonstrates enrollment at 100%, 75% and 50% of enrollment (See Attachment W – Budget).

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

The budget has a projection for 50% enrollment and the School can be sustained at that level (See Attachment X).

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

See Attachment X - Budget.

Section 21: Financial Management and Oversight

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

The Governing Board will have the ultimate responsibility for the School's finances. The Board will promote financial efficiency by aligning responsibility and accountability. The Board will approve these financial processes and procedures which are in accordance with all local, state, and federal laws. The processes and procedures will address account receivables, account payables, revenue, expenditures, cash receipts and cash disbursements. The Board will also adopt policies that address financial reporting, inventory, and budgeting procedures.

The Board will ensure that there is an established system of internal controls further safeguarding the School's finances. The Board, in accordance with all applicable federal, state, and local laws, has established controls and a system of checks and balances in line with accepted industry standards and best practices regarding:

The School will employ an Office Manager to work in tandem with the Principal to properly maintain all financial records. Detailed financial statements will be prepared monthly for analysis by the Governing Board. Policies and reporting procedures established by the District and State will be followed.

The School will maintain several internal financial controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The School's Office Manager will be responsible for collecting and depositing all monies at the school site following the written internal cash flow procedures as determined by the Board. The Office Manager will ensure they are properly coded within the accounting system. The Office Manager will also receive and process all invoices, ensuring they have proper administrative approval, and forwarding them on for payment. The Office Manager will help to ensure a division of responsibilities and additional fiscal accountability.

The Principal shall be responsible for overseeing the Office Manager and ensuring proper implementation of fiscal control policies, including the approval of expenditures within the authority as delegated by the Governing Board. All expenditures will be consistent with the Board-adopted budget. The Principal will prepare monthly reports to demonstrate compliance with ongoing reporting requirements with the Sponsor as well as provide monthly financial statements to the Board. The Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

Revenues, accounts receivable, and cash receipts: Funds collected at the school (i.e., lunch monies, fundraisers, field trips) may be initially collected by the school staff. These funds along with supporting documents are submitted to the Office Manager. The Office Manager will log all cash payments, code them by source, and prepare them for deposit daily. The Principal or designee will make daily deposits at the bank and reconcile cash receipts logs. All deposit slips will be prepared in duplicate; the original is submitted to the financial institution along with the deposit and the duplicate is kept in the deposit book. A copy of the deposit receipt will be stapled to the duplicate deposit slip in the deposit book. Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) received by the School are maintained and recorded in the general ledger by journal entry.

Expenditures, accounts payable, and cash disbursements: Purchase orders are required for all capital expenditures and must be pre-approved by the Board, or Principal, in accordance with the Board approved budget. A copy of all Purchase orders must remain on file maintained by the Office Manager. All operational expenses shall be paid from the operating

account, which will be opened at an FDIC insured financial institution. The authorized signers on school accounts will be limited to certain specified individuals and will include the Board Chair, the School Principal/designee, and others as approved by the Board. All disbursements above $1,000 from internal and operating accounts will require two signatures, one of the authorized school representatives and the other from the Board Treasurer on behalf of the Governing Board. The Board Chair's signature will be required for any check in the amount of $25,000 or above.

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

The Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and expenditures. The budget is prepared conservatively and with the viability and sustainability of the charter school in mind. Amendments to the budget require the approval of the Governing Board.

In addition to adopting a conservative budget, the Board has a rigorous budget management process to monitor the School's financial health. The Board's approach to monitor the School's financial health is a three-part process including:

1. Review of financial statements
2. Review of budget vs. actual variances
3. Forecasting of future results

The first part of the process is the preparation of the school's monthly financial statements. Bank statements will be reconciled monthly by the Office Manager or School Principal/Designee. The person reconciling the bank statement will not be the same person that manages the ledger. These financial statements are prepared by the Office Manager and are distributed to the Principal and the Governing Board. The Board Treasurer will have online access to review the bank statements. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. The School will follow the guidelines in the "Financial and Program Cost Accounting and Reporting for Florida Schools" (Red Book).

The second part of the process, a budget variance, will include a comparison of actual expenditures to the approved budget. This monthly measure will quantify the difference between budgeted and actual figures for all categories. Monthly budget variances will assist the Governing Board and Principal in monitoring the School's financial health. Budget variances will be reviewed at all regular Board Meetings with opportunities for the Board Members to ask questions.

Through forecasting, the third part of the process, the Governing Board will be able to make timely decisions to ensure the financial health of the school. The review of the financial statement and budget variance will provide the Governing Board with current and relevant data to make appropriate decisions.

In addition to the above, the Office Manager will act as a liaison to a human capital management company for human resources, payroll, and financial matters relating to cash collection and accounts payable. The Office Manager will also work with the School Principal to ensure adherence to the Governing Board approved budget. The school administration and Office Manager will provide a checks and balances and a separation of duties on the financial controls.

The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

The Board will adopt additional policies and procedures to monitor the financial health and compliance of the School, as necessary.

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

The School will provide the Sponsor with annual audited financial reports. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

In compliance with F. S. 1002.33 (9) (j), the School will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board will establish an RFP process for selecting an auditor to conduct the annual audit. The RFP will include such factors as the experience of the firm and its personnel, as well as their ability to furnish the required services in a timely matter. While the cost of the service will be a factor, it will not be the sole or predominant factor used to evaluate the proposals, which are received. The Board will review and approve the audit report, including audit findings and recommendations for a financial recovery plan, if applicable. If a recovery plan is necessary, the Board will implement and monitor the plan.

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

The School will utilize QuickBooks to manage the School's accounting records and reports, which will align with the Red Book standards. If the Board elects to utilize another provider, a similar industry standards software and alignment will be required. The School will ensure that all records are stored safely and securely using online backup systems. Copies of all invoices and checks made at the School will be kept by the Office Manager using a filing system as will be further described in the policies and procedures adopted by the Board of Directors.

In addition to the financial records, the School will be diligent about ensuring all supporting documentation is completed and stored properly. The Office Manager has the responsibility of ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed away and stored using the filing system adopted by the School. Inventory records will be maintained, and capitalized items will be tagged and added to the capitalized inventory list when received.

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

The Board understands that financial transparency will promote public trust and support its fiduciary duty. The Board must provide copies of its budget to the public. The Board will notice all Board meetings in accordance with Florida law and will include notice of all meetings where the budget will be discussed and/or voted upon. The Board will provide a copy of the approved budget online on its website for easy access to anyone interested. In addition, the Board will provide a copy of its annual audit and financial report on its website.

The School will provide parents a school financial report indicating the average amount of money expended per student in the school. This information will be included in an easy-to-read report card and in the student handbook or similar publication.

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

The school will contract with a human capital management company, such as ADP, to assist with Payroll processing, employee benefits, and Worker's Compensation. The School will outsource for an annual financial audit that is performed by an independent certified public accounting firm in accordance with F. S. 1002.33 (9) (j). The Governing Board will establish an RFP process for selecting an auditor to conduct the annual audit. The Governing Board estimates that the cost of this service is $9,000- $9,500 including the filing of the annual tax form 990. The certified public accounting firm will be selected as further described above in Section 21. C.

G. Describe how the school will store financial records.

The school will store records in accordance with F.S. Chapter 119. The School will ensure that all records are stored safely and securely using online backup systems. Copies of all invoices and checks made at the School will be kept by the Office Manager using a filing system as will be further described in the policies and procedures adopted by the Board of Directors. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a secured locked, fireproof and waterproof cabinet or room convenient for use. Access to the records shall be confined to required school personnel.

The Office Manager is responsible for ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed away and stored using the filing system adopted by the School. Inventory records will be maintained, and capitalized items will be tagged and added to the capitalized inventory list when received. The school will retain all records as established by the Division of Library and Information Services of the Department of State.

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

The School will comply with requirements for insurance coverage as described within the negotiated charter contract. The School understands the need to maintain, and pay for, appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. The school intends to use a company that has an AM Best rating of an "A-" or better and a financial size category of “IV” or better. The School will provide evidence of insurance to the Sponsor before the initial opening day of classes. Limitations on policies will comply with state statute and the Charter School Agreement. The following is what we assume the requirements will be:

- School Leaders Errors and Omission Insurance: $1M per claim/annual aggregate. Maximum of $25K deductible.
- Commercial General Liability Insurance: $1 million dollars per occurrence/$3 million annual aggregate, except with respect to coverage for property damage liability where coverage shall be on a first dollar basis without any application of a deductible or self-- insured retention. The maximum deductible for property damage liability shall be $1,000.
- Automobile Liability Insurance: $1M per occurrence/$3M aggregate. This policy will cover non-owned and hired autos as well.
- Workers' Compensation Insurance: Part one of the policy as required per Florida Statutes. Part II $500,000 each accident, each employee- $500,000; disease policy limit $500,000- disease each employee $500,000
- Property Coverage: To cover all owned real property, furniture, fixtures and equipment.
- Employees Liability Insurance: $1M per disease, accident and employee.

In addition to the insurance policies that cover the school itself, the School will also secure appropriate group policies for employees such as health insurance and short-term disability. Where applicable, the School Board will be named as an additional insured. The Charter School shall, at its sole expense, maintain current policies throughout the entire term the Charter.

Section 22: Start-Up Plan

A. *Present a projected timetable for the school's start-up, including but not limited to the following key activities:*
   i. *Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)*
   ii. *Identifying and securing facility*
   iii. *Recruiting and hiring staff (leaders, teachers, and other staff)*
   iv. *Staff training*
   v. *Finalizing curriculum and other instructional materials*
   vi. *Governing Board training*
   vii. *Policy adoption by Board (if necessary)*
   viii. *Recruiting students*
   ix. *Enrollment lottery, if necessary*
   x. *Establishing financial procedures*
   xi. *Securing contracted services*
   xii. *Fundraising, if applicable*
   xiii. *Finalizing transportation and food service plans*
   xiv. *Procuring furniture, fixtures and equipment*
   xv. *Procuring instructional materials*

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

Projected Start-Up Timeline		
Timeline	**Action Item**	**Person Responsible**
Completed	Apply for fictitious name	Governing Board
	Apply for 501(c)(3) status	
	Submission of Charter School Application	
March/April 2026	Sponsor Review, Feedback, Interviews, and Decision on Application	Governing Board
	Negotiations with Sponsor on charter contract	
	Set up bank account	
	Set up accounting system	
	Review budget and update as necessary	
Upon approval of application	Begin marketing and student recruitment	Governing Board
	Create and distribute recruiting flyers	
	Set up school website	
	Obtain quotes for furniture, fixtures, and equipment Research, obtain quotes, and order instructional materials	
June 2026	Establish payroll process	Governing Board

	Develop Parent and Teacher Handbook, Staff Handbook, and School Safety Plan	
	Finalize lottery procedures	
	Final selection of instructional materials	
	Print enrollment packets, including Federal lunch program survey	Principal Office Staff
	Student enrollment begins	
July-August 2026	Governing Board approves vendor contracts	Governing Board
	Procuring furniture, fixtures, and equipment	
	Procuring instructional materials	
	Secure contracts with contracted service providers (transportation, food services, security, support staff)	
	Parent Orientation Meetings	
	Finalize Master Schedule	
	Governing Board Approves Annual Budget/Survey 1	Governing Board
	Finalize All New Hires/ Fingerprinting, Drug Testing and Background Checks	Principal
	Finalize plan for food service and bus pick up/drop off	
July-August 2026	Conduct Property Inventory	Office Manager
	Print Parent and Teacher Handbook, Staff Handbook and School Safety Plan	Office Staff
	Coordinators Review Student Records including IEP and ELL Plans	ESE Coordinator ELL Specialist
	Hire all remaining teacher/staff positions	Principal
	Fingerprinting, drug testing, and background checks completed for all staff	
August 2026	Professional Development Training	Lead Teachers/ Principal
	Faculty/Staff Orientation and Classroom Setup	Principal
	Student and Parent Orientation Open House	
	School Opens	

Chart of Attachments

Please tab or separate attachments as noted below

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

Addendum (as applicable)

AA. Commissioner's letter(s) of verification of high-performing status
BB. ESP's organization chart
CC. ESP's organization chart after any anticipated growth
DD. Applicant history worksheet (Form IEPC-M1A, found at: http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference)
EE. Draft contract between school and ESP
FF. Applicant may attach up to an additional ten pages of supplemental material.

My Ca.Sa

Middle School

Attachment B
Sample School Schedule
School Calendar

My Ca.Sa
Middle School

2026-2027
Bell Schedule

Period	Time
Homeroom (Daily)	8:15 a.m.-8:27 a.m.
Period 1 / 2	8:30 a.m.-10:00 a.m.
Period 3 /4	10:03 a.m. -11:33 am.
Lunch	11:36 a.m.-12:06 p.m.
Period 5/6	12:09 p.m.-1:39 p.m.
Period 7/8	1:42 p.m.-3:15 p.m.

***3 minutes to transition between classes.**

***BELL SCHEDULE "A" Day 1, 3, 5 & 7; and "B" Day 2, 4,6, and 8**

My Ca.Sa
Middle School

2026-2027
6th Grade Teacher Schedule ELA/World History

	Block A	Block B
8:15-8:27 am.	Homeroom	Homeroom
8:30-10:00 a.m.	Period 1-Language Arts (Cohort 1)	Period 2-Language Arts Adv (Cohort 2)
10:03-11:33 a.m.	Period 3 Language Arts ESOL (Cohort 3)	Period 4 World History (Cohort 1)
11:36 a.m.-12:06 p.m.	Lunch	Lunch
12:09-1:39 p.m.	Planning	Elective
1:42-3:15 p.m.	Period 7 World History (Cohort 2)	Period 8 World History (Cohort 3)
3:15 p.m.	Dismissal Duties	Dismissal Duties

My Ca.Sa
Middle School

2026-2027
6th Grade Teacher Schedule Math/Science

	Block A	Block B
8:15-8:27 am.	Homeroom	Homeroom
8:30-10:00 a.m.	Period 1-6th Grade Science (Cohort 2)	Period 2-6th Grade Science (Cohort 1)
10:03-11:33 a.m.	Period 3 6th Grade Math (Cohort 1)	Period 4 6th Grade Math (Cohort 2)
11:36 a.m.-12:06 p.m.	Lunch	Lunch
12:09-1:39 p.m.	Planning	Period 6th Grade Science (Cohort 3)
1:42-3:15 p.m.	Period 7 6th Grade Math (Cohort 3)	Period 6th Grade Science (Cohort 2)
3:15 p.m.	Dismissal Duties	Dismissal Duties

My Ca.Sa
Middle School

2026-2027
6th Grade Student Schedule

	Block A	Block B
8:15-8:27 am.	Homeroom	Homeroom
8:30-10:00 a.m.	Period 1 6th Grade Science	Period 2 6th Grade Language Arts
10:03-11:33 a.m.	Period 3 6th Grade Math	Period 4 6th Grade Computer Discoveries
11:36 a.m.-12:06 p.m.	Lunch	Lunch
12:09-1:39 p.m.	6th Grade Physical Education	Period 6 6th Grade Spanish
1:42-3:15 p.m.	Period 7 6th Grade US History	Period 8 College and Career Research and Planning
3:15 p.m.	Dismissal	Dismissal

MIAMI-DADE COUNTY PUBLIC SCHOOLS

2026-2027 SCHOOL CALENDAR

ELEMENTARY AND SECONDARY

JULY 2026				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2026				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21[a]	22	23	24	25
28	29	30		

OCTOBER 2026				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18[a]
21	22	23	24	25
28	29	30	31	

JANUARY 2027				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15[a]
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2027				
M	T	W	T	F
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10[a]	11	12
15	16	17	18	19
22	23	24	25	26
29[a]	30	31		

APRIL 2027				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2027				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2027				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

New Teachers Report

Teacher Planning Day

District-wide Professional Learning Day

[a] Teacher Planning Day available to opt

Recess Day (10 and 11.5 month)

Recess Day

Beg/End of Grading Period

Legal Holiday

Legal Holiday (12-month)

Available to opt

DAYS IN GRADING PERIOD
1 - 45
2 - 46
3 - 42
4 - 47

180 Days Total

For information on employee opt days, please refer to the back of calendar.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
2026-2027 SCHOOL CALENDAR
ELEMENTARY AND SECONDARY

August 10, 2026	Teacher planning day; not available to opt; no students in school
August 11	Teacher planning day; District-wide Professional Learning Day - not available to opt; no students in school
August 12	Teacher planning day; not available to opt; no students in school
August 13	First day of school; begin first semester
September 7	Labor Day; holiday for students and employees
September 21 *+#	Teacher planning day; no students in school, available to opt
October 16	End of first grading period; first semester
October 19	Beginning of second grading period; first semester
November 3	Teacher planning day; District-wide Professional Learning Day - not available to opt; no students in school
November 11	Veterans' Day; holiday for students and employees
November 23-25	Recess Days (10-month and 11.5-month employees only)
November 26	Thanksgiving; Board-approved holiday for students and employees
November 27	Recess Day for students and employees
December 18*+#	Teacher planning day; no students in school, available to opt
December 21 – January 1, 2027	Winter recess for students and employees with the exception of Fraternal Order of Police and select 12-month employees
January 14	End of second grading period; first semester
January 15 *+#	Teacher planning day; no students in school, available to opt
January 18	Dr. Martin Luther King, Jr.'s birthday; holiday for students and employees
January 19	Beginning of third grading period; second semester
February 15	All Presidents Day; holiday for students and employees
March 10 *+#	Teacher planning day; no students in school, available to opt
March 19	End of third grading period; second semester
March 22-26	Spring recess for students and employees with the exception of Fraternal Order of Police and select 12-month employees
March 29 *+#	Teacher planning day; no students in school, available to opt
March 30	Beginning of fourth grading period; second semester
May 31	Memorial Day; holiday for students and employees
June 3	Last day of school; end fourth grading period; second semester
June 4	Teacher planning day; not available to opt; no students in school

NOTE: Every Wednesday students in elementary schools (Grades 2-5) and K-8 Centers (Grades 2-8) are released one (1) hour early

Job Category	Beginning Date	Ending Date
Teachers new to the system	August 3, 2026	June 4, 2027
Assistant Principals and 10-month clerical	August 3, 2026	June 11, 2027
Cafeteria Managers	August 5, 2026	June 4, 2027
Satellite Assistants	August 7, 2026	June 3, 2027
All Instructional Staff, Paraprofessionals & Security	August 10, 2026	June 4, 2027
Assistant to Cafeteria Managers/MAT Specialists	August 11, 2026	June 3, 2027
Cafeteria Workers (part-time)	August 13, 2026	June 3, 2027

***Teachers/paraprofessionals and school support personnel** may opt to work one or two days, August 6, 7, 2026, or June 7, 8, 2027, in lieu of any one or two of the following days: September 21, 2026, December 18, 2026, January 15, 2027, March 10, 2027, and March 29, 2027. August 11, 2026, and November 3, 2026, are District-wide Professional Learning Days and are not available to opt.

+Teachers new to Miami-Dade County Public Schools may opt to work one or two days June 7, 8, 2027, in lieu of any one or two of the following days: September 21, 2026, December 18, 2026, January 15, 2027, March 10, 2027, and March 29, 2027. August 11, 2026, and November 3, 2026, are District-wide Professional Learning Days and are not available to opt.

#Ten-month secretarial and clerical employees may opt to work one or two days, July 30, 31, 2026 or June 14, 15, 2027, in lieu of any one or two of the following days: September 21, 2026, December 18, 2026, January 15, 2027, March 10, 2027, and March 29, 2027. August 11, 2026, and November 3, 2026, are District-wide Professional Learning Days and are not available to opt.

My Ca.Sa

Middle School

Attachment C
Sample Curriculum Scope and Sequence

COURSE DESCRIPTION: The sixth-grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in notetaking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Please note the following important general information regarding the Pacing Guides:

- The Pacing Guides outline the required curriculum for social studies, grades K-12, in Miami-Dade County Public Schools.
- Social Studies Pacing Guides have been developed for all elementary grade levels (K-5) and for each of the required social studies courses at the middle and senior high school levels.
- The Social Studies Pacing Guides are to be utilized by all teachers, grades K-12, when planning for social studies instruction.
- The Pacing Guides outline the required sequence in which the grade level or course objectives are to be taught.
- The Pacing Guides outline the pacing in which instruction should occur. Specifically, the Pacing Guides are divided into 9-week segments and provide an estimate of the number of traditional, or block days needed to complete instruction on a given topic. Teachers should make every effort to stay on pace and to complete the topics in a given nine weeks. Slight variations in pacing may occur due to professional decisions made by the teacher or because of changes in school schedules.
- NOTE: All benchmarks that have a direct correlation to 7th grade Civics are highlighted in green.
- NOTE: Any 7th grade Civics benchmarks are highlighted in teal.
- NOTE: Associated with each green highlighted benchmark is a link to a detailed lesson plan (highlighted in yellow) complete with all readings and handouts to be used during instruction in order to emphasize the importance of Civics correlated benchmarks.
- Florida B.E.S.T. Standards for English Language Arts can be found here. When planning lessons for instruction, teachers should address these state standards during their teaching of social studies content.
- Florida's State Academic Standards – Social Studies for Civics and Government (CG) can be found on CPALMS here.

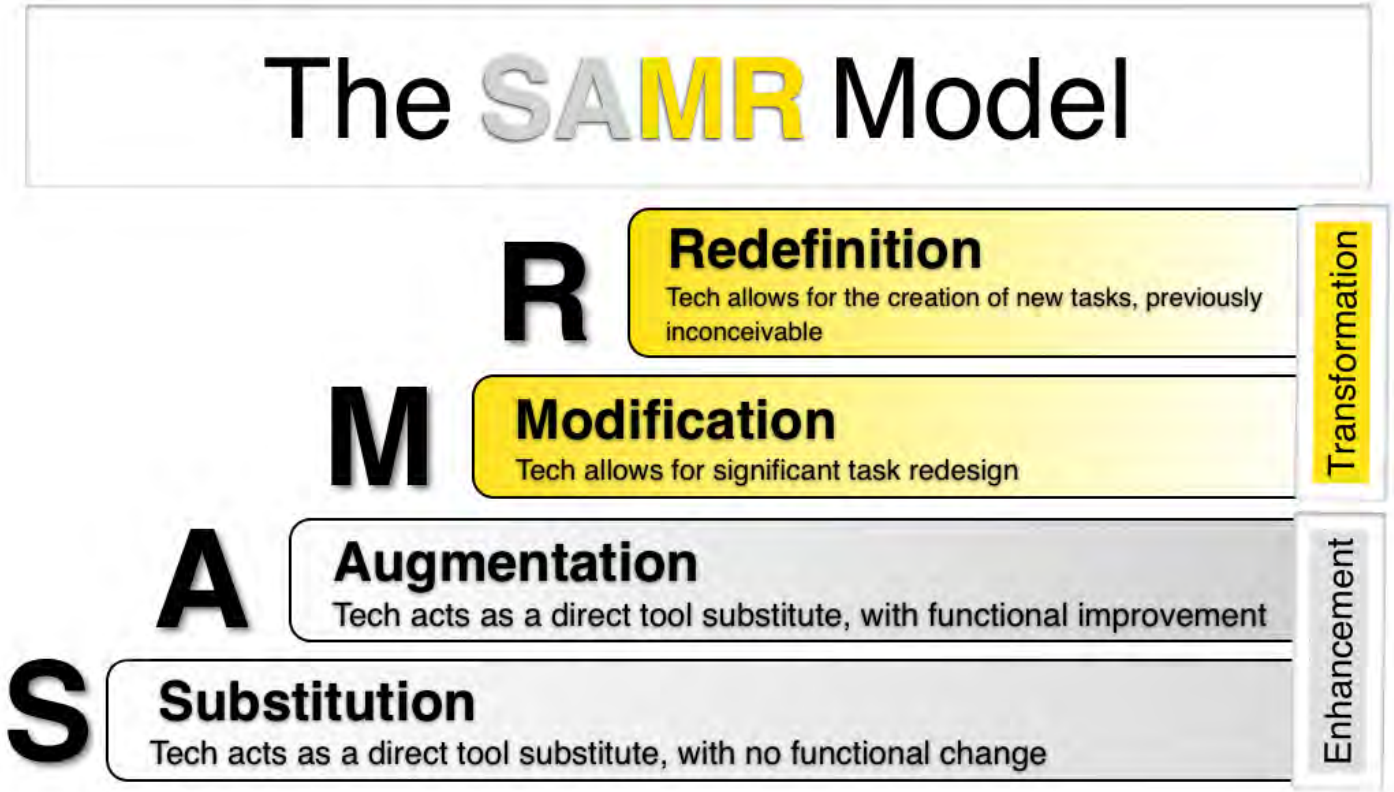
ACCESS POINTS

The Florida Standards Access Points are only intended for students with disabilities (SWD) who have a significant cognitive disability, as indicated on their Individualized Education Plan (IEP). Please click on link to find the accompanying Access Point Standard to every Social Studies Course Standard here.

The Access Points have "actionable steps" that are disaggregated into Independent, Supported, Participatory. Please select the appropriate "actionable step" for your student which would show mastery towards a standard.

Local History Lessons: Miami-Dade County's history and its diverse cultures, municipalities, and vibrant communities offer a multitude of fascinating topics and learning opportunities for students. Stand-alone and rigorous lessons designed around the analysis of primary and secondary local sources of information have been developed to highlight our rich history. Whenever you see the Local History icon below embedded in the pacing guide, simply click on the icon and you will be directed to instructional resources where these lessons plans can be downloaded and used accordingly.

To view "An Introduction to the SAMR Model" with concrete examples at each stage: Click Here.



Please note: Throughout this guide, suggested instructional activities emphasizing Modification and Redefinition are embedded where appropriate. Look for this icon (to the left) accordingly.

Social Sciences and Historical Thinking Skills

Social Sciences' instruction can be enhanced when it is intentional about embedding historical thinking skills into teaching and learning practices. Using historical thinking skills allows students to contextualize history and its complexities through multiple accounts and perspectives, analysis of primary sources, sourcing, context, and claim-evidence connections. By doing so, students are provided instruction about how to think and not what to think.

Historical Thinking Skills*

Multiple Accounts & Perspectives
The textbook's account is the one that students encounter most frequently and routinely in their history classrooms. However, the complexities encountered in history education, warrant the use of multiple accounts and perspectives to truly understand a particular time period, event, or significant point in history.

Analysis of Primary Sources
Using multiple accounts highlights the necessity of analyzing multiple accounts and students need explicit instruction in how to analyze primary sources.

Sourcing
When we "source" a document—a word originally coined by researcher Sam Wineburg—it means that we consider its origins to help us make sense of it.

Context:
Context is at the core of historical thinking, and it requires, among other things, making connections between historical eras and circumstances and particular events and accounts.

Claim-Evidence Connection
Historical arguments and stories rest on evidence and students need to be taught this essential fact. By requiring students to provide evidence to support their claims as a consistent best instructional practices leads to an increase in reading and analysis skills and ultimately, a more profound knowledge base in history.

Watch the video "Think Historically" for an overview of ways of thinking inherent in knowing and doing history.

***Source: National History Education Clearinghouse, teachinghistory.org.**

Social Sciences and M-DCPS' Nine Core Values: Character Education

Social Sciences' instruction can be enhanced when it is intentional about embedding specific references to the District's Nine Core Values. By doing so, students can see the relationship between common societal values and content being discussed and learned during Social Sciences' instruction. Often, advancements in human rights have been accomplished due to dedication to such values.

Nine Core Values

Citizenship: Helping to create a society based upon democratic values, e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making. Examples include obeying classroom and school rules, and forming a representative government in school, i.e., student government.

Cooperation: Working together toward goals as basis as human survival in an increasingly interdependent world. Examples include practicing cooperative learning activities in the classroom and being a member of a team on the athletic field.

Fairness: Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own. Examples include taking turns in a game/activity, treating people the same, no matter what their ethnicity, race, religion, gender, or physical condition may be.

Honesty: Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying. Examples include doing one's own work when taking a test or working on an individual assignment and telling the truth although it may place a person in a negative circumstance.

Integrity: Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong. Examples include expressing one's conviction in a group of peers although it may not be popular with the majority and not joining fellow students who are abusing drugs when "everyone" is doing it.

Kindness: Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things. Examples include participating in a class project to help lost or stray pets and helping a fellow student who has been injured.

Pursuit of Excellence: Doing your best with the talents you have, striving toward a goal, and not giving up. Examples include putting forth one's best effort when taking an exam or doing homework and trying one's hardest when participating in sports.

Respect: Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment. Examples include practicing acceptable manners in the school cafeteria and not damaging or defacing property (graffiti) belonging to someone else.

Responsibility: Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Examples include responsibility emphasizes our positive obligations to care for each other, fulfilling one's part of an assignment in a group project, and performing a community service project.

Nine Core Values by Month

September	**Respect**
October	**Responsibility**
November	**Citizenship**
December	**Fairness**
January	**Pursuit of Excellence**
February	**Kindness**
March	**Cooperation**
April	**Honesty**
May	**Integrity**

History/Social Science Labs

History/Social Science Labs *are an engaging and rigorous instructional approach designed to require in-depth learning and thinking on the part of the student guided by an essential question,* analysis of primary or secondary source documents*, and ending in a rigorous writing assignment or other rigorous learning task.*

Steps to Conduct History/Social Science Labs

1. Identify the FL SAS-SS Benchmark(s) to be addressed.
2. Develop an essential question or use an essential question already found in the pacing guide.
3. Build background knowledge with students about the topic.
4. Facilitate student analysis of the document(s)/source(s).
5. Have students report back on their analysis of the source(s).
6. Finish the lab by having students independently answer, in writing, the essential question.

*History/Social Science labs, complete with sources, have been embedded into this pacing guide. See next page for the History/Social Science template.

- The History/Social Science lab icon (on your left) has been included next to benchmarks that have labs already created. Simply click on the icon and you will be taken to Schoology where the labs are located. History/Social Science labs can also be found through the webpage: http://socialsciences.dadeschools.net
- To see a video that provides an overview of the History/Social Science lab process and benefits, please see: http://www.umbc.edu/che/historylabs/

Name _____ Period _____ Date _____

[Put benchmark here – numbers and write it out]

Essential Question: [put essential guiding question here]

Source	Main Idea / Message / Important Details	How does this document answer the essential question?
Source 1 [include source information as applicable]		
Source 2		
Source 3		
Source 4		

Thesis:

_____

_____

_____

Topic 1: GEOGRAPHY OF THE UNITED STATES

Pacing		Date(s)
Traditional	10 days	8-17-23 to 8-30-23
Block	5 days	8-17-23 to 8-30-23

ESSENTIAL QUESTIONS:
Why is history important?
How does geography influence the way we live?
Why do people make economic choices?
What makes a responsible citizen?

Topic 1: Geography of the United States

Core Textbook: McGraw Hill's Discovering Our Past: *A History of the United States- Early Years*. "Exploring Social Studies" Chapter 1, Lessons 1-4.

Vocabulary/Identification:

absolute location, basin, bay, canyon, cape, channel, cliff, continent, cultural feature, delta, divide, downstream, elevation, Equator, glacier, gulf, harbor, highland, hill, island, isthmus, lake, latitude, longitude, lowland, map, meridian, mesa, mountain, mountain peak, mountain range, mouth, ocean, ocean current, parallel, peninsula, physical feature, plain, plateau, Prime Meridian, relief, river, sea, seacoast, sea level, sound, source, strait, tributary, upstream, valley, volcano, glacier, Beringia, culture, adobe, pueblo, culture area, igloo, kayak, Hogan, tepee, travois, kiva, potlatch, long house, sachem.

First Nine Weeks

Essential Content	FL SAS-SS Benchmarks/State Standards/Special Focus	Instructional Tools
STUDYING HISTORY: • Thinking like a Historian • Timelines, Charts, Graphs • Primary and Secondary Sources	SS.6.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. SS.6.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources. SS.6.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.	Technology: Think like a historian https://www.youtube.com/watch?v=sIu1NHFbDsA Understanding Primary and Secondary Sources https://www.youtube.com/watch?v=pmno-Yfetd8 Suggested Activities: Have students create a graphic organizer of tools used to study history and their importance. Have students list three examples of primary sources and find actual examples of them to share.

	SS.6.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.	Have students write a short essay in which you express why you think it is important to read about, study, and understand the past.
GEOGRAPHY OF THE UNITED STATES: • Five Themes of Geography • Six Essential Elements • Physical Maps: • U.S. Physical regions, major landforms, major bodies of water • Political Maps: 50 states and capitals, territories • Special Purpose Maps: climate, population • Comparison of Physical Features of Western hemisphere to North America	SS.6.A.1.6 Compare interpretations of key events and issues throughout American History. SS.6.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history. SS.6.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. SS.6.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. SS.6.G.3.1 Locate and describe in geographic terms the major ecosystems of the United States. **Literacy Focus:** →	**Technology:** What Can You Do with Geography? https://www.nationalgeographic.org/media/what-you-can-do-geography/ What is Geo-Literacy? https://www.nationalgeographic.org/media/what-is-geo-literacy/ **Suggested Activities:** Have students create a map identifying the major physical regions of the United States. Have students create a map of their hometown and include physical elements significant to their area. Have students write an expository essay on how the geography of Florida and its physical systems affect the people living in it. **Core Value Activity: Respect:** Have students write a travel journal describing their experiences on an imaginary road trip across 5 states of their choosing in the United States. While planning the trip, students should research about the cultural landscape of each region and while writing the travel journal, include information about the importance of showing respect for cultural difference. **Literacy Focus Activity:** Have students create a map of the United States that integrates the following visual information: identifies all 50 states and their capitals; identifies and point out an example of 20 of the physical features listed in the vocabulary list of the pacing guide; identifies the 4 regions of the United States (West, Midwest, Northeast, South); and identify the 3 major bodies of water surrounding the continental U.S. (Atlantic Ocean, Pacific Ocean and Gulf of Mexico).

Assessment:
Use the assessment items and suggestions associated with this grade level that are included in the publisher provided resources.

Develop rubrics and share with students for each of the above-mentioned projects to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

ELL:
Use visual depictions of historical events to increase ELL students' mastery of related content.

Special Commemorations:
The Department of Social Sciences creates resources to assist teachers in providing learning opportunities on required topics of instruction as stated in Florida State Statute 1003.42, in support of nationally recognized holidays and/commemorations, and for select School Board actions. Resources can be found in Schoology, in the group "Curriculum Resources" in the file titled: "Special Commemorative Resources."

Additional Benchmarks Related to Main Topic: Geography of the United States

SS.6.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

SS.6.G.3.2 Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

SS.6.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history.

SS.6.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.6.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

SS.6.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

SS.6.G.4.5 Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

SS.6.G.4.6 Use political maps to describe changes in boundaries and governance throughout American history.

SS.6.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.6.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

SS.6.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

SS.6.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.

SS.6.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

SS.6.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

Topic 2: EXPLORATION OF THE AMERICAS

Pacing		Date(s)
Traditional	10 days	8-31-23 to 9-14-23
Block	5 days	8-31-23 to 9-14-23

ESSENTIAL QUESTIONS:
How do the relationships among the British, French, Spanish, and Dutch compare in their struggle for colonization of North America?
Why was the Age of Exploration a major turning point in history?
What effects did European exploration have on native people of the Americas?

First Nine Weeks

Essential Content	FL SAS-SS Benchmarks/State Standards/Special Focus	Instructional Tools

Topic 2 : Exploration of the Americas

Core Textbook: McGraw Hill's Discovering Our Past: A History of the United States- Early Years. "Exploring the Americas" Chapter 2, Lessons 1-3.

Vocabulary/Identification
Note: Bolded words are essential 7th Gr. EOC vocabulary and must be addressed.

Middle Ages, feudalism, manor, Crusades, classical, Renaissance, technology, magnetic compass, astrolabe, caravel, Mansa Musa, line of demarcation, **monarchy, absolute monarchy**, Queen Isabella, Christopher Columbus, conquistador, Hernando Cortes, Francisco, Pizarro, Laws of the Indies, presidio, mission, peninsulares, creoles, mestizo, encomienda, Ferdinand Magellan, strait, circumnavigate, conquistador, tribute, pueblo, plantation, mercantilism, Columbian Exchange, Northwest Passage, Henry Hudson, Protestant Reformation, Prince Henry the Navigator, Samuel de Champlain, Robert de La Salle, John White, Virginia Company, John Smith, John Rolfe.

Benchmarks Applicable to ENTIRE Main Topic: Exploration of the Americas

SS.6.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.6.A.2.5 Discuss the impact of colonial settlement on Native American populations.

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
FACTORS LEADING TO EUROPEAN EXPLORATION: • Trade routes • Explorers • Voyages of Columbus • African trading states (e.g., Mali) • The Columbian Exchange • Slave Trade	SS.6.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. SS.6.A.2.5 Discuss the impact of colonial settlement on Native American populations. SS.6.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination. SS.6.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory. SS.6.G.4. Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time. **Literacy Focus:** → →	**Suggested Activities:** Have students create trading or playing cards for European explorers during this time period (i.e., explorer's name, country of origin, date of exploration, trip, and significant contribution) and then have them create a class collage of explorers. Have students create a map of the world that illustrates the flow of items in the Columbian Exchange. Have students research the various items that were exchanged through the Columbian Exchange. Then have students draw a visual symbol for each item and conduct a simulation of the exchange in class. Place students on each side of the room and have them play the part of groups involved and take turns physically exchanging the "items" from one group to another. Have students plot the routes of various explorers on a world map. **Literacy Focus Activity:** Have students access the journal entries of Christopher Columbus at the following site and cite specific textual evidence to support analysis of primary and secondary sources by summarizing Columbus' personal reasons or motivations for exploration https://sourcebooks.fordham.edu/source/columbus1.asp. **Historical Thinking Skills Activity:** Have students research about the treatment of the indigenous peoples of the Americas by European explorers and specifically Europeans who fought to protect the cultures of indigenous peoples. Have students report their findings to the class accordingly. **Main Historical Thinking Skill: Multiple Accounts & Perspectives.**

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
CLAIMING LAND: • Spanish Explorers • Conquering Mexico and Peru • Spain in Control • France in Florida • Exploring the Southwest • Spanish Settlements • Impact on Native Americans	SS.6.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. **7th Grade Civics Correlated Benchmark:** SS.7.CG.3.1 Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government. SS.6.A.2.5 Discuss the impact of colonial settlement on Native American populations. SS.6.G.1.2 Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. SS.6.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.	Click on the following link for a detailed lesson plan, reading, instructional materials to assist in the instruction of the tested benchmark: SS.6.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. **Technology**: Age of Exploration Video https://www.youtube.com/watch?v=gnUkjeqacII. **Suggested Activities:** Have students compare and contrast the colonization of the two European powers (e.g., French v. English) using a Venn diagram. Have students create a flow chart to examine how the exploration and conquest of the Americas may have affected Europe. Students can make their chart on Creately found at https://creately.com/. Have the students create a two-column note on the European countries and the areas they explored as well as their impact on that area. Students can make their notes on Creately found at https://creately.com/. Have students create a two-column chart on positive and negative effects that the age of exploration had on Native American people. Have students write a persuasive essay debating if explorers should be considered heroes or foes.

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
COMPETING FOR COLONIES: • Religious Rivalries • The Reformation • The Northwest Passage • French and Dutch Settlements • New France and New Netherland	SS.6.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. SS.6.A.2.5 Discuss the impact of colonial settlement on Native American populations. SS.6.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. SS.6.G.4.4 Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time. SS.6.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.	**Technology:** How the Reformation Shaped Your World https://www.youtube.com/watch?v=NCbhlC_sThY. Dutch Send Colonists to New York https://www.youtube.com/watch?v=QoFy2bEpdpY. **Suggested Activities:** Create a Venn diagram to compare the Dutch and French settlements to that of the Spanish colonies. Create a Sway presentation on Martin Luther and how he influenced The Reformation and his impact on ideas we still have today. Write a paragraph on the importance of The Northwest Passage and the countries involved in wanting to discover it. Describe the relationship between the French explorers and the Native Americans. Write a journal entry from the perspective of a Native American.

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
Assessment: Use the assessment items and suggestions associated with this grade level that are included in the publisher provided resources. Develop rubrics and share with students for each of the above-mentioned projects to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension. **ELL:** Use visual depictions of historical events in order to increase ELL students' mastery of related content. **Special Commemorations:** The Department of Social Sciences creates resources to assist teachers in providing learning opportunities on required topics of instruction as stated in Florida State Statute 1003.42, in support of nationally recognized holidays and/commemorations, and for select School Board actions. Resources can be found in Schoology, in the group "Curriculum Resources" in the file titled: "Special Commemorative Resources."		

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
Additional Benchmarks Related to Main Topic: Exploration of the Americas SS.6.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy. SS.6.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States. SS.6.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States. SS.6.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. SS.6.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history. SS.6.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations. SS.6.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. SS.6.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. SS.6.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources. SS.6.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. SS.6.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. SS.6.A.1.6 Compare interpretations of key events and issues throughout American History. SS.6.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. SS.6.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.		

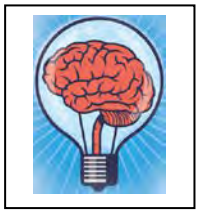
Topic 3: COLONIAL AMERICA

Pacing		Date(s)
Traditional	12 days	9-15-23 to 10-3-23
Block	6 days	9-15-23 to 10-3-23

ESSENTIAL QUESTIONS:
How did the development of the Southern, Middle and Northern colonies compare politically, culturally, and economically?
What was life like for people living in the thirteen colonies?
How did the economic activity of the three regions reflect their geography?
How did competition for land in North America lead to French and Indian War?

First Nine Weeks

Essential Content	FL SAS-SS Benchmarks/Florida Standards State Standards/Special Focus	Instructional Tools/Suggestions
Topic 3: COLONIAL AMERICA		
Core Textbook: McGraw Hill's Discovering Our Past: A History of the United States- Early Years. "Colonial America" Chapter 3, Lessons 1-4 and "Life in the American Colonies" Chapter 4, Lessons 1-3. **Vocabulary/ Identification:** *Note: Bolded words are essential 7th Gr. EOC vocabulary and must be addressed.* charter, **Magna Carta, monarchy, limited monarchy**, joint-stock company, burgesses, dissent, persecute, Puritan, Separatist, Pilgrim, **Mayflower Compact, self-government**, John Winthrop, Great Migration, toleration, Roger Williams, patroon, pacifist, indentured servant, Fundamental Orders of Connecticut, constitution, debtor, tenant farmer, mission, subsistence farming, triangular trade, cash crop, diversity, Tidewater, backcountry, overseer, mercantilism, export, import, smuggling, charter colony, proprietary colony, royal colony, Mason – Dixon Line, James Oglethorpe, apprentice, literacy, Iroquois Confederacy, militia, alliance, speculator, **citizen, citizenship, naturalized citizen, naturalization process, alien immigrant, law of blood, law of soil, resident, Constitution, limited government**		
COLONIAL SETTLEMENTS: **Early Settlements** • Roanoke • Jamestown **New England Colonies** • Pilgrims and Puritans Come to America • Mayflower Compact • The Settlement of Connecticut, Rhode Island, and New Hampshire	SS.6.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies. SS.6.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies. SS.6.A.2.5 Discuss the impact of colonial settlement on Native American populations.	**Technology:** Plymouth Plantation: Virtual Field Trip by Scholastic on YouTube: https://www.youtube.com/watch?v=p5qi3Meqy24 18th Century Williamsburg https://www.colonialwilliamsburg.org/ Colonial Williamsburg Virtual Tours https://www.colonialwilliamsburg.org/learn/virtual-tours/?from=home Jamestown Resources https://historicjamestowne.org/

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/Florida Standards State Standards/Special Focus**	**Instructional Tools/Suggestions**
• Conflict with Native Americans **Middle Colonies** • English Take Over New York and New Jersey • Pennsylvania & Delaware **Southern Colonies** • Indentured Servants • Virginia & Maryland • Carolinas & Georgia		http://www.virtualjamestown.org/interactive.html **Suggested Activities:** Have students create a Venn diagram comparing and contrasting the Jamestown settlers with the Pilgrims. Have students choose a colonial region and pretend to recruit Europeans to that region. Have the students create a brochure or flyer for recruiting purposes. Students can create flyers and brochures using www.canva.com. Have students create a tab booklet for the 13 colonies. Write how the regional differences contributed to the social, political, and economic differences of the United States. **Historical Thinking Skills Activity**: After learning about the impact of European settlement on Native American cultures and looking at both positive and negative aspects on the encroachment of tribal lands. Write an essay to analyze whether you feel this act was a fair one? What can you learn from this part of our history and how can you use it in our future? **Main Historical Thinking Skill: Context.** **Historical Thinking Skills Activity: Have** students research about the Magna Carta and the Mayflower compact. Have students compare the two documents and evaluate their influence in developing the concept of effective, engaged, and responsible citizens. **Main Historical Thinking Skill: Analysis of Primary Sources.**

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/Florida Standards State Standards/Special Focus**	**Instructional Tools/Suggestions**
COLONIAL ECONOMY: • Commercial New England • Cash Crops • Middle Passage (triangular trade) • Slave Codes	SS.6.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies. SS.6.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. SS.6.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies. SS.6.A.2.5 Discuss the impact of colonial settlement on Native American populations. SS.6.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America SS.6.G.2.2 Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications. SS.6.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America **Literacy Focus:** →	**Technology:** Information and Primary Sources on America as a "Religious Refuge" https://www.loc.gov/exhibits/religion/rel01.html **Suggested Activities:** Have students choose one of the colonial regions (New England, Middle, Southern Colonies) and create a short video advertisement or poster to encourage settlement in the area. Highlight information about the resources and economic activities found in that region. Have students create a map of the 13 colonies with symbols to show major economic resources produced in the colonies. Include a map key explaining these symbols. Create a three-column chart to compare the agriculture and economic activity in the three different regions of the colonies. Research how and why enslaved Africans were brought to the colonies. Create a sway presentation on this information including facts about the Middle Passage and the life of slaves during this time. Have students write a journal entry from the perspective of an African slave describing their experience on the journey across the Atlantic (Middle Passage) **Literacy Focus Activity:** Using the textbook (Pages 93-97) analyze the relationship between a primary and secondary source on the slave trade that examines both the small and big picture, highlighting the slave trade with the personal account of Olaudah Equiano.

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/Florida Standards State Standards/Special Focus**	**Instructional Tools/Suggestions**
GOVERNING THE COLONIES: • English Principles of Government • Representative Government • English Bill of Rights • Government in America • Local Government in Colonies	SS.6.CG.3.1 Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction. **7th Grade Civics Correlated Benchmark:** SS.7.CG.1.3 Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government. SS.6.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies. SS.6.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies. SS.6.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.	Click on the following link for a detailed lesson plan, reading, instructional materials to assist in the instruction of the tested benchmark: SS.6.CG.3.1 Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction. **Technology:** PBS – Mayflower Compact https://florida.pbslearningmedia.org/resource/americanexperience27p-soc-compact/wgbh-americanexperience-the-pilgrims-mayflower-compact/ **Suggested Activities:** Have students create a sway presentation on how England's Magna Carta and its systems of government influenced the colonies and its principles. Have students create a Venn diagram Comparing the similarities and differences between the Magna Carta and the English Bill of Rights. Create a graphic organize depicting the events that led to the change in government creating protected rights.
CULTURE & SOCIETY: • American Spirit • Family Roles • Colonial Education • Great Awakening • Enlightenment • Ideas of Freedom • Civic Virtue	SS.6.CG.2.3 Analyze the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction. **7th Grade Civics Correlated Benchmark:** → SS.7.CG.1.2 Trace the principles underlying America's founding ideas on law and government. SS.7.CG.1.11 Define the rule of law and recognize its influence on the development of legal, political, and governmental systems in the United States. SS.7.CG.2.2 Differentiate between obligations and responsibilities of U.S. citizenship and evaluate their impact on society. SS.6.CG.1.3 Explain the importance of the rule of law in the United States' constitutional republic.	Click on the following link for a detailed lesson plan, reading, instructional materials to assist in the instruction of the tested benchmark: SS.6.CG.2.3 Role of Civic Virtue **Technology:** Life in Colonial America https://www.youtube.com/watch?v=KLuYPsw2tPI **Suggested Activities:** Have students complete a history lab: How did geography, religion, and government affect how people in the English colonies live?

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/Florida Standards State Standards/Special Focus**	**Instructional Tools/Suggestions**
	SS.6.A.2.2 Compare the characteristics of the New England, Middle, and Southern colonies. SS.6.A.2.4 Identify the impact of key colonial figures on the economic, political, and social development of the colonies. SS.6.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.	Have students create a timeline of when the 13 colonies were created and include characteristics of each colony. Have students work in cooperative groups to create their own colony. They choose what country colonized it, its location in North America, what resources can be found there, and reasons to live there.

Assessment:
Use the assessment items and suggestions associated with this grade level that are included in the publisher provided resources.

Develop rubrics and share with students for each of the above-mentioned projects to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

ELL:
Use visual depictions of historical events in order to increase ELL students' mastery of related content.

Special Commemorations:
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First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/Florida Standards State Standards/Special Focus**	**Instructional Tools/Suggestions**
Additional Benchmarks Related to Main Topic: Colonial America SS.6.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. SS.6.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. SS.6.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources. SS.6.A.1.4 Differentiate fact from opinion; utilize appropriate historical research and fiction/nonfiction support materials. SS.6.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. SS.6.A.1.6 Compare interpretations of key events and issues throughout American History. SS.6.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. SS.6.G.2.1 Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. SS.6.G.2.3 Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time. SS.6.G.4.3 Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory. SS.6.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. SS.6.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, and working class). SS.6.G.4.1 Interpret population growth and other demographic data for any given place in the United States throughout its history. SS.6.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination. S.6.CG.2.3 Analyze the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction. SS.6.CG.2.4 Explain how forms of civic and political participation changed from the Colonial period through Reconstruction.		

Topic 4: ROAD TO INDEPENDENCE

Pacing		Date(s)
Traditional	17 days	10-4-23 to 10-26-23
Block	8.5 days	10-4-23 to 10-26-23

ESSENTIAL QUESTIONS:
How did British policies affect the colonists?
What role did key individuals play in the movement toward independence?
How did individuals and events impact efforts for independence?

Mini Assessment #1
Recommend testing at beginning of window:

First Nine Weeks

Essential Content	FL SAS-SS Benchmarks/State Standards/Special Focus	Instructional Tools
Topic 4: Road to Independence		
Core Textbook: McGraw Hill's Discovering Our Past: A History of the United States- Early Years. "Life in the American Colonies" Chapter 4, Lesson 4 and "The Spirit of Independence" Chapter 5, Lessons 1-4. **Vocabulary/ Identification:** *Note:* Bolded words *are essential 7th Gr. EOC vocabulary and must be addressed.* revenue, writs of assistance, resolution, effigy, **boycott, tax**, nonimportation, repeal, propaganda, committee of correspondence, militia, minutemen, Loyalist, Patriot, petition, **Sugar Act, Stamp Act, Townshend Act, Quartering Act, Intolerable Acts, *Common Sense* by Thomas Paine, Declaration of Independence, grievance, preamble, natural rights, unalienable rights, consent of the governed, tyranny, self-evident, John Locke, natural law, social contract, Enlightenment, English Bill of Rights, natural rights (life, liberty, property or pursuit of happiness), role of government, assent, oppression, self-evident, tyranny, taxation without representation, trial by jury, judicial powers, quartering soldiers, dissolving legislatures, rule of law, fair procedures, transparency of institutions, consistent application of the law, accountability to the law, decisions based on the law.**		
FRENCH AND INDIAN WAR: • Britain Declares War on France • William Pitts Leads to Victory • Battle of Quebec • The Treaty of Paris of 1763	SS.6.A.2.6 Examine the causes, course, and consequences of the French and Indian War. SS.6.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, and working class). SS.6.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.	**Technology:** French and Indian War for kids https://www.youtube.com/watch?v=9Su_GPNrk5k **Suggested Activities:** Have students write an expository essay on why most Native Americans sided with the French during the French and Indian War. Create a visual representation of the turning point in the French and Indian War. Explain the role of the Ohio River Valley during this conflict. List character traits of William Pitt and his importance during this War.

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
CONSEQUENCES OF THE FRENCH AND INDIAN WAR: • The Proclamation of 1763 • Writs of Assistance • Sugar Act, Stamp Act, Townshend Acts, Tea Act)	SS.6.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774. **7th Grade Civics Correlated Benchmark:** SS.7.CG.1.5 Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.6.A.3.5 Describe the influence of individuals on social and political developments during the Revolutionary era. SS.6.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).	Click on the following link for a detailed lesson plan, reading, instructional materials to assist in the instruction of the tested benchmark: SS.6.A.3.1 Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 – 1774. **Technology:** The Stamp Act https://www.youtube.com/watch?v=uImdEeuLNG8 What were the Townshend Acts? https://www.youtube.com/watch?v=FKGSda3sEVU **Suggested Activities:** Create a graphic organizer to explain the British Policies imposed on the colonists and tell why many colonists were so opposed to them. Have students create a flipbook describing all the acts imposed on the colonists.
COLONIAL REACTION: • Protest - "no taxation without representation • Boston Massacre • Boston Tea Party • Intolerable Acts • Battles – Lexington and Concord, Bunker Hill • Patriots and Loyalists • Second Continental Congress • Thomas Paine – Common Sense • Declaration of Independence	SS.6.A.3.2 Explain American colonial reaction to British policy from 1763 - 1774. **7th Grade Civics Correlated Benchmark:** SS.7.CG.1.5 Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence. SS.6.A.3.7 Examine the structure, content, and consequences of the Declaration of Independence. **7th Grade Civics Correlated Benchmark** SS.7.CG.1.6 Analyze the ideas and grievances set forth in the Declaration of Independence. SS.6.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution. **7th Grade Civics Correlated Benchmarks:** SS.7.CG.1.4 Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.	Click on the following link for a detailed lesson plan, reading, instructional materials to assist in the instruction of the tested benchmark: SS.6.A.3.2 and SS.6.A.3.7 Explain American colonial reaction to British policy from 1763 - 1774. ***Note: Lesson SS.6.A.3.2 is combined with lesson SS.6.A.3.7** Click on the following link for a detailed lesson plan, reading, instructional materials to assist in the instruction of the tested benchmark. SS.6.A.3.8 Examine individuals and groups that affected political and social motivations during the American Revolution.

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
	SS.7.CG.1.3 Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. SS.6.A.3.3 Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts. **7th Grade Civics Correlated Benchmark:** SS.7.CG.1.10 Compare the viewpoints of the Federalists and the Anti-Federalists regarding ratification of the U.S. Constitution and including a bill of rights. ***Note: part of this benchmark is covered in lesson SS.6.A.3.8 found above.** SS.6.CG.1.1 Compare the views of Patriots, Loyalists and other colonists on limits of government authority, inalienable rights and resistance to tyranny. SS.6.A.3.4 Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. SS.6.A.3.6 Examine the causes, course, and consequences of the American Revolution.	**Technology**: Boston Massacre https://www.youtube.com/watch?v=K1NRTmVOtV4. The story behind the Boston Tea Party https://www.youtube.com/watch?v=1cT_Z0KGhP8. America the Story of Us: Declaration of Independence https://www.youtube.com/watch?v=yb7MI8NQLoo. **Suggested Activities:** Have students work in groups to prepare a TV news show with "live" coverage of the Battle of Lexington. Roles can include roving correspondents to interview minutemen and British troops; news anchors to introduce and host the show; reporters interviewing civilians; and actors for commercials. Have students create a propaganda poster or flyer in support or against the British policies (Patriot or Loyalist). Students can create a flyer by clicking here. Have students complete the history lab to examine the causes and consequences of the American Revolution. Have students create an advertisement poster/flyer to recruit members for one of the Revolutionary protest groups such as the Sons of Liberty. Posters should include a catchy slogan, reasons to join, visuals, and other relevant information. Students can click here. to create a flyer. Have students create a Padlet on our founding fathers and their contributions towards the Declaration of Independence. Students can find Padlet at https://padlet.com/.

First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
	Literacy Focus: 	Create a poster of a grievance indicated by colonists that you feel was the most important issue for declaring independence from England. Students can create a poster at Piktochart by clicking, https://piktochart.com/formats/posters/. **Literacy Focus Activity:** Ask students to access the following primary source document entitled Common Sense written by Thomas Paine and determine the central ideas found in the document and write a summary http://www.let.rug.nl/usa/documents/1776-1785/thomas-paine-common-sense/introduction.php. **Historical Thinking Skills Activity**: During the Revolution, many colonists wanted independence. Why? How would you define independence today? Compare these definitions. Do you think Americans are still enjoying their independence? Why or why not? **Main Historical Thinking Skill: Context.** **Core Value Activity: Responsibility-** Have students read the pamphlet "Common Sense" by Thomas Paine. Have students evaluate whether the document inspired rebellion or responsible and active citizenship and discuss a time in their life when they had to make a difficult choice despite possible negative consequences to do the right thing (responsible decision-making).

Assessment:
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Use visual depictions of historical events in order to increase ELL students' mastery of related content.

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First Nine Weeks		
Essential Content	**FL SAS-SS Benchmarks/State Standards/Special Focus**	**Instructional Tools**
Additional Benchmarks Related to Main Topic: Road to Independence		
SS.6.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.		
SS.6.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.		
SS.6.G.5.2 Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.		
SS.6.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.		
SS.6.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.		
SS.6.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.		
SS.6.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.		
SS.6.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.		
SS.6.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.		
SS.6.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.		
SS.6.A.1.6 Compare interpretations of key events and issues throughout American History.		
SS.6.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.		

Note: Links to resources below are Discovery resources. To access Discovery resources, you must be signed into the teacher or student portal. Once on the Discovery website, type desired topic in the Discovery search engine to find the desired resource.

TOPIC 1: GEOGRAPHY OF THE UNITED STATES

Video:
Introduction to U.S. Geography
A Look at North America
Location, Size, and Regions of the U.S.
North American Climatic, Natural Vegetation, and Landform Regions
Major U.S Land Areas
Major U.S. Bodies of Water and Rivers
North America: Coast to Coast: Across Mountains, Plains, Rivers, and Plateaus
Biomes
Climate in the United States
Land Use in the U.S.: Farming and Ranching
Regional Overview of the South
Other Types of Maps

Image:
A Map of North America

Audio:
Lodge McCammon Songs: The Fifty States Project: La Florida

Article:
Geography

Skill Builder:
Geographic Dictionary
Imaginary Markers: The Globe

TOPIC 2: EXPLORATION OF THE AMERICAS

Video:
World Exploration and Map Making
Early Exploration
The Great Age of Exploration: Part One
The Great Age of Exploration: Part Two
Finding a Trade Route to Asia
John Cabot and the Treaty of Tordesillas
Exploration and Colonization in North America (1564-1600)
Exploration and the Christian Church: Converting the Natives of the New World
Spain's Efforts to Expand: The Conquistadors and the New World
Exploration and Colonization
European Exploration and the Demise of Maya Civilization

Consequences of European Colonization in Latin America
Explorers and Colonies
Languages of Latin America: Spanish and Portuguese
The Spanish in the New World
The French in the New World
Dutch Establish New Netherland
European Colonial Settlements
Settlement at Jamestown
Pilgrims

Image:
Map of Columbus's Three Voyages to America
Juan Ponce de León (1460-1521)
A 1657 French Map of Florida
New food crops for Europe.
Cortez' invasion results in Aztecs' smallpox
Map, native populations, end of the 15th century.

Audio:
Florida: Early European Settlements

Article:
Demarcation, Line of

TOPIC 3: COLONIAL AMERICA

Video:
The Colonies of Massachusetts Bay, Rhode Island, New Hampshire, and Connecticut, 1629-1680
The Middle Colonies: New York, New Jersey, Delaware, and Pennsylvania
The Southern Colonies: Virginia, Maryland, North Carolina, South Carolina, and Georgia
Pioneers: Conquering the Wilderness
Conflicts Between the Colonists and Native Americans
Trade in the Colonies
The Glorious Revolution, 1688-1689
The Declaration of Rights
Life on Colonial Farms
Plantation Life
Religion in the Colonies
The Great Awakening
Colonial Government
The Iroquois Confederacy
Taking Sides: Conflict in North America and the Iroquois

Audio:
Stuff You Missed in History Class Podcast: What happened to the lost colony at Roanoke?
Stuff You Missed in History Class Podcast: How the Stono Rebellion Worked

Article:
United States of America: History--Colonial Developments
United States of America: History--The Struggle for North America

Skill Builder:
Mid-18th-Century Colonial Trade

TOPIC 4: ROAD TO INDEPENDENCE

Video:
The French and Indian War, the Seven Years' War, and the Treaty of Paris
The French and Indian War: 1754-1763
Causes of the American Revolution: A Review
The Bean body Histories: The American Revolution: Part 1: Causes
Trouble in the Colonies
Journey to Revolution
Britain Pays for the French and Indian War: Taxation Without Representation
The Early Americans and the English Influence on Trade, Government, and Other Aspects of Colonial Life
The Townshend Acts, Writs of Assistance, and the Boston Massacre, 1767-1770
The Sons of Liberty and the Repeal of the Stamp Act
1774: First Continental Congress: Minutemen: Paul Revere's Midnight Ride
The Second Continental Congress
Thomas Paine Writes What Many Colonists Are Thinking
Writing the Declaration of Independence
The Declaration of Independence

Image:
Page of text, Common Sense, Paine's pamphlet.

Article:
Navigation Acts

Skill Builder:
Events Leading to Revolutionary to War Crossword

Year at a Glance - Major Topics

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
GEOGRAPHY OF THE UNITED STATES: • Studying History • Geography of the United States **EXPLORATION OF THE AMERICAS:** • Factors leading to Exploration • Claiming Land • Competing for Colonies **COLONIAL AMERICA:** • Colonial Settlements • Colonial Economy • Governing the Colonies • Culture and Society **ROAD TO INDEPENDENCE:** • French and Indian War • Consequences of French and Indian War • Colonial Reaction	**THE AMERICAN REVOLUTION:** • The War for Independence Begins • War Continues • The End is Near **CREATING A REPUBLIC:** • Articles of Confederation • Steps Towards a Constitution • Influences and Principles of our Constitution • The Constitution **THE NEW NATION:** • The First President • Early Challenges • Political Parties **THE JEFFERSON ERA:** • A New Party • Westward Movement • Conflict Arises	**GROWTH AND EXPANSION:** • Industrial Revolution • Improvement of Transportation • Westward Movement Continues • Unifying the Nation • Manifest Destiny • More Territory **JACKSON ERA:** • Jacksonian Democracy • Conflicts Over Land **AGE OF REFORM:** • Second Great Awakening • Abolitionist Movement • Women's Movement	**ROAD TO THE CIVIL WAR:** • The North • The South • Conflict Over Slavery • New Party-New Challenges • Secession and War **THE CIVIL WAR:** • Union V. Confederacy • Early Battles • Life During the Civil War • Turning Point • War Ends **RECONSTRUCTION:** • Rebuilding • Radical Republicans • The South During Reconstruction • Post Re-Construction Era **FINANCIAL LITERACY- SEE BELOW**

Please note: For 6th grade lessons on Financial Literacy please click here.

M/J Grade 6 Mathematics
Course Code: 120501001

2023-2024
Year at a Glance

Please use the code below to join the Schoology Collaborative Group for this course.
(Do not share code with students)

9QSN-6PX5-KF4CH
Middle Grades Math - Grades 6-8 Core/Regular Collaborative Group

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics	2023-2024	Course Code: 120501001

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks
49 Days
August 17, 2023 – October 26, 2023

Topic 1: Use Positive Rational Numbers
08/17 – 09/12 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
• 1-1: Fluently Add, Subtract and Multiply Decimals • 1-2: Fluently Divide Whole Numbers and Decimals • 1-3: Multiply Fractions • 1-4: Understand Division with Fractions • 1-5: Divide Fractions by Fractions • 1-6: Divide Mixed Numbers • 1-7: Solve Problems with Rational Numbers	• MA.6.NSO.2.1 • MA.6.NSO.2.2 • MA.6.NSO.2.3

Topic 2: Understand Integers and Rational Numbers
09/13 – 10/13 (22 Traditional: 11 Block)

Lessons	*Benchmarks*
• 2-1: Understand Integers • 2-2: Represent Rational Numbers on the Number Line • 2-3: Absolute Value of Rational Numbers • 2-4: Add Integers • 2-5: Subtract Integer • 2-6: Multiply Integers • 2-7: Divide Integers • 2-8: Solve Problems with Absolute Value	• MA.6.NSO.1.1 • MA.6.NSO.1.2 • MA.6.NSO.1.3 • MA.6.NSO.1.4 • MA.6.NSO.4.1 • MA.6.NSO.4.2

Topic 3: Use Numeric and Algebraic Expressions (Continued into next quarter)
10/16 – 11/07 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
1st 9-Weeks Content • 3-1: Understand, Represent, and Evaluate Exponents • 3-2: Find Greatest Common Factor and Least Common Multiple • 3-3: Write and Evaluate Numeric Expressions • 3-4: Write Algebraic Expressions • 3-5: Evaluate Algebraic Expressions **2nd 9-Weeks Content** • 3-6: Apply Properties of Operations: Algebraic Expressions • 3-7: Simplify Algebraic Expressions	• MA.6.NSO.3.1 • MA.6.NSO.3.2 • MA.6.NSO.3.3 • MA.6.NSO.3.4 • MA.6.AR.1.1 • MA.6.AR.1.3 • MA.6.AR.1.4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics	2023-2024	Course Code: 120501001

Florida's B.E.S.T. Standards Mathematics

Second Nine Weeks
41 Days
October 30, 2023 – January 18, 2024

Topic 3: Use Numeric and Algebraic Expressions (Continued from prior quarter) 10/16 – 11/07 (16 Traditional: 8 Block)		**Topic 4: Represent and Solve Equations and Inequalities** 11/08 – 12/11 (18 Traditional: 9 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
1st 9-Weeks Content • 3-1: Understand, Represent, and Evaluate Exponents • 3-2: Find Greatest Common Factor and Least Common Multiple • 3-3: Write and Evaluate Numeric Expressions • 3-4: Write Algebraic Expressions • 3-5: Evaluate Algebraic Expressions **2nd 9-Weeks Content** • 3-6: Apply Properties of Operations: Algebraic Expressions • 3-7: Simplify Algebraic Expressions	• MA.6.NSO.2.1 • MA.6.NSO.2.3 • MA.6.NSO.3.1 • MA.6.NSO.3.2 • MA.6.NSO.3.3 • MA.6.NSO.3.4 • MA.6.AR.1.1 • MA.6.AR.1.3 • MA.6.AR.1.4	• 4-1: Understand Equations and Solutions • 4-2: Apply Properties of Equality • 4-3: Write and Solve Addition and Subtraction Equations • 4-4: Write and Solve Multiplication and Division Equations • 4-5: Write and Solve Equations with Rational Numbers • 4-6: Understand and Write Inequalities • 4-7: Represent Solutions to Inequalities	• MA.6.AR.1.1 • MA.6.AR.1.2 • MA.6.AR.2.1 • MA.6.AR.2.2 • MA.6.AR.2.3 • MA.6.AR.2.4

Topic 5: Understand and Use Ratio and Rate 12/12 – 01/16 (14 Traditional: 7 Block)		**Topic 6: Understand and Use Percent (Continued into next quarter)** 01/17 – 02/12 (18 Traditional: 9 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• 5-1: Understand Ratios • 5-2: Generate Equivalent Ratios • 5-3: Compare Ratios • 5-4: Represent and Graph Ratios • 5-5: Understand Rates and Unit Rates • 5-6: Compare Unit Rates • 5-7: Solve Unit Rate Problems • 5-8: Ratio Reasoning: Convert Customary Units • 5-9: Ratio Reasoning: Convert Metric Units	• MA.6.AR.3.1 • MA.6.AR.3.2 • MA.6.AR.3.3 • MA.6.AR.3.5	**2nd 9-Weeks Content** • 6-1: Understand Percent **3rd 9-Weeks Content** • 6-2: Relate Fractions, Decimals, and Percents • 6-3: Represent Percents Greater Than 100 or Less Than 1 • 6-4: Estimate to Find Percent • 6-5: Find the Percent of a Number • 6-6: Find the Whole Given a Part and the Percent	• MA.6.AR.3.4 • MA.6.NSO.3.5

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics	2023-2024	Course Code: 120501001

Florida's B.E.S.T. Standards Mathematics

Third Nine Weeks
50 Days
January 22, 2024 – April 9, 2024

Topic 6: Understand and Use Percent (Continued from prior quarter) 01/17 – 02/12 (18 Traditional: 9 Block)		**Topic 7: Model and Solve Problems Involving Geometry** 02/13 – 03/14 (22 Traditional: 11 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
2nd 9-Weeks Content • 6-1: Understand Percent **3rd 9-Weeks Content** • 6-2: Relate Fractions, Decimals, and Percents • 6-3: Represent Percents Greater Than 100 or Less Than 1 • 6-4: Estimate to Find Percent • 6-5: Find the Percent of a Number • 6-6: Find the Whole Given a Part and the Percent	• MA.6.AR.3.4 • MA.6.NSO.3.5	• 7-1: Represent Rational Numbers on the Coordinate Plane • 7-2: Solve Problems on the Coordinate Plane • 7-3: Derive and Apply the Triangle Area Formula • 7-4: Decompose Polygons into Triangles and Rectangles • 7-5: Represent Solve Figures Using Nets • 7-6: Find Surface Area of Prisms • 7-7: Find Surface Area of Pyramids • 7-8: Find the Volume with Fractional Edge Lengths	• MA.6.GR.1.1 • MA.6.GR.1.2 • MA.6.GR.1.3 • MA.6.GR.2.1 • MA.6.GR.2.2 • MA.6.GR.2.3 • MA.6.GR.2.4 • MA.6.AR.1.1 • MA.6.AR.1.3

Topic 8: Display, Describe, and Summarize Data 03/15 – 04/16 (16 Traditional: 8 Block)	
Lessons	***Benchmarks***
• 8-1: Recognize Statistical Questions • 8-2: Summarize Data Using Mean, Median, Mode, and Range • 8-3: Describe and Interpret Line Plots • 8-4: Display Data in Frequency Tables and Histograms • 8-5: Display Data in Box Plots • 8-6: Determine How Data Changes Impact Statistical Measures	• MA.6.DP.1.1 • MA.6.DP.1.2 • MA.6.DP.1.3 • MA.6.DP.1.4 • MA.6.DP.1.5 • MA.6.DP.1.6 • MA.6.NSO.2.1 • MA.6.NSO.2.3

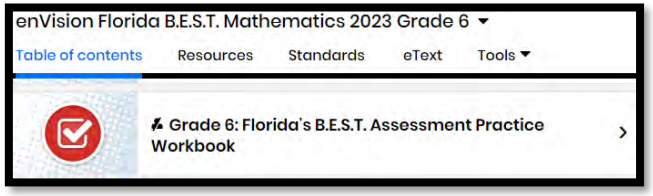
MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics | **2023-2024** | **Course Code: 120501001**

Florida's B.E.S.T. Standards Mathematics

Fourth Nine Weeks
40 Days
April 11, 2024 – June 6, 2024

Topic 9: F.A.S.T. Spiral Review
04/17 – 04/30 (10 Traditional: 5 Block)
F.A.S.T. PM3 Administration Window 05/01 – 05/31

Lessons	***Benchmarks***			
Grade 6: Florida's B.E.S.T. Assessment Practice Workbook (Accessible Online via Savvas Realize)  *Additional details are available in the Topic 9 Pacing Guide*	MA.6.NSO.1.1 MA.6.NSO.1.2 MA.6.NSO.1.3 MA.6.NSO.1.4 MA.6.NSO.2.1 MA.6.NSO.2.2 MA.6.NSO.2.3 MA.6.NSO.3.1 MA.6.NSO.3.2 MA.6.NSO.3.2 MA.6.NSO.3.4 MA.6.NSO.3.5 MA.6.NSO.4.1 MA.6.NSO.4.2	MA.6.AR.1.1 MA.6.AR.1.2 MA.6.AR.1.3 MA.6.AR.1.4 MA.6.AR.2.1 MA.6.AR.2.2 MA.6.AR.2.3 MA.6.AR.2.4 MA.6.AR.3.1 MA.6.AR.3.2 MA.6.AR.3.3 MA.6.AR.3.4 MA.6.AR.3.5	MA.6.GR.1.1 MA.6.GR.1.2 MA.6.GR.1.3 MA.6.GR.2.1 MA.6.GR.2.2 MA.6.GR.2.3 MA.6.GR.2.4	MA.6.DP.1.1 MA.6.DP.1.2 MA.6.DP.1.3 MA.6.DP.1.4 MA.6.DP.1.5 MA.6.DP.1.6

Topic 10: Strengthen Grade Level Skills Through 3-Act or Pick a Project
05/01 – 06/06 (26 Traditional: 13 Block)
F.A.S.T. PM3 Administration Window 05/01 – 05/31

Lessons & Benchmarks			
• Topic 1: 3-Act Mathematical Modeling • Topic 1: Pick a Project 1A or 1B • Topic 2: 3-Act Mathematical Modeling • Topic 2: Pick a Project 2A or 2B • Topic 3: 3-Act Mathematical Modeling • Topic 3: Pick a Project 3A or 3B • Topic 4: 3-Act Mathematical Modeling • Topic 4: Pick a Project 4A or 4B	MA.6.NSO.1.1 MA.6.NSO.2.1 MA.6.NSO.2.2 MA.6.NSO.2.3 MA.6.NSO.4.1 MA.6.AR.1.1 MA.6.AR.1.3 MA.6.AR.1.4 MA.6.AR.2.1 MA.6.AR.2.2	• Topic 5: 3-Act Mathematical Modeling • Topic 5: Pick a Project 5A or 5B • Topic 6: 3-Act Mathematical Modeling • Topic 6: Pick a Project 6A • Topic 7: 3-Act Mathematical Modeling • Topic 7: Pick a Project 7A • Topic 8: 3-Act Mathematical Modeling • Topic 8: Pick a Project 8A or 8B	MA.6.AR.3.1 MA.6.AR.3.2 MA.6.AR.3.3 MA.6.AR.3.4 MA.6.AR.3.5 MA.6.GR.2.2 MA.6.GR.2.3 MA.6.GR.2.4 MA.6.DP.1.2 MA.6.DP.1.4

M/J Grade 6 Mathematics	2023-2024	Course Code: 120501001

Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** **Teachers who encourage students to participate actively in effortful learning both individually and with others:** • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.	**Mathematicians who demonstrate understanding by representing problems in multiple ways:** • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** **Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:** • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1 Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** **Teachers who encourage students to complete tasks with mathematical fluency:** • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Grade 6 Mathematics	2023-2024	Course Code: 120501001

Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:** • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.	**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:** • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** **Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:** • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 **Assess the reasonableness of solutions.**	**MA.K12.MTR.7.1** **Apply mathematics to real-world contexts.**
Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** **Teachers who encourage students to assess the reasonableness of solutions:** • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.	**Mathematicians who apply mathematics to real-world contexts:** • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** **Teachers who encourage students to apply mathematics to real-world contexts:** • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J Grade 6 Mathematics | **2023-2024** | **Course Code: 120501001**

Topic 1: Use Positive Rational Numbers

Pacing		Date(s)
Traditional	18 days	08-17-23 to 09-12-23
Block	9 days	08-17-23 to 09-12-23
Topics 1 & 2 Assessment Window		10-12-23 to 10-13-23

Florida's B.E.S.T. Standards Mathematics

Mathematics Benchmarks	Student Learning Objectives
MA.6.NSO.2.1 MA.6.NSO.2.2 MA.6.NSO.2.3 *Benchmarks above are hyperlinked to CPALMs*	Students will be able to: • add, subtract, and multiply decimals. • divide whole numbers and decimals. • use models and equations to multiply fractions and mixed numbers. • use models and equations to represent fraction division. • divide a fraction by another fraction. • divide with mixed numbers. • solve multistep problems with fractions and decimals.

Mathematical Thinking & Reasoning Standards (MTRs)	MA.K12.MTR.1.1	MA.K12.MTR.2.1	MA.K12.MTR.3.1	MA.K12.MTR.4.1	MA.K12.MTR.5.1	MA.K12.MTR.6.1	MA.K12.MTR.7.1
Florida Standards Access Points	The General Education Teacher's Guide to Planning with the Access Points MA.6.NSO.2.AP.1 - MA.6.NSO.2.AP.2 - MA.6.NSO.2.AP.3a - MA.6.NSO.2.AP.3b						
ELL Resources	WiDA Can Do Descriptors Key Uses Edition Grades 6-8 – DI Planning Tools for ELL Students – How to Use the DI Planning Tool in the Mathematics Classroom						
Vocabulary	Reciprocal						

Savvas Learning Rigor in the Chapter

Topic 1: Use Positive Rational Numbers

Conceptual Understanding	Procedural Skills & Fluency	Application
Presents an overview of the key concepts student will encounter in the Topic.	The procedural skills taught in the topic(s) are discussed and fluency explorations, if any, are addressed.	A description of the types of applications in the topic(s) is provided.
*Please find specific Math Background Topic information on **page 2D of the Teacher Edition***		

Florida's B.E.S.T. Standards Mathematics

B.E.S.T. Instructional Guide for Mathematics (B1G-M)

Grade 6 B1G-M The B.E.S.T. Instructional Guide for Mathematics (B1G-M) is intended to assist educators with planning for student learning and instruction aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This guide is designed to aid high-quality instruction through the identification of components that support the learning and teaching of the B.E.S.T. Mathematics Standards and Benchmarks. The B1G-M includes an analysis of information related to the B.E.S.T. Standards for Mathematics within this specific mathematics course, the instructional emphasis and aligned resources. This document is posted on the B.E.S.T. Standards for Mathematics webpage of the Florida Department of Education's website and will continue to undergo edits as needed.	B.E.S.T. Standards Progression: (6-8) B.E.S.T. Standards Progression: Number Sense and Operations & Fractions

B1G-M Linked Benchmarks	Vertical Alignment: Previous Benchmarks	Vertical Alignment: Next Benchmarks
MA.6.NSO.2.1 Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. Benchmark Clarifications: *Clarification 1*: Multi-digit decimals are limited to no more than 5 total digits. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	MA.5.NSO.2.1 MA.5.NSO.2.2 MA.5.NSO.2.4 MA.5.NSO.2.5	MA.7.NSO.2.2
MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. Benchmark Clarifications: *Clarification 1*: Instruction focuses on making connections between visual models, and the relationship between multiplication and division, reciprocals and algorithms. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	MA.5.FR.2.2 MA.5.FR.2.4	MA.7.NSO.2.2
MA.6.NSO.2.3 Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. Benchmark Clarifications:	MA.5.AR.1.1 MA.5.AR.1.2 MA.5.AR.1.3 MA.5.M.2.1 MA.5.GR.2.1	MA.7.NSO.2.3

Clarification 1: Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*		

FAST Mathematics Reference Sheets Packet
FAST Test Design Summary and Blueprint

Grade 6 Mathematics Benchmark Coverage

Reporting Category	Benchmark	Calculator	% of Test
Number Sense and Operations	MA.6.NSO.1.1		33-42
	MA.6.NSO.1.2		
	MA.6.NSO.1.3		
	MA.6.NSO.1.4		
	MA.6.NSO.2.1		
	MA.6.NSO.2.2		
	MA.6.NSO.2.3		
	MA.6.NSO.3.1		
	MA.6.NSO.3.2		
	MA.6.NSO.3.3		
	MA.6.NSO.3.4		
	MA.6.NSO.3.5		
	MA.6.NSO.4.1		
	MA.6.NSO.4.2		

Suggested Instructional Block Framework (85 Minute Block)	Recommended Time Frame
Solve & Discuss It! or Explore It!	Approx.: 10 min
Lesson Examples with Try Its!	Approx.: 25 min
Key Concept, Do You Understand? Do You Know How?	Approx.: 15 min
Practice & Problem Solving / Assessment Practice	Approx.: 25 min
Digital Lesson Quiz / Exit Ticket	Approx.: 10 min

Florida's B.E.S.T. Standards Mathematics

SB H-2 INSTRUCTIONAL TRANSFORMATION PLAN

Modified 85-Minute Middle Grades Mathematics Instructional Framework	Grade 6 Benchmark Intervention Resources for Students Who Are Not Proficient in Mathematics

Modified 85-Minute Middle Grades Mathematics Instructional Framework with Intervention Time Embedded to Address Students who are not Proficient in Mathematics (i.e., Levels 1 & 2)
SAMPLE INSTRUCTIONAL DAY

Step 1: Problem-Based Learning	**Solve & Discuss It! / Explore It! / Explain It!** *(approx. 10 mins)* *Solve & Discuss It!/Explore It!/Explain It! problem-based learning opens each lesson with a rich problem for students to discuss and share solution strategies. Problem-based learning is an educational approach in which complex problems serve as the context and the stimulus for learning.*	**SOLVE & DISCUSS IT!** **Teacher Edition p. 23** **Sample Purpose:** Students connect using models to show unit fraction multiplication to multiplying fractions using equations during the Visual Learning Bridge.
Step 2: Visual Learning	**Lesson Examples with Try-Its!** *(approx. 20 mins)* *Teacher-led activity using Lesson Examples and Try Its! as a Formative Assessment tool to check for understanding after every Example prior to Practice & Problem Solving.*	**LESSON EXAMPLES** **Teacher Edition p. 24-25** Examples 1-3 Try It! 1-3 **Establish Mathematics Goals to Focus Learning:** Engage students in a discussion about the Essential Question. Make sure they have a solid understanding of modeling fractions before applying what they know to multiplying fractions.
	Key Concept, Do You Understand? Do you Know How? *(approx. 10 mins)* *Students complete the Key Concept, Do You Understand? Do You Know How? problems independently while teacher circulates and individually checks students' work. If student understanding in not evident, students should be provided with Primary Differentiated Instruction prior to attempting the remainder of the assigned problems.*	**KEY CONCEPT** **Teacher Edition p. 26** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 26**. Do You Understand #1-4. Prevent Misconceptions #2 & 3. *Select additional questions from this section as appropriate to solidify student understanding.*
	Practice & Problem Solving / Assessment Practice *(approx. 25 mins)* *Students complete the Practice & Problem Solving problems independently while teacher circulates and individually checks students' work and address misconceptions as necessary.*	**PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 27-28.** *Use Item Analysis Chart to select questions at various DOK levels.*
DI	**Intervention** *(approx. 15)* *Students who are not proficient in mathematics (i.e., Levels 1 & 2) will receive additional Teacher Led Center (TLC) intervention of the lesson.*	**INTERVENTION** **Resources by Chapter** Reteach & Extra Practice Lesson(s) for Focus Remediation of Previous Grade-Level Prerequisite Benchmark and/or On-Grade Level Benchmark depending on student need(s).
Step 3: Assess & Differentiate	**Digital Lesson Quiz / Exit Ticket** *(approx. 5 mins)* *Closure allows students to make meaning of the concept taught in the lesson and provides a way for students to apply what they have learned beyond the classroom.*	**CLOSURE** Teacher selected/created exit ticket aligning to student practice and lesson goals

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J Grade 6 Mathematics	2023-2024	Course Code: 120501001

Instructional Tools

Block Day 1 8/17/23-8/18/23	Block Day 2 8/21/23-8/22/23	Block Day 3 8/23/23-8/24/23	Block Day 4 8/25/23-8/28/23	Block Day 5 8/29/23-8/30/23
MA.6.NSO.2.1 MA.6.NSO.2.3 MTR.1.1, MTR.5.1 **TOPIC 1 GET READY!** **Teacher Edition p. 5** **LET'S INVESTIGATE!** **Play-ing with Decimals** **Teacher Edition p. 9** *Teacher Content p. 9-10* Anticipate Monitor Select and Sequence Solutions Connect to the Goals of the Lesson *Student Content p. 9-10* Analyze and Persevere Generalize **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE** MathXL Assigned Practice	MA.6.NSO.2.1 MTR.1.1, MTR.6.1, MTR.7.1 **LESSON 1-1** **Fluently Add, Subtract, and Multiply Decimals** **SOLVE & DISCUSS IT!** **Teacher Edition p. 11** **LESSON EXAMPLES** **Teacher Edition p. 12-13** Examples 1-3 Try It! 1-3 **KEY CONCEPT** **Teacher Edition p. 14** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 14.** Build Procedural Fluency from Conceptual Understanding #10. Prevent Misconceptions #17. *Select additional questions from this section as appropriate to solidify student understanding.* **PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 15-16.** *Use Item Analysis Chart to select questions at various DOK levels.* **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE** MathXL Assigned Practice	**Progress Monitoring 1** **(Floating Day)** **Administration Window** **August 14- September 29**	MA.6.NSO.2.1 MTR.1.1, MTR.4.1, MTR.6.1 **LESSON 1-2** **Fluently Divide Whole Numbers and Decimals** **1-2: Listen and Look For** *(Requires being logged into Savvas Realize)* **SOLVE & DISCUSS IT!** **Teacher Edition p. 17** **LESSON EXAMPLES** **Teacher Edition p. 18-19** Examples 1-3 Try It! 1-3 **KEY CONCEPT** **Teacher Edition p. 20** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 20.** Build Procedural Fluency from Conceptual Understanding #9. Prevent Misconceptions #12. *Select additional questions from this section as appropriate to solidify student understanding.* **PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 21-22.** *Use Item Analysis Chart to select questions at various DOK levels.* **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE**	MA.6.NSO.2.2 MTR.2.1, MTR.4.1, MTR.7.1 **LESSON 1-3** **Multiply Fractions** **1-3: Listen and Look For** *(Requires being logged into Savvas Realize)* **SOLVE & DISCUSS IT!** **Teacher Edition p. 23** **LESSON EXAMPLES** **Teacher Edition p. 24-25** Examples 1-3 Try It! 1-3 **KEY CONCEPT** **Teacher Edition p. 26** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 26**. Do You Understand #1-4. Prevent Misconceptions #2 & 3. *Select additional questions from this section as appropriate to solidify student understanding.* **PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 27-28.** *Use Item Analysis Chart to select questions at various DOK levels.* **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE** MathXL Assigned Practice

			MathXL Assigned Practice	
Teacher's Notes				
Benchmarks MA.6.NSO.2.1 and MA.6.NSO.2.3 will be fully addressed after teaching lessons 1-1 through 1-6.	It is recommended that students have adequate practice using a 4-function calculator, however, benchmark MA.6.NSO.2.1 emphasizes the students' need to develop fluency with and without the use of a calculators when performing operations with positive decimals (see B1G-M MA.6.NSO.2.1 purpose and instructional strategies). It is the intent of benchmark MA.6.NSO.2.1 to include practice with division of positive multi-digit numbers with decimals to the thousandths. As such, benchmark MA.6.NSO.2.1 will be fully addressed after teaching lesson 1-2. It is the intent of benchmark MA.6.NSO.2.3 to solve multi-step world problems involving fractions and mixed numbers. As such, benchmark MA.6.NSO.2.3 will be fully addressed after teaching lessons 1-2 through 1-7.			It is the intent of benchmark MA.6.NSO.2.2 to include practice with quotients of positive fractions, including mixed numbers. As such, benchmark MA.6.NSO.2.2 will be fully addressed after teaching lessons 1-4 through 1-6.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J Grade 6 Mathematics | **2023-2024** | **Course Code: 120501001**

Instructional Tools

Block Day 6 8/31/23-9/01/23	Block Day 7 9/05/23-9/06/23	Block Day 8 9/07/23-9/08/23		Block Day 9 9/11/23-9/12/23
MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.2.1, MTR.6.1, MTR.7.1 **MID-TOPIC CHECKPOINT** **Teacher Edition p. 29** **LET'S INVESTIGATE!** **Cuanto Queso?** **Teacher Edition p. 35A** *Teacher Content p. 35-36* Anticipate Monitor Select and Sequence Solutions Connect to the Goals of the Lesson *Student Content p. 35-36* Explore and Apply Math Models	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.2.1, MTR.3.1, MTR.7.1 **LESSON 1-4** **Understand Division with Fractions** **EXPLORE IT!** **Teacher Edition p. 37** **LESSON EXAMPLES** **Teacher Edition p. 38-39** Examples 1-3 Try It! 1-3 **KEY CONCEPT** **Teacher Edition p. 40** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 40**. Do You Understand #1-6. Build Procedural Fluency from Conceptual Understanding #2. Prevent Misconceptions #9. *Select additional questions from this section as appropriate to solidify student understanding.* **PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 41-42.** *Use Item Analysis Chart to select questions at various DOK levels.* **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE** MathXL Assigned Practice	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.2.1, MTR.6.1, MTR.7.1 **LESSON 1-5** **Divide Fractions by Fractions** **SOLVE & DISCUSS IT!** **Teacher Edition p. 43** **LESSON EXAMPLES** **Teacher Edition p. 44-45** Examples 1-3 Try It! 1-3 **KEY CONCEPT** **Teacher Edition p. 46** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 46**. Do You Understand #1-4. Build Procedural Fluency from Conceptual Understanding #2. Prevent Misconceptions #5. *Select additional questions from this section as appropriate to solidify student understanding.* **PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 47-48.** *Use Item Analysis Chart to select questions at various DOK levels.* **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE** MathXL Assigned Practice	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.1.1, MTR.4.1, MTR.7.1 **LESSON 1-6** **Divide Mixed Numbers** **1-6: Listen and Look For** *(Requires being logged into Savvas Realize)* **SOLVE & DISCUSS IT!** **Teacher Edition p. 49** **LESSON EXAMPLES** **Teacher Edition p. 50-51** Examples 1-3 Try It! 1-3 **KEY CONCEPT** **Teacher Edition p. 52** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 52.** Do You Understand #1-4. Prevent Misconceptions #8 & 10. *Select additional questions from this section as appropriate to solidify student understanding.* **PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 53-54.** *Use Item Analysis Chart to select questions at various DOK levels.* **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE** MathXL Assigned Practice	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.1.1, MTR.5.1 **LESSON 1-7** **Solve Problems with Rational Numbers** **EXPLAIN IT!** **Teacher Edition p. 55** **LESSON EXAMPLES** **Teacher Edition p. 56-57** Examples 1-2 Try It! 1-2 **KEY CONCEPT** **Teacher Edition p. 58** Pose Purposeful Questions **DO YOU UNDERSTAND/KNOW HOW?** **Teacher Edition p. 58**. Do You Understand #1-3. Prevent Misconceptions #5. *Select additional questions from this section as appropriate to solidify student understanding.* **PRACTICE & PROBLEM SOLVING / ASSESSMENT PRACTICE** **Teacher Edition p. 59-60.** *Use Item Analysis Chart to select questions at various DOK levels.* **DIGITAL LESSON QUIZ / EXIT TICKET** **HOME LEARNING / ADDITIONAL PRACTICE** MathXL Assigned Practice

= **Multiple lessons within one period**

Teacher's Notes				
Benchmarks MA.6.NSO.2.2 and MA.6.NSO.2.3 will be fully addressed after teaching lessons 1-4 through 1-7.	The intent of benchmark MA.6.NSO.2.2 is to use academic vocabulary, such as reciprocal (see B1G-M benchmark MA.6.NSO.2.2 purpose and instructional strategies).			It is not the expectation within benchmark MA.6.NSO.2.3 to include both decimals and fractions within a single problem (see B1G-M clarification).

Savvas enVision Recommended Differentiated Instruction Resources		
Tier 3 "Intensive Intervention" Resources	**Tier 2 "Targeted Intervention" Resources**	**Tier 1 Resources**
In Savvas **enVision**, use: • Individualized Study Plan (Savvy-Digital) • Reteach to Build Understanding (Teacher Resource Masters) • Video Tutorials (Savvas Differentiation Library) • Digital Intervention Lessons (Savvas Differentiation Library) • Additional Vocabulary Support (Teacher Resource Masters) • Build Mathematical Literacy (Teacher Resource Masters) • MathXL Teacher Assigned Practice for School (Digital)	In Savvas **enVision**, use: • Reteach to Build Understanding (Teacher Resource Masters) • Individualized Study Plan (Savvy-Digital) • Additional Vocabulary Support (Teacher Resource Masters) • Build Mathematical Literacy (Teacher Resource Masters) • Math Diagnosis and Intervention System (MDIS) • MathXL Teacher Assigned Practice for School (Digital)	In Savvas **enVision**, use: • Individualized Study Plan (Savvy-Digital) • Enrichment (Teacher Resource Masters) • Math Tools and Games (Digital) • MathXL Teacher Assigned Practice for School (Digital)

Supplemental i-Ready Differentiated Instruction Resources (Access to these resources may require navigation through Schoology via Clever authentication) Grade 6 Regular, Topic 1 DI Document		
Tier 3 Resources *(Two or More Grade Levels Below)*	**Tier 2 Resources** *(One Grade Level Below)*	**Tier 1 Resources** *(On or Above Grade Level)*
In IReady use: ▪ Tools For Instruction ▪ Practice and Problem Solving (Basic Questions) ▪ Other denoted resources	In IReady use: ▪ Teacher Resource Book ▪ Math Center Activities ▪ Practice and Problem Solving (Medium Questions) ▪ Other denoted resources	In IReady use: ▪ Fluency and Skills Practice ▪ Practice and Problem Solving (Challenge Questions) ▪ Other denoted resources
See the above linked customized resource table by topic		

Florida's B.E.S.T. Standards Mathematics

Grade 6 Regular & Foundations: Savvas enVision Topic 1 – IXL SKILLS PLAN ALIGNMENT RECOMMENDATIONS (Supplemental Resource)

Recommended Implementation		Savvas enVision Lessons	Targeted Skills for Topic*
***The IXL links are placed within the pacing guide for topic planning. All skill activities must be assigned to the students through the IXL platform.** Access IXL by installing the APP into Schoology.	**Supporting Core Curriculum:** Once whole class instruction has been completed using the core resources, teachers may have students individually work on the assigned IXL standard-aligned skills plan activity, either in class or for homework. **Personalized Practice and/or Differentiated Instruction:** Teacher can create Group Jams for small group instruction with all or selected students to target specific math concepts/skills, as needed. In addition, students could complete activities by using their Personalized Recommendation Wall and/or the teacher's targeted starred skills activity that is shown on their landing page. **Standards Readiness:** Using the Teacher Analytics Live Classroom to monitor the students' activity wall, teachers will be able to provide real-time feedback, instructional support, and reward students with certificates and the leaderboard competitions.	Lesson 1-1: Fluently add, subtract, and multiply decimals	Add and subtract decimals Multiply with decimals Add, subtract, and multiply decimals: word problems *Also consider:* Multiply decimals using grids Multiply two decimals: where does the decimal point go? Estimate sums and differences of decimals
		Lesson 1-2: Fluently divide whole numbers and decimals	Division with decimal quotients Divide decimals Multiply and divide decimals: word problems
		Lesson 1-3: Multiply fractions	Multiply two fractions Multiply mixed numbers Multiply fractions and mixed numbers: word problems *Also consider:* Multiply two fractions using models Estimate products of mixed numbers Multiply with mixed numbers using area models
		Lesson 1-4: Understand division with fractions	Divide whole numbers and fractions using models Divide fractions and whole numbers *Also consider:* Reciprocals
		Lesson 1-5: Divide fractions by fractions	Divide fractions using models Divide fractions Divide fractions: word problems
		Lesson 1-6: Divide mixed numbers	Divide fractions and mixed numbers Divide fractions and mixed numbers: word problems *Also consider:* Estimate quotients with mixed numbers
		Lesson 1-7: Solve problems with rational numbers	Multi-step word problems with rational numbers Multiply money amounts: multi-step word problems

Additional Technology Integration Link	
Access resources below through Schoology platform	
Discovery Education	Grade 6 - Discovery Education - Quarter 1 Technology Resources
Gizmos	Grade 6 - Gizmos - Quarter 1 Technology Resources

⟺ **= Multiple lessons within one period**

CHARACTER EDUCATION CONNECTION

VALUES MATTER MIAMI

Guiding Question

How can you show RESPECT in your mathematics classroom?

Values Matter Miami was launched during the 2015-2016 school year in order to highlight the District's nine core values identified in the Code of Student Conduct: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Respect, Responsibility, and Pursuit of Excellence. Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas. Creating a connected, caring, and supportive school culture where students feel safe and engaged is an essential part of social-emotional learning (SEL).

Option 1: Multimedia	Option 2: Suggested Activity	Option 3: Challenge
RESPECT Video	Self RESPECT Assessment Have the students complete the Self RESPECT Assessment and commit to at least one action they can improve on to increase self-respect. Complete the activity in a pair share discussion on how this action will look.	Reflect RESPECT Challenge The Values Matter Miami challenge for September is to Reflect Respect! The challenge requires students to reflect on how they show and receive respect at school, at home, and in the community. Submit your Reflect Respect Challenge to the link above.

Teacher Suggestion: Consider awarding students that strongly exhibit the value of **RESPECT** to receive a certificate of acknowledgement as a means of reinforcing that value.

Publisher Textbook Resource Feedback Survey

Please utilize this survey to provide feedback on publisher textbook resources (physical or digital resources). Feedback will provide the Department of Mathematics and textbook publishers with valuable information for potential future changes to textbook resource editions and teacher notes for pacing guides.	Middle Grades Textbook Publisher Feedback Survey

Savvas Realize Temporary Access & Topic 1 PDFs

Please feel free utilize the following resources for Topic 1 in the event that digital access to textbooks and physical textbooks are pending.	Florida enVision Temporary Teacher's Login (**Please do NOT change the password of this shared demo account. Access to this demo may be discontinued without notice so please access through Schoology ASAP**). Grade 6 – Topic 1 PDF (Teacher Edition – Student Edition)

MIAMI-DADE COUNTY PUBLIC SCHOOLS
6th Grade English Language Arts
Course Codes: 100101001 / 100102001
Instructional Focus Pacing Guide
Gradual Release of Responsibility Model reflected throughout each unit.

Unit 3 Introduction: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-3: August 17 – September 1

B.E.S.T. Standards

Spotlight Benchmark(s)

ELA.6.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.
Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.6.V.1.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
Benchmark Clarifications:
Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

Supporting Benchmark(s)
ELA.6.EE.4.1 (Clarification)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

ELA.6.V.1.2

MIAMI-DADE COUNTY PUBLIC SCHOOLS
6th Grade English Language Arts
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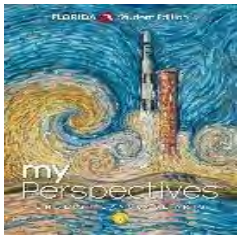
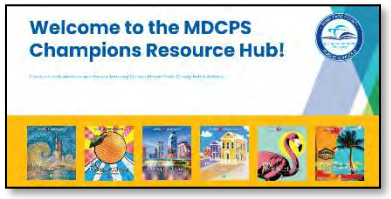
Weeks 1-3: August 17 – September 1

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
Unit 3 Technology and Society SE **UNIT INTRODUCTION ACTIVITIES** • **Motivate and Engage (TE 240)** • **Watch the Video- "**Dog Receives Prosthetic Legs**"** • **Table of Contents Preview (TE 241)** • **EQ and Related Prompts-** *Is technology helpful or harmful to society?* (TE 241) **UNIT GOALS/GOAL SETTING** • **Goal Setting Video** – Why Goal Setting is Important • Goal Setting Activities (TE 242) **ACADEMIC VOCABULARY: ARGUMENT** • **WORDS – convince; certain; sufficient; declare; justify** • Practice (TE 243) **MENTOR TEXT** • Read: That's Not Progress! (TE 244-245) • Word Network (TE 245) • Summary Activity (TE 246) • Icebreaker-Class Statement (TE 246) • Quick Write (TE 247) • EQ Notes (TE 247)	 imagine edgenuity **IMAGINE EDGENUITY** • ELA.6.V.1.3 Understanding Greek and Latin Affixes and Roots • ELA.6.R.1.2 - Analyzing Themes in A Long Walk to Water i-Ready **i-Ready TIERED RESOURCES FOR DI** • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources • 2 Grade Levels Below - DI Resources	**GRAPHIC ORGANIZERS** • Word Network • EQ Notes  Savvas Resource Hub **BLENDED LEARNING** Listenwise • 3-D Printing Creates Affordable Prosthetics • Debate: Can Virtual Reality Make You More Empathetic? • Teen Screen Addiction **Additional Perspectives** • News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS

MIAMI-DADE COUNTY PUBLIC SCHOOLS
6th Grade English Language Arts
Course Codes: 100101001 / 100102001
Instructional Focus Pacing Guide
Gradual Release of Responsibility Model reflected throughout each unit.

Unit 3 Introduction: Technology and Society **Academic Focus:** Argument **Essential Question:** Is technology helpful or harmful to society? **End of Quarter Performance Assessment:** Argumentative Essay **Weeks 1-3: August 17 – September 1**		
Targeted Instruction	**Intervention/Differentiated Instruction**	**Additional Learning Resources**
	SUGGESTED ADDITIONAL TEXTS FROM B.E.S.T. LIBRARY • *"Two Viewpoints"* by Burr, Amelia Josephine • *"Yet Do I Marvel"* by Cullen, Countee	News) Discovery Education **Additional Support** **https://www.mysavvastrainig.com**

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

B.E.S.T. Standards

Spotlight Benchmark(s)
ELA.6.R.1.2 - Analyze the development of stated or implied theme(s) throughout a literary text.
Benchmark Clarifications:
Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.
Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

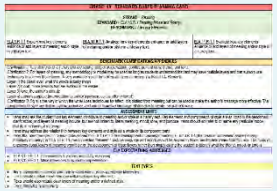
ELA.6.C.1.3 - Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.
Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

ELA.6.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
Benchmark Clarifications:
Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.
Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.6.C.4.1 – Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.
Benchmark Clarifications:

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS



ELA.6.R.1.2
ELA.6.V.1.2

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

B.E.S.T. Standards

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.6.V.1.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Purpose of Stack: To guide analysis of a short story, focusing on thematic development, setting, character, and plot; to guide the writing of an essay in which students support claims; to guide the research and delivery of a multimedia presentation on a topic related to the text.

Supporting Benchmark(s)
ELA.6.C.5.1 (Clarification)
ELA.6.C.5.2 (Clarification)
ELA.6.V.1.3 (Clarifications 1-3)
ELA.K12.EE.1.1 (Clarification)
ELA.K12.EE.2.1(Text Complexity)

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources

READING INSTRUCTION

BEFORE READING

Unit 3 Technology and Society (SE)

Whole-Class Learning Strategies
(TE 248)

TEXT: *"Feathered Friend"* (1100L), Science Fiction by Arthur C. Clarke (TE 250A-263)

HOOK & INSPIRE

LEARN ABOUT GENRE
- Reading Science Fiction (TE 250)
- Genre/Text Elements: Multiple Themes (TE 251)

PREPARE TO READ
- About the Author (TE 252)
- Concept Vocabulary (TE 252)
- **WORDS – *pathetically; distressed; mournfully; apologetically; lamented* -** Word Network
- Comprehension Strategy: Generate Questions (TE252)
- Comprehension Strategy: Make Predictions (TE 16)

DURING READING

READ

ACCESSIBLE LEVELED SELECTION
- "Feathered Friend" by Arthur C. Clarke

AUDIO SUMMARY
- "Feathered Friend" by Arthur C. Clarke

SELECTION AUDIO
- "Feathered Friend" by Arthur C. Clarke

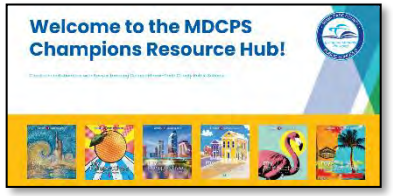
DIFFERENTIATED INSTRUCTION

Below Level
- Use of Language (TE 250B)
- Generate Questions TE 253, 256)
- Context Clues (TE 253)
- Multiple Theme (TE 251, 255)
- Finding Sources (TE 263)

On Level/Support
- Levels of Meaning (TE 250B)
- Multiple Theme (TE 251, 255)
- Generate Questions TE 253, 256)

WRITING INSTRUCTION
- Teaching Writing.pptx
- Grades 4-6 Argumentative Rubric
- Grades 4-6 Expository Rubric

Savvas



Resource Hub

GRAPHIC ORGANIZERS
- Word Network
- EQ Notes

BLENDED LEARNING

Listenwise

- 3-D Printing Creates Affordable Prosthetics
- Debate: Can Virtual Reality Make You More Empathetic?
- Teen Screen Addiction

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources

• Background (TE 253)
• *"Feathered Friend"* by Kathiann M. Kowalski (TE 253-263)
• Close-Read Guide: Fiction (TE 254)
 	
AFTER READING
 	
TEACH / ASSESS
• Build Insight (TE 257)
• Analyze and Interpret (TE 258-259)
  ○ Close-Read Guide: Nonfiction
  ○ **Assessment(s) Exit Ticket: Multiple Themes (TE 259)** PowerPoint
• Study Language and Craft (TE 260)
  ○ **Assessment(s) Exit Ticket: Greek Root -path (TE 260)** PowerPoint
  ○ **Assessment(s) Exit Ticket: Setting, Characters, and Plot (TE 259)** PowerPoint
• Share Ideas (TE 262)
  ○ Composition: Argumentative Essay Interactive Writing Lesson: Argumentative Writing (TE 262)
  ○ Speaking and Listening: Multimedia Presentation (TE 263)
• **Assessment-Selection Test: Feathered Friend (TE 263)**
	Above Level
	• Author's Purpose (TE 250B)
	• Multiple Theme (TE 251, 255)
	• Generate Questions (TE 253, 256)
	• Research (TE 257)
	• Theme (TE 255)
	
	MONITOR AND ADJUST /RETEACH AND PRACTICE
	• Multiple Themes (TE 259)
	• Greek Root: -path- (TE 260)
	• Setting, Characters, and Plot (TE 261)
	• Argumentative Essay (TE 262))
	
	SUGGESTED ADDITIONAL TEXTS FROM B.E.S.T. LIBRARY
	• *"Two Viewpoints"* by Burr, Amelia Josephine
	• *"Yet Do I Marvel"* by Cullen, Countee
	
	imagine edgenuity
	
	IMAGINE EDGENUITY
	• ELA.6.V.1.3 Understanding Greek and Latin Affixes and Roots
	• ELA.6.R.1.2 - Analyzing Themes in A Long Walk to Water
	• ELA.6.C.5.2, ELA.6.R.2.4, ELA.K12.EE.1.1, ELA.K12.EE.2.1-Evaluating an Argument on Healthy Eating
		Additional Perspectives
		• News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker)
		• Video: What Do Mobile Phones Do toTeenage Brains? (CBS News)
		
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		Additional Support
		https://www.mysavvastrainig.com

MIAMI-DADE COUNTY PUBLIC SCHOOLS
6th Grade English Language Arts
Course Codes: 100101001 / 100102001
Instructional Focus Pacing Guide
Gradual Release of Responsibility Model reflected throughout each unit.

Unit 3 Whole Group: Technology and Society **Academic Focus:** Argument **Essential Question:** Is technology helpful or harmful to society? **End of Quarter Performance Assessment:** Argumentative Essay **Weeks 4-6: September 4 – September 22**		
Targeted Instruction	**Intervention/Differentiated Instruction**	**Additional Learning Resources**
	i-Ready **i-Ready TIERED RESOURCES FOR DI** • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources • 2 Grade Levels Below - DI Resources Progress Learning	

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

B.E.S.T. Standards

Spotlight Benchmark(s)

ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.

ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.
Benchmark Clarifications
Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

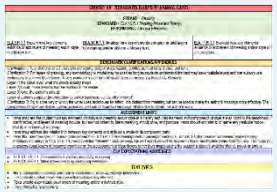
ELA.6.R.3.4: Identify rhetorical appeals in a text.
Benchmark Clarifications:
Clarification 1: Students will identify the appeals of logos, ethos, and pathos.
Clarification 2: See Rhetorical Appeals.

Purpose of Stack: To guide analysis of an informational text, focusing on central ideas and rhetorical appeals; to prepare students to compare-and-contrast this text with an argument on the same topic.

Supporting Benchmarks
ELA.6.R.2.1
ELA.6.C.4.1 (Clarification)
ELA.6.V.1.3 (Clarifications 1- 3)
ELA.K12.EE.1.1 (Clarification)
ELA.K12.EE.2.1(Text Complexity)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS



ELA.6.R.2.1
ELA.6.R.2.2
ELA.6.R.2.3
ELA.6.R.3.4

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources

READING INSTRUCTION

BEFORE READING

TEXT: *"The Biometric Body"* (970L), Informational Article by Kathiann M. Kowalski *(TE 264A-274)*

COMPARE ACROSS GENRES:
- Informational Text and Argument (TE 264)
- Genre / Text Elements: Central Idea and Claim (TE 265)

PREPARE TO READ
- About the Author (TE 266)
- Concept Vocabulary (TE 266)
  WORDS: fraud; disguise; masquerade; criminals; forged; imposter
- **Comprehension Strategy**: Evaluate details to determine key details. (TE 266)

DURING READING

READ
- Background (TE 267)
- *"The Biometric Body"* by Kathiann M. Kowalski *(TE 267-274)*
- Close-Read Guide: Nonfiction

AFTER READING

TEACH / ASSESS
- Build Insight (TE 271)
- Analyze and Interpret (TE 272)
  - Close Read
- Analyze and Interpret (TE 273)
  - **Assessment(s) Exit Ticket: Central Idea and Organizational Pattern (TE 273)** PowerPoint

ACCESSIBLE LEVELED SELECTION
- "The Biometric Body" by Kathiann M. Kowalski

AUDIO SUMMARY
- "The Biometric Body" by Kathiann M. Kowalski

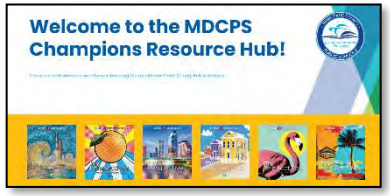
SELLECTION AUDIO
- "The Biometric Body" by Kathiann M. Kowalski

DIFFERENTIATED INSTRUCTION

Below Level
- Levels of Meaning (TE 264B)
- Central Idea and Claim TE 265, 267)
- Evaluate Details to Determine Central Ideas (TE 266, 269)
- Text features (TE 268)
- Pros and Cons (TE 273

On Level/Support
- Use of Language (TE 265, 264B)
- Central Idea and Claim (TE 265, 267)
- Evaluate Details to Determine Central Ideas (TE 266, 269))
- Outlining Key Idea (TE 271)

WRITING INSTRUCTION
- Teaching Writing.pptx
- Grades 4-6 Argumentative Rubric
- Grades 4-6 Expository Rubric



Savvas Resource Hub

GRAPHIC ORGANIZERS
- Word Network
- EQ Notes

BLENDED LEARNING

- 3-D Printing Creates Affordable Prosthetics
- Debate: Can Virtual Reality Make You More Empathetic?
- Teen Screen Addiction

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources

• Study Language and Craft (TE 274)
  ○ **Assessment(s) Exit Ticket:** Synonyms and Nuance (TE 274 PowerPoint)
  ○ **Assessment(s) Exit Ticket:** References in Informational Writing (TE 275) PowerPoint
• **Assessment-Selection Test: The Biometric Body**
	• In-Text Citation (TE 275)
	Above Level
	• Text Organization (TE 264B)
	• Central Idea and Claim TE 265, 267)
	• Evaluate Details to Determine Central Ideas (TE 266, 269))
	• Central Idea and Claim (TE 265, 267)
	
	MONITOR AND ADJUST / RETEACH AND PRACTICE
	• Central Ideas and Organizational Patters (TE 273)
	• Synonyms and Nuance (TE 274)
	• References in Informational Writing (TE 275)
	
	SUGGESTED ADDITIONAL TEXTS FROM B.E.S.T. LIBRARY
	• *"Two Viewpoints"* by Burr, Amelia Josephine
	• *"Yet Do I Marvel"* by Cullen, Countee
	
	imagine edgenuity
	
	IMAGINE EDGENUITY
	• ELA.6.R.1.2 - Analyzing Themes in A Long Walk to Water
	
	• ELA.6.C.5.2, ELA.6.R.2.4, ELA.K12.EE.1.1, ELA.K12.EE.2.1-Evaluating an Argument on Healthy Eating
		Additional Perspectives
		• News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker)
		• Video: What Do Mobile Phones Do toTeenage Brains? (CBS News)
		
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		Additional Support
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MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
	i-Ready i-Ready TIERED RESOURCES FOR DI • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources • 2 Grade Levels Below - DI Resources Progress Learning	

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B.E.S.T. Standards

Spotlight Benchmark(s)

ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used.
Benchmark Clarifications:
Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

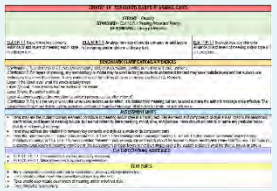
ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).

Purpose of Stack: To guide analysis of an argument, focusing on claim and organization; to guide students in tracking an argument; and to guide students in comparing and contrasting authors 'purposes in two texts.

Supporting Benchmarks
ELA.6.C.1.4 (Clarification-Writing Types and Elaborative Techniques)
ELA.6.C.3.1 (Clarification 1 & 2-Convention Progression by Grade Level)
ELA.6.C.4.1 (Clarification)
ELA.6.V.1.3 (Clarifications 1- 3)
ELA.K12.EE.1.1 (Clarification)
ELA.K12.EE.2.1(Text Complexity)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS



ELA.6.R.2.3
ELA.6.R.2.4
ELA.6.R.3.1

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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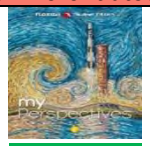
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
READING INSTRUCTION ***BEFORE READING*** ***TEXT:*** • *"Biometrics Are Not Better"* (960L), Argument by Reuben Lorre (TE 276A-285) **PREPARE TO READ** • About the Author (TE 276) • Concept Vocabulary (TE 276) **WORDS:** security; vulnerabilities; exploiting; bypassed; breaches; hacked • **Comprehension Strategy**: Synthesize Information. (TE 276) ***DURING READING*** **READ** • Background (TE 287) • *"Biometrics are not Better" by Rueben Lorre (TE 276A-285)* • Close-Read Guide: Fiction ***AFTER READING*** **TEACH / ASSESS** • Build Insight (TE 279) • Analyze and Interpret (TE 280-281) ○ **Assessment(s) Exit Ticket: Claim and Organizational Patterns (TE 281)** PowerPoint • Study Language and Craft (TE 282-283) ○ **Assessment(s) Exit Ticket: Multiple-Meaning Words (TE 282)** PowerPoint ○ **Assessment(s) Exit Ticket: Prepositions and Prepositional Phrases (TE 283)** PowerPoint	 **DIFFERENTIATED INSTRUCTION** **Below Level** • Central Idea (TE 276B) • Synthesize Information (TE 277) **On Level/Support** • Levels of Mean (TE 276B) • Synthesize Information (TE 277) • Hacked (TE 279)) • Types of Logical Reasoning (TE 281) **Above Level** • Central Idea (TE 276B) • Synthesize Information (TE 277) **MONITOR AND ADJUST / RETEACH AND PRACTICE** • Claim and Organizational Patterns (TE 281) • Multiple-Meaning Words (TE 282) • Prepositions and Prepositional Phrases (TE 283) **SUGGESTED ADDITIONAL TEXTS FROM B.E.S.T. LIBRARY**	**WRITING INSTRUCTION** • Teaching Writing.pptx • Grades 4-6 Argumentative Rubric • Grades 4-6 Expository Rubric Savvas Resource Hub **GRAPHIC ORGANIZERS** • Word Network • EQ Notes **BLENDED LEARNING** • 3-D Printing Creates Affordable Prosthetics • Debate: Can Virtual Reality Make You More Empathetic?

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
• **Test Practice (TE 284)** • **Assessment-Selection Test: Biometrics Are Not Better**	• *"Two Viewpoints"* by Burr, Amelia Josephine • *"Yet Do I Marvel"* by Cullen, Countee **IMAGINE EDGENUITY** • ELA.6.R.1.2 - Analyzing Themes in A Long Walk to Water • ELA.6.C.5.2, ELA.6.R.2.4, ELA.K12.EE.1.1, ELA.K12.EE.2.1- Evaluating an Argument on Healthy Eating **i-Ready TIERED RESOURCES FOR DI** • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources • 2 Grade Levels Below - DI Resources	• Teen Screen Addiction **Additional Perspectives** • News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS News) Discovery Education **Additional Support** **https://www.mysavvastrainiq.com**

Unit 3 Whole Group: Technology and Society **Academic Focus:** Argument **Essential Question:** Is technology helpful or harmful to society? **End of Quarter Performance Assessment:** Argumentative Essay **Weeks 4-6: September 4 – September 22**		
Targeted Instruction	**Intervention/Differentiated Instruction**	**Additional Learning Resources**
	Progress Learning	

Unit 3 Whole Group: Technology and Society **Academic Focus:** Argument **Essential Question:** Is technology helpful or harmful to society? **End of Quarter Performance Assessment:** Argumentative Essay **Weeks 4-6: September 4 – September 22**	
B.E.S.T. Standards	
Spotlight Benchmark(s) **ELA.6.R.3.2: Paraphrase content from grade-level texts. Benchmark Clarifications:** **Clarification 1:** Most grade-level texts are appropriate for this benchmark. **ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing**. **Benchmark Clarifications:** **Clarification 1:** Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial	FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS FLORIDA'S B.E.S.T. STANDARDS

Unit 3 Whole Group: Technology and Society **Academic Focus:** Argument **Essential Question:** Is technology helpful or harmful to society? **End of Quarter Performance Assessment:** Argumentative Essay **Weeks 4-6: September 4 – September 22**	
B.E.S.T. Standards	
expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. **Clarification 2:** For further guidance, see the Secondary Oral Communication Rubric. **Purpose of Stack:** To guide analysis of a media text; to guide students in writing an effective summary and in delivering an oral report. **Supporting Benchmarks** ELA.6.V.1.1 (Clarifications) ELA.K12.EE.1.1 (Clarification) ELA.K12.EE.2.1(Text Complexity)	

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
READING INSTRUCTION ***BEFORE READING*** ***TEXT:*** • *"The Internet of Things"*, Media-Video by IBM Social Media (TE 286A-287) **PREPARE TO READ** • About the Author (TE 286) • Media Vocabulary (TE 286) **WORDS:** images or graphics; animation; audio; voiceover. narrator • **Comprehension Strategy**: Make Connections. (TE 286) ***DURING READING*** **READ** • Background (TE 287) • *"The Internet of Things"*, Media-Video by IBM social media (TE 286A-287) ***AFTER READING*** **TEACH / ASSESS** • Build Insight (TE 288) ○ Close Review Guide: Media – Video • Share Ideas (TE 289)	**DIFFERENTIATED INSTRUCTION** **Below Level** • Make Connections (TE 287) **On Level/Support** • Make Connections (TE 287) **Above Level** • Make Connections (TE 287) • Research (TE 288) **SUGGESTED ADDITIONAL TEXTS FROM B.E.S.T. LIBRARY** • *"Two Viewpoints"* by Burr, Amelia Josephine • *"Yet Do I Marvel"* by Cullen, Countee **IMAGINE EDGENUITY** • ELA.6.R.1.2 - Analyzing Themes in A Long Walk to Water • ELA.6.C.5.2, ELA.6.R.2.4, ELA.K12.EE.1.1, ELA.K12.EE.2.1-Evaluating an Argument on Healthy Eating	**WRITING INSTRUCTION** • Teaching Writing.pptx • Grades 4-6 Argumentative Rubric • Grades 4-6 Expository Rubric Savvas Resource Hub **GRAPHIC ORGANIZERS** • Word Network • EQ Notes **BLENDED LEARNING** • 3-D Printing Creates Affordable Prosthetics • Debate: Can Virtual Reality Make You More Empathetic? • Teen Screen Addiction **Additional Perspectives** • News Story: As Technology Gets Better, Will Society Get

Unit 3 Whole Group: Technology and Society
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End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
	i-Ready TIERED RESOURCES FOR DI • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources • 2 Grade Levels Below - DI Resources Progress Learning	Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS News) Home Discovery Education Additional Support https://www.mysavvastrainig.com

Unit 3 Performance Task: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

B.E.S.T. Standards

Spotlight Benchmarks

ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.
Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Benchmark Clarifications:
Clarification 1: Skills to be mastered at this grade level are as follows:
- Use verbals including gerunds, infinitives, and participial phrases.
- Use comparative and superlative forms of adjectives.
- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

Skills to be implemented but not yet mastered are as follows:
- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.
Benchmark Clarifications:
Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Unit 3 Performance Task: Technology and Society **Academic Focus:** Argument **Essential Question:** Is technology helpful or harmful to society? **End of Quarter Performance Assessment:** Argumentative Essay **Weeks 4-6: September 4 – September 22**	
B.E.S.T. Standards	
ELA.6.C.5.2: Use digital tools to produce writing. **Purpose of Stack:** To guide the planning, drafting, revising, and editing of an essay in which students develop claims using logical reasoning, relevant evidence, effective organization, and varied transitions; to guide the use of media and digital tools to enhance the finished work **Supporting Benchmarks** ELA.6.EE.6.1 (Clarification) ELA.6.C.2.1 (Clarifications, Secondary Oral Communication Rubric)	

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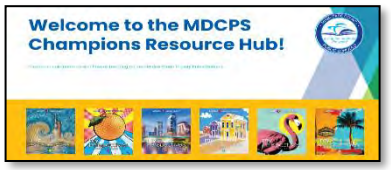
Unit 3 Performance Task: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Unit 3 Texts	Additional Learning Resources
Unit 3 Technology and Society SE **Unit 3 Technology and Society – Performance Task** ***TEACH:*** **PERFORMANCE TASK** **Write an Argumentative Essay** Students write an argumentative essay taking a position on mobile devices – *Prompt: Do they improve our lives?* (TE 290-291) Argumentative Essay • **Planning/PreWriting:** Students freewrite and structure their essay. (TE 292-293) ○ Quick Conference • **Drafting:** Students organize and write a first draft. (TE 294-295) Counterclaim and Rebuttal Structure Including Counterclaim and Rebuttal ○ Quick Conference • **Revising:** Students evaluate and revise draft using the revision guide for argumentative essays. (TE 296-297) Logical Organization ○ Quick Conference ○ Take a closer look at your draft ○ Quick Conference • **Editing and Proofreading:** Students edit for conventions and proofread for accuracies. (TE 298-299) Commas With Nonrestrictive Element ○ Focus on mechanics ○ Focus on spelling and punctation ○ Quick Conference	**SOURCE MATERIALS FOR WRITING** **Mentor Text** • Argument: That's Not Progress! **Whole-Class Learning** • Science Fiction: *"Feathered Friend"* by Arthur C. Clarke • Informational Article: *"The Biometric Body"* by Kathiann M. Kowalski • Argument: *"Biometrics Are Not Better"* by Reuben Lorre • Media, Video: *"The Internet of Things"* by IBM Social Media **DIFFERENTIATED INSTRUCTION** **Below Level** • Discover Your Thinking: Free write! (TE 292) • Finding Evidence (TE 293) • Create Coherence (TE 295) • Take a closer look at your draft (TE 297) **On Level/Support** • Discover Your Thinking: Free write! (TE 292) • Create Coherence (TE 295) • Take a closer look at your draft (TE 297) **Above Level** • Discover Your Thinking: Free write! (TE 292) • Counterclaim (TE 294) • Create Coherence (TE 295)	**WRITING INSTRUCTION** • Teaching Writing.pptx • Grades 4-6 Argumentative Rubric • Grades 4-6 Expository Rubric  Savvas Resource Hub simcheck by turnitin **Additional Support** **https://www.mysavvastrainig.com**

Unit 3 Performance Task: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 4-6: September 4 – September 22

Targeted Instruction	Unit 3 Texts	Additional Learning Resources
• **Publishing and Presenting:** Students create a final version of their essay and post it on a blog or website or present to the classl (TE 298-299):	• Take a closer look at your draft (TE 297)	

MIAMI-DADE COUNTY PUBLIC SCHOOLS

M/J Language Arts 1 Through English – Grade 6

Course Code 10200002

Gradual Release of Responsibility Model reflected throughout each unit.

Unit 3 Introduction: Technology and Society

Academic Focus: Argument

Essential Question: Is technology helpful or harmful to society?

End of Quarter Performance Assessment: Argumentative Essay

Weeks 1-6: August 17 – September 22

B.E.S.T. Standards

Spotlight Benchmark(s)

ELA.6.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.
Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

ELA.6.V.1.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
Benchmark Clarifications:
Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

Supporting Benchmark(s)
ELA.6.EE.4.1 (Clarification)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

ELA.6.V.1.2

Unit 3 Introduction: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
Unit 3 Technology and Society SE **Whole Class Learning:** **UNIT INTRODUCTION ACTIVITIES** • **Motivate and Engage (TE 240)** • **Watch the Video- "**Dog Receives Prosthetic Legs**"** • **Table of Contents Preview (TE 241)** • **EQ and Related Prompts -** *Is technology helpful or harmful to society?* (TE 241) **UNIT GOALS/GOAL SETTING** • **Goal Setting Video** – Why Goal Setting is Important (SEL) • Goal Setting Activities (TE 242) **ACADEMIC VOCABULARY: ARGUMENT** • **WORDS – convince; certain; sufficient; declare; justify** • Practice (TE 243) **MENTOR TEXT** • **Read: That's Not Progress!** (TE 244-245) • Word Network (TE 245) • Summary Activity (TE 246) • Icebreaker-Class Statement (TE 246) • Quick Write (TE 247) • EQ Notes (TE 247) Share a collaborative PowerPoint with students assigning a different slide to each student. • Students will showcase a person in their life that they respect. • Create the criteria based on the needs and levels of your students.	 **ESOLSTUDENTS** nearpod wakelet **iWorld Nearpod Private Library:** Lesson # 205: Gulp! Gulp! Gulp! 194: Unprecedented Hurricane 10: Still I Rise Click Here to access ISNPs (Instructionally Scaffolded Nearpod Presentations) **DIFFERENTIATED INSTRUCTION** That's Not Progress!	**WRITING INSTRUCTION** • Teaching Writing.pptx • B.E.S.T. Writing rubrics Savvas Resource Hub **GRAPHIC ORGANIZERS** • Word Network • EQ Notes **BLENDED LEARNING** • 3-D Printing Creates Affordable Prosthetics • Debate: Can Virtual Reality Make You More Empathetic? • Teen Screen Addiction

Unit 3 Introduction: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
	i-Ready i-Ready TIERED RESOURCES FOR DI • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources 2 Grade Levels Below - DI Resources Progress Learning	newsela **Additional Perspectives** • News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS News) EDUCATION Discovery Education Flip **Additional Support** **SAVVAS Information:** **Additional Support from SAVVAS** **https://www.mysavvastrainig.com**

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

B.E.S.T. Standards

Spotlight Benchmark(s)
ELA.6.R.1.2 - Analyze the development of stated or implied theme(s) throughout a literary text.
Benchmark Clarifications:
Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.
Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.6.C.1.3 - Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.
Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

ELA.6.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
Benchmark Clarifications:
Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.
Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.6.C.4.1 – Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.
Benchmark Clarifications:
Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

ELA.6.R.1.2
ELA.6.V.1.2

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

B.E.S.T. Standards	
they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include. **ELA.6.V.1.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.** **Purpose of Stack:** To guide analysis of a short story, focusing on thematic development, setting, character, and plot; to guide the writing of an essay in which students support claims; to guide the research and delivery of a multimedia presentation on a topic related to the text. **Supporting Benchmark(s)** ELA.6.C.5.1 (Clarification) ELA.6.C.5.2 (Clarification) ELA.6.V.1.3 (Clarifications 1-3) ELA.K12.EE.1.1 (Clarification) ELA.K12.EE.2.1(Text Complexity)	

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
Whole Class READING INSTRUCTION ***BEFORE READING*** **Unit 3 Technology and Society (SE)**	ACCESSIBLE LEVELED SELECTION • "Feathered Friend" by Arthur C. Clarke DIFFERENTIATED INSTRUCTION **Below Level** • Use of Language (TE 250B)	WRITING INSTRUCTION • Teaching Writing.pptx • B.E.S.T. Writing rubrics GRAPHIC ORGANIZERS

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
LEARN ABOUT GENRE • Reading Science Fiction (TE 250) • Genre/Text Elements: Multiple Themes (TE 251) **PREPARE TO READ** • About the Author (TE 252) • Concept Vocabulary (TE 252) • **WORDS – *pathetically; distressed; mournfully; apologetically; lamented* -** Word Network • Comprehension Strategy: Generate Questions (TE252) • Comprehension Strategy: Make Predictions (TE 16) **READING INSTRUCTIONS for *The Biometric Body*** ***BEFORE READING*** ***TEXT:*** *"The Biometric Body"* (970L), Informational Article by Kathiann M. Kowalski *(TE 264A-274)* **COMPARE ACROSS GENRES:** • Informational Text and Argument (TE 264) • Genre / Text Elements: Central Idea and Claim (TE 265) **PREPARE TO READ** • About the Author (TE 266) • Concept Vocabulary (TE 266) **WORDS: fraud; disguise; masquerade; criminals; forged; imposter** **Comprehension Strategy**: Evaluate details to determine key details. (TE 266) ***DURING READING*** **READ** • Background (TE 267)	• Generate Questions TE 253, 256) • Context Clues (TE 253) • Multiple Theme (TE 251, 255) • Finding Sources (TE 263) **MONITOR AND ADJUST /RETEACH AND PRACTICE** • Multiple Themes (TE 259) • Greek Root: -path- (TE 260) • Setting, Characters, and Plot (TE 261) • Argumentative Essay (TE 262)) **Additional Texts from B.E.S.T. Sample Library** (Texts include support to meet the recommended Florida B.E.S.T. Standards) • *"Two Viewpoints"* by Burr, Amelia Josephine • *"Yet Do I Marvel"* by Cullen, Countee i-Ready **i-Ready TIERED RESOURCES FOR DI** • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources • 2 Grade Levels Below - DI Resources Progress Learning	newsela • Word Network • EQ Notes **BLENDED LEARNING** Listenwise • 3-D Printing Creates Affordable Prosthetics • Debate: Can Virtual Reality Make You More Empathetic? • Teen Screen Addiction **Additional Perspectives** • News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS News) EDUCATION

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
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End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources

• *"The Biometric Body"* by Kathiann M. Kowalski *(TE 267-274)*
• Close-Read Guide: Nonfiction
 	
AFTER READING
TEACH / ASSESS
• Build Insight (TE 271)
• Analyze and Interpret (TE 272)
  ○ Close Read
• Analyze and Interpret (TE 273)
  ○ **Assessment(s) Exit Ticket: Central Idea and Organizational Pattern (TE 273)** PowerPoint
• Study Language and Craft (TE 274)
 	
Assessment(s) Exit Ticket: Synonyms and Nuance (TE 274 PowerPoint)
Assessment(s) Exit Ticket: References in Informational Writing (TE 275) PowerPoint
• **Assessment-Selection Test: The Biometric Body**
		Discovery Education
		
		Flip
		
		Additional Support
		SAVVAS Information:
		Additional Support from SAVVAS
		https://www.mysavvastrainig.com

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
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Weeks 1-6: August 17 – September 22

B.E.S.T. Standards

Spotlight Benchmark(s)

ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.

ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.
Benchmark Clarifications
Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

ELA.6.R.3.4: Identify rhetorical appeals in a text.
Benchmark Clarifications:
Clarification 1: Students will identify the appeals of logos, ethos, and pathos.
Clarification 2: See Rhetorical Appeals.

Purpose of Stack: To guide analysis of an informational text, focusing on central ideas and rhetorical appeals; to prepare students to compare-and-contrast this text with an argument on the same topic.

Supporting Benchmarks
ELA.6.R.2.1
ELA.6.C.4.1 (Clarification)
ELA.6.V.1.3 (Clarifications 1- 3)
ELA.K12.EE.1.1 (Clarification)
ELA.K12.EE.2.1(Text Complexity)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

ELA.6.R.2.1
ELA.6.R.2.2
ELA.6.R.2.3
ELA.6.R.3.4

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
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Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources

READING INSTRUCTION for *Biometrics Are Not Better*

BEFORE READING

TEXT: *"Biometrics Are Not Better"* (960L), Argument by Reuben Lorre (TE 276A-285)

PREPARE TO READ

- About the Author (TE 276)
- Concept Vocabulary (TE 276)
  WORDS: security; vulnerabilities; exploiting; bypassed; breaches; hacked
- **Comprehension Strategy**: Synthesize Information. (TE 276)

DURING READING

READ

- Background (TE 287)
- ***"Biometrics are not Better"*** *by Rueben Lorre (TE 276A-285)*
- Close-Read Guide: Fiction

AFTER READING

TEACH / ASSESS

- Build Insight (TE 279)
- Analyze and Interpret (TE 280-281)
  - **Assessment(s) Exit Ticket: Claim and Organizational Patterns (TE 281)** PowerPoint
- Study Language and Craft (TE 282-283)
  - **Assessment(s) Exit Ticket: Multiple-Meaning Words (TE 282)** PowerPoint
  - **Assessment(s) Exit Ticket: Prepositions and Prepositional Phrases (TE 283)** PowerPoint

ACCESSIBLE LEVELED SELECTION

- "The Biometric Body" by Kathiann M. Kowalski

DIFFERENTIATED INSTRUCTION

Below Level

- Levels of Meaning (TE 264B)
- Central Idea and Claim TE 265, 267)
- Evaluate Details to Determine Central Ideas (TE 266, 269)
- Text features (TE 268)
- Pros and Cons (TE 273

MONITOR AND ADJUST / RETEACH AND PRACTICE

- Central Ideas and Organizational Patters (TE 273)
- Synonyms and Nuance (TE 274)
- References in Informational Writing (TE 275)

i-Ready TIERED RESOURCES FOR DI

- On-Grade Level - DI Resources
- 1 Grade Level Below - DI Resources
- 2 Grade Levels Below - DI Resources

WRITING INSTRUCTION

- Teaching Writing.pptx
- Grades 4-6 Argumentative Rubric
- Grades 4-6 Expository Rubric

Savvas Resource Hub

GRAPHIC ORGANIZERS

- Word Network
- EQ Notes

BLENDED LEARNING

- 3-D Printing Creates Affordable Prosthetics
- Debate: Can Virtual Reality Make You More Empathetic?
- Teen Screen Addiction

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
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End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
• **Test Practice (TE 284)** • **Assessment-Selection Test: Biometrics Are Not Better** **READING INSTRUCTION for *The Internet of Things*** ***BEFORE READING*** ***TEXT: "The Internet of Things",*** Media-Video by IBM Social Media (TE 286A-287) **PREPARE TO READ** • About the Author (TE 286) • Media Vocabulary (TE 286) **WORDS:** images or graphics; animation; audio; voiceover. narrator • **Comprehension Strategy**: Make Connections. (TE 286) ***DURING READING*** **READ** • Background (TE 287) • *"The Internet of Things"*, Media-Video by IBM Social Media (TE 286A-287) ***AFTER READING*** **TEACH / ASSESS** • Build Insight (TE 288) ○ Close Review Guide: Media – Video • Share Ideas (TE 289)	Progress Learning	newsela **Additional Perspectives** • News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS News) Discovery Education Flip **Additional Support** **SAVVAS Information:** **Additional Support from SAVVAS** **https://www.mysavvastrainig.com**

Unit 3 Whole Group: Technology and Society
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Weeks 1-6: August 17 – September 22

B.E.S.T. Standards

Spotlight Benchmark(s)

ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used.
Benchmark Clarifications:
Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).

Purpose of Stack: To guide analysis of an argument, focusing on claim and organization; to guide students in tracking an argument; and to guide students in comparing and contrasting authors 'purposes in two texts.

Supporting Benchmarks
ELA.6.C.1.4 (Clarification-Writing Types and Elaborative Techniques)
ELA.6.C.3.1 (Clarification 1 & 2-Convention Progression by Grade Level)
ELA.6.C.4.1 (Clarification)
ELA.6.V.1.3 (Clarifications 1- 3)
ELA.K12.EE.1.1 (Clarification)
ELA.K12.EE.2.1(Text Complexity)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

ELA.6.R.2.3
ELA.6.R.2.4
ELA.6.R.3.1

Unit 3 Whole Group: Technology and Society
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End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
	DIFFERENTIATED INSTRUCTION **Below Level** • Central Idea (TE 276B) • Synthesize Information (TE 277) **MONITOR AND ADJUST / RETEACH AND PRACTICE** • Claim and Organizational Patterns (TE 281) • Multiple-Meaning Words (TE 282) • Prepositions and Prepositional Phrases (TE 283) **Additional Texts from B.E.S.T. Sample Library** (Texts include support to meet the recommended Florida B.E.S.T. Standards) • *"Two Viewpoints"* by Burr, Amelia Josephine • *"Yet Do I Marvel"* by Cullen, Countee **i-Ready TIERED RESOURCES FOR DI** • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources • 2 Grade Levels Below - DI Resources	**WRITING INSTRUCTION** • Teaching Writing.pptx • Grades 4-6 Argumentative Rubric • Grades 4-6 Expository Rubric Savvas Resource Hub **GRAPHIC ORGANIZERS** • Word Network • EQ Notes **BLENDED LEARNING** • 3-D Printing Creates Affordable Prosthetics • Debate: Can Virtual Reality Make You More Empathetic? • Teen Screen Addiction

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
	Progress Learning	**Additional Perspectives** • News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS News) EDUCATION Discovery Education Flip **Additional Support** **SAVVAS Information:** **Additional Support from SAVVAS** **https://www.mysavvastrainig.com**

Unit 3 Whole Group: Technology and Society
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Weeks 1-6: August 17 – September 22

B.E.S.T. Standards

Spotlight Benchmark(s)

ELA.6.R.3.2: Paraphrase content from grade-level texts. Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
Benchmark Clarifications:
Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.
Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

Purpose of Stack: To guide analysis of a media text; to guide students in writing an effective summary and in delivering an oral report.

Supporting Benchmarks
ELA.6.V.1.1 (Clarifications)
ELA.K12.EE.1.1 (Clarification)
ELA.K12.EE.2.1(Text Complexity)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
	DIFFERENTIATED INSTRUCTION **Below Level** • Make Connections (TE 287) **On Level/Support** • Make Connections (TE 287) i-Ready **i-Ready TIERED RESOURCES FOR DI** • On-Grade Level - DI Resources • 1 Grade Level Below - DI Resources 2 Grade Levels Below - DI Resources Progress Learning	**WRITING INSTRUCTION** • Teaching Writing.pptx • Grades 4-6 Argumentative Rubric • Grades 4-6 Expository Rubric Savvas Resource Hub **GRAPHIC ORGANIZERS** • Word Network • EQ Notes **BLENDED LEARNING** • 3-D Printing Creates Affordable Prosthetics • Debate: Can Virtual Reality Make You More Empathetic? • Teen Screen Addiction **Additional Perspectives**

Unit 3 Whole Group: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
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Weeks 1-6: August 17 – September 22

Targeted Instruction	Intervention/Differentiated Instruction	Additional Learning Resources
		• News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker) • Video: What Do Mobile Phones Do toTeenage Brains? (CBS News) Discovery Education **Additional Support** **SAVVAS Information:** **Additional Support from SAVVAS** **https://www.mysavvastrainig.com**

Unit 3 Performance Task: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

B.E.S.T. Standards

Spotlight Benchmarks

ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.
Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Benchmark Clarifications:
Clarification 1: Skills to be mastered at this grade level are as follows:
- Use verbals including gerunds, infinitives, and participial phrases.
- Use comparative and superlative forms of adjectives.
- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

Skills to be implemented but not yet mastered are as follows:
- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.
Benchmark Clarifications:
Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Unit 3 Performance Task: Technology and Society
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End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

B.E.S.T. Standards	
the presentation. **ELA.6.C.5.2: Use digital tools to produce writing.** **Purpose of Stack:** To guide the planning, drafting, revising, and editing of an essay in which students develop claims using logical reasoning, relevant evidence, effective organization, and varied transitions; to guide the use of media and digital tools to enhance the finished work **Supporting Benchmarks** ELA.6.EE.6.1 (Clarification) ELA.6.C.2.1 (Clarifications, Secondary Oral Communication Rubric)	

Unit 3 Performance Task: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Unit 3 Texts	Additional Learning Resources
Unit 3 Technology and Society SE **Unit 3 Technology and Society – Performance Task** ***TEACH:***	**SOURCE MATERIALS FOR WRITING** **Mentor Text** • Argument: That's Not Progress! **Whole-Class Learning**	**WRITING INSTRUCTION** • Teaching Writing.pptx • B.E.S.T. Writing rubrics **GRAPHIC ORGANIZERS**

Unit 3 Performance Task: Technology and Society
Academic Focus: Argument
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End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Unit 3 Texts	Additional Learning Resources

PERFORMANCE TASK

Write an Argumentative Essay Students write an argumentative essay taking a position on mobile devices – *Prompt: Does technology improve our lives?* (TE 290-291) Argumentative Essay

- **Planning/PreWriting:** Students freewrite and structure their essay. (TE 292-293)
  - Quick Conference
- **Drafting:** Students organize and write a first draft. (TE 294-295) Counterclaim and Rebuttal
  Structure Including Counterclaim and Rebuttal
  - Quick Conference
- **Revising:** Students evaluate and revise draft using the revision guide for argumentative essays. (TE 296-297) Logical Organization
  - Quick Conference
  - Take a closer look at your draft
  - Quick Conference
- **Editing and Proofreading:** Students edit for conventions and proofread for accuracies. (TE 298-299) Commas With Nonrestrictive Element
  - Focus on mechanics
  - Focus on spelling and punctation
  - Quick Conference
- **Publishing and Presenting:** Students create a final version of their essay and post it on a blog or website or present to the classl (TE 298-299):

- Science Fiction: *"Feathered Friend"* by Arthur C. Clarke
- Informational Article: *"The Biometric Body"* by Kathiann M. Kowalski
- Argument: *"Biometrics Are Not Better"* by Reuben Lorre
- Media, Video: *"The Internet of Things"* by IBM Social Media

DIFFERENTIATED INSTRUCTION

Below Level
- Discover Your Thinking: Free write! (TE 292)
- Finding Evidence (TE 293)
- Create Coherence (TE 295)
- Take a closer look at your draft (TE 297)

On Level/Support
- Discover Your Thinking: Free write! (TE 292)
- Create Coherence (TE 295)
- Take a closer look at your draft (TE 297)

Above Level
- Discover Your Thinking: Free write! (TE 292)
- Counterclaim (TE 294)
- Create Coherence (TE 295)
- Take a closer look at your draft (TE 297)

newsela

- Word Network
- EQ Notes

BLENDED LEARNING

Listenwise

- 3-D Printing Creates Affordable Prosthetics
- Debate: Can Virtual Reality Make You More Empathetic?
- Teen Screen Addiction

Additional Perspectives
- News Story: As Technology Gets Better, Will Society Get Worse? (The NewYorker)
- Video: What Do Mobile Phones Do toTeenage Brains? (CBS News)

EDUCATION

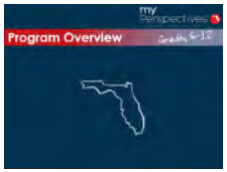
Unit 3 Performance Task: Technology and Society
Academic Focus: Argument
Essential Question: Is technology helpful or harmful to society?
End of Quarter Performance Assessment: Argumentative Essay
Weeks 1-6: August 17 – September 22

Targeted Instruction	Unit 3 Texts	Additional Learning Resources
		Discovery Education Flip **Additional Support** **SAVVAS Information:** **Additional Support from SAVVAS** **https://www.mysavvastrainig.com**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Readings from SAVVAS – myPerspectives Florida

M/J Language Arts Through ESOL – Grade 6 **Course Code: 100200002**

*my*Perspectives Florida is a complete curriculum for reading, writing, speaking, and listening that is fully aligned to Florida's BEST Standards for instruction. The units are thematic and embeds an essential question (EQ) that leads to a Performance-Based Assessment. The pedagogy mimics the different learning environments which students will encounter in college and careers i.e., (teaching in Whole Group, facilitating in Peer Learning, advising during Independent Learning, and assessing Performance-Based Assessments).



***myPerspectives* Guide to Making Planning Decisions with Instructional Components**			
Student Resources	**Differentiated Instruction**	**Teacher Resources**	**Assessment and Reporting**
• Digital Interactive and PDF Student Edition • Consumable Interactive Student Edition • Digital Novels Library • Collaboration Center Modeling Videos • Writing Gallery Videos and Tutorials • Skills Reinforcement Videos • EssayScorer • SimCheck by Turnitin (Plagiarism Checker) • Graphic Organizers • Writing Rubrics and Models	• Leveled Texts • Spanish Translations • English and Spanish Audio Summaries • Reteach and Practice Audio Summaries • High-Interest Readings • English, Spanish, Haitian Creole and 12 other languages Glossary	• Digital Teacher's Edition with hyperlinked resources • Print and PDF Teacher's Edition • Distance Learning Implementation Videos • Distance Learning Lesson Planning Guide • Customizable Lesson Planning Guide • Customizable Lesson Plans • Grammar Practice Worksheets • Hook and Inspire Texts	• Selection Tests, English and Spanish • Beginning, Middle, and End-of-Year Tests • Performance-Based Assessments • Unit Tests with Remediation • Test Prep Workbook and Test Banks • ExamView Installer • Student/Class/District Reporting • Exit Tickets

Teaching ELLs

1. The activities in the book may not reflect the students' language proficiency level.
2. Provide scaffold according to the students' language proficiency level (use data and teacher judgment).
3. Plan and teach with the end in mind:
   - Become familiar with the Whole-Class Learning Performance Task
   - Teach writing throughout each selection from the Whole-Class section in preparation for the Performance Task.
4. WIDA ELD Standard: Language of Language Arts: Study Language and Craft.

How to Differentiate Instruction for ELLs

Using a reading selection to target students' language proficiency levels (ESOL 1-4):

1. Identify the spotlight benchmark(s)
2. Determine the reading/vocabulary/writing strategy
3. Chunk the text according to students' language proficiency levels
4. Create/Adapt a reading/vocabulary/writing activity addressing the spotlight benchmark(s)
5. Differentiate the activity by adding...
   - visuals/pre-filled graphic organizers/maps/diagrams/tables
   - captions and labels to pictures/illustrations/charts/graphs/maps
   - word banks/footnotes/word definitions
   - multiple-choice questions (simple to complex)
   - sentence starters/ paragraph frames/synonyms

Division of Academics, Department of Bilingual Education and World Languages, July 2023

Differentiated Instruction: Routines and Rotations

Whole-Class Learning

INTRODUCE:

- Unit/Lesson
  - Essential Question
  - Genre/Literary Element/Text Element
  - Reading Comprehension Strategy
  - Vocabulary
  - Study Language and Craft
  - Writing Performance Task

Teacher-Led Center

RETEACH:

- Reading Comprehension Strategy
- Genre/Literary Element/Text Element
- Vocabulary
- Study Language and Craft
- Conventions
- Writing Process

Independent Learning

PRACTICE:

- Close Read Activities
- Analyze and Interpret Activities
- Study Language and Craft
- Writing Skill

Technology

APPLY:

- my Perspectives Digital
  - Audio
  - Video
  - Interactivity
  - Annotate
  - Discussion Board
  - Notebook
  - Assessment

Wrap Up

Note: Suggested rotational model to create routines.

Division of Academics, Department of Bilingual Education and World Languages, July 2023

Gradual Release of Responsibility Instructional Model

Teacher Responsibility

Whole Group – Focused Instruction

I Do
You Watch
(Whole Group)

- Sets clear purpose for essential learning(s)
- Provides direct instruction related to content and/or process(es)
- Models thinking to make it visible for students
- Checks for understanding
- Uses a variety of texts/resources for student engagement

Demonstration/Modeling Phase

- Listens
- Observes
- Takes Notes

Whole Group - Guided Instruction

I Do
You Help
(Whole Group)

- Interactive Instruction
- Works with students on content and/or process(es)
- Meets with needs-based groups
- checks for understanding using strategic questions, prompts, and cues

- Responds to questions, prompts, and cues
- Interacts with teacher
- Asks questions & shares thinking
- Participates

Guided Instruction

Collaboration – Peer Learning

You Do
I Help
(Small Groups)

- Guided Instruction as needed (see above)
- Provides feedback
- Evaluates
- Determines level of
- understanding

- Collaborates / supports others in accomplishing individual learning goal(s)
- Relies on notes, activities, classroom learning to complete assignment
- Takes full responsibility for outcome

Students work Together

Independent

You Do
I Watch
(Independent)

- Moves among groups
- Clarifies
- confusion
- Provides
- support

- Works with classmates, shares outcome
- Collaborates on authentic task
- Consolidates learning
- Completes process in small group
- Looks to peers for clarification

Independent Practice

Student Responsibility

Source: From the Formative Assessment Action Plan, by Nancy Frey and Douglas Fisher, pp. 120–122, section heading "Gradual Release of Responsibility Instructional Framework."

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Readings from SAVVAS – myPerspectives Florida

M/J Language Arts Through ESOL – Grade 6 **Course Code: 100200002**

First Quarter August 17 – October 26 Unit 3 Technology and Society	Second Quarter October 30 – January 18 Unit 2 Natural Allies	Third Quarter January 22 – April 9 Unit 4 The Power of Imagination	Fourth Quarter April 11– June 6 Unit 1 Where I'm From
➢ **FAST (PM1)- August 17 -Sept. 29** ➢ **i-Ready Diagnostic (AP1) – September 18 - October 20 **** **August 17 – September 22** **Unit Introduction** Mentor Text: *"That's Not Progress!"* p.244 • Genre - Argument 910L **Whole-Class Learning** **Reading** • *"The Biometric Body"* (970L), Informational Article by Kathiann M. Kowalski p.266 • *"Biometrics Are Not Better"* (960L), Argument by Reuben Lorre p.276 • *"The Internet of Things"*, Media-Video by IBM Social Media p.286 **September 26 – October 13** **Peer Group Learning** **Reading** • *"Is Our Gain Also Our Loss?"* (1180L), Reflective Essay by Cailin Loesch p.306 • *"The Black Hole of Technology"* (980L), Argument Essay by Leena Khan p.316 **October 16 – October 26** **Independent Learning** **Reading** • *"All Watched Over by Machines of Loving Grace"* poem by Richard	➢ **FAST (PM2)- December 4 – January 26**** **October 30 – December 1** **Unit Introduction** Mentor Text: *"Reading Buddies"* p.130 • Genre – Expository Essay 890L **Whole-Class Learning** **Reading** • *"How Smart Are Animals?"* (1110L), Science Article by Dorothy Hinshaw Patent p.158 • *"So What Is a Primate?"* (970L), Science Article by Faith Hickman Brynie p.172 **December 4 – December 21** **Peer Group Learning** **Reading** • *"Sonnet"*, Lyric Poetry by Margaret E. Bruner p. 201 • *"I Understand—a Villanelle"*, by Amy Ludwig VanDerwater p.202 **January 8 – January 18** **Independent Learning** **Reading (Select One)** • *"Pet Therapy: How Animals and Human Heal Each Other"* (1190L) Informational Text by Julie Rovner. **End of Unit** **Performance-Based Assessment** • Writing – Expository Essay	➢ **FAST (PM2)- December 4 – January 26** ➢ **i-Ready Diagnostic (AP2) – Jan. 29 -Feb. 23** ➢ **B.E.S.T. Writing Test (DWT) – April 1 – April 12**** **January 22 - February 23** **Unit Introduction** Mentor Text: *"The Great Universal Undo"* p.356 • Genre – Fiction 670L **Whole-Class Learning** **Reading** • *"The Phantom Tollbooth, Act I"*, Drama (Play) by Susan Nanus p.364 • *"The Phantom Tollbooth, Act II"*, Drama (Play) by Susan Nanus p.396 **February 26 - March 21** **Peer Group Learning** **Reading** • *"from The Misadventures of Don Quixote", (940L)* Retelling by Miguel de Cervantes, retold by Tom Lathrop p. 446 • *"The Importance of Imagination"* (890L), Reflective Essay by Esha Chhabra p.472 **Aril 1 – April 9** **Independent Learning** **Reading**	➢ **FAST (AP3)- May 1- May 31** ➢ **B.E.S.T. Writing Test (DWT) – April 1 – April 12**** **April11 – May 10** **Unit Introduction** Mentor Text: *"Wagon Train at Dusk"* p.130 • Genre – Nonfiction Narrative 740L **Whole-Class Learning** **Reading** • *"Brown Girl Dreaming"*, Memoir by Jacqueline Woodson p.14 • *"from Spoon River Anthology"*, Poetry by Edgar Lee Masters p.46 **May 13 - May 24** **Peer Group Learning** **Reading** • *"from Bad Boy" (1000L)*, Memoir by Walter Dean Meyers p. 74 • *"The Sound of Summer Running" (860L)* by Ray Bradbury p.102 **May 28 – June 6** **Independent Learning** **Reading (Select One)** • *"Raymond's Run"* (1290L) Realistic Fiction by Toni Cade Bambara **End of Unit** **Performance-Based Assessment**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Readings from SAVVAS – myPerspectives Florida

M/J Language Arts Through ESOL – Grade 6 **Course Code: 100200002**

First Quarter August 17 – October 26 Unit 3 Technology and Society	Second Quarter October 30 – January 18 Unit 2 Natural Allies	Third Quarter January 22 – April 9 Unit 4 The Power of Imagination	Fourth Quarter April 11– June 6 Unit 1 Where I'm From
Braurigan and *"Sonnet, Without Salmon"* poem by Sherman Alexie **End of Unit** **Performance-Based Assessment** • Writing – Argumentative Essay **Unit Reflection** • Reflect on the Unit **Unit Test**	**Unit Reflection** • Reflect on the Unit **Unit Test**	• *"from The Wonderful Wizard of Oz"*, by Linda Hogan; Nikita, Poetry by Alberto Rios **End of Unit** **Performance-Based Assessment** • Writing – Expository Essay **Unit Reflection** • Reflect on the Unit **Unit Test**	• Writing – Personal Narrative **Unit Reflection** • Reflect on the Unit **Unit Test**

** Be advised that as per the M-DCPS 2023-2024 Testing Calendar, the calendar will be updated periodically as additional information is obtained about the district, state, national, and the international tests administered to the students in Miami-Dade County Public Schools.

READ180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1-9
Weeks 1-3: August 17 – September 1

Lesson(s): GS.1
Essential Question(s): What will Your READ180 story be?

B.E.S.T. Standards

ELA.6. R.2.1: Explain how individual text sections and/or features convey meaning in texts.

ELA.6. C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **(**Clarifications 1-2, Convention Progression by Grade Level**)**

ELA.6. V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

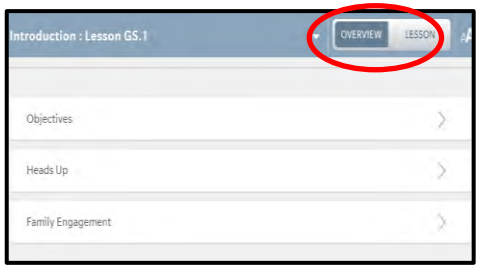
ELA.6. R.2.1

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	Getting Started Resources

GETTING STARTED (WEEKS 1–3)

HMH TEACHER CENTRAL™



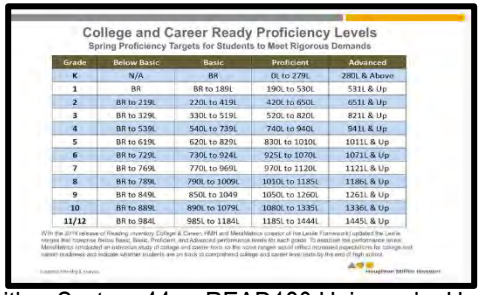
OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

Teacher Steps for Getting Started with READ180 Universal

- Compare your Class roster to your SAM Roster and ensure all students are enrolled in SAM, if a student appears in your class roster, but not in SAM please contact your registrar.
- Teach and demonstrate how to take the Reading and Phonics Inventory Assessments.
- Reading and Phonics Information for Test Preparation
- **ADMINISTER THE READING and PHONICS INVENTORIES**

- Have students write down their Lexile Score on the Lexile Tracking Sheet


College and Career Ready Proficiency Levels
Spring Proficiency Targets for Students to Meet Rigorous Demands

Grade	Below Basic	Basic	Proficient	Advanced
K	N/A	BR	BR to 279L	280L & Above
1	BR	BR to 189L	190L to 530L	531L & Up
2	BR to 219L	220L to 419L	420L to 650L	651L & Up
3	BR to 329L	330L to 519L	520L to 820L	821L & Up
4	BR to 539L	540L to 739L	740L to 940L	941L & Up
5	BR to 619L	620L to 829L	830L to 1010L	1011L & Up
6	BR to 729L	730L to 924L	925L to 1070L	1071L & Up
7	BR to 769L	770L to 969L	970L to 1120L	1121L & Up
8	BR to 789L	790L to 1009L	1010L to 1185L	1186L & Up
9	BR to 849L	850L to 1049	1050L to 1260L	1261L & Up
10	BR to 889L	890L to 1079L	1080L to 1335L	1336L & Up
11/12	BR to 984L	985L to 1184L	1185L to 1444L	1445L & Up

- Enroll students in either System 44 or READ180 Universal – Use the following criteria to place students in either program
  a. Students with Lexile Scores of 600 or above will need to be enrolled in READ180
  b. Students with an Advanced Decoder score will need to be enrolled in READ180 *(Lexile score will be lower than 600, but an*

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

Read 180 Student App Overview video

- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments

- Read 180 Stage B (Middle School) Workshop Assessment Intro.

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	Getting Started Resources
Advanced phonics score means the student can decode) c. All other students with scores of 600 or lower will need to be enrolled in System44 d. READ180 Universal Literacy Stage B is for all Middle School Grades e. Middle School: If you are using the Reach Workshops you will enroll your students in READ180 Universal Stage B and in Reach Stage B f. How to enroll students in Reach g. Once you enroll all students, ask them to log onto Student Central. All program icons will now appear in their Student Dashboard. Administer the Mindset Scan. **LOG INTO:** HMH TEACHER CENTRAL™ **INTRODUCTION TO GETTING STARTED for Read 180 and System 44** **WORKSHOP GS – LESSONS**	**ADDITIONAL RESOURCES** • Do Now Video (Whole group) • Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students HMH **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	Getting Started Resources
WHOLE GROUP **TEACH** **Getting Started Lesson 1 The READ 180 Experience pp. 8–9** **SHARE TODAY'S GOAL(S)** • **Primary Goals** **Literacy Goal: Preview** Getting Started workshop texts and topics. **Academic Community Goal:** Learn classroom routines and procedures. **ENGAGE** • **Introduce the Program-** Introduce the students to the *ReaL* Book. • **Introduce the Daily Do Now-** Introduce the Do Now routine. **COLLABORATE** • **Set up the Workshop-** Guide students to reflect o9n the workshop opener on page 8 of the Real Book. • **Build Fluency-** Read aloud the introduction using (Modeled Fluent Reading) . **WRAP-UP** • **Reflect-** Guide student to answer the Wrap Up question with a partner.	

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1-9
Weeks 1-3: August 17 – September 1

Lesson(s): GS.2
Essential Question(s): What will Your READ180 story be?

B.E.S.T. Standards

ELA.6. R.2.1: Explain how individual text sections and/or features convey meaning in texts.

ELA.6. R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text. **(**Clarifications 1)

ELA.6. R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. (Clarification)

ELA.K12.EE.3.1: Make inferences to support comprehension. (Clarification

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

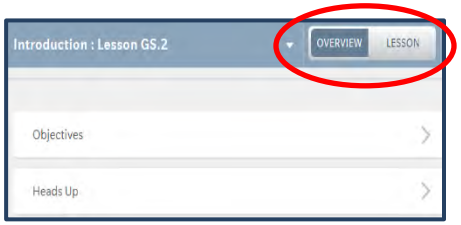
ELA.6. R.2.1
ELA.6. R.2.2
ELA.6. R.2.3

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.2
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	Getting Started Resources

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

TEACH

Getting Started Lesson 2 Shadrack's Story pp. 10–11

WHOLE GROUP

DO NOW!

- **Do Now**-Students complete Do Now routine.
- **Share Responses**-Students report responses.

SHARE TODAY'S GOAL(S)

- **Primary Goals**

Literacy Goal: Use listening skills to identify the topic and important details in a text.
Community Goal: Think about and discuss the ideas of individual identity.

ENGAGE

- **Activate Knowledge**-Preview the text by introducing students to the text type and text features of "**Shadrack's Story**."
- **Build Fluency-** Read aloud (Modeled Fluent Reading) the text "**Shadrack's Story**."

COLLABORATE

- **Create Student Profiles**-Read Shadrack's notes about his profile and give directions to students on how to complete their own.
- **Introduce Think (Write)-Pair-Share-** Explain the purpose and the steps for Think (Write)-Pair-Share.

WRAP-UP

- **Build Community:** Guide student to answer the Wrap Up question with a partner.
- **Activate Knowledge**-Preview the text by introducing students to the text type and text features of "**Shadrack's Story**."
- **Build Fludency-** Read aloud (Modeled Fluent Reading) the text "**Shadrack's Story**."

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments

- Read 180 Stage B (Middle School) Workshop Assessment Intro.

ADDITIONAL RESOURCES

Read 180 Universal-THE READ 180 EXPERIENCE **Lesson(s): GS.2** **Essential Question(s): What will Your READ180 story be?**	
Targeted Instruction	**Getting Started Resources**
• **Introduce Think (Write)-Pair-Share-** Explain the purpose and the steps for Think (Write)-Pair-Share. **WRAP-UP** **Build Community:** Guide student to answer the Wrap Up question with a partner.	• Do Now Video (Whole group) • Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1-9
Weeks 1-3: August 17 – September 1

Lesson(s): GS.3
Essential Question(s): What will Your READ180 story be?

B.E.S.T. Standards

ELA.6. C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **(**Clarifications 1-2, Secondary Oral Communication Rubric**)**

ELA.6. R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text. (Clarifications 1)

ELA.6. V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

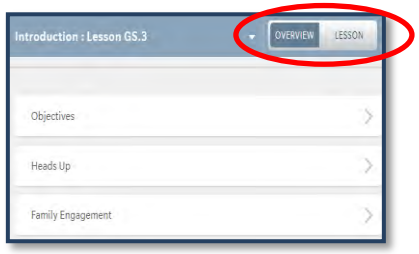
ELA.6.R.2.2

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.3
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL™



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

TEACH

- **Getting Started Lesson 3 What's Your Mindset? pp. 12–13**

WHOLE GROUP

DO NOW!

- **Do Now**-Students complete Do Now routine.
- **Share Responses**-Students report responses.

SHARE TODAY'S GOAL(S)

- **Primary Goals**

Literacy Goal: Interpret questions and self-assessment results to build knowledge about mindset.
Academic Community Goal: Determine and discuss the difference between aa growth and a fixed mindset.

BUILD KNOWLEDGE

- **Introduce Mindset**-Explain and Complete the mindset scan.

COLLABORATE

- **Reflect on Mindset**-Teach students about important differences between a growth and a fixed mindset.
- **Structure** Academic Discussion-Guide students to respond to the reflection questions; Items 1 and 2. Use the Academic Interaction Card during discussion.

WRAP-UP

Extend Knowledge- Guide students to answer the Wrap Up question with a partner.

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.3
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**
	Read 180 Stage B (Middle School) Workshop Assessment Intro. **ADDITIONAL RESOURCES** • Do Now Video (Whole group) • Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

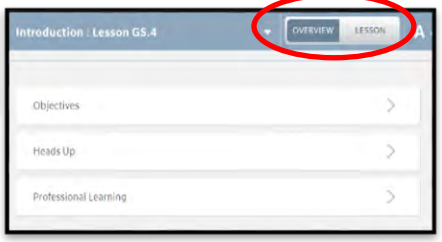
READ180 Universal-THE READ 180 EXPERIENCE **Lesson(s): GS.1-9** **Weeks 1-3: August 17 – September 1** **Lesson(s): GS.4** **Essential Question(s): What will Your READ180 story be?**	
B.E.S.T. Standards	
ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks (Clarifications 1-2) **ELA.6. V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2) **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning. (Clarification) **ELA.K12.EE.3.1:** Make inferences to support comprehension. (Clarification)	**FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS**

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.4
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL™



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

TEACH

Getting Started Lesson 2.4 Anchor Video: Mindset Matters pp. 14-15

WHOLE GROUP

DO NOW!
Do Now-Students complete Do Now routine.
Share Responses-Students report responses.

SHARE TODAY'S GOAL(S)
Primary Goals

BUILD KNOWLEDGE
- **Introduce Mindset**-Explain and Complete the mindset scan.

COLLABORATE
- **Reflect on Mindset**-Teach students about important differences between a growth and a fixed mindset.
- **Structure** Academic Discussion-Guide students to respond to the reflection questions; Items 1 and 2. Use the Academic Interaction Card during discussion.

WRAP-UP
Extend Knowledge- Guide students to answer the Wrap Up question with a partner.

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

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- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

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- Read 180 Student App Software Tips PPT use with Students
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- Sample Reading Log

Understanding Workshop Assessments

- Read 180 Stage B (Middle School) Workshop Assessment Intro.

Read 180 Universal-THE READ 180 EXPERIENCE **Lesson(s): GS.4** **Essential Question(s): What will Your READ180 story be?**	
Targeted Instruction	**Getting Started Resources**
	ADDITIONAL RESOURCES • Do Now Video (Whole group) • Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

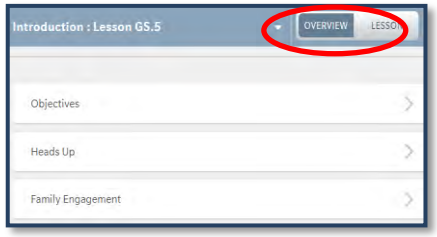
Read 180 Universal-THE READ 180 EXPERIENCE **Lesson(s): GS.1-9** **Weeks 1-3: August 17 – September 1** **Lesson(s): GS.5** **Essential Question(s): What will Your READ180 story be?**	
B.E.S.T. Standards	
ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks (Clarifications 1-2) **ELA.6. V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)	**FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS**

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.5
Essential Question(s): What will Your READ180 story be?

Targeted Instruction

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL™



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

TEACH

- **GS.5 Speaking the Language of School pp. 16–17**

WHOLE GROUP

DO NOW!
Do Now-Students complete Do Now routine.
Share Responses-Students report responses.

SHARE TODAY'S GOAL(S)

- **Primary Goals: Literacy Goal: Identufy when to use formal or informal English.**
- **Language Goal: Use academic words to interview a partner about mindset.**

ENGAGE

- **Introduce the Language of School**- Explain that language varies based on context.
- **Use Formal and Informal English**- Support students as they analyze the graphics on page 16 of the Real Book.

COLLABORATE

- **Build Language-** Complete Peer Interviews

WRAP UP

- **Reflect-** Guide students to answer the Wrap Up question with a partner.

Getting Started Resources

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments

- Read 180 Stage B (Middle School) Workshop Assessment Intro.

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.5
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**
	ADDITIONAL RESOURCES • Do Now Video (Whole group) • Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1-9
Weeks 1-3: August 17 – September 1

Lesson(s): GS.6.6
Essential Question(s): What will Your READ180 story be?

B.E.S.T. Standards

ELA.6. C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. **(**Clarifications 1-2, Secondary Oral Communication Rubric**)**

ELA.6. V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

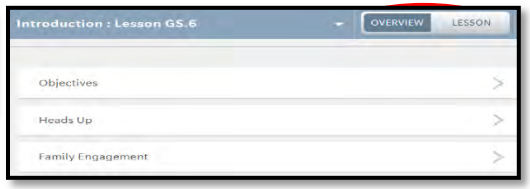
PLANNING CARDS

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.6
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

Getting Started Lesson 6 Classroom Rotations; Learning Routines pp. 18–19

WHOLE GROUP

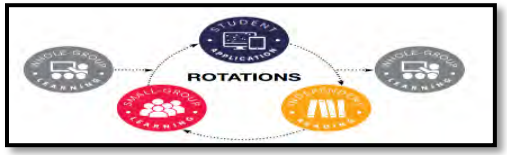
DO NOW!
Show You Know- Use the Do Now routines
Share Responses- Have students report their responses
SHARE TODAY'S GOAL(S)
Primary Goals
Literacy Goal: Take notes to identify the most important steps in a process.
Language Goal: Discuss ideas and share responses with others.

ENGAGE
- **Introduce the Instructional Model-** Explain the different elements of a READ 180 class and reinforce expectations. Use Think (Write)- Pair-Share.
- **Practice Transitioning-** Reinforce expectations by clarifying how to rotate safely and efficiently from space to space.

COLLABORATE
- **Learning Routines**- Structure note-taking.
- **Explain Independent Reading Procedures-** Elaborate on the steps in detail, reminding students that independent reading is the time for students to practice uninterrupted reading with leveled paperbacks, audiobooks, eReads, and eBooks.
- **Introduce Reading Inventory-** Explain the procedure and model the process (see pp. T16–T17).

***Continue with* Teacher Steps for Getting Started with READ180 Universal. Disregard where the lesson states to demonstrate and administer the Reading and Phonics Inventory.**

Go over **INSTRUCTIONAL ROUTINES (PLG Page 22-46)**
Go over **THE STUDENT EXPERIENCE** *(***PLG Page 48-74)**
Set up groups - Station Rotations



INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log- with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments
- Read 180 Stage B (Middle School) Workshop Assessment Intro.

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.6
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**

For Students using the READ 180 Software

Getting Started (video)
Explore Zone (video)
Reading Zone (video)
Language Zone (video)
Fluency Zone (video)
Writing Zone (video)
Success Zone (video)

Student Bookshelf Overview
Completing Independent Reading Assignments

Students using the System 44 Software

System 44 Student App Software Support Videos

WHOLE GROUP

WRAP UP

- **Reflect-** Guide students to answer the Wrap Up question with a partner.

ADDITIONAL RESOURCES

- Do Now Video (Whole group)
- Small Group video link
- READ180 Student Conference Log
- System44 Conference Log
- Welcome Letter
- Tips for Supporting Reading at Home
- Digital Mindset Scan Preview
- Academic Vocabulary
- Academic Interaction Card
- Digital Knowledge Map
- Reader's Survey
- Building Fluency
- Professional Learning Guide (PLG) Read 180 Universal
- Professional Learning Guide (PLG) System 44 NG
- READ 180 Research and Results
- https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4
- Technology Trouble Shooting Guide for Teachers and Students

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Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1-9
Weeks 1-3: August 17 – September 1

Lesson(s): GS.7
Essential Question(s): What will Your READ180 story be?

B.E.S.T. Standards

ELA.6. R.2.1: Explain how individual text sections and/or features convey meaning in texts.

ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks (Clarifications 1-2)

ELA.6. V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

ELA.6.R.2.1

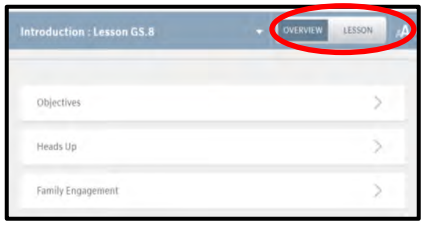
Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.7
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**
Plan Using Lesson Overview and Printable Lesson Plans	**INTRODUCING SYSTEM 44 STUDENTS TO**

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.7
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**

HMH TEACHER CENTRAL



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

TEACH
Getting Started Lesson 7 Explore the Knowledge Map; Explore Your Interests pp. 20-23

WHOLE GROUP

DO NOW!
Do Now-Students complete DO NOW routine.
Share Responses-Students report responses.

SHARE TODAY'S GOAL(S)
Primary Goals
Literacy Goal: Preview texts to learn information about different topics.
Language Goal: Communicate interest using precise words and academic language.

ENGAGE
- **Explore the Knowledge Map**
- **Digital Knowledge Map**
- Think (Write)-Pair-Share.
- **Play the Demo Video**

COLLABORATE
Identify Students Interest
- **Digital Knowledge Map**
- Think (Write)-Pair-Share.

Build Language
- **Academic Interaction Card**

SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments
- Read 180 Stage B (Middle School) Workshop Assessment Intro.

ADDITIONAL RESOURCES
- Do Now Video (Whole group)
- Small Group video link

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.7
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**
WHOLE GROUP **WRAP UP** • **Reflect-** Guide students to answer the Wrap Up question with a partner.	• READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1-9
Weeks 1-3: August 17 – September 1

Lesson(s): GS.8
Essential Question(s): What will Your READ180 story be?

B.E.S.T. Standards

ELA.6. V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. (Clarification)

ELA.K12.EE.3.1: Make inferences to support comprehension. (Clarification

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

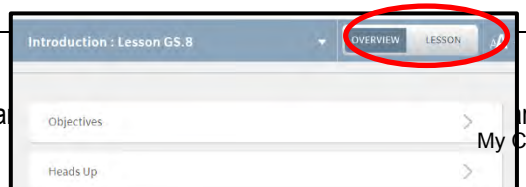
Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.8
Essential Question(s): What will Your READ180 story be?

Targeted Instruction

Getting Started Resources

Plan Using Lesson Overview and Printable Lesson Plans

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING



OVERVIEW Use for Planning

Use as an Instructional Tool

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.8
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	Getting Started Resources
HMH TEACHER CENTRAL **TEACH** **Getting Started Lesson 8 Setting Goals pp. 24–25** **WHOLE GROUP** **DO NOW!** **Do Now**-Students complete DO NOW routine. **Show You Know-** Use the Do Now routines **Share Responses**-Have students report their responses. **SHARE TODAY'S GOAL(S)** **Primary Goals** **Literacy Goal: Set goals and list ways to achieve them.** **Language Goal:** Use academic words, such as *action steps*, to talk about goals. **ENGAGE** • **Activate Knowledge-** Support students' self-efficacy- Use Think (Write)-Pair-Share • **Model Setting Goals-** Demonstrate how to write a strong reading goal by reading the directions and then thinking aloud. **COLLABORATE** • **Brainstorm Reading Goals-** Brainstorm a list possible reading goals. • **Set Goals-** Support students as they set goals. • **Build Community and Language-** Use Think (Write)-Pair-Share. **WHOLE GROUP**	• System 44 Student App Software Support Videos • System 44 Student Application Software Self-Monitoring Chart • System 44 Next Generation Student Software PPT • System 44 Independent Reading Log • System 44 Independent Reading Log-with Summary **INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING** • Read 180 Student App Overview video • Read 180 Student App Software Tips PPT use with Students • Read 180 Student Software Log (Accountability) • Software Tips Resources • Manually Reset Student Segment • Reading Log Prompts • Sample Reading Log **Understanding Workshop Assessments** • Read 180 Stage B (Middle School) Workshop Assessment Intro. **ADDITIONAL RESOURCES** • Do Now Video (Whole group)

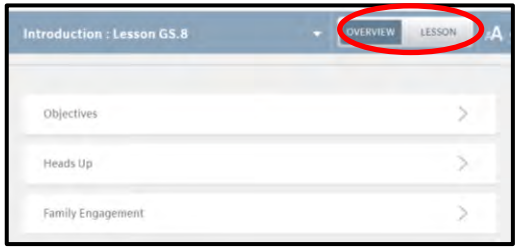
Read 180 Universal-THE READ 180 EXPERIENCE **Lesson(s): GS.8** **Essential Question(s): What will Your READ180 story be?**	
Targeted Instruction	**Getting Started Resources**
WRAP UP • **Reflect-** Guide students to answer the Wrap Up question with a partner.	• Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide or Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.8
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

TEACH

- **Getting Started Lesson 8 The 180 Effect pp. 26-27**

WHOLE GROUP

DO NOW!
Do Now-Students complete DO NOW routine.
Show You Know- Use the Do Now routines
Share Responses-Have students report their responses.

Primary Goals
Literacy Goal: Write statements about yourself using supporting details.
Community Goal: Use academic words to explain and expand ideas.

ENGAGE

- **Activate Knowledge-** Explain the concept of a "180" using images, text, and videos.
- **Build Fluency-**Review the text type and text features of "A 180 Story."
- **Oral Cloze 1**

COLLABORATE

- **Launch Story Brainstorm Reading Goals-** Brainstorm a list possible reading goals.
- **Set Goals-** Support students as they set goals.
- **Build Community and Language-** Use Think (Write)-Pair-Share.
-

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments

- Read 180 Stage B (Middle School) Workshop Assessment Intro.

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.8
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**
WHOLE GROUP **WRAP UP** • **Reflect-** Guide students to answer the Wrap Up question with a partner.	**ADDITIONAL RESOURCES** • Do Now Video (Whole group) • Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.1-9
Weeks 1-3: August 17 – September 1

Lesson(s): GS.9
Essential Question(s): What will Your READ180 story be?

B.E.S.T. Standards

ELA.6. R.2.1: Explain how individual text sections and/or features convey meaning in texts**.**

ELA.6. V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)

ELA.6. C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language. (Clarifications 1, See Writing Types and Narrative Techniques; See Figurative Language Standard)

ELA.6. C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers**.**

ELA.6. C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

ELA.6. C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **(**Clarifications 1-2, Convention Progression by Grade Level)

ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks (Clarifications 1-2)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

ELA.6.R.2.1

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.9
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL

OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

TEACH
Getting Started Lesson 9 The 180 Effect pp. 26–27

WHOLE GROUP

DO NOW!
Do Now-Students complete DO NOW routine.
Show You Know- Use the Do Now routines
Share Responses-Have students report their responses.

SHARE TODAY'S GOAL(S)
Primary Goals
Literacy Goal: Write statements about yourself using supporting details.
Language Goal: Use academic words to explain and expand on ideas.

ENGAGE
- **Activate Knowledge-** Explain the concept of a "180" using images, text, and videos. (Think (Write)-Pair-Share)
- **Build Fluency-** Review the text type and text features of a "180 Story"

COLLABORATE
- **Launch Story Writing-** Discuss writing stories
- **Plan and Write-** Prepare students to begin writing
- **Present- Identify presentation skills** Use

WHOLE GROUP

WRAP UP

INTRODUCING SYSTEM 44 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- System 44 Student App Software Support Videos
- System 44 Student Application Software Self-Monitoring Chart
- System 44 Next Generation Student Software PPT
- System 44 Independent Reading Log
- System 44 Independent Reading Log-with Summary

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments
- Read 180 Stage B (Middle School) Workshop Assessment Intro.

Read 180 Universal-THE READ 180 EXPERIENCE
Lesson(s): GS.9
Essential Question(s): What will Your READ180 story be?

Targeted Instruction	**Getting Started Resources**
• **Develop Mindset-** Guide students to answer the Wrap Up question with a partner. **Note to Teachers:** • You will not be able to access your HMH Teacher Central material until students are enrolled in either R180 or System44. • RI and PI results can be seen in SAM under reports/ Phonics Inventory: Screening and Placement report • Reading Inventory: Instructional Planning Report	**ADDITIONAL RESOURCES** • Do Now Video (Whole group) • Small Group video link • READ180 Student Conference Log • System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students **Tech Support:** SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.1
Weeks 1-3: August 17 – September 1

Lesson(s): 6.1
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

B.E.S.T. Standards

ELA.6. C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. (Clarifications 1-2, Convention Progression by Grade Level)

ELA.6. C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks. (Clarifications 1)

ELA.6. V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)

ELA.6. V.1.3 Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-3, Context Clues and Word Relationships, Secondary Figurative Language)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

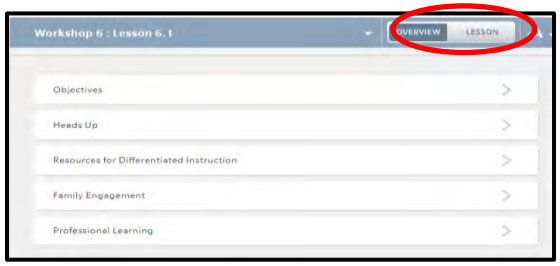
ELA.6.V.1.3

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.1
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

Targeted Instruction

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

LESSON 6.1: Anchor Video: Extreme Wheelz – ReaL Book pp. 288–291

WHOLE GROUP

DO NOW!

- **Make Predictions**
- **Share Responses**

SHARE TODAY'S GOAL(S)

- **Primary Goals**
  - **Literacy Goal:** Pay active attention to a video in order to learn information about key ideas.
  - **Language Goal:** Participate in an academic discussion to share and compare ideas about a video, using new vocabulary and academic words.

INTRODUCE AND ENGAGE

- **Preview the Workshop Overview**
  - Introduce the topic.
  - Read the introductory text and ask a question to check for understanding.
  - Share the Focus Question.
  - Preview the Workshop texts.
  - Read the Writing Task.

BUILDING KNOWLEDGE: NO ORDINARY SPORT

- **Viewing With a Purpose -** Use the Analyzing Media routine to guide viewing
  - Set purpose for viewing by reading aloud the introductory text on page 290.
  - Play the video.

Rotation Resources

S44 Foundational Skills Instruction for Teacher-Led Group for DI

- System 44 Instructional Resources for Teacher Led for DI

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments

- Read 180 Stage B (Middle School) Workshop Assessment Intro.

ADDITIONAL RESOURCES

- Do Now Video (Whole group)
- Small Group video link
- READ180 Student Conference Log

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.1
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

Targeted Instruction	Rotation Resources
○ After viewing, have students share with a partner something they learned from watching, using the Language to Discuss frames. • **Build Vocabulary** ○ After viewing, have students share with a partner something they learned from watching, using the Language to Discuss frames. ○ Introduce the outline. ○ Model an example. ○ Replay the video, reviewing and expanding on the meanings of the content-area words as students encounter them in the video. **SMALL GROUP**	• System44 Conference Log • Welcome Letter • Tips for Supporting Reading at Home • Digital Mindset Scan Preview • Academic Vocabulary • Academic Interaction Card • Digital Knowledge Map • Reader's Survey • Building Fluency • Professional Learning Guide (PLG) Read 180 Universal • Professional Learning Guide (PLG) System 44 NG • READ 180 Research and Results • https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4 • Technology Trouble Shooting Guide for Teachers and Students

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.1
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

Targeted Instruction	Rotation Resources

DATA-DRIVEN SCAFFOLDING FOR SMALL GROUP TEACHER-LED INSTRUCTION (ACTIVE VIEWING/LISTENING)

LITERACY GOAL: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.
Observe- Listen in on Language to Discuss conversations and review students' completed outlines to identify whether they have understood the content -area information.

Nearly There: Students demonstrateunderstanding of the key content- area ideas in the video but may not recognize all of the content- area words or may have erroneousassumptions. Guide students to complete the following response frames to summarize key points. Provide support as needed.

- **Aaron Wheelz Frotheringham is an extreme athlete who performs_____.**

(e.g., stunts in his wheelchair)

- **Wheelz trains hard at a sport heinvented called hardcore sitting.**

- **Wheelz is in excellent physical shape,and he is always pushing himself very hard so that he___.**

(e.g., can master his sport; get his stuntsright)
Not Yet: Students do not complete theoutline and have difficulty articulatingfacts, details, and/or questions aboutthe video content. Replay the video. Pause after key points, guiding students to restate what they just viewed and asking clarifying questions as you monitor and help build understanding.

On Track: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.

WHOLE GROUP

DISCUSSING MEDIA

- **Write**
  - Record ideas
  - Model an example

- **Discuss -** Have students use the Academic Discussion routine to exchange and record ideas

Read 180 Universal-Workshop 6: Extreme Wheelz **Lesson(s): 6.1** **Essential Question(s): What can happen when athletes challenge themselves in extreme ways?**	
Targeted Instruction	**Rotation Resources**
○ Point out Language to Exchange Ideas. ○ Model the frames. ○ Ask a volunteer to share his or her response with you as you model taking notes in the chart. ○ Guide discussion. • **Report** ○ Set expectations ○ Model comparing ideas using the Language to Compare frames • **Reflect** ○ Model a response and record an example in the frame. ○ Have students take turns sharing their responses.	

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.1
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

Targeted Instruction	Rotation Resources
DATA-DRIVEN SCAFFOLDING FOR SMALL GROUP TEACHER-LED INSTRUCTION (ACTIVE VIEWING/LISTENING) **Language Goal:** Collaborate to discuss content-area concepts, effectively expressing ideas, comparing and contrasting ideas, and building on others' ideas. **Observe-** Listen as students exchange ideas and compare their understandings and review students' written work for the Write, Discus, and Reflect outlines. Nearly There: Students exchange keyideas accurately with classmates, butthey may not make comparisons, or their comparisons are weak. *You did well exchanging ideas with eachother, but don't forget to compare your thoughts.* *Which of your classmates' ideas did youmost agree with? Which ideas did you disagree with?* *What intrigued one of your classmates thatalso intrigued you?* *Was there something that intrigued one ofyour classmates that did not interest you?Why were you not intrigued?* Not Yet: Students' exchanges and comparisons reflect a lack of attentionor a misunderstanding of one another'sideas. Guide students to paraphrase each other's ideas and make comparisons. *Let's ask (Name) to restate (his/her idea).This time, listen carefully for the key idea.Be ready to say it in your own words.* **_____'s key idea was_____.** *Did you agree with something that (Name)said? Did something that intrigued (Name) also interest you?* **Both_____and I agree that __.** **Like_____, I was intrigued by _____.** On Track: Students compare and discuss key ideas.	
WRAP UP • **Revisit Workshop Focus –** Return to the Workshop Focus Question.	

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.2
Weeks 1-3: August 17 – September 1

Lesson(s): 6.2
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

B.E.S.T. Standards

ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. (Clarifications 1-2)

ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-2)

ELA.6.V.1.3 Integrate academic vocabulary appropriate to grade level in speaking and writing. (Clarifications 1-3, Context Clues and Word Relationships, Secondary Figurative Language)

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning. (Clarification)

ELA.K12.EE.3.1: Make inferences to support comprehension. (Clarification)

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

PLANNING CARDS

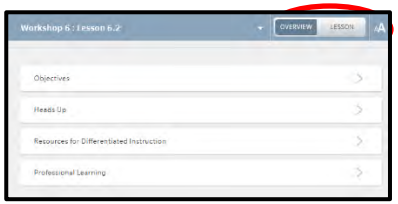
ELA.6.V.1.3

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.2
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

Targeted Instruction

Plan Using Lesson Overview and Printable Lesson Plans

HMH TEACHER CENTRAL™



OVERVIEW Use for Planning

LESSON Use as an Instructional Tool

LESSON 6.2: Concept Map and Content-Area Vocabulary – ReaL Book pp. 292–293

WHOLE GROUP

DO NOW!

- **Show You Know**
- **Share Responses**

SHARE TODAY'S GOAL(S)

- **Primary Goals**
  - **Literacy Goal:** Use content-area vocabulary and generate relevant examples to deepen understanding of a central content-area concept.
  - **Language Goal:** Collaborate to discuss content-area concepts, effectively expressing ideas, comparing and contrasting ideas, and building on others' ideas.

MAP CONCEPTS

- **Active Knowledge**
  - Display the concept map
  - Use the Academic Discussion routine as students collaborate to develop the concept map.
  - Model making connections by sharing several examples to get students focused on the concept of challenge.
  - Use Think-(Write)-Pair-Share to have students make connections to the concept of challenge.

Rotation Resources

S44 Foundational Skills Instruction for Teacher-Led Group for DI
System 44 Instructional Resources for Teacher Led for DI

INTRODUCING READ 180 STUDENTS TO SOFTWARE AND INDEPENDENT READING

- Read 180 Student App Overview video
- Read 180 Student App Software Tips PPT use with Students
- Read 180 Student Software Log (Accountability)
- Software Tips Resources
- Manually Reset Student Segment
- Reading Log Prompts
- Sample Reading Log

Understanding Workshop Assessments

- Read 180 Stage B (Middle School) Workshop Assessment Intro.

ADDITIONAL RESOURCES

- Do Now Video (Whole group)
- Small Group video link
- READ180 Student Conference Log
- System44 Conference Log
- Welcome Letter

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.2
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

Targeted Instruction	Rotation Resources

DATA-DRIVEN SCAFFOLDING FOR SMALL GROUP TEACHER-LED INSTRUCTION (CONTENT-AREA CONCEPTS)

LANGUAGE GOAL: Discuss content-area concepts, effectively expressing ideas, comparing and contrasting ideas, and building on others' ideas.
Observe- Identify relevance of students' contributions and listen as students make connections and compare responses.

Nearly There: Students' contributions to the concept map show an understandingof the concept of challenge, but their examples may be general and unspecific(e.g., challenge makes me think of doingsomething hard because hard things aredifficult). Guide students to elaborate on ideas.

You say that challenge *makes you thinkof doing something hard because hardthings are difficult. Let's elaborate on your ideas.*

What is something hard you do at school that you consider difficult, or achallenge?

What makes that task a challenge? Giveme some specific details. You said that taking a test in school is a challenge because you have to study a lot for a test. Good thinking! That's amore specific association.

Not Yet: Students' responses are irrelevant, or they do not yet contributeideas. Use synonyms and prior knowledge to scaffold the skill.

Something that is a challenge is difficult or not easy. What do the words difficult *ornot* easy *bring to mind?*

What are some events that have testedyour abilities? Which of those events would you call achallenge?

On Track: Suggested word/phrase shows understanding of the concept. Explanation of relevance is strong and specific.

- Tips for Supporting Reading at Home
- Digital Mindset Scan Preview
- Academic Vocabulary
- Academic Interaction Card
- Digital Knowledge Map
- Reader's Survey
- Building Fluency
- Professional Learning Guide (PLG) Read 180 Universal
- Professional Learning Guide (PLG) System 44 NG
- READ 180 Research and Results
- https://hmhco.box.com/s/f2ardpu6wsgibls68crof57vbdf5ipn4
- Technology Trouble Shooting Guide for Teachers and Students

Tech Support:
SIS/SAM Products 1-800-283-5974 or email: EdTech.Techsupport@hmhco.com

SMALL GROUP

TEACH CONTENT-AREA VOCABULARY

- **Introduce the Words -** Use the Vocabulary routine to introduce the words.
  - Pronounce each word.
  - Clarify the Part of Speech.

Read 180 Universal-Workshop 6: Extreme Wheelz
Lesson(s): 6.2
Essential Question(s): What can happen when athletes challenge themselves in extreme ways?

Targeted Instruction	Rotation Resources

- Rate Word Knowledge.
- Provide the meaning, explain the meaning, and have students complete it in their books.
- Discuss examples.
- Deepen understanding.

DATA-DRIVEN SCAFFOLDING FOR SMALL GROUP TEACHER-LED INSTRUCTION (CONTENT-AREA CONCEPTS)

LITERACY GOAL: Use content-area vocabulary and generate relevant examples to deepen understanding of a central content-area concept.
Observe - Review students' completed examples and listen as they respond to vocabulary tasks.

Nearly There: Students' responses to vocabulary definitions are correct, buttheir examples could be more specific. *Your example sentence for the word* agility *states, "The gymnast's* agility *allowed her to move easily." Can you be more specific? What might a gymnast doto show that she has agility?*

Not Yet: Vocabulary definitions/examplesare incomplete and/or words are used incorrectly. Correct and redirect. *For example, you wrote that* agility *is "the ability to move." Having agility means more thanjust being able to move. It means havingthe ability to move in a certain way. Gymnasts and dancers have agility. Canyou tell me how you move if you have agility?*
You didn't complete the example sentence for strain*. Let's think about thistogether. Can you name a body part that you use a lot? You said, "Your eyes." What might you do that could strain youreyes? For example, how do your eyes feel after looking at a computer for a while?*

On Track: Students' responses demonstrate the correct word meaning and use the word correctly.

WRAP UP

- **Reflect–** Guide students to answer the Wrap Up with a partner.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J COMPREHENSIVE SCIENCE 1 **Course Code: 200204001 / Access: 7820015**

BODY OF KNOWLEDGE: **N: Nature of Science; E: Earth and Space Science**
TOPIC I: **Introduction to Scientific Processes**
8th Grade Item Specifications
Learning Goals

Pacing		Dates
Traditional	8 Days	08-17-23 to 08-28-23
Block	4 Days	08-17-23 to 08-28-23
Pre-Test Assessment		08-18-23 to 09-12-23

FL STATE ACADEMIC STANDARD(S) FOR SCIENCE	ESSENTIAL CONTENT	OBJECTIVES
Big Idea 1: The Practice of Science **SC.6.N.1.1** Define a problem from the sixth grade curriculum: use appropriate reference materials to support scientific understanding; plan and carry out scientific investigations of various types, such as systematic observations or experiments; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions; and defend conclusions. **Assessed as SC.8.N.1.1** (Cognitive Complexity: Level 3:Stagic Thinking & Complex Reasoning) **SC.6.N.1.2** Explain why scientific investigations should be replicable. **Assessed as SC.8.N.1.1** (Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning) **SC.6.N.1.5** Recognize that science involves creativity, not just in designing experiments, but in also creating explanations that fit evidence. **Not assessed** (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) **Big Idea 2**: The Characteristics of Scientific Knowledge **SC.6.N.2.1** Distinguish science from other activities involving thought. **SC.6.N.2.2** Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. **AA** (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) **CS, Access Points, ELA (B.E.S.T), and Math (B.E.S.T)** – see pages 5 – 8	A. Scientific Methods 1. Durability and Replicability 2. Changes to Scientific Knowledge B. Experimental Design 1. Controlled Experiments a. Variables b. Hypotheses c. Step-by-step procedures d. Scientific Sources C. Representing and Analyzing Data 1. New evidence 2. Importance of replication D. Reporting Conclusions Vocabulary Higher Order Thinking (H.O.T.) Questions	A. Evaluate a scientific investigation using evidence of scientific thinking and/or problem solving. Explain why scientific investigations should be replicable. B. Distinguish between an experiment and other types of scientific investigations where variables cannot be controlled (i.e., weather patterns, water cycle) and apply processes to other investigations. C. Interpret data in various forms including charts and graphs. D. Evaluate scientific conclusions.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J COMPREHENSIVE SCIENCE 1 — **Course Code: 200204001 / Access 7820015**

5E Model	SC.6.N.1.1 Scientific Methods **Duration: 2 Days / 1 Block**	SC.6.N.1.2 / SC.6.N.2.1 / SC.6.N.2.2 Experimental Design **Duration: 2 Days / 1 Block**	SC.6.N.1.1 / SC.6.N.1.5 Representing Data and Reporting Conclusions **Duration: 2 Days / 1 Block**	**Test Administration** **Duration: 2 Days / 1 Block**
Engage	**EQ**: How would you describe the sequence of the scientific method? Show and Talk- Observations in Nature	**EQ**: Why should scientific investigations be replicable? Doing Science (v3) **Discovery Ed**: ○ Controls and Variables in an Investigation (4:16) ○ Controlled Experiments (3:35)	**EQ**: Why is it important to share your findings with others? **Discovery Ed**: Duplicating Results (3:13) **QUIZZIZ**: Conclusions	**Grade 6 Pre-Test**
Explore	**Hands-On Lab**: Melting Ice	**GIZMOS**: Growing Plants	**GIZMOS**: Seed Germination	
Explain	**Formative Assessments**: What is a hypothesis? (v3) **Ted-Ed**: How simple ideas lead to scientific discoveries	**FloridaStudents.org**: Soccer Science - Why Experiments Need to be Replicable FloridaStudents.org Tutorial Guided Notes	Use data from Seed Germination GIZMO to answer the following questions: • What were the result(s) of the lab? • What is your interpretation of these results? • What conclusions did you reach?	
Extend/ Elaborate	**StudyJams**: Scientific Methods **Journal Reflection**: Read through national newspapers and journals. List 3 problems noted from the readings, conduct brief research about each topic, and write a testable problem statement and hypothesis for each topic.	**Journal Reflection**: List the procedures, variables, and method for collecting data for one of the problem statements that you wrote previously. • Why did you choose this problem statement? • Judge how well your procedures are to replicate. (Did you include exact quantities, time, etc.?) • Describe the factors that make your experiment replicable.	**Journal Reflection**: Share and compare your findings and conclusion with 2 groups that conducted the same experiment (lab or GIZMO). • What are the specific differences in data? • How do you explain the differences? • How do your conclusions compare? **SEL Activity:** Students will discuss how findings and conclusions apply to the real world.	
Evaluate	**CER**: How does the review of current events help to solve real world problems? **QUIZIZZ**: Scientific Method and Variables	**CPALMS:** Is it valuable to repeat an experiment?	Show and Talk- Design your experiment!	

Teacher Notes: Setting up for Success in Science contains details on using a variety of technology resources within the Pacing Guides as well as Item Specs. Teachers must log in CPALMS through SSO (Clever) to use resources. Floridastudents.org Tutorial link and Guided Notes may be assigned together to students. Duplicate forms or download OneDrive documents into your own files before distributing to students.

M/J COMPREHENSIVE SCIENCE 1 — Course Code: 200204001 / Access 7820015

INSTRUCTIONAL TOOLS

Textbook: Florida Science Course1: NH-3-5
Vocabulary: Quizlet Topic Set
evidence, hypothesis, controlled experiment, test variable, outcome variable, controlled variables, systematic observations, models, replication

Technology Integration:
- **SAMR**: Students use data to post a forecast for next week.
- **CPALMS**: Modeling Ocean Currents
- **StudyJams**: Scientific Theory & Evidence
- **FloridaStudents.org**: Models in Science
- **QUIZIZZ**: Experimental Design, Analyzing Data Practice
- **Other**: Grade 6 TB Scavenger Hunt, Grade 6 TB Scavenger Hunt KEY

Strategies:
- **ELL**: AL (Approaching Level) ESOL Strategy Matrix McGraw Hill Online Reading Essentials

⇒ **A1-A5**-Writing Student's Statements-Hands-On Lab: Melting Ice-Teacher will ask students for the steps of the Scientific Method using sentence strips. Students will organize them in sequential order.
⇒ **A2**-Modeling-Teacher demonstrates how to perform the task-Hands-On Lab: Melting Ice
⇒ **A7, B2, C13, C16, C18**-Quizlet Topic Set
⇒ **B6**-Role Play-Hands-On Lab: Melting Ice (Student) Review - Lab Roles and Lab Safety

⇒ **C4**-KWL Chart-StudyJams: Scientific Theory & Evidence**C34**-Captioning and E-Video-Turn on Closed Captioning (CC) when available for videos.
⇒ **C52**-Note Taking Skills-StudyJams: Scientific Theory & Evidence
⇒ **E4**-Music Chants Raps-Scientific Methods (Use Sing Karaoke)
⇒ **E6**-Technology Computer Software-GIZMOS: Seed Germination
⇒ **E8**-Visuals, Charts, Pictures, Graphs-Make anchor charts across the room and refer to them throughout the lessons.

- **Enrichment**: BL (Beyond Level)
- **SPED**: See Access Points

Show and Talk:
- ***Testable Question***: Collect a few items and play with them for a short time. What testable questions could you ask?
- ***Hypothesis and Variables***: Look around your surroundings for something that is working well or not working well. Develop a hypothesis that includes variables.
- ***Design your experiment***: Make an observation of a living thing. What question can you ask and what is your hypothesis? How would you design an experiment to test the hypothesis? What are questions that would help you to derive your conclusion?

H.O.T. Questions:
- What is the difference between test and outcome variable?
- How are repeated trials shown in your data?
- How can data be represented and explained?
- Why do you think it is important to compare the observations made by different groups?
- Why is it important to record both qualitative and quantitative data?
- What evidence is supported in your conclusion?

M/J COMPREHENSIVE SCIENCE 1 — Course Code: 200204001 / Access 7820015

INSTRUCTIONAL TOOLS

Labs: Hands-On Lab: Melting Ice

Assessment: Pre-Test and Data Chat, Gr 6 Science Data Tracker

Formative Assessment: Learning Goals; Is it a Theory? (v3)

Related Program: Science Fair

M/J COMPREHENSIVE SCIENCE 1 — Course Code: 200204001 / Access 7820015

Standard(s): SC.6.N.1.2 Assessed as SC.8.N.1.1

Scale	Learning Progression	Sample Progress Monitoring and Assessment Activities
Score/Step 5.0	☐ I am able to evaluate the use and importance of replication in a scientific investigation.	Explain how scientific knowledge about natural disasters has changed as new evidence is discovered through replication of the investigation. SC.68.CS-PC.2.3 Describe the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.
Score/Step 4.0	☐ I am able to explain the need for replication in a scientific investigation.	Identify an instance in history when scientific knowledge has changed as a result of new evidence once an investigation was replicated or repeated by someone else SC.68.CS-PC.2.3 Describe the influence of access to information technologies over time and the effects those changes have had on education, the workplace, and the global society.
Score/Step 3.0 Target (Learning Goal)	☐ I am able to explain why scientific investigations should be replicable (repeated by others).	Compare data from different student groups that investigated the same problem and explain why scientific investigations should be (replicated (repeated by others) SC.68.CS-CS.2.9 Identify simple data types and data structures.
Score/Step 2.0	☐ I am able to recognize that scientific investigations should be replicable (repeated by others).	Perform scientific investigation using repetition and collect data from other groups that did the same investigation (replication). SC.68.CS-CS.2.9 Identify simple data types and data structures.
Score/Step 1.0	☐ I am able to recognize and explain the need for repeated experimental trials.	

M/J COMPREHENSIVE SCIENCE 1 — Course Code: 200204001 / Access 7820015

ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Nature of Science	
ACCESS CODE	**BENCHMARK**
SC.6.N.1.1	Define a problem from the sixth-grade curriculum: use appropriate reference materials to support scientific understanding; plan and carry out scientific investigations of various types, such as systematic observations or experiments; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions; and defend conclusions.
SC.6.N.1.In.1	Identify a problem from the sixth-grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
SC.6.N.1.Su.1	Recognize a problem from the sixth-grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results.
SC.6.N.1.Pa.1	Recognize a problem related to the sixth-grade curriculum, observe and explore objects or activities, and recognize a solution. http://www.cpalms.org/Public/PreviewStandard/Preview/1748
ACCESS CODE	**BENCHMARK**
SC.8.N.1.1	***Assessed as*** *(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning)*
SC.8.N.1.In.1	Identify a problem from the eighth-grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
SC.8.N.1.Su.1	Recognize a problem from the eighth-grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
SC.8.N.1.Pa.1	Recognize a problem related to the eighth-grade curriculum, observe and explore objects and activities, and recognize a solution. http://www.cpalms.org/Public/PreviewStandard/Preview/1816

ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Nature of Science	
ACCESS CODE	**BENCHMARK**
SC.6.N.1.2	Explain why scientific investigations should be replicable. ***Assessed as SC.8.N.1.1*** *(Cognitive Complexity: Level 3:Stagic Thinking & Complex Reasoning)*
SC.6.N.1.In.2	Identify that scientific investigations can be repeated the same way by others.
SC.6.N.1.Su.2	Recognize that experiments involve procedures that can be repeated the same way by others.
SC.6.N.1.Pa.2	Recognize that when a common activity is repeated, it has the same result. http://www.cpalms.org/Public/PreviewStandard/Preview/1717
ACCESS CODE	**BENCHMARK**
SC.6.N.1.5	Recognize that science involves creativity, not just in designing experiments, but in also creating explanations that fit evidence. ***Not assessed*** *(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)*
SC.6.N.1.In.4	Compare results of observations and experiments of self and others.
SC.6.N.1.Su.4	Identify information based on observations and experiments of self and others.
SC.6.N.1.Pa.3	Recognize that people conduct activities and share information about science. http://www.cpalms.org/Public/PreviewStandard/Preview/1751

M/J COMPREHENSIVE SCIENCE 1 — Course Code: 200204001 / Access 7820015

ACCESS CODE	BENCHMARK
SC.6.N.2.1	Distinguish science from other activities involving thought. ***Not assessed*** *(Cognitive Complexity: Level 2:Basic Application of Skills & Concepts)*
SC.6.N.2.In.1	Identify familiar topics included in the study of science.
SC.6.N.2.Su.1	Recognize familiar topics in the study of science.
SC.6.N.2.Pa.1	Recognize objects and pictures related to science. http://www.cpalms.org/Public/PreviewStandard/Preview/1731
ACCESS CODE	**BENCHMARK**
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. ***AA*** *(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)*
SC.6.N.2.In.2	Identify that scientific knowledge changes with new evidence or new interpretations.
SC.6.N.2.Su.2	Recognize that scientific knowledge changes when new things are discovered
SC.6.N.2.Pa.1	Recognize objects and pictures related to science. http://www.cpalms.org/Public/PreviewStandard/Preview/1752
ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Nature of Science	
ACCESS CODE	**BENCHMARK**
SC.6.N.3.4	Identify the role of models in the context of the sixth-grade science benchmarks. **Not assessed** *(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)*
SC.6.N.3.In.3	Identify models used in the context of sixth grade science access points.
SC.6.N.3.Su.3	Recognize models used in the context of sixth grade science access points.
SC.6.N.3.Pa.2	Associate a model with an activity used in the context of sixth grade science access points. http://www.cpalms.org/Public/PreviewStandard/Preview/1733

M/J COMPREHENSIVE SCIENCE 1 — Course Code: 200204001 / Access 7820015

MATHEMATICS (B.E.S.T.)	
STRAND: MA.K12.MTR – Mathematical Thinking and Reasoning	
CODE	**STANDARD**
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.

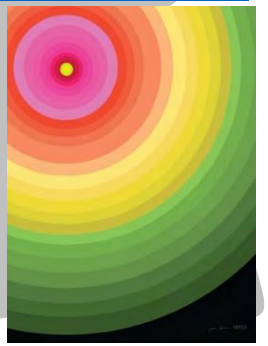
ENGLISH LANGUAGE ARTS (B.E.S.T.)	
STRAND: ELA.K12.EE – Expectations	
CODE	**STANDARD**
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

ENGLISH LANGUAGE DEVELOPMENT	
CLUSTER: Language of Science	
CODE	**STANDARD**
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
CLUSTER: Language of Social and Instructional Purposes	
CODE	**STANDARD**
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.

Division of Academics, Visual & Performing Arts
Office & Academics & Transformation

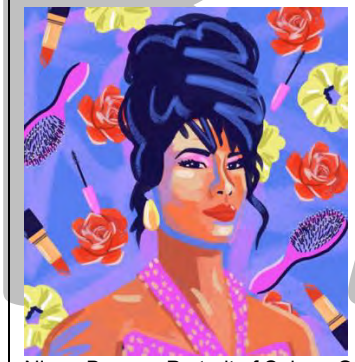
Visual Arts Instructional Pacing Guide

August 17, 2023 – August 18, 2023

Visual Arts Big Idea/ Benchmarks Essential Question (s)	Focus Benchmark(s) and Textbook Reference	Artistic Steps to Success	Technology/Document Integration Links
Big Idea: VA.68.C – Critical Thinking and Reflection VA.68.S – Skills, Techniques, and Processes VA.68.H- Historical & Global Connections **Essential Question (s):** How does heritage and culture shape or influence an artist's perspective? How does your heritage and culture shape your perspective? How can you use art to honor and celebrate Hispanic Heritage Month? How can you use art to honor your heritage? HISPANIC HERITAGE MONTH	**Benchmark (s):** VA.68.C.3.3 VA.68.S.1.3 VA.68.H.1.3 **Art History &** **Art Appreciation Connections** Art of Ed: Latin Artists, Hispanic & Spanish Artists Notebook  Jaime Dominguez, Peyote Heart No.2 "CLOSEUP", painting **Vocabulary:** analogous colors, color, color wheel, complementary colors, culture, diversity, heritage, hue, line, shape, tint, traditions, shade, value **Core Textbook:**	**Discuss:** Introduce and discuss the national Hispanic Heritage Month theme. Review color theory. **Connect:** Share various images and video resources related to the Hispanic Heritage Month theme. Explore how Hispanic artists expressed emotion through color in their art. **Studio Experience:** Students will begin sketching ideas inspired by the resources and the national Hispanic Heritage Month theme. **Assess/Connect:** Assess completion and craftsmanship of student sketch including the national Hispanic Heritage Month theme.	**(Apps, Documents, Videos, Virtual Museum, VA SharePoint)** Discovery Ed: Hispanic Heritage Month HispanicHeritageMonth.gov Authentic Assessments Exhibition Schedule: Hispanic Heritage Month Exhibition Barbara Rivera, Painting **Materials:** An array of 2-D materials that may An array of 2-D & 3-D materials that may include but are not limited to paper, collage, print making, digital art, , oil pastels, paint, ceramics, etc. **STEAM Connections:** What is the science behind color and value?

DRAFT

Division of Academics, Visual & Performing Arts
Office & Academics & Transformation

Visual Arts Big Idea/ Benchmarks Essential Question (s)	Focus Benchmark(s) and Textbook Reference	Artistic Steps to Success	Technology/Document Integration Links
Big Idea: VA.68.C – Critical Thinking and Reflection VA.68.S – Skills, Techniques, and Processes VA.68.H- Historical & Global Connections **Essential Question (s):** How does heritage and culture shape or influence an artist's perspective? How does your heritage and culture shape your perspective? How can you use art to honor and celebrate Hispanic Heritage Month? How can you use art to honor your heritage? 	**Benchmark (s):** VA.68.C.3.3 VA.68.S.1.3 VA.68.H.1.3 **Art History &** **Art Appreciation Connections** Art of Ed: Latin Artists, Hispanic & Spanish Artists Notebook  Niege Borges, Portrait of Selena Quintanilla **Vocabulary:** analogous colors, color, color wheel, complementary colors, culture, diversity, heritage, hue, line, shape, tint, traditions, shade, value **Core Textbook:**	**Discuss:** Introduce and discuss the national Hispanic Heritage Month theme. Review color theory. **Connect:** Share various images and video resources related to the Hispanic Heritage Month theme. Explore how Hispanic artists expressed emotion through color in their art. **Studio Experience:** Students will complete their artwork inspired by the resources and the national Hispanic Heritage Month theme, while exploring how color theory can be used to express emotion in their artwork. **Assess/Connect:** Assess completion and craftsmanship of student sketch including the national Hispanic Heritage Month theme.	**(Apps, Documents, Videos, Virtual Museum, VA SharePoint)** Discovery Ed: Hispanic Heritage Month HispanicHeritageMonth.gov Authentic Assessments Exhibition Schedule: Hispanic Heritage Month Exhibition Roberto Lugo, To Disarm: Jay-Z / Harriet Tubman, 2020, Ceramic, china paint, enamel, epoxy, gun parts **Materials:** An array of 2-D & 3-D materials that may include but are not limited to paper, collage, print making, digital art, , oil pastels, paint, ceramics, etc. **STEAM Connections:** What is the science behind color and value?

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MIAMI-DADE COUNTY PUBLIC SCHOOLS
AUTHENTIC CURRICULUM CONNECTIONS
2023-2024 YEAR-AT-A-GLANCE

Grades 6-8	
Big Idea 1: VA.68.C Critical Thinking & Reflection VA.68.C.1 - Cognition and reflection are required to appreciate, interpret, and create with artistic intent. VA.68.C.2 - Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. VA.68.C.3 - The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts	**Big Idea 2: VA.68.S Skills, Techniques & Processes** VA.68.S.1 - The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. VA.68.S.2 - Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. VA.68.S.3 - Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
Big Idea 3: VA.68.O Organizational Structure VA.68.O.1 - Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. VA.68.O.2 - The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. VA.68.O.3 - Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	**Big Idea : VA.68.H Historical & Global Connections** VA.68.H.1 - Through study in the arts, we learn about and honor others and the worlds in which they live(d). VA.68.H.2 - The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged VA.68.H.3 - Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
Big Idea 5: VA.68.F Innovation, Technology and the Future VA.68.F.1 - Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. VA.68.F.2 - Careers in and related to the arts significantly and positively impact local and global economies. VA.68.F.3 - The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	**Big Ideas 1-5 should be introduced during the first nine weeks, and then embedded in all art lessons throughout the year depending on the emphasis of the lesson.**

1st Nine Weeks	**2nd Nine Weeks**	**3rd Nine Weeks**	**4th Nine Weeks**
Instructional Focus Critique Process, Color, Value, Contrast, Pattern Hispanic Art	**Instructional Focus** Line, Texture, Pattern, Unity, Proportion African Art	**Instructional Focus** Women in Art, Shape, Form, Emphasis, Balance Multicultural Art	**Instructional Focus** Space, Variety, Movement, Rhythm European, Modern and Contemporary
Big Idea 1: VA.68.C Critical Thinking & Reflection VA.68.C.3.1 Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design. VA.68.C.2.2 Evaluate artwork objectively during group assessment to determine areas for refinement. VA.68.C.2.4 Use constructive criticism as a purposeful tool for artistic growth.	**Big Idea 1: VA.68.C Critical Thinking & Reflection** VA.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art. VA.68.C.3.3 Use analytical skills to understand meaning and explain connections with other contexts. **Big Idea 2: VA.68.S Skills, Techniques & Processes** VA.68.S.1.3 Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.	**Big Idea 1: VA.68.C Critical Thinking & Reflection** VA.68.C.3.2 Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance. VA.68.C.3.4 Compare the uses for artwork and utilitarian objects to determine their significance in society. **Big Idea 2: VA.68.S Skills, Techniques & Processes**	**Big Idea 1: VA.68.C Critical Thinking & Reflection** VA.68.C.1.3 Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. (Personal, cultural historical) VA.68.C.2.3 Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth. **Big Idea 2: VA.68.S Skills, Techniques & Processes**

Big Idea 2: VA.68.S Skills, Techniques & Processes VA.68.S.1.4 Use accurate art vocabulary to explain the creative and art-making processes. VA.68.S.1.1 Manipulate content, media, techniques, and processes to achieve communication with artistic intent. VA.68.S.2.1 Organize the structural elements of art to achieve artistic goals when producing personal works of art. **Big Idea 3: VA.68.O Organizational Structure** VA.68.O.3.1 Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. VA.68.O.1.2 Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork. **Big Idea 4: VA.68.H Historical & Global Connections** VA.68.H.3.2 Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. VA.68.H.3.3 Create imaginative works to include background knowledge or information from other subjects. **Big Idea 5: VA.68.F Innovation, Technology and the Future** VA.68.F.2.1 Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field. VA.68.F.3.3 Collaborate with peers to complete an art task and develop leadership skills. **Instructional Strategies** Application of critique process Artists' intentions Art Elements – Color, Value Expressing emotion through color Color schemes Value: to model form, to create contrast Collect ideas, information and visual imagery in sketchbook or journal Grade Level Expectations	VA.68.S.1.5 Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent. VA.68.S.2.3 Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process. **Big Idea 3: VA.68.O Organizational Structure** VA.68.O.2.1 Create new meaning in artworks through shared language, expressive content, and ideation. VA.68.O.2.4 Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art. **Big Idea 4: VA.68.H Historical & Global Connections** VA.68.H.1.4 Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history. **Big Idea 5: VA.68.F Innovation, Technology and the Future** VA.68.F.3.2 Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas. **Instructional Strategies** Art Elements- Line, Texture Art Principles- Pattern, Unity, Proportion Line-outline, contour, edges of shapes, implied lines Drawing from observation using contour line, value to model form, and proper proportions Use of thumbnail sketches to document thinking and plan work Texture- visual (implied) and tactile (actual Symbols and Cultural Icons Grade Level Expectations **Historical Connections** African Art African-American Artists **Authentic Assessments** -38th Annual Impressions in Watercolor -Black History Month	VA.68.S.3.1 Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each. VA.68.S.3.3 Demonstrate understanding of safety protocols for media, tools, processes, and techniques. **Big Idea 3: VA.68.O Organizational Structure** VA.68.O.2.3 Create a work of personal art using various media to solve an open-ended artistic problem. VA.68.O.3.2 Discuss the communicative differences between specific two- and three-dimensional works of art. **Big Idea 4: VA.68.H Historical & Global Connections** VA.68.H.2.1 Describe how previous cultural trends have led to the development of new art styles. VA.68.H.2.2 Explain the impact artwork and utilitarian objects have on the human experience. **Big Idea 5: VA.68.F Innovation, Technology and the Future** VA.68.F.1.1 Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. VA.68.F.2.2 Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. VA.68.F.2.3 Identify art careers that have a financial impact on local communities. VA.68.F.3.4 Follow directions and complete art tasks in a timely manner to show development of 21st-century skills. **Instructional Strategies** Art Elements-Shape, Form Art Principles- Emphasis, Balance Geometric and organic shapes. Form (3-D)-Mixed Media Functional art. Use available tools and materials (paper, clay, fabrics, fibers, found objects) to create mixed media artworks inspired by a past society (Mesoamerican, Greek, Islamic, Asian, etc.) Formal, informal, bilateral and radial balance	VA.68.S.3.2 Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship. VA.68.S.3.4 Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. **Big Idea 3: VA.68.O Organizational Structure** VA.68.O.1.3 Combine creative and technical knowledge to produce visually strong works of art. VA.68.O.1.4 Create artworks that demonstrate skilled use of media to convey personal vision. **Big Idea 4: VA.68.H Historical & Global Connections** VA.68.H.1.2 Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues. VA.68.H.2.3 Describe the rationale for creating, collecting, exhibiting, and owning works of art. **Big Idea 5: VA.68.F Innovation, Technology and the Future** VA.68.F.1.2 Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks. VA.68.F.2.5 Create an artist statement to reflect on personal artwork for a portfolio or exhibition. VA.68.F.2.4 Present research on the works of local artists and designers to understand the significance of art in the community. **Instructional Strategies** Art Elements- Space Principles- Variety, Movement, Rhythm Space-Positive and negative, depth through size relationships, overlapping, horizon line, foreground, middle ground, background. Discuss contributions that artists make to society. Virtual museum tours

Historical Connections Hispanic Artists **Authentic Assessments** -Hispanic Heritage Month -Keep Calm and SELFIE -Mia Gallery: This is how we Roll: Printmakers Delight -Small Works: Reviving the Classics-Neoclassicism & Realism -Superintendent's Holiday Card -Art in the Capitol **STEAM Connections:** **S -** YAG **T -** SAMR Model **E -** Engineering Process **A -** Pacing Guides **M -** YAG	-Mia Gallery: Roughing it Up: Tactile+Surface=Texture! -STEAM Expo -Taste of the Tropics: The Everglades: The Wild Life of Wildlife -STEAM Program Cover Design -Scholastic Art Awards **STEAM Connections:** **S -** YAG **T -** SAMR Model **E -** Engineering Process **A -** Pacing Guides **M -** YAG	Compare artworks with utilitarian objects. Use of art in business and industry Careers in art – artists, designers. architects Grade Level Expectations **Historical Connections** Women in Art_ Native American Art Islamic Art Mesoamerican Art Greek Art Asian Art **Authentic Assessments** -Woman's History Month -Annual Countywide -3-D Expressions: Anything Goes: Multimedia & More! -Let Them Eat Cake! - Mia Gallery: Dreamscapes: Untold Magical Stories –Celebrating Haitian Heritage Month -Paw-fect Pawtraits! Bring Me Home **STEAM Connections:** **S -** YAG **T -** SAMR Model **E -** Engineering Process **A -** Pacing Guides **M -** YAG	Grade Level Expectations **Historical Connections** European Art Modern Art Contemporary Art **Authentic Assessments** N/A **STEAM Connections:** **S -** YAG **T -** SAMR Model **E -** Engineering Process **A -** Pacing Guides **M -** YAG

Health Education

Middle School (Grades 6-8)
Year at a Glance
2023 -2024

06

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Resources

06

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08

All resources for the Year at a Glance Health Education topics are located in Schoology in the Health Education Folder.

All Health Education Pacing Guides are also located in the Health Education Folder in Schoology.

Florida Department of Education

Comprehensive Health Education Components

- Community Health
- Consumer Health
- Environmental Health
- Family Life
- Injury Prevention and Safety
- Internet Safety

- Mental and Emotional Health
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse
- Teen Dating Violence (**Grades 7 & 8 Only**)

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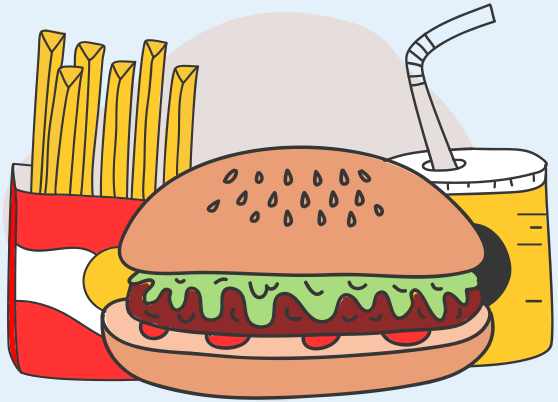
August: Consumer Health

- Understanding Nutrition Facts Labels and Food Labels
- Thinking About Calories
- Eating Healthy Meals Away From Home
- Analyzing Influence on Food Choices
- Practicing Food Safety



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September: Community Health

- Staying Safe at School
- Staying Safe in Public Places and Social Situations
- Staying Safe on the Road

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October: Prevention & Control of Disease and Substance Use and Abuse

- Hand Washing
- Respiratory Etiquette
- Heart Disease
- Diabetes
- Cancer
- Types of Tobacco Products : Cigarettes/Vaping Devices
- Health Effects of Nicotine
- Alcohol Use and Effects
- Health Effects of Drug Abuse
- How Drugs Affect the Brain

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November: Internet Safety

- Staying Safe on the Internet
- Positive Online Behavior
- Privacy
- Thinking Before You Post
- Cyberbullying
- Consequences of Cyberbullying

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December: Family Life & Mental and Emotional Health

- Promoting Healthy Relationships
- Family Relationships
- Functions of Family Relationships
- Relationships with Parents or Guardians
- Maintain Healthy Relationships with Parents/Guardians
- Skills to Build Healthy Relationships in the Community
- Understanding Mental and Emotional Health
- Managing Stress
- Stress Management Strategies

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January: Teen Safety Matters

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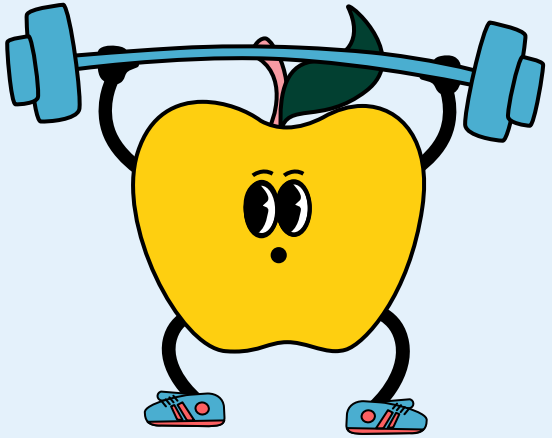
- Resources for Monique Burr Foundation Teen Safety Matters have been delivered to your school and online resources are located on the Facilitator Portal on: https://app.mbfpreventioneducation.org/

MBF
TEEN SAFETY MATTERS®

February: Personal Health

- Engaging in Physical Activity
- The Benefits of Physical Activity
- Getting Enough Physical Activity
- Health-Related Fitness
- Heart & Lung Strength
- Muscle Strength
- Endurance
- Flexibility
- Skill-Related Fitness
- Types of Fitness



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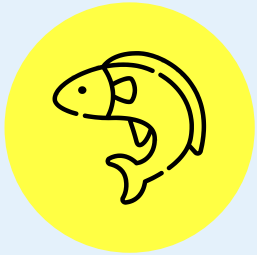
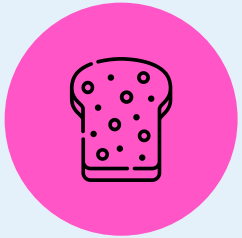
March: Nutrition





- Types of Nutrients
- Carbohydrates
- Dietary Fiber
- Proteins
- Types of Proteins
- Fats and Types of Fats
- Vitamins
- Minerals
- Water
- Guidelines for Forming a Healthy Eating Pattern
- MyPlate Food Guidance System

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April: Environmental Health

- The Environment
- Humans Affect The Environment
- Air Pollution
- Effects of Air Pollution
- Water Pollution
- Human Causes of Water Pollution
- Natural Causes of Water Pollution
- Chemicals
- Noise Pollution
- Earth Day
- Reusing and Recycling
- Greener Living

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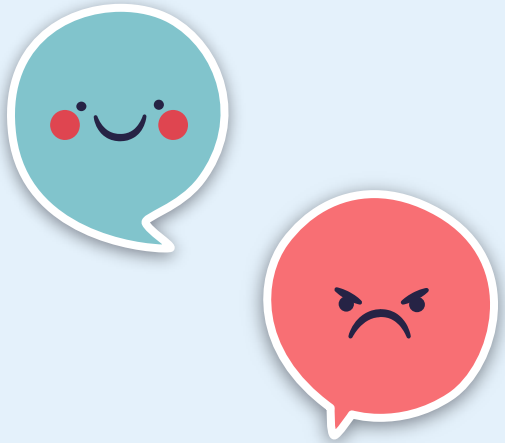
May/June: Injury Prevention and Teen Dating Violence Prevention (ONLY 7TH & 8TH GRADERS)



- Water Safety
- Poisoning Prevention
- Fire Prevention and Safety
- Emergency Preparedness
- Are You Prepared?
- Safety When Home Alone
- Staying Safe During Physical Activity
- Teen Dating Violence Prevention – Only 7th and 8th Graders
- Types of Abuse

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M/J Language Arts 1 /Advanced – Grade 6 **Course Codes: 100101001/100102001**

Year at a Glance 2023-2024
Readings from Savvas – myPerspectives Florida

*my*Perspectives Florida is a complete curriculum for reading, writing, speaking, and listening that is fully aligned to Florida's BEST Standards for instruction. The units are thematic and embeds an essential question (EQ) that leads to a Performance-Based Assessment. The pedagogy mimics the different learning environments which students will encounter in college and careers i.e., (teaching in Whole Group, facilitating in Peer Learning, advising during Independent Learning, and assessing Performance-Based Assessments).

***myPerspectives* Guide to Making Planning Decisions with Instructional Components**			
Student Resources	**Differentiated Instruction**	**Teacher Resources**	**Assessment and Reporting**
• Digital Interactive and PDF Student Edition • Consumable Interactive Student Edition • Digital Novels Library • Collaboration Center Modeling Videos • Writing Gallery Videos and Tutorials • Skills Reinforcement Videos • EssayScorer • SimCheck by Turnitin (Plagiarism Checker) • Graphic Organizers • Writing Rubrics and Models	• Leveled Texts • Spanish Translations • English and Spanish Audio Summaries • Reteach and Practice Audio Summaries • High-Interest Readings • English, Spanish, Hatian Creole and 12 other languages Glossary	• Digital Teacher's Edition with hyperlinked resources • Print and PDF Teacher's Edition • Distance Learning Implementation Videos • Distance Learning Lesson Planning Guide • Customizable Lesson Planning Guide • Customizable Lesson Plans • Grammar Practice Worksheets • Hook and Inspire Texts	• Selection Tests, English and Spanish • Beginning, Middle, and End-of-Year Tests • Performance-Based Assessments • Unit Tests with Remediation • Test Prep Workbook and Test Banks • ExamView Installer • Student/Class/District Reporting • Exit Tickets

M/J Language Arts 1 /Advanced – Grade 6 **Course Codes: 100101001/100102001**

Year at a Glance 2023-2024
Readings from Savvas – myPerspectives Florida

Gradual Release of Responsibility Instructional Model

Teacher Responsibility

Whole Group – Focused Instruction

I Do
You Watch
(Whole Group)

- Sets clear purpose for essential learning(s)
- Provides direct instruction related to content and/or process(es)
- Models thinking to make it visible for students
- Checks for understanding
- Uses a variety of texts/resources for student engagement

Demonstration/Modeling Phase

- Listens
- Observes
- Takes Notes

Whole Group - Guided Instruction

I Do
You Help
(Whole Group)

- Interactive Instruction
- Works with students on content and/or process(es)
- Meets with needs-based groups
- checks for understanding using strategic questions, prompts, and cues

Guided Instruction

- Responds to questions, prompts, and cues
- Interacts with teacher
- Asks questions & shares thinking
- Participates

Collaboration – Peer Learning

You Do
I Help
(Small Groups)

- Guided Instruction as needed (see above)
- Provides feedback
- Evaluates
- Determines level of understanding

Students work Together

- Collaborates / supports others in accomplishing individual learning goal(s)
- Relies on notes, activities, classroom learning to complete assignment
- Takes full responsibility for outcome

Independent

You Do
I Watch
(Independent)

- Moves among groups
- Clarifies confusion
- Provides support

Independent Practice

- Works with classmates, shares outcome
- Collaborates on authentic task
- Consolidates learning
- Completes process in small group
- Looks to peers for clarification

Student Responsibility

MIAMI-DADE COUNTY PUBLIC SCHOOLS
6th Grade English Language Arts
Course Codes: 100101001 / 100102001

M/J Language Arts 1 /Advanced – Grade 6 **Course Codes: 100101001/100102001**

Year at a Glance 2023-2024
Readings from Savvas – myPerspectives Florida

Source: From the Formative Assessment Action Plan, by Nancy Frey and Douglas Fisher, pp. 120–122, section heading "Gradual Release of Responsibility Instructional Framework."

First Quarter August 17 – October 27 Unit 3 Technology and Society	Second Quarter October 30 – January 19 Unit 2 Natural Allies	Third Quarter January 22– April 9 Unit 4 The Power of Imagination	Fourth Quarter April 11– June 6 Unit 1 Where I'm From
F.A.S.T. (AP1) – August 17- September 29 **i-Ready Diagnostic (AP1) – September 19 - October 21** **August 17 – September 27 (26 days)** **Unit Introduction** Mentor Text: *"That's Not Progress!"* p.244 • Genre - Argument 910L **Whole-Class Learning** **Reading** • *"Feathered Friend"* (1100L), Science Fiction by Arthur C. Clarke p.252 **Writing/Speaking and Listening** • Argumentative Essay • Multimedia Presentation **Reading** • *"The Biometric Body"* (970L), Informational Article by Kathiann M. Kowalski p.266 • *"Biometrics Are Not Better"* (960L), Argument by Reuben Lorre p.276 **Writing/Speaking and Listening** • Comparison-and-Contrast Essay **Reading** • *"The Internet of Things"*, Media-Video by IBM Social Media p.286 **Writing/Speaking and Listening** • Summary	**F.A.S.T. (AP2) – December 4 – January 26** **District Writing Test (DWT) Argumentative – October 31 – November 18** **October 30 – December 8 (24 days)** **Unit Introduction** Mentor Text: *"Reading Buddies"* p.130 • Genre – Expository Essay 890L **Whole-Class Learning** **Reading** • *"from My life With the Chimpanzee"* (860L), Autobiography by Jane Goodall p.138 **Writing/Speaking and Listening** • How-to Essay • Class Discussion **Reading** • *"How Smart Are Animals?"* (1110L), Science Article by Dorothy Hinshaw Patent p.158 • *"So What Is a Primate?"* (970L), Science Article by Faith Hickman Brynie p.172 **Writing/Speaking and Listening** • Comparison-and-Contrast Essay **Performance Task** • Writing - Expository Essay	**i-Ready Diagnostic (AP2) – January 30 - February 24** **District Writing Test (DWT) Informative – January 30 – February 24** **January 22 - February 23 (24 days)** **Unit Introduction** Mentor Text: *"The Great Universal Undo"* p.356 • Genre – Fiction 670L **Whole-Class Learning** **Reading** • *"The Phantom Tollbooth, Act I"*, Drama (Play) by Susan Nanus p.364 **Writing/Speaking and Listening** • Profile • Dramatic Reading **Reading** • *"The Phantom Tollbooth, Act II"*, Drama (Play) by Susan Nanus p.396 **Writing/Speaking and Listening** • Narrative Retelling • Speech **Performance Task** • Writing – Short Story	**F.A.S.T. (AP3) – May 1- May 31** **April 11 – May 10 (22 days)** **Unit Introduction** Mentor Text: *"Wagon Train at Dusk"* p.130 • Genre – Nonfiction Narrative 740L **Whole-Class Learning** **Reading** • *"Brown Girl Dreaming"*, Memoir by Jacqueline Woodson p.14 **Writing/Speaking and Listening** • Poem • Partner Discussion **Reading** • *"The Sand Castle"* (740L), Science Fiction by Alma Luz Villanueva p.30 **Writing/Speaking and Listening** • Short Story • Oral Reading **Reading** • *"from Spoon River Anthology"*, Poetry by Edgar Lee Masters p.46 **Writing/Speaking and Listening** • Poems • Present Poems **Performance Task** • Writing – Personal narrative

M/J Language Arts 1 /Advanced – Grade 6 **Course Codes: 100101001/100102001**

Year at a Glance 2023-2024
Readings from Savvas – myPerspectives Florida

First Quarter August 17 – October 27 Unit 3 Technology and Society	Second Quarter October 30 – January 19 Unit 2 Natural Allies	Third Quarter January 22– April 9 Unit 4 The Power of Imagination	Fourth Quarter April 11– June 6 Unit 1 Where I'm From
• Oral Report **Performance Task** • Writing - Argumentative Essay **September 25 – October 13 (14 days)** **Peer Group Learning** **Reading** • *"Is Our Gain Also Our Loss?"* (1180L), Reflective Essay by Cailin Loesch p.306 **Writing/Speaking and Listening** • Group Discussion **Reading** • *"The Black Hole of Technology"* (980L), Argument Essay by Leena Khan p.316 **Writing/Speaking and Listening** • Summary of Research Findings **Performance Task** • Speaking and Listening - Debate **October 16 – October 27 (9 days)** **Independent Learning** **Reading (Select One)** *"7-Year-Old Girl Gets New Hand From 3-D*	**December 11 – December 22 (9 days)** **Peer Group Learning** **Reading** • *"Sonnet"*, Lyric Poetry by Margaret E. Bruner p. 201 • *"I Understand—a Villanelle"*, by Amy Ludwig VanDerwater p.202 **Writing/Speaking and Listening** • Illustrate and Present a Poem **Reading** • *"The Tale of the Hummingbird"* (740L), Myth by Pura Belpre p.210 **Writing/Speaking and Listening** • Research Report **Reading** • *"Black Cowboy, Wild Horses"* (710L), Biography by Julius Lester p. 220 **Writing/Speaking and Listening** • Information Report **Performance Task** • Speaking and Listening – Oral Instruction **January 8 – January 19 (8 days)** **Independent Learning** **Reading (Select One)** *"A Blessing"*, by Predators; *"Predators"*, by Linda Hogan; Nikita, Poetry by Alberto Rios	**February 26 - March 15 (15 days)** **Peer Group Learning** **Reading** • *"from The Misadventures of Don Quixote", (940L)* Retelling by Miguel de Cervantes, retold by Tom Lathrop p. 446 **Writing/Speaking and Listening** • Research Report **Reading** • *"The Importance of Imagination"* (890L), Reflective Essay by Esha Chhabra p.472 **Writing/Speaking and Listening** • Expository Essay **Performance Task** • Speaking and Listening – Short Story **March 18 – Aril 9 (11 days)** **Independent Learning** **Reading (Select One)** *"from The Wonderful Wizard of Oz"*, by Linda Hogan; Nikita, Poetry by Alberto Rios	**May 13 - May 24 (10 days)** **Peer Group Learning** **Reading** • *"from Bad Boy" (1000L)*, Memoir by Walter Dean Meyers p. 74 **Writing/Speaking and Listening** • Argumentative Essay **Reading** • *"Prince Francis"* (510L), Realistic Fiction by Roddy Doyle p. 88 • *"The Sound of Summer Running" (860L)* by Ray Bradbury p.102 **Writing/Speaking and Listening** • Response to Literature **Performance Task** • Speaking and Listening – Present a Retelling **May 27 – June 6 (8 days)** **Independent Learning** **Reading (Select One)** • *"from Peter Pan"*, Fantasy by J. M. Barrie

M/J Language Arts 1 /Advanced – Grade 6 **Course Codes: 100101001/100102001**

Year at a Glance 2023-2024
Readings from Savvas – myPerspectives Florida

First Quarter August 17 – October 27 Unit 3 Technology and Society	Second Quarter October 30 – January 19 Unit 2 Natural Allies	Third Quarter January 22– April 9 Unit 4 The Power of Imagination	Fourth Quarter April 11– June 6 Unit 1 Where I'm From
Printer" (860L), News Article by John Roger • *"High-Tech Backpacks Open World of Whales*" (1260L), News Article by Associated Press • *"All Watched Over by Machines of Loving Grace"* poem by Richard Braurigan and *"Sonnet, Without Salmon"* poem by Sherman Alexie • *"Bored…and Brilliant?",* Media: Podcast • *"Teen Researchers Defend Media Multitasking"* (1370) News Article by Sumathi Reddy. **Performance-Based Assessment** • Writing – Argumentative Essay **End of Unit Reflection** • **Unit Reflection** • **Unit Test** (Available in Performance Matters) • **Unit Remediation** (Links available in Pacing Guides) **Additional Texts from B.E.S.T. Sample Library** (Texts include support to meet the recommended Florida B.E.S.T. Standards) • *"Two Viewpoints*" by Burr, Amelia Josephine • *"Yet Do I Marvel"* by Cullen, Countee	• *"The Secret Life of the Dog*", Media: Video by British Broadcasting Corporation • *"All the Pretty Ponies"* (1220L) Reflective Essay by *Oscar Casares* • *"The Girl Who Gets Gifts From Birds"* (830L) Informational Text by Katy Sewall. • *"Pet Therapy: How Animals and Human Heal Each Other"* (1190L) Informational Text by Julie Rovner. **Performance-Based Assessment** • Writing – Expository Essay **End of Unit Reflection** • **Unit Reflection** • **Unit Test** (Available in Performance Matters) • **Unit Remediation** (Links available in Pacing Guides) **Additional Texts from B.E.S.T. Sample Library** (Texts include support to meet the recommended Florida B.E.S.T. Standards) • *"Incidents in the Life of a Slave Girl*" by Jacobs, Harriet • *"Little Women"* by Alcott, Louisa May	• *"The Secret Life of the Dog*", Media: Video by British Broadcasting Corporation • *"All the Pretty Ponies"* (1220L) Reflective Essay by *Oscar Casares* • *"The Girl Who Gets Gifts From Birds"* (830) Informational Text by Katy Sewall. • *"Pet Therapy: How Animals and Human Heal Each Other"* (1190L) Informational Text by Julie Rovner. **Performance-Based Assessment** • Writing – Expository Essay **End of Unit Reflection** • **Unit Reflection** • **Unit Test** (Available in Performance Matters) • **Unit Remediation** (Links available in Pacing Guides) **Additional Texts from B.E.S.T. Sample Library** (Texts include support to meet the recommended Florida B.E.S.T. Standards) • *"Treasure Island*" by Stevenson, Robert Louis • *"The Phantom Tollbooth"* by Juster, Norton	• *"Oranges*", Poetry by Gary Soto • *"I Was a Skinny Tomboy Kid",* Poetry by *Alma Luz Villanueva* • *"The Boy Nobody Knew"* (820L) Personal Essay by Faith Ringgold. • *"Eleven"* (980L) Realistic Fiction by Sandra Cisneros • *"Raymond's Run"* (1290L) Realistic Fiction by Toni Cade Bambara **Performance-Based Assessment** • Writing – Personal Narrative **End of Unit Reflection** • **Unit Reflection** • **Unit Test** (Available in Performance Matters) • **Unit Remediation** (Links available in Pacing Guides) **Additional Texts from B.E.S.T. Sample Library** (Texts include support to meet the recommended Florida B.E.S.T. Standards) • *"Acquainted with the Night"* by Frost, Robert • *"The House on the Hill"* by Robinson, Edwin Arlington

MIAMI-DADE COUNTY PUBLIC SCHOOLS
M/J Intensive Reading Tier 3/Tier 2 H/L-Grade 6
Course Codes: 100010P1/10001002

First Quarter August 17-October 27 **Workshop 6** No Ordinary Sport	Second Quarter October 30– January 19 **Workshop 6** No Ordinary Sport	Third Quarter January 22– April 9 **Workshop 4** The Hunt for Lincoln's Killer	Fourth Quarter April 11– June 6 **Workshop 4** The Hunt for Lincoln's Killer
READ 180/System 44 (AP1) – August 17, 2023 - September 1, 2023 **Aug. 17-Sept. 01- Weeks 1-3 (12 days)** **The Read 180 Experience** **Introduction-Getting Started** **Getting Started Lessons 1-9** **Administer Reading Inventory and Phonics Inventory (AP1) August 17-September 1** • **Conduct Student Data Chats** • **Create Student Goals – Goals will vary based on student data.** **ReaL Book Workshop 6** **Lesson 6.1 - Building Knowledge** • Anchor Video (Whole Group) • Workshop Overview, pp. 288–289 Viewing with a Purpose, p. 290 Discussing Media, p. 291 **Lesson 6.2 - Building Knowledge** • U.S. History (Whole/Rotations) • Concept Map, p. 292 • Content-Area Vocabulary, p. 293 **Sept. 4 - Oct. 6 Weeks 4-8 (24 days)** **Lesson 6.3-Making Meaning** • Informational Text (Whole Group/Rotations) • "Going to the Extreme" by Patrick Daley • Academic Vocabulary, p. 294 • Foundational Skills, p. 294-295	**READ 180/System 44 (AP2) – December 4, 2023 – December 21, 2023** **Oct. 30 - Dec. 8- Weeks 1-5 (24 days)** **ReaL Book Workshop 6** **Lesson 6.10 Building Knowledge** • Life Issues (Whole Group/ Rotations) • Concept Organizer, p. 306 • Content-Area Vocabulary, p. 307 **Lesson 6.11-6.14 Making Meaning** • News Article (Whole/Rotations) • "Tough Mudder – Too Extreme" by Ismael Rodriguez, Derek Barichello, and Sheila M. Eldered • Academic Vocabulary, p. 308, p. 310, and p.313 • Close Reading, p. 309, p.311, & p. 35 • Comprehension, Reading Critically pp. 314–315 **Lesson 6.15 Making Meaning** • News Article (Whole Group/Rotations) • "A Passion for Parkour" • Academic Vocabulary p. 316 **Administer Reading Inventory and Phonics Inventory (AP2) 12/ 4 – 12/21** • **Conduct Student Data Chats** • **Create Student Goals – Goals will vary based on student data.** **Dec. 11 - Dec. 22 -Weeks 6-7 (9 days)** **Lesson 6.16-6.20 Writing** • Argument Essay (Whole	**Jan. 22- Feb. 16 Weeks 1-4 (20 days)** **ReaL Book Workshop 4** **Lesson 4.1-Building Knowledge** • Anchor Video (Whole Group) • Workshop Overview, pp. 188–189 Viewing with a Purpose, p. 190 Discussing Media, p. 191 **Lesson 4.2- Building Knowledge** • U.S. History (Whole/Rotations) • Concept Map, p. 193 • Content-Area Vocabulary, p. 193 **Lesson 4.3-Making Meaning** • Informational Text (Whole Group/Rotations) • "Who Was John Wilkes Booth?" by Jennifer Johnson • Academic Vocabulary, p. 194 • Foundational Skills, p. 194 • Close Reading, p. 195 **Lesson 4.4-4.6 Making Meaning** • Narrative Nonfiction (Whole Group/ Rotations) • *from Chasing Lincoln's Killer* by James L. Swanson • Academic Vocabulary, p.196 & p.198 • Close Reading, p. 197 & p. 199 Comprehension, pp. 200–201 • People, Events, and Ideas	**READ 180/System 44 (AP3) - April 15, 2024 – April 28, 2024** **April 10-April 28 - Weeks 1-3 (15 days)** **ReaL Book Workshop 4** **Lesson 4.13 Building Knowledge** • US History/Social Studies (Whole Group/ Rotations) • Concept Organizer p. 212 • Content-Area Vocabulary p. 213 accomplice / capture / cavalry Confederate / emancipate / fugitive **Lesson 4.14-4.15 Making Meaning** • Timeline (Whole Group/ Rotations) • "Tracking an Assassin" by David Stack • Academic Vocabulary p. 214 and p. 216 witness / identify / remain / claim. • Close Reading p. 215 and p. 217 **Lesson 4.16 Making Meaning** • Informational Text (Whole Group/ Rotations) • A Nation Mourns" by Geoffrey C. Ward Academic Vocabulary p. 218 declare / principle. • Close Reading p. 219 **Administer Reading Inventory and Phonics Inventory (AP3) 4/17 – 4/28** • **Conduct Student Data Chats** • **Create Student Goals – Goals will vary based on student data.** **May 1 – May 26 Weeks 4-7 (20 days)**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
M/J Intensive Reading Tier 3/Tier 2 H/L-Grade 6
Course Codes: 100010P1/10001002

First Quarter August 17-October 27 **Workshop 6** No Ordinary Sport	Second Quarter October 30– January 19 **Workshop 6** No Ordinary Sport	Third Quarter January 22– April 9 **Workshop 4** The Hunt for Lincoln's Killer	Fourth Quarter April 11– June 6 **Workshop 4** The Hunt for Lincoln's Killer
• Close Reading, p. 295 **Lesson 6.4-6.6 Making Meaning** • Narrative Nonfiction (Whole Group/ Rotations) • "To the Top of Dawn Wall" by Richie Chevat • Academic Vocabulary, p.296 & p.298 • Close Reading, p. 297 & p. 299 Comprehension, pp. 300–301 Summarizing **Lesson 6.7- Language Development** • Word Analysis (Whole/Rotations) • Roots graph and form, p. 302 • Idioms, ReaL Book p. 303 **Lesson 6.8 Writing** • Argument Paragraph (Whole Group/ Rotations) • Plan Your Paragraph, pp. 304 • Organize Your Paragraph, p. 305 • Write Your Paragraph, p. 305 **Oct. 9 - Oct. 27- Weeks 9-11 (14 days)** **Lesson 6.9 Interim Checkpoint** • **R**eview Academic Vocabulary, Checkpoint Vocabulary Resource 6A • Assessment Strategies and Practice (Whole/Rotations) **Interim Assessment** • **System 44 students Test A,**	Group/Rotations) • Analyze a Model Essay pp. 318–319 • Plan Your Essay pp. 320–321 • Developing and Refuting Counterclaims p. 322 • Organize Your Draft p. 323 • Write Your Draft p. 323 • Using Transition to Clarify Relationships p. 324 • Writing Compound and Complex Sentences p. 325 • Rate Your Argument Essay pp. 326–327 **Lesson 6.21 Effective Expression** • Career Focus: Personal Trainer (Whole Group/Rotations) • "Biceps and Brains" by Tod Olson, pp. 328–329 • Write a Blog Post pp. 330–331 • Launch the Project • Analyze Purpose and Format • Plan and Write • Revise and Present **Jan. 8 – Jan. 19 Week 8-9 (8 days)** **Workshop 6: End-of Workshop Assessment** • **System 44 students Test A; READ180 students Test B**. • Identifying Evidence Across Tests; Question Type; Research; Simulation Task. • Use Whole-and Small-Group learning to	**Lesson 4.7- Language Development** • Word Analysis (Whole/Rotations) • Suffixes -able and -ible p. 202 Denotation and Connotation p. 203 **Lesson 4.8-4.10 Making Meaning** • Memoir (Whole Group/Rotations) • "from Behind the Scenes" by Elizabeth Keckley • Academic Vocabulary, p. 204 & p. 206 • Close Reading, p. 205 & p. 207 Comprehension, pp. 208–209 • Point of View **Feb. 19 – March 15 Week 5-8 (19 days)** **Lesson 4.11 Writing** • Informative Paragraph (Whole Group/ Rotations) • Plan Your Paragraph, pp. 210 • Organize Your Paragraph, p. 211 • Write Your Paragraph, p. 211 **Mar. 18 – April 9 Week 9-11 (17 days)** **Lesson 4.12 Interim Checkpoint** • **R**eview Academic Vocabulary, Checkpoint Vocabulary Resource 6A • Assessment Strategies and Practice (Whole/Rotations) **Interim Assessment** • **System 44 students Test A, READ 180 students Test B** • Analyze Text as a Writing Model;	**Lesson 4.17-4.18 Making Meaning** • Poetry (Whole Group/ Rotations) • "O Captain! My Captain!" by Walt Whitman • Academic Vocabulary p. 220 voyage / object • Close Reading p. 221 Comprehension pp. 222–223 • Extended Metaphor **Lesson 4.19-4.23 Writing** • Informative Essay (Whole Group/ Rotations) • "Analyze a Model Essay pp. 224–225 • Plan Your Essay pp. 226–227 • Writing Effective Introductions p. 228 • Organize Your Draft p. 229 • Write Your Draft p. 229 • Using Transition to Create Cohesion p. 230 • Use Correct Verb Tense p. 231 • Rating Your Informative Essay pp. 232–233 **Lesson 4.24 Effective Expression** • Career Focus: Journalist (Whole Group/Rotations) • "Reporting From Washington" by Yvonne Alford pp. 234–235 • Write a News Summary pp. 236–237 • Launch the Project Analyze Purpose and Format Plan and Write Revise and Present

MIAMI-DADE COUNTY PUBLIC SCHOOLS
M/J Intensive Reading Tier 3/Tier 2 H/L-Grade 6
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READ 180 students Test B • Analyze Text as a Writing Model; Question Type: Extended Response • Use Whole- and Small-Group learning to revisit assessment strategies. • During the technology rotation, administer the READ 180 Workshop Assessment • Conduct Student Data Chats • Reflect on Student Goals-Goals will vary based on student data. **Lesson 6.9 Differentiated Instruction** • Use HMH Teacher Central to view student data. Determine focus areas for Small Group Learning based on student needs. • Using Data to Differentiate (Whole Group/Rotations) • Remediation / Enrichment (See pacing guide for resources)	revisit assessment strategies. • During the technology rotation, administer the READ 180 Workshop Assessment • Conduct Student Data Chats • Reflect on Student Goals – Goals will vary based on student data. **Lesson 6.22 Differentiated Instruction** • Use HMH Teacher Central to view student data. Determine focus areas for Small Group Learning based on student needs. • Using Data to Differentiate (Whole Group/Rotations) • Remediation / Enrichment (See pacing guide for resources)	Question Type: Extended Response • Use Whole- and Small-Group learning to revisit assessment strategies. • During the technology rotation, administer the READ 180 Workshop Assessment • Conduct Student Data Chats • Reflect on Student Goals-Goals will vary based on student data. **Lesson 4.12 Differentiated Instruction** • Use HMH Teacher Central to view student data. Determine focus areas for Small Group Learning based on student needs. • Using Data to Differentiate (Whole Group/Rotations) • Remediation / Enrichment (See pacing guide for resources)	**May 30-June 6 Weeks 8-9 (7 days)** **Workshop 4: End-of Workshop Assessment** • **System 44 students Test A; READ180 students Test B**. • Identifying Evidence Across Tests; Question Type; Research; Simulation Task. • Use Whole- and Small-Group learning to revisit assessment strategies. • During the technology rotation, administer the READ 180 Workshop Assessment • Conduct Student Data Chats • Reflect on Student Goals – Goals will vary based on student data. **Lesson 4.25 Differentiated Instruction** • Use HMH Teacher Central to view student data. Determine focus areas for Small Group Learning based on student needs. • Using Data to Differentiate (Whole Group/Rotations) • Remediation / Enrichment (See pacing guide for resources)

***Non-negotiable Assessments and Activities**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

M/J COMPREHENSIVE SCIENCE 1 — COURSE CODE: 200204001

1ST Nine Weeks

UNIT 1: WEATHER AND CLIMATE

I. Introduction to Scientific Processes (**08-17 to 08-28**) (SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.5, SC.6.N.2.2)
- A. Scientific Methods
- B. Experimental Design
- C. Representing and Analyzing Data
- D. Reporting Conclusions

II. Natural Disasters and their Effects on Floridians **(08-29 to 09-08)** (SC.6.E.7.7, SC.6.E.7.8, SC.6.N.3.4)
- A. Hurricanes
- B. Other Natural Disasters
- C. Hazard Preparation

III. Weather and Climate (**9-11 to 10-09)** (SC.6.E.7.1, SC.6.E.7.2, SC.6.E.7.3, SC.6.E.7.5, SC.6.E.7.6, SC.6.N.1.1, SC.6.N.3.4)
- A. Heat Transfer in Earth's Systems
- B. Weather Patterns
- C. Water Cycle
- D. Sun's Influence on Atmospheric Movement
- E. Global Patterns that Effect Weather
- F. Weather versus Climate

UNIT 2: SPHERES OF THE EARTH

IV. Atmosphere and Spheres of the Earth **(10-10 to 10-23)** (SC.6.E.7.3, SC.6.E.7.4, SC.6.E.7.9, SC.6.N.3.1, SC.6.N.3.4)
- A. Composition, Structure, and Function of the Atmosphere
- B. Human Activities and Climate Change
- C. Interactions of Spheres of the Earth

2nd Nine Weeks

V. Landforms and Changes to the Geosphere **(10-24 to 11-09)** (SC.6.E.6.1, SC.6.E.6.2, SC.6.N.1.1)
- A. Weathering
- B. Erosion
- C. Deposition
- D. Types of Landforms
- E. Florida Landforms

UNIT 3: FORCE AND MOTION

VI. Motion of Objects **(11-13 to 12-05)** (SC.6.P.12.1, SC.6.N.1.1)
- A. Measuring Speed and Distance
- B. Constructing and Analyzing Distance versus Time Graphs

VII. Types of Forces **(12-06 to 12-21)** (SC.6.P.13.1, SC.6.P.13.2, SC.6.N.1.1, SC.6.N.1.5, SC.6.N.2.1, SC.6.N.3.2, SC.6.N.3.3)
- A. Contact Forces
- B. Forces Acting at a Distance
- C. Gravitational Force
- D. Mass vs. Weight
- E. Newton's Law of Universal Gravitation

UNIT 4: ENERGY AND MOTION

VIII. Forces Affecting Motion **(01-08 to 01-23)** (SC.6.P.13.3, SC.6.N.1.3)
- A. Forces
- B. The Effects of Unbalanced Forces on an Object

3rd Nine Weeks

IX. Transformation between Potential and Kinetic Energy **(01-24 to 02-02)** (SC.6.P.11.1, SC.6.N.1.1)
- A. Potential Energy
- B. Kinetic Energy
- C. Law of Conservation of Energy

UNIT 5: CELLS

X. Structure and Function of Living Things **(02-05 to 02-14)** (SC.6.L.14.1, SC.6.L.14.2, SC.6.L.14.3, SC.6.N.2.3)
- A. Hierarchical Organization of Organisms
- B. Cell Theory
- C. Homeostasis

XI. Cell Structure and Organelles **(02-15 to 02-29)** (SC.6.L.14.4, SC.6.N.3.4)
- A. Prokaryotic and Eukaryotic Cells
- B. Organelles of All Eukaryotic Cells
- C. Plant Specific Organelles

UNIT 6: ORGANISMS

XII. Classification of Living Things **(03-01 to 03-18)** (SC.6.L.15.1, SC.6.N.1.3, SC.6.N.2.2)
- A. Linnaean Classification System
- B. Characteristics of Living Things
- C. Scientific Name

4th Nine Weeks

UNIT 7: BODY SYSTEMS

XIII. Human Body Systems **(03-19 to 04-16)** (SC.6.L.14.5, HE.6.C.1.7, HE.6.C.1.8)
- A. Major Body Systems
- B. Interactions of Body Systems to Maintain Homeostasis
- C. Effects of Drugs on Body Systems

XIV. Pathogens Comparison **(04-17 to 05-06)** (SC.6.L.14.6)
- A. Infectious Agents

UNIT 8: Reproductive Health and Disease Education

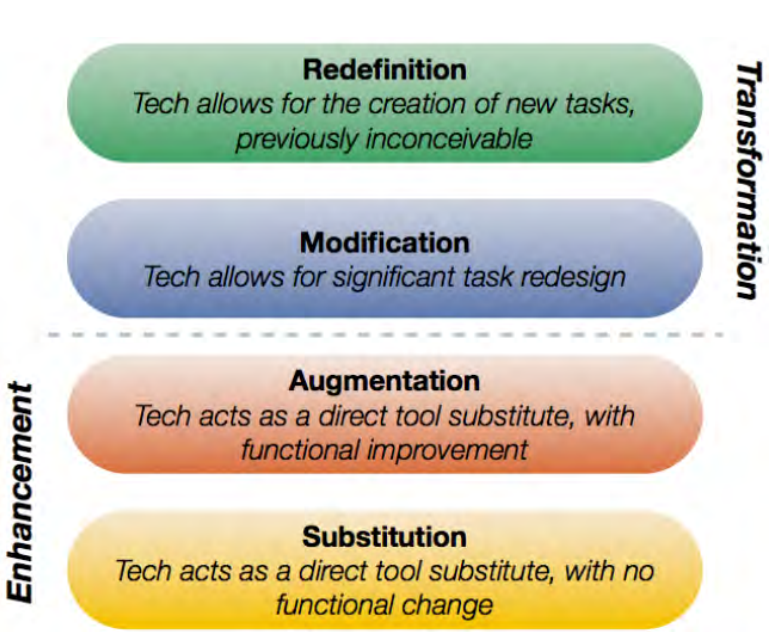
(05-07 to 06-06)

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

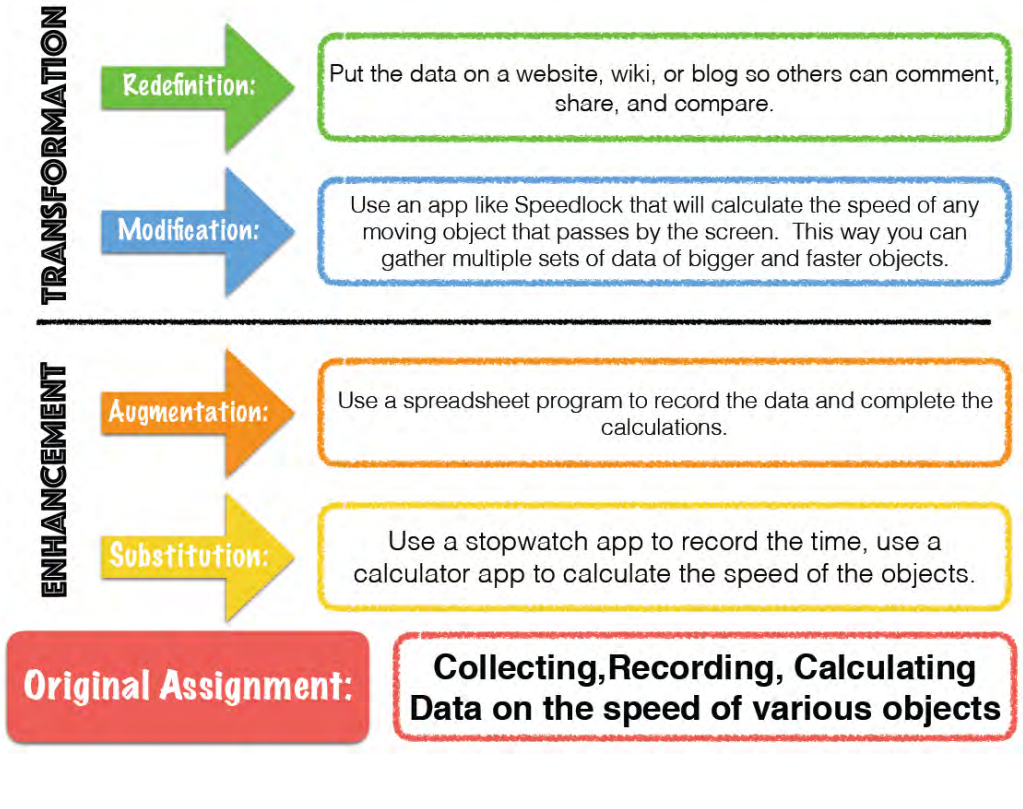
Technology Corner: The SAMR Model

Video Link: Introduction to the SAMR Model

Stages of the SAMR Model:



Examples of Tasks at each Stage:



ESOL Strategies Matrix Common Strategies for Science Instruction

Listening	Speaking	Reading	Writing	Audio Visuals	Multicultural Resources
A2- Modeling	B2- Cooperative Learning	C1- Activate Prior Knowledge	D2- Graphic Organizers	E1- Video	F2- Guest Speakers
A5-Illustrations	B4-Provide Meaningful Language Practice	C4- K-W-L	D3- Illustrating Labeling	E4- Music/Chants/ Raps	
A6- Use Simple, Direct Language	B6- Role Play	C7- Teacher Made Questions	D11-Writing Prompts	E6- Technology	**Instructional Modifications**
A7- Use Substitution, Expansion, Paraphrase, and Repetition	B8- Teacher/Student/Modeling	C8- Vary Complexity	D12- Writing Samples	E7- Realia	G1- Heritage Language/English Dictionary
	B9-Think Aloud	C9- Read Aloud		E8- Visuals	G3- Flexible Setting
		C12- Reader's Theater			
		C13- Cooperative Learning			
		C14- Chunking			
		C16- Key Vocabulary			
		C17- Context Clues			
		C18- Vocabulary Improvement Strategy			
		C25- Graphic Organizers			
		C32- Verbal Clues/Pictures			
		C34- Captioning			
		C35- Venn Diagram			
		C39- Pantomime/ Dramatization			
		C42- Think/Pair/Share			
		C51- Highlighting Text			
		C52- Note Taking/ Outline Notes			
		C53- SQ3R			
		C58- Exit Slips			

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

MATHEMATICS (B.E.S.T.)	
STRAND: MA.K12.MTR – Mathematical Thinking and Reasoning	
CODE	**STANDARD**
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.

ENGLISH LANGUAGE ARTS (B.E.S.T.)	
STRAND: ELA.K12.EE – Expectations	
CODE	**STANDARD**
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

ENGLISH LANGUAGE DEVELOPMENT	
CLUSTER: Language of Science	
CODE	**STANDARD**
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
CLUSTER: Language of Social and Instructional Purposes	
CODE	**STANDARD**
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.

M/J Accelerated Mathematics Grade 6 Course Code: 120502003

2023-2024 Year at a Glance

Please use the code below to join the Schoology Collaborative Group for this course.
(Do not share code with students)

WNJG-V82P-985FH

Middle Grades Math - Grade 6-7 Accelerated Collaborative Group

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Accelerated Mathematics Grade 6 | **2023-2024** | **Course Code: 120502003**

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks
49 Days
August 17, 2023 – October 26, 2023

Topic 1: Rational Number Concepts 08/17 – 09/06 (14 Traditional: 7 Block)		**Topic 2: Fraction Multiplication and Division** 09/07 – 9/22 (12 Traditional: 6 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• 1.1 – Identify and Interpret Rational Numbers • 1.2 – Compare Rational Numbers Using a Number Line • 1.3 – Find and Apply Absolute Value • 1.4 – Find and Apply LCM and GCF • 1.5 – Order Rational Numbers	• MA.6.NSO.1.1 • MA.6.NSO.1.2 • MA.6.NSO.1.3 • MA.6.NSO.1.4 • MA.6.NSO.3.1 • MA.6.NSO.3.2	• 2.1 – Multiply Fractions • 2.2 – Multiply Fractions and Mixed Numbers • 3.1 – Explore Division of Fractions with Like and Unlike Denominators • 3.2 – Explore Division of Mixed Numbers • 3.3 – Practice and Apply Division of Fractions and Mixed Numbers	• MA.6.NSO.2.2 • MA.6.NSO.2.3 • MA.6.NSO.3.1
Topic 3: Decimal and Integer Operations 09/26 - 10/09 (10 Traditional: 5 Block)		**Topic 4: Fluency - Rational Numbers & Numerical Expressions** 10/10 – 10/19 (8 Traditional: 4 Blocks)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• 4.1 – Multiply Multi-Digit Decimals • 4.3 – Divide Decimals • 4.4 – Write Zeros in the Dividend • 4.5 – Apply Operations with Multi-Digit Decimals • 5.1 – Add Integers • 5.2 – Subtract Integers • 5.3 – Multiply and Divide Integers	• MA.6.NSO.2.1 • MA.6.NSO.2.3 • MA.6.NSO.4.1 • MA.6.NSO.4.2	• 6.1 – Use a Number Line to Add and Subtract Rational Numbers • 6.2 – Compute Sums and Differences of Rational Numbers • 6.3 – Understand and Compute Products and Quotients of Rational Numbers • 6.4 – Apply Properties to Multi-step Problems with Rational Numbers • 7.1 – Understand and Apply Exponents • 7.2 – Use Prime Factorization	• MA.6.NSO.3.2 • MA.6.NSO.3.3 • MA.6.NSO.3.4 • MA.7.NSO.2.1 • MA.7.NSO.2.2 • MA.7.NSO.2.3
Topic 5A & 5B: Expressions, Solve Problems with Equations, and Inequalities **(Continued into next quarter)** Part 5A: 10/20 – 11/07 (12 Traditional: 6 Block) Part 5B: 11/08 – 11/29 (10 Traditional: 5 Block)			

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Accelerated Mathematics Grade 6 | **2023-2024** | **Course Code: 120502003**

Florida's B.E.S.T. Standards Mathematics

Second Nine Weeks
41 Days
October 30, 2023 – January 18, 2024

<table>
<tr><td colspan="2">Topic 5A & 5B: Expressions, Solve Problems with Equations, and Inequalities (Continued from prior quarter)
Part 5A: 10/20 – 11/07 (12 Traditional: 6 Block)
Part 5B: 11/08 – 11/29 (10 Traditional: 5 Block)</td><td colspan="2">Topic 6: Ratio and Rate Concepts and Application
11/30 – 12/19 (14 Traditional: 7 Block)</td></tr>
<tr><td>Lessons</td><td>Benchmarks</td><td>Lessons</td><td>Benchmarks</td></tr>
<tr><td><u>Part A</u>
• 8.1 – Write and Evaluate Numerical Expressions for Situations
• 8.2 – Write Algebraic Expressions to Model Situations
• 8.3 – Interpret and Evaluate Algebraic Expressions
• 8.4 – Identify and Generate Equivalent Algebraic Expressions
• 8.5 – Add, Subtract, and Expand Algebraic Expressions</td><td><u>Part A</u>
• MA.6.NSO.3.3
• MA.6.AR.1.1
• MA.6.AR.1.3
• MA.6.AR.1.4
• MA.7.AR.1.1
• MA.7.AR.1.2</td><td>• 11.1 – Understand the Concept and Language of Ratios
• 11.2 – Represent Ratios and Rates with Tables and Graphs
• 11.3 – Compare Ratios and Rates
• 12.1 – Explore Relationships
• 12.2 – Find and Apply Unit Rates
• 12.3 – Solve Ratio and Rate Problems Using Proportional Reasoning
• 12.4 – Use Rate Reasoning to Convert Within Measurement Systems</td><td>• MA.6.AR.3.1
• MA.6.AR.3.2
• MA.6.AR.3.3
• MA.6.AR.3.5
• MA.6.NSO.1.2
• MA.7.AR.3.2</td></tr>
<tr><td><u>Part B</u>
• 9.1 – Write Equations to Represent Situations
• 9.2 – Use Addition and Subtraction Equations to Solve Problems
• 9.3 – Use Multiplication and Division Equations to Solve Problems
• 9.5 – Solve One-Step Equations Involving Negative Numbers
• 10.1 – Write and Graph Inequalities
• 10.2 – Understand and Apply Properties of Inequality
• 10.3 – Write and Solve One-Step Inequalities</td><td><u>Part B</u>
• MA.6.NSO.4.1
• MA.6.NSO.4.2
• MA.6.AR.1.2
• MA.6.AR.2.1
• MA.6.AR.2.2
• MA.6.AR.2.3
• MA.6.AR.2.4
• MA.7.AR.2.1</td><td colspan="2">Topic 7: Understand and Apply Percent (Continued into next quarter)
12/20 – 01/29 (16 Traditional: 8 Blocks)
Lessons | Benchmarks
<u>2nd 9-Weeks Content</u>
• 13.1 – Understand, Express, and Compare Percent Ratios
• 13.2 – Use Strategies to Find a Percent of a Quantity
• 13.3 – Solve a Variety of Percent Problems
• 13.4 – Write Equivalent Rational Numbers
• 14.1 – Percent Change
• 14.2 – Markups and Discounts
• 14.3 – Taxes and Gratuities

<u>3rd 9-Weeks Content</u>
• 14.4 – Commissions and Fees
• 14.5 – Simple Interest | • MA.6.NSO.1.1
• MA.6.NSO.3.5
• MA.6.AR.3.4
• MA.7.AR.3.1</td></tr>
</table>

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Accelerated Mathematics Grade 6 | **2023-2024** | **Course Code: 120502003**

Florida's B.E.S.T. Standards Mathematics

Third Nine Weeks
50 Days
January 22, 2024 – April 9, 2024

Topic 7: Understand and Apply Percent (Continued from prior quarter)
12/20 – 01/29 (16 Traditional: 8 Blocks)

Lessons	*Benchmarks*
<u>2nd 9-Weeks Content</u> • 13.1 – Understand, Express, and Compare Percent Ratios • 13.2 – Use Strategies to Find a Percent of a Quantity • 13.3 – Solve a Variety of Percent Problems • 13.4 – Write Equivalent Rational Numbers • 14.1 – Percent Change • 14.2 – Markups and Discounts • 14.3 – Taxes and Gratuities **<u>3rd 9-Weeks Content</u>** • 14.4 – Commissions and Fees • 14.5 – Simple Interest	• MA.6.NSO.1.1 • MA.6.NSO.3.5 • MA.6.AR.3.4 • MA.7.AR.3.1

Topic 8: Polygons, Area of Triangle and Quadrilaterals, Surface Area and Volume
01/30 – 02/29 (22 Traditional: 11 Block)

Lessons	*Benchmarks*
• 15.1 – Graph and Find Distances Between Points on the Coordinate Plane • 15.2 – Graph Polygons on the Coordinate Plane • 15.3 – Find Perimeter and Area on the Coordinate Plan • 16.1 – Develop and Use the Formula for Area of a Triangle • 16.2 – Develop and Use the Formula for Area of Parallelograms • 16.3 – Develop and Use the Formula for Area of Trapezoids • 16.4 – Develop and Use the Formula for Area of Rhombi • 16.5 – Areas of Composite Figures • 17.1 – Explore Nets and Surface Area • 17.2 – Find Volume of Rectangular Prisms • 17.3 – Solve Volume Problems	• MA.6.GR.1.1 • MA.6.GR.1.2 • MA.6.GR.1.3 • MA.6.GR.2.1 • MA.6.GR.2.2 • MA.6.GR.2.3 • MA.6.GR.2.4 • MA.7.GR.1.1 • MA.7.GR.1.2

Topic 9: Data Collection and Displays/Variability and Data Distribution
03/01 – 04/01 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
• 18.1 – Explore Statistical Data Collection • 18.2 – Find Measures of Center • 18.3 – Choose a Measure of Center • 18.4 – Make Histograms and Frequency Tables • 19.1 – Explore Patterns of Data • 19.2 – Display Data in Box Plots • 19.3 – Explore Measures of Variability • 19.4 – Describe Distributions	• MA.6.DP.1.1 • MA.6.DP.1.2 • MA.6.DP.1.3 • MA.6.DP.1.4 • MA.6.DP.1.5 • MA.6.DP.1.6

Topic 10: Use Statistics and Graphs to Compare Data/Probability (Continued into next quarter)
04/02 – 04/22 (14 Traditional: 7 Block)

Lessons	*Benchmarks*
<u>3rd 9-Weeks Content</u> • 20.1 – Summarize Numerical Data • 20.2 – Compare Center and Variation of Data Displayed in Dot Plots • 20.3 – Compare Center and Variation of Data Displayed in Box Plots • 20.4 – Compare Center and Variation of Data Displayed in Histograms • 20.5 – Compare Center and Variation of Data Displayed in Stem-and-Leaf Plots **<u>4th 9-Weeks Content</u>** • 21.1 – Understand Probability of an Event • 21.2 – Find Theoretical Probability of Simple Events • 21.3 - Use Proportional Relationships to Make Predictions	• MA.7.DP.1.1 • MA.7.DP.1.2 • MA.7.DP.1.3 • MA.7.DP.2.1 • MA.7.DP.2.2 • MA.7.DP.2.3 • MA.7.DP.2.4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Accelerated Mathematics Grade 6 | **2023-2024** | **Course Code: 120502003**

Florida's B.E.S.T. Standards Mathematics

Fourth Nine Weeks
40 Days
April 11, 2024 – June 6, 2024

<table>
<tr><td colspan="2">Topic 10: Use Statistics and Graphs to Compare Data/Probability
(Continued from prior quarter)
04/02 – 04/22 (14 Traditional: 7 Block)</td><td colspan="3">Topic 11: F.A.S.T. Spiral Review
04/23 – 04/30 (6 Traditional: 3 Block)
F.A.S.T. PM3 Administration Window 05/01 – 05/31</td></tr>
<tr><td>Lessons</td><td>Benchmarks</td><td>Lessons</td><td colspan="2">Standards/Benchmarks</td></tr>
<tr><td><u>3rd 9-Weeks Content</u>
• 20.1 – Summarize Numerical Data
• 20.2 – Compare Center and Variation of Data Displayed in Dot Plots
• 20.3 – Compare Center and Variation of Data Displayed in Box Plots
• 20.4. Compare Center and Variation of Data Displayed in Histograms
• 20.5 - Compare Center and Variation of Data Displayed in Stem-and-Leaf Plots

<u>4th 9-Weeks Content</u>
• 21.1 – Understand Probability of an Event
• 21.2 – Find Theoretical Probability of Simple Events
• 21.3 - Use Proportional Relationships to Make Predictions</td><td>• MA.7.DP.1.1
• MA.7.DP.1.2
• MA.7.DP.1.3
• MA.7.DP.2.1
• MA.7.DP.2.3
• MA.7.DP.2.4</td><td>Additional details are available in the Topic 11 Pacing Guide</td><td>• MA.6.NSO.1
• MA.6.NSO.2
• MA.6.NSO.3
• MA.6.NSO.4
• MA.6.AR.1
• MA.6.AR.2
• MA.6.AR.3
• MA.6.GR.1
• MA.6.GR.2
• MA.6.DP.1</td><td>• MA.7.NSO.2
• MA.7.AR.1
• MA.7.AR.2.1
• MA.7.AR.3.1
• MA.7.AR.3.2
• MA.7.GR.1.1
• MA.7.GR.1.2
• MA.7.DP.1.1
• MA.7.DP.1.2
• MA.7.DP.1.3
• MA.7.DP.2</td></tr>
<tr><td colspan="5">Topic 12: Getting Ready for Grade 8 Through Prerequisite Skills
05/01 – 06/06 (26 Traditional: 13 Block)
F.A.S.T. PM3 Administration Window 05/01 – 05/31</td></tr>
<tr><td colspan="5">Lessons
Additional details are available in the Topic 12 Pacing Guide</td></tr>
<tr><td colspan="2">• Lesson 1: Integer Exponents
• Lesson 2: Square Roots
• Lesson 3: Cube Roots
• Lesson 4: Equations with Variable on Both Sides
• Lesson 5: Using Distributive Property to Solve Equations
• Lesson 6: Equations in Two Variables</td><td colspan="3">• Lesson 7: Rate of Change
• Lesson 8: Rate of Change and Slope
• Lesson 9: The Equation of a Proportional Relationship
• Lesson 10: Understanding Functions
• Lesson 11: Proportional Relationships and Functions
• Lesson 12: Graph of Functions</td></tr>
</table>

M/J Accelerated Mathematics Grade 6	2023-2024	Course Code: 120502003

Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** **Teachers who encourage students to participate actively in effortful learning both individually and with others:** • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.	**Mathematicians who demonstrate understanding by representing problems in multiple ways:** • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** **Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:** • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1 Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** **Teachers who encourage students to complete tasks with mathematical fluency:** • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

M/J Accelerated Mathematics Grade 6	2023-2024	Course Code: 120502003

Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:** • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.	**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:** • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** **Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:** • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 **Assess the reasonableness of solutions.**	**MA.K12.MTR.7.1** **Apply mathematics to real-world contexts.**
Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** **Teachers who encourage students to assess the reasonableness of solutions:** • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.	**Mathematicians who apply mathematics to real-world contexts:** • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** **Teachers who encourage students to apply mathematics to real-world contexts:** • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

M/J Foundational Skills in Mathematics Grade 6 Course Code: 1204000T6

2023-2024 Year at a Glance

Please use the code below to join the Schoology Collaborative Group for this course.
(Do not share code with students)

RXNS-9PDK-BZDQ9

Middle Grades Math - Grades 6-8 Foundational Skills in Mathematics Collaborative Group

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Foundational Skills in Mathematics 6	2023-2024	Course Code: 1204000T6

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks
49 Days
August 17, 2023 – October 26, 2023

Topic 1: Use Positive Rational Numbers 08/17 – 09/14 (20 Traditional: 10 Block)		**Topic 2: Understand Integers and Rational Numbers** 09/15 – 10/13 (20 Traditional: 10 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• MDIS: L16: Adding Three-Digit Numbers • MDIS: L17: Subtracting Three-Digit Numbers • MDIS: L26: Multiplying Three-Digit Numbers • MDIS: L30: Dividing Three-Digit Numbers • MDIS: L34: Dividing by Two-Digit Divisors • 1-1: Fluently Add, Subtract and Multiply Decimals • 1-2: Fluently Divide Whole Numbers and Decimals • 1-3: Multiply Fractions • 1-4: Understand Division with Fractions • 1-5: Divide Fractions by Fractions • 1-6: Divide Mixed Numbers • 1-7: Solve Problems with Rational Numbers	• MA.6.NSO.2.1 • MA.6.NSO.2.2 • MA.6.NSO.2.3	• 2-1: Understand Integers • 2-2: Represent Rational Numbers on the Number Line • 2-3: Absolute Value of Rational Numbers • 2-4: Add Integers • 2-5: Subtract Integer • 2-6: Multiply Integers • 2-7: Divide Integers • 2-8: Solve Problems with Absolute Value	• MA.6.NSO.1.1 • MA.6.NSO.1.2 • MA.6.NSO.1.3 • MA.6.NSO.1.4 • MA.6.NSO.4.1 • MA.6.NSO.4.2

Topic 3: Use Numeric and Algebraic Expressions (Continued into next quarter) 10/16 – 11/07 (16 Traditional: 8 Block)	
Lessons	***Benchmarks***
1st 9-Weeks Content • MDIS: K9: Order of Operations • 3-1: Understand, Represent, and Evaluate Exponents • 3-2: Find Greatest Common Factor and Least Common Multiple • 3-3: Write and Evaluate Numeric Expressions • 3-4: Write Algebraic Expressions **2nd 9-Weeks Content** • 3-5: Evaluate Algebraic Expressions • 3-6: Apply Properties of Operations: Algebraic Expressions • 3-7: Simplify Algebraic Expressions	• MA.6.NSO.2.1 • MA.6.NSO.2.3 • MA.6.NSO.3.1 • MA.6.NSO.3.2 • MA.6.NSO.3.3 • MA.6.NSO.3.4 • MA.6.AR.1.1 • MA.6.AR.1.3 • MA.6.AR.1.4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Foundational Skills in Mathematics 6	2023-2024	Course Code: 1204000T6

Florida's B.E.S.T. Standards Mathematics

Second Nine Weeks
41 Days
October 30, 2023 – January 18, 2024

Topic 3: Use Numeric and Algebraic Expressions (Continued from prior quarter)
10/16 – 11/07 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
1st 9-Weeks Content • MDIS: K9: Order of Operations • 3-1: Understand, Represent, and Evaluate Exponents • 3-2: Find Greatest Common Factor and Least Common Multiple • 3-3: Write and Evaluate Numeric Expressions **2nd 9-Weeks Content** • 3-4: Write Algebraic Expressions • 3-5: Evaluate Algebraic Expressions • 3-6: Apply Properties of Operations: Algebraic Expressions • 3-7: Simplify Algebraic Expressions	• MA.6.NSO.2.1 • MA.6.NSO.2.3 • MA.6.NSO.3.1 • MA.6.NSO.3.2 • MA.6.NSO.3.3 • MA.6.NSO.3.4 • MA.6.AR.1.1 • MA.6.AR.1.3 • MA.6.AR.1.4

Topic 4: Represent and Solve Equations and Inequalities
11/08 – 12/11 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
• MDIS: K18: Simplifying Algebraic Expressions • 4-1: Understand Equations and Solutions • 4-2: Apply Properties of Equality • 4-3: Write and Solve Addition and Subtraction Equations • 4-4: Write and Solve Multiplication and Division Equations • 4-5: Write and Solve Equations with Rational Numbers • 4-6: Understand and Write Inequalities • 4-7: Represent Solutions to Inequalities	• MA.6.AR.1.1 • MA.6.AR.1.2 • MA.6.AR.2.1 • MA.6.AR.2.2 • MA.6.AR.2.3 • MA.6.AR.2.4

Topic 5: Understand and Use Ratio and Rate (Continued into next quarter)
12/12 – 01/23 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
2nd 9-Weeks Content • MDIS: L48: Divide Whole Numbers by Unit Fractions • 5-1: Understand Ratios • 5-2: Generate Equivalent Ratios • 5-3: Compare Ratios • 5-4: Represent and Graph Ratios • 5-5: Understand Rates and Unit Rates • 5-6: Compare Unit Rates • 5-7: Solve Unit Rate Problems **3rd 9-Weeks Content** • 5-8: Ratio Reasoning: Convert Customary Units • 5-9: Ratio Reasoning: Convert Metric Units	• MA.6.AR.3.1 • MA.6.AR.3.2 • MA.6.AR.3.3 • MA.6.AR.3.5

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Foundational Skills in Mathematics 6 | **2023-2024** | **Course Code: 1204000T6**

Florida's B.E.S.T. Standards Mathematics

Third Nine Weeks
50 Days
January 22, 2024 – April 9, 2024

Topic 5: Understand and Use Ratio and Rate (Continued from prior quarter)
12/12 – 01/23 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
2nd 9-Weeks Content • MDIS: L48: Divide Whole Numbers by Unit Fractions • 5-1: Understand Ratios • 5-2: Generate Equivalent Ratios • 5-3: Compare Ratios • 5-4: Represent and Graph Ratios • 5-5: Understand Rates and Unit Rates • 5-6: Compare Unit Rates • 5-7: Solve Unit Rate Problems **3rd 9-Weeks Content** • 5-8: Ratio Reasoning: Convert Customary Units • 5-9: Ratio Reasoning: Convert Metric Units	• MA.6.AR.3.1 • MA.6.AR.3.2 • MA.6.AR.3.3 • MA.6.AR.3.5

Topic 6: Understand and Use Percent
01/24 – 02/12 (14 Traditional: 7 Block)

Lessons	*Benchmarks*
• MDIS: M22: Relating Fractions and Decimals • 6-1: Understand Percent • 6-2: Relate Fractions, Decimals, and Percents • 6-3: Represent Percents Greater Than 100 or Less Than 1 • 6-4: Estimate to Find Percent • 6-5: Find the Percent of a Number • 6-6: Find the Whole Given a Part and the Percent	• MA.6.AR.3.4 • MA.6.NSO.3.5

Topic 7: Model and Solve Problems Involving Geometry
02/13 – 03/14 (22 Traditional: 11 Block)

Lessons	*Benchmarks*
• MDIS: K46: Graphing Ordered Pairs • 7-1: Represent Rational Numbers on the Coordinate Plane • 7-2: Solve Problems on the Coordinate Plane • 7-3: Derive and Apply the Triangle Area Formula • 7-4: Decompose Polygons into Triangles and Rectangles • 7-5: Represent Solve Figures Using Nets • 7-6: Find Surface Area of Prisms • 7-7: Find Surface Area of Pyramids • 7-8: Find the Volume with Fractional Edge Lengths	• MA.6.GR.1.1 • MA.6.GR.1.2 • MA.6.GR.1.3 • MA.6.GR.2.1 • MA.6.GR.2.2 • MA.6.GR.2.3 • MA.6.GR.2.4 • MA.6.AR.1.1 • MA.6.AR.1.3

Topic 8: Display, Describe, and Summarize Data (Continued into next quarter)
03/15 – 04/12 (14 Traditional: 7 Block)

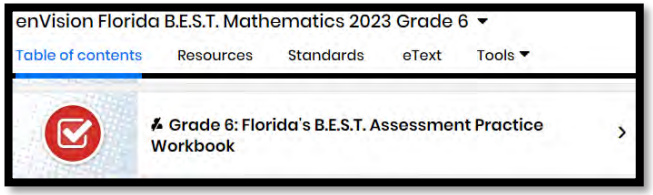
Lessons	*Benchmarks*
3rd 9-Weeks Content • MDIS: N76: Statistical Questions • MDIS: N69: Interpreting Graphs • 8-1: Recognize Statistical Questions • 8-2: Summarize Data Using Mean, Median, Mode, and Range • 8-3: Describe and Interpret Line Plots • 8-4: Display Data in Frequency Tables and Histograms • 8-5: Display Data in Box Plots **4th 9-Weeks Content** • 8-6: Determine How Data Changes Impact Statistical Measures	• MA.6.DP.1.1 • MA.6.DP.1.2 • MA.6.DP.1.3 • MA.6.DP.1.4 • MA.6.DP.1.5 • MA.6.DP.1.6 • MA.6.NSO.2.1 • MA.6.NSO.2.3

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide
YEAR-AT-A-GLANCE

M/J Foundational Skills in Mathematics 6 | **2023-2024** | **Course Code: 1204000T6**

Florida's B.E.S.T. Standards Mathematics

Fourth Nine Weeks
40 Days
April 11, 2024 – June 6, 2024

Topic 8: Display, Describe, and Summarize Data (Continued from prior quarter) 03/15 – 04/12 (14 Traditional: 7 Block)		**Topic 9: F.A.S.T. Spiral Review** 04/15 – 05/02 (14 Traditional: 7 Block) **F.A.S.T. PM3 Administration Window 05/01 – 05/31**	
Lessons	***Benchmarks***	***Lessons***	***Standards***
3rd 9-Weeks Content • MDIS: N76: Statistical Questions • MDIS: N69: Interpreting Graphs • 8-1: Recognize Statistical Questions • 8-2: Summarize Data Using Mean, Median, Mode, and Range • 8-3: Describe and Interpret Line Plots • 8-4: Display Data in Frequency Tables and Histograms • 8-5: Display Data in Box Plots **4th 9-Weeks Content** • 8-6: Determine How Data Changes Impact Statistical Measures	• MA.6.DP.1.1 • MA.6.DP.1.2 • MA.6.DP.1.3 • MA.6.DP.1.4 • MA.6.DP.1.5 • MA.6.DP.1.6 • MA.6.NSO.2.1 • MA.6.NSO.2.3	Grade 6: Florida's B.E.S.T. Assessment Practice Workbook (Accessible Online via Savvas Realize)  *Additional details are available in the Topic 9 Pacing Guide*	• MA.6.NSO.1 • MA.6.NSO.2 • MA.6.NSO.3 • MA.6.NSO.4 • MA.6.AR.1 • MA.6.AR.2 • MA.6.AR.3 • MA.6.GR.1 • MA.6.GR.2 • MA.6.DP.1

Topic 10: Strengthen Grade Level Skills Through Pick a Project 05/03 – 06/06 (24 Traditional: 12 Block) **F.A.S.T. PM3 Administration Window 05/01 – 06/02**			
Lessons & Benchmarks			
• Topic 1: Pick a Project 1C & 1D • Topic 2: Pick a Project 2C & 2D • Topic 3: Pick a Project 3C & 3D • Topic 4: Pick a Project 4C & 4D	MA.6.NSO.1.2 MA.6.NSO.1.4 MA.6.NSO.2.1 MA.6.NSO.2.2 MA.6.NSO.2.3 MA.6.NSO.3.3 MA.6.AR.1.1 MA.6.AR.1.4 MA.6.AR.2.1	• Topic 5: Pick a Project 5C & 5D • Topic 6 or 7: Pick a Project 6C or 7C • Topic 8: Pick a Project 8C or 8D	MA.6.NSO.3.5 MA.6.AR.3.1 MA.6.AR.3.2 MA.6.AR.3.3 MA.6.AR.3.4 MA.6.AR.3.5 MA.6.GR.2.2 MA.6.GR.2.4 MA.5.DP.1.1 MA.6.DP.1.2 MA.6.DP.1.5

M/J Foundational Skills in Mathematics 6	2023-2024	Course Code: 1204000T6

Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** **Teachers who encourage students to participate actively in effortful learning both individually and with others:** • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.	**Mathematicians who demonstrate understanding by representing problems in multiple ways:** • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** **Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:** • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1
Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

M/J Foundational Skills in Mathematics 6	2023-2024	Course Code: 1204000T6

Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:** • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.	**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:** • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** **Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:** • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 **Assess the reasonableness of solutions.**	**MA.K12.MTR.7.1** **Apply mathematics to real-world contexts.**
Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** **Teachers who encourage students to assess the reasonableness of solutions:** • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.	**Mathematicians who apply mathematics to real-world contexts:** • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** **Teachers who encourage students to apply mathematics to real-world contexts:** • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J Mathematics Accelerated Grade 6 | **2023-2024** | **Course Code: 120502003**

Topic 1: Rational Number Concepts

Pacing		Date(s)
Traditional	14 days	08-17-23 to 09-06-23
Block	7 days	08-17-23 to 09-06-23
Topic 1 Assessment Window		09-05-23 to 09-06-23

Florida's B.E.S.T. Standards Mathematics							
Mathematics Benchmarks	**Student Learning Objectives**						
MA.6.NSO.1.1 MA.6.NSO.1.2 MA.6.NSO.1.3 MA.6.NSO.1.4 MA.6.NSO.3.1 MA.6.NSO.3.2 *Benchmarks above are hyperlinked to CPALMs*	The students will be able to: • graph rational numbers and find their opposites • compare positive and negative rational numbers with and without a number line • find and use absolute value and magnitude to describe real-world situations • find and use the GCF or LCM to solve problems • order positive and negative rational numbers of different forms						
Mathematical Thinking & Reasoning Standards (MTRs)	MA.K12.MTR.1.1	MA.K12.MTR.2.1	MA.K12.MTR.3.1	MA.K12.MTR.4.1	MA.K12.MTR.5.1	MA.K12.MTR.6.1	MA.K12.MTR.7.1
Florida Standards Access Points	The General Education Teacher's Guide to Planning with the Access Points MA.6.NSO.1.AP.1 - MA.6.NSO.1.AP.2 - MA.6.NSO.1.AP.3 - MA.6.NSO.1.AP.4 - MA.6.NSO.3.AP.1 - MA.6.NSO.3.AP.2						
ELL Resources	WiDA Can Do Descriptors Key Uses Edition Grades 6-8 – DI Planning Tools for ELL Students – How to Use the DI Planning Tool in the Mathematics Classroom						
Vocabulary	Absolute value, greatest common factor (GCF), inequality, integer, least common multiple (LCM), negative number, opposites, positive number, rational number						

HMH Lessons by Lesson Type		
Topic 1: Rational Number Concepts		
Build Conceptual Understanding (Exploration)	**Connect Concepts and Skills (Procedural Reliability)**	**Apply and Practice (Procedural Fluency)**
These lessons focus on opportunities for students to make sense of the mathematics and build conceptual understanding with real-world content. Lesson 1.1 – Identify and Interpret Rational Numbers	These lessons focus on having students connect different conceptual representations, approaches, or strategies to more efficient procedures. Lesson 1.2 – Compare Rational Numbers Using a Number Line Lesson 1.3 – Find and Apply Absolute Value	These lessons focus on opportunities for students to develop procedural fluency and to apply concepts and procedures. Lesson 1.4 – Find and Apply LCM and GCF Lesson 1.5 – Order Rational Numbers

⟺ = **Multiple lessons within one period**

M/J Mathematics Accelerated Grade 6 | **2023-2024** | **Course Code: 120502003**

Florida's B.E.S.T. Standards Mathematics	
B.E.S.T. Instructional Guide for Mathematics (B1G-M)	
Grade 6 Accelerated B1G-M The B.E.S.T. Instructional Guide for Mathematics (B1G-M) is intended to assist educators with planning for student learning and instruction aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This guide is designed to aid high-quality instruction through the identification of components that support the learning and teaching of the B.E.S.T. Mathematics Standards and Benchmarks. The B1G-M includes an analysis of information related to the B.E.S.T. Standards for Mathematics within this specific mathematics course, the instructional emphasis and aligned resources. This document is posted on the B.E.S.T. Standards for Mathematics webpage of the Florida Department of Education's website and will continue to undergo edits as needed.	B.E.S.T. Standards Progression: (6-8) B.E.S.T. Standards Progression: Number Sense and Operations & Fractions

B1G-M Linked Benchmarks	Vertical Alignment: Previous Benchmarks	Vertical Alignment: Next Benchmarks
MA.6.NSO.1.1 Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. Benchmark Clarifications: *Clarification 1*: Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). *Clarification 2*: Within this benchmark, the expectation is to use symbols (<, > or =). *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	MA.5.NSO.1.4	MA.7.NSO.1.2 MA.8.NSO.1.1 MA.8.NSO.1.2
MA.6.NSO.1.2 Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context. *Example*: Jasmine is on a cruise and is going on a scuba diving excursion. Her elevations of 10 feet above sea level and 8 feet below sea level can be compared on a number line, where 0 represents sea level. Benchmark Clarifications: *Clarification 1*: Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt.	This is the first introduction to the concept of numbers having opposites.	MA.7.NSO.1

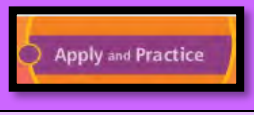
Clarification 2: Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*		
MA.6.NSO.1.3 Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. Benchmark Clarifications: *Clarification 1*: Instruction includes the connection of absolute value to mirror images about zero and to opposites. *Clarification 2*: Instruction includes vertical and horizontal number lines and context referring to distances, temperature and finances. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	This is the first introduction to the concept of absolute value.	MA.8.NSO.1.7
MA.6.NSO.1.4 Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value. *Example*: Michael has a lemonade stand which costs $10 to start up. If he makes $5 the first day, he can determine whether he made a profit so far by comparing $|-10|$ and $|5|$. Benchmark Clarifications: *Clarification 1*: Absolute value situations include distances, temperatures and finances. *Clarification 2*: Problems involving calculations with absolute value are limited to two or fewer operations. *Clarification 3*: Within this benchmark, the expectation is to use integers only. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	This is the first introduction to the concept of absolute value.	MA.8.NSO.1.5 MA.8.NSO.1.7 MA.912.DP.1.4
MA.6.NSO.3.1 Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. *Example*: Middleton Middle School's band has an upcoming winter concert which will have several performances. The bandleader	MA.4.AR.3.1	MA.7.AR.3.3 MA.7.AR.4.5

would like to divide the students into concert groups with the same number of flute players, the same number of clarinet players and the same number of violin players in each group. There are a total of 15 students who play the flute, 27 students who play the clarinet and 12 students who play the violin. How many separate groups can be formed? Example: Adam works out every 8 days and Susan works out every 12 days. If both Adam and Susan work out today, how many days until they work out on the same day again? Benchmark Clarifications: *Clarification 1*: Within this benchmark, expectations include finding greatest common factor within 1,000 and least common multiple with factors to 25. *Clarification 2*: Instruction includes finding the greatest common factor of the numerator and denominator of a fraction to simplify the fraction. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*		
MA.6.NSO.3.2 Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers. Benchmark Clarifications: *Clarification 1*: Instruction includes using the distributive property to generate equivalent expressions. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	MA.4.AR.3.1 MA.5.NSO.2.1 MA.5.NSO.2.2	MA.7.NSO.1.1 MA.8.AR.1.1 MA.8.AR.1.3

FAST Mathematics Reference Sheets Packet
FAST Test Design Summary and Blueprint

Grade 6 Mathematics Benchmark Coverage

Reporting Category	Benchmark	Calculator	% of Test
Number Sense and Operations	MA.6.NSO.1.1	NC	33-42
	MA.6.NSO.1.2	NC	
	MA.6.NSO.1.3	NC	
	MA.6.NSO.1.4	NC	
	MA.6.NSO.2.1	NC	
	MA.6.NSO.2.2	NC	
	MA.6.NSO.2.3	CL	
	MA.6.NSO.3.1	CL	
	MA.6.NSO.3.2	CL	
	MA.6.NSO.3.3	CL	
	MA.6.NSO.3.4	CL	
	MA.6.NSO.3.5	CL	
	MA.6.NSO.4.1	NC	
	MA.6.NSO.4.2	NC	

Suggested Instructional Block Framework based on Lesson Type (85 Minute Block) *(Lesson Type is located atop the first page of each lesson)*		
Lesson Type: Build Conceptual Understanding 	**Lesson Type: Connect Concepts and Skills** 	**Lesson Type: Apply and Practice** 
Spark Your Learning (approx. 10m)	Spark Your Learning (approx. 10m)	Step It Out (approx. 30m)
Build Understanding (approx. 25m)	Build Understanding (approx. 15m)	Check Understanding (approx. 10m)
Check Understanding (approx. 10m)	Step It Out (approx. 15m)	On Your Own (approx. 40m)
On Your Own (approx. 35m)	Check Understanding (approx. 10m)	Wrap Up / Exit Ticket (approx. 5m)
Wrap Up / Exit Ticket (approx. 5m)	On Your Own (approx. 30m)	
	Wrap Up / Exit Ticket (approx. 5m)	

Suggested Instructional Block Framework (85 Minute Block)	Recommended Time Frame
Warm Up/Spark Your Learning	Approx.: 10 min
Learn Together	Approx.: 25 min
Check Understanding	Approx.: 10 min
On Your Own	Approx.: 35 min
Wrap Up / Exit Ticket	Approx.: 5 min

= Multiple lessons within one period

M/J Mathematics Accelerated Grade 6	**2023-2024**	**Course Code: 120502003**

Instructional Tools

Block Day 1 **8/17/23-8/18/23**	**Block Day 2** **8/21/23-8/22/23**	**Block Day 3** **8/23/23-8/24/23**	**Block Day 4** **8/25/23-8/28/23**
COURSE INTRODUCTION *(Teacher Selected Activities)* **ARE YOU READY?** (Module 1 as needed) **Teacher Edition p. 2**	MA.6.NSO.1.1 MA.6.NSO.1.2 MTR.2.1, MTR.4.1, MTR.5.1, MTR.6.1 **LESSON 1.1** **Identify and Interpret Rational Numbers** **WARM UP/SPARK YOUR LEARNING** **Teacher Edition p. 3D, 3** **LEARN TOGETHER** **Teacher Edition p. 4-6** Task 1-4. **CHECK UNDERSTANDING** **Teacher Edition p.6** Questions 1-9. **ON YOUR OWN** **Teacher Edition p. 7-8** Task 1 Related Questions: 10-14, 19 Task 2 Related Questions: 15-18 Task 3 Related Questions: 20-21 Task 4 Related Questions: 22-25 **WRAP UP / EXIT TICKET** **Teacher Edition p. 8** **HOME LEARNING / ADDITIONAL PRACTICE** **Teacher Edition p. 9** *Teacher selected task related questions – see Assignment Guide table in T.E*	**Progress Monitoring 1** **(Floating Day)** **Administration Window** **August 14 – September 29**	MA.6.NSO.1.1 MA.6.NSO.1.2 MTR.2.1, MTR.4.1, MTR.5.1, MTR.7.1 **LESSON 1.2** **Compare Rational Numbers Using a Number Line** **WARM UP/SPARK YOUR LEARNING** **Teacher Edition p. 11D, 11** **LEARN TOGETHER** **Teacher Edition p. 12-14** Task 1-3. **CHECK UNDERSTANDING** **Teacher Edition p.14** Question 1. **ON YOUR OWN** **Teacher Edition p. 15-16** Task 1 Related Questions: 4 Task 2 Related Questions: 2, 6-9 Task 3 Related Questions: 3, 5 **WRAP UP / EXIT TICKET** **Teacher Edition p. 16** **HOME LEARNING / ADDITIONAL PRACTICE** **Teacher Edition p. 17** *Teacher selected task related questions – see Assignment Guide table in T.E.*

Teacher's Notes			
	The expectation of benchmark MA.6.NSO1.1 is to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). (See B1G-M Benchmark Clarifications) Additional practice may be needed to include percentage.		The expectation of benchmark MA.6.NSO1.1 to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). (See B1G-M Benchmark Clarifications). Additional practice may be needed to include percentage.

M/J Mathematics Accelerated Grade 6 | **2023-2024** | **Course Code: 120502003**

Instructional Tools

Block Day 5 8/29/23-8/30/23		Block Day 6 8/31/23-9/01/23	Block Day 7 9/05/23-9/06/23
MA.6.NSO.1.3 MA.6.NSO.1.4 MTR.2.1, MTR.6.1 **LESSON 1.3** **Find and Apply Absolute Value** **WARM UP/SPARK YOUR LEARNING** **Teacher Edition p. 19D, 19** **LEARN TOGETHER** **Teacher Edition p. 20-21** Task 1-2. **CHECK UNDERSTANDING** **Teacher Edition p. 21** Questions 1-2. **ON YOUR OWN** **Teacher Edition p. 22** Task 1 Related Questions: 3, 6-9 Task 2 Related Questions: 4-5 **WRAP UP / EXIT TICKET** **Teacher Edition p. 22** **HOME LEARNING / ADDITIONAL PRACTICE** **Teacher Edition p. 23** *Teacher selected task related questions – see Assignment Guide table in T.E.*	MA.6.NSO.3.1 MA.6.NSO.3.2 MTR.2.1, MTR.4.1, MTR.5.1 **LESSON 1.4** **Find and Apply LCM and GCF** **WARM UP/SPARK YOUR LEARNING** **Teacher Edition p. 25B** Problem of the Day **LEARN TOGETHER** **Teacher Edition p. 25** Task 1-4. **CHECK UNDERSTANDING** **Teacher Edition p. 27** Questions 1-3. **ON YOUR OWN** **Teacher Edition p. 28** Task 1 Related Questions: 5, 15-20 Task 2 Related Questions: 4, 21-26 Task 3 Related Questions: 6, 7, 9-14, 27-35 Task 4 Related Questions: 8 **WRAP UP / EXIT TICKET** **Teacher Edition p. 30** **HOME LEARNING / ADDITIONAL PRACTICE** **Teacher Edition p. 31** *Teacher selected task related questions – see Assignment Guide table in T.E.*	MA.6.NSO.1.1 MTR.3.1, MTR.4.1, MTR.5.1 **LESSON 1.5** **Order Rational Numbers** **WARM UP/SPARK YOUR LEARNING** **Teacher Edition p. 33B** Problem of the Day **LEARN TOGETHER** **Teacher Edition p. 33-35** Step It Out: Task 1-4. **CHECK UNDERSTANDING** **Teacher Edition p. 35** Questions 1-2. **ON YOUR OWN** **Teacher Edition p. 36** Task 1 Related Questions: 3 Task 2 Related Questions: 4 Task 3 Related Questions: 6-7 Task 4 Related Questions: 5 **WRAP UP / EXIT TICKET** **Teacher Edition p. 36** **HOME LEARNING / ADDITIONAL PRACTICE** **Teacher Edition p. 37** *Teacher selected task related questions – see Assignment Guide table in T.E.* **TOPIC 1 REVIEW**	**TOPIC 1 ASSESSMENT**

M/J Mathematics Accelerated Grade 6	2023-2024	Course Code: 120502003

Teacher's Notes			
		The expectation of benchmark MA.6.NSO1.1 to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). (See B1G-M Benchmark Clarifications) Additional practice may be needed to include percentage.	

HMH Into Math Recommended Differentiated Instruction Resources		
Tier 3 "Intensive Intervention" Resources	**Tier 2 "Targeted Intervention" Resources**	**Tier 1 Resources**

In HMH **Into Math**, use:
• MTSS/RtI Student Worksheets: Tier 3
• Differentiated Instruction Blackline Masters:
  ○ Reteach Worksheets
  ○ Fluency Starter
• Waggle
	In HMH **Into Math**, use:
	• MTSS/RtI Student Worksheets: Tier 2
	• Differentiated Instruction Blackline Masters:
	  ○ Additional Practice Worksheets
	  ○ Fluency Builder
	• Waggle
		In HMH **Into Math**, use:
		• Differentiated Instruction Blackline Masters:
		  ○ Challenge Worksheets
		  ○ Fluency Maintenance
		• Waggle

Supplemental i-Ready Differentiated Instruction Resources (Access to these resources may require navigation through Schoology via Clever authentication)		
Grade 6 Accelerated, Topic 1 DI Document		
Tier 3 Resources *(Two or More Grade Levels Below)*	**Tier 2 Resources** *(One Grade Level Below)*	**Tier 1 Resources** *(On or Above Grade Level)*
In IReady use: • Tools For Instruction • Practice and Problem Solving (Basic Questions) • Other denoted resources	In IReady use: • Teacher Resource Book • Math Center Activities • Practice and Problem Solving (Medium Questions) • Other denoted resources	In IReady use: • Fluency and Skills Practice • Practice and Problem Solving (Challenge Questions) • Other denoted resources
See the above linked customized resource table by topic		

M/J Mathematics Accelerated Grade 6 | **2023-2024** | **Course Code: 120502003**

Florida's B.E.S.T. Standards Mathematics

Grade 6 Accelerated: HMH Topic 1 – IXL SKILLS PLAN ALIGNMENT RECOMMENDATIONS (Supplemental Resource)

Recommended Implementation

***The IXL links are placed within the pacing guide for topic planning. All skill activities must be assigned to the students through the IXL platform.** Access IXL by installing the APP into Schoology.

Supporting Core Curriculum: Once whole class instruction has been completed using the core resources, teachers may have students individually work on the assigned IXL standard-aligned skills plan activity, either in class or for homework.	**Personalized Practice and/or Differentiated Instruction:** Teacher can create Group Jams for small group instruction with all or selected students to target specific math concepts/skills, as needed. In addition, students could complete activities by using their Personalized Recommendation Wall and/or the teacher's targeted starred skills activity that is shown on their landing page.	**Standards Readiness:** Using the Teacher Analytics Live Classroom to monitor the students' activity wall, teachers will be able to provide real-time feedback, instructional support, and reward students with certificates and the leaderboard competitions.

HMH Lessons	Targeted Skills for Topic*
Lesson 1.1: Identify and Interpret Rational Numbers	Understanding integers Understanding opposite integers Rational numbers on number lines *Also consider:* Opposites of rational numbers
Lesson 1.2: Compare Rational Numbers Using a Number Line	Compare rational numbers *Also consider:* Convert between decimals and fractions Rational numbers: equal or not equal
Lesson 1.3: Find and Apply Absolute Value	Understanding absolute value Absolute value Absolute value and integers: word problems *Also consider:* Integer inequalities with absolute values
Lesson 1.4: Find and Apply LCM and GCF	Least common multiple Greatest common factor of two or three numbers GCF and LCM: word problems *Also consider:* Compare fractions with unlike denominators Factor numerical expressions using the distributive property
Lesson 1.5: Order Rational Numbers	Put rational numbers in order Compare and order rational numbers: word problems

M/J Mathematics Accelerated Grade 6	2023-2024	Course Code: 120502003

Additional Technology Integration Link	
Access resources below through Schoology platform	
Discovery Education	Grade 6 Accelerated - Discovery Education - Quarter 1 Technology Resources
Gizmos	Grade 6 Accelerated - Gizmos - Quarter 1 Technology Resources

CHARACTER EDUCATION CONNECTION

Guiding Question

How can you show RESPECT in your mathematics classroom?

Values Matter Miami was launched during the 2015-2016 school year in order to highlight the District's nine core values identified in the Code of Student Conduct: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Respect, Responsibility, and Pursuit of Excellence. Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas. Creating a connected, caring, and supportive school culture where students feel safe and engaged is an essential part of social-emotional learning (SEL).

Option 1: Multimedia	Option 2: Suggested Activity	Option 3: Challenge
RESPECT Video	Self RESPECT Assessment Have the students complete the Self RESPECT Assessment and commit to at least one action they can improve on to increase self-respect. Complete the activity in a pair share discussion on how this action will look.	Reflect RESPECT Challenge The Values Matter Miami challenge for September is to Reflect Respect! The challenge requires students to reflect on how they show and receive respect at school, at home, and in the community. Submit your Reflect Respect Challenge to the link above.

Teacher Suggestion: Consider awarding students that strongly exhibit the value of **RESPECT** to receive a certificate of acknowledgement as a means of reinforcing that value.

M/J Mathematics Accelerated Grade 6	**2023-2024**	**Course Code: 120502003**

Publisher Textbook Resource Feedback Survey	
Please utilize this survey to provide feedback on publisher textbook resources (physical or digital resources). Feedback will provide the Department of Mathematics and textbook publishers with valuable information for potential future changes to textbook resource editions and teacher notes for pacing guides.	Middle Grades Textbook Publisher Feedback Survey

HMH Into Math Temporary Access & Topic 1 PDFs	
Please feel free utilize the following resources for Topic 1 in the event that digital access to textbooks and physical textbooks are pending.	HMH Into Math Temporary Teacher's Login (**Please do NOT change the password of this shared demo account. Access to this demo may be discontinued without notice so please access through Schoology ASAP.**) Grade 6 – Topic 1 PDF (Teacher Edition – Student Edition)

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J Foundational Skills in Mathematics – Grade 6 **2023-2024** **Course Code: 1204000T6**

Topic 1: Use Positive Rational Numbers

Pacing		Date(s)
Traditional	20 days	08-17-23 to 09-14-23
Block	10 days	08-17-23 to 09-14-23

Florida's B.E.S.T. Standards Mathematics

Mathematics Benchmarks	Student Learning Objectives
MA.6.NSO.2.1 MA.6.NSO.2.2 MA.6.NSO.2.3 *Benchmarks above are hyperlinked to CPALMs*	Students will be able to: • add, subtract, and multiply decimals. • divide whole numbers and decimals. • use models and equations to multiply fractions and mixed numbers. • use models and equations to represent fraction division. • divide a fraction by another fraction. • divide with mixed numbers. • solve multistep problems with fractions and decimals.

Mathematical Thinking & Reasoning Standards (MTRs)	MA.K12.MTR.1.1	MA.K12.MTR.2.1	MA.K12.MTR.3.1	MA.K12.MTR.4.1	MA.K12.MTR.5.1	MA.K12.MTR.6.1	MA.K12.MTR.7.1
Florida Standards Access Points	The General Education Teacher's Guide to Planning with the Access Points MA.6.NSO.2.AP.1 - MA.6.NSO.2.AP.2 - MA.6.NSO.2.AP.3a - MA.6.NSO.2.AP.3b						
ELL Resources	WiDA Can Do Descriptors Key Uses Edition Grades 6-8 – DI Planning Tools for ELL Students – How to Use the DI Planning Tool in the Mathematics Classroom						
Vocabulary	Reciprocal						

Savvas Learning Rigor in the Chapter

Topic 1: Use Positive Rational Numbers

Conceptual Understanding	Procedural Skills & Fluency	Application
Presents an overview of the key concepts student will encounter in the Topic.	The procedural skills taught in the topic(s) are discussed and fluency explorations, if any, are addressed.	A description of the types of applications in the topic(s) is provided.
*Please find specific Math Background Topic information on **page 2D of the Teacher Edition***		

Florida's B.E.S.T. Standards Mathematics

B.E.S.T. Instructional Guide for Mathematics (B1G-M)

Grade 6 B1G-M The B.E.S.T. Instructional Guide for Mathematics (B1G-M) is intended to assist educators with planning for student learning and instruction aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This guide is designed to aid high-quality instruction through the identification of components that support the learning and teaching of the B.E.S.T. Mathematics Standards and Benchmarks. The B1G-M includes an analysis of information related to the B.E.S.T. Standards for Mathematics within this specific mathematics course, the instructional emphasis and aligned resources. This document is posted on the B.E.S.T. Standards for Mathematics webpage of the Florida Department of Education's website and will continue to undergo edits as needed.	B.E.S.T. Standards Progression: (6-8) B.E.S.T. Standards Progression: Number Sense and Operations & Fractions

B1G-M Linked Benchmarks	Vertical Alignment: Previous Benchmarks	Vertical Alignment: Next Benchmarks
MA.6.NSO.2.1 Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. Benchmark Clarifications: *Clarification 1*: Multi-digit decimals are limited to no more than 5 total digits. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	MA.5.NSO.2.1 MA.5.NSO.2.2 MA.5.NSO.2.4 MA.5.NSO.2.5	MA.7.NSO.2.2
MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. Benchmark Clarifications: *Clarification 1*: Instruction focuses on making connections between visual models, and the relationship between multiplication and division, reciprocals and algorithms. *Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*	MA.5.FR.2.2 MA.5.FR.2.4	MA.7.NSO.2.2
MA.6.NSO.2.3 Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. Benchmark Clarifications: *Clarification 1*: Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.	MA.5.AR.1.1 MA.5.AR.1.2 MA.5.AR.1.3 MA.5.M.2.1 MA.5.GR.2.1	MA.7.NSO.2.3

M/J Foundational Skills in Mathematics – Grade 6	2023-2024	Course Code: 1204000T6
*Please refer to **Grade 6 Mathematics Benchmark Coverage** table below for Test Design Summary and Calculator Usage Information.*		

FAST Mathematics Reference Sheets Packet
FAST Test Design Summary and Blueprint

Grade 6 Mathematics Benchmark Coverage

Reporting Category	Benchmark	Calculator	% of Test
Number Sense and Operations	MA.6.NSO.1.1		33-42
	MA.6.NSO.1.2		
	MA.6.NSO.1.3		
	MA.6.NSO.1.4		
	MA.6.NSO.2.1		
	MA.6.NSO.2.2		
	MA.6.NSO.2.3		
	MA.6.NSO.3.1		
	MA.6.NSO.3.2		
	MA.6.NSO.3.3		
	MA.6.NSO.3.4		
	MA.6.NSO.3.5		
	MA.6.NSO.4.1		
	MA.6.NSO.4.2		

Suggested Instructional Block Framework (85 Minute Block)			
MDIS* Lessons		**enVision Florida Lessons**	
Conceptual Development	Approx: 20 min	Additional Lesson Examples*	Approx: 20 min
Practice	Approx: 30 min	Additional Practice Workbook	Approx: 35 min
Assessment	Approx: 10 min	Assessment Practice	Approx: 10 min
SuccessMaker	Approx: 25 min	SuccessMaker	Approx: 20 min

**Additional Lesson Examples and Math Diagnostic and Intervention System (MDIS) – Accessible through the Savvas online platform.*

M/J Foundational Skills in Mathematics – Grade 6 | **2023-2024** | **Course Code: 1204000T6**

Instructional Tools

Block Day 1 08/17/23-08/18/23		Block Day 2 08/21/23-08/22/23		Block Day 3 08/23/23-08/24/23
MDIS: BOOKLET L: NUMBERS AND OPERATIONS **L26: Multiplying Three-Digit Numbers** Accessing MDIS: PDF / Video **CONCEPTUAL DEVELOPMENT** **Use with Exercises 1–13** In this lesson, you will learn to multiply three-digit numbers. **PRACTICE** **Use with Exercises 14–29** Remind students to break the larger number into its place-value values to make multiplying easier. **ASSESSMENT** **Quick Check** *Find 501 × 7. What regrouping did you have to do?* **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	**MDIS: BOOKLET L: NUMBERS AND OPERATIONS** **L30: Dividing Three-Digit Numbers** Accessing MDIS: PDF / Video **CONCEPTUAL DEVELOPMENT** **Use with Exercises 1–17** In this lesson you will learn to divide three-digit numbers. **PRACTICE** **with Exercises 18–25.** Remind students that if they cannot divide into the hundreds, they can regroup and express the hundreds as tens. **ASSESSMENT** **Quick Check** *There are 9 teammates sharing the case of baseballs. There are 117 baseballs in the case. How many baseballs will each player get if the balls are divided evenly?* **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	**MDIS: BOOKLET L: NUMBERS AND OPERATIONS** **L46: Multiplying Two Fractions** Accessing MDIS: PDF / Video **CONCEPTUAL DEVELOPMENT** **Use with Exercises 1–18** In this lesson, you will learn to multiply two fractions. **PRACTICE** **Use with Exercises 19-34** Remind students to break the larger number into its place-value values to make multiplying easier. **ASSESSMENT** **Quick Check** *Multiply* $\frac{5}{6} x \frac{1}{5}$ **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	**MDIS: BOOKLET L: NUMBERS AND OPERATIONS** **L50: Dividing Fractions** Accessing MDIS: PDF / Video **CONCEPTUAL DEVELOPMENT** **Use with Exercises 1–17** In this lesson you will learn to divide three-digit numbers. **PRACTICE** **with Exercises 18–25.** Remind students that if they cannot divide into the hundreds, they can regroup and express the hundreds as tens. **ASSESSMENT** **Quick Check** *There are 9 teammates sharing the case of baseballs. There are 117 baseballs in the case. How many baseballs will each player get if the balls are divided evenly?* **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	Continued on next page

Instructional Tools

Block Day 3 08/23/23-08/24/23		Block Day 4 08/25/23-08/28/23	Block Day 5 08/29/23-08/30/23	Block Day 6 08/31/23-09/01/23
MDIS: BOOKLET L: NUMBERS AND OPERATIONS **L62: Estimating the Product of a Whole Number and a Decimal** Accessing MDIS: PDF / Video **CONCEPTUAL DEVELOPMENT** **Use with Exercises 1–11** In this lesson, you will learn to divide by two-digit divisors. **PRACTICE** **Use with Exercises 12–39** Explain to students that keeping their numbers aligned is extremely important when dividing. Remind them that if, at any time, the divisor does not divide into the other number, that means the result is 0, and the 0 must be recorded. **ASSESSMENT** **Quick Check** *Ben is buying his friends pizza. Each slice costs $1.79, and he buys 6 slices. About how much money does Ben need to buy his friends pizza?* *$1.79 x 6 is about $2.00 x 6 = $12.00* **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	**MDIS: BOOKLET L: NUMBERS AND OPERATIONS** **L68: Estimating the Quotient of a Whole Number and a Decimal** Accessing MDIS: PDF / Video **CONCEPTUAL DEVELOPMENT** **Use with Exercises 1–13** In this lesson, you will learn to divide by two-digit divisors. **PRACTICE** **Use with Exercises 14–31** Explain to students that keeping their numbers aligned is extremely important when dividing. Remind them that if, at any time, the divisor does not divide into the other number, that means the result is 0, and the 0 must be recorded. **ASSESSMENT** **Quick Check** *Estimate the quotient:* *357.08 ÷ 6 =?* **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	MA.6.NSO.2.1 MTR.1.1, MTR.6.1, MTR.7.1 **LESSON 1-1** **Fluently Add, Subtract, and Multiply Decimals** **ADDITIONAL LESSON EXAMPLES** Online Realize Platform Step 2: Visual Learning Additional Examples **ADDITIONAL PRACTICE WORKBOOK** Student Edition p. 1-2 **ASSESSMENT PRACTICE** Student Edition p. 2 **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	MA.6.NSO.2.1 MTR.1.1, MTR.4.1, MTR.6.1 **LESSON 1-2** **Fluently Divide Whole Numbers and Decimals** **1-2: Listen and Look For** *(Requires being logged into Savvas Realize)* **ADDITIONAL LESSON EXAMPLES** Online Realize Platform Step 2: Visual Learning Additional Examples **ADDITIONAL PRACTICE WORKBOOK** Student Edition p. 3-4 **ASSESSMENT PRACTICE** Student Edition p. 4 **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	**DIFFERENTIATED INSTRUCTION** **Suggested Activities & Resources** *Select Activities & Resources as appropriate to address student learning targets. Recommended resources are located in "Savvas enVision Recommended Differentiated Instruction Resources" table on subsequent pages.* **SUCCESSMAKER** Students should work on their personalized path or Teacher Assigned Custom Course Recommended 60 min/week

Teacher's Notes				
		It is recommended that students have adequate practice using a 4-function calculator, however, benchmark MA.6.NSO.2.1 emphasizes the students' need to develop fluency with and without the use of a calculators when performing operations with positive decimals (see B1G-M MA.6.NSO.2.1 purpose and instructional strategies). It is the intent of benchmark MA.6.NSO.2.1 to include practice with division of positive multi-digit numbers with decimals to the thousandths. As such, benchmark MA.6.NSO.2.1 will be fully addressed after teaching lesson 1-2. It is the intent of benchmark MA.6.NSO.2.3 to solve multi-step world problems involving fractions and mixed numbers. As such, benchmark MA.6.NSO.2.3 will be fully addressed after teaching lessons 1-2 through 1-7.		

M/J Foundational Skills in Mathematics – Grade 6 | **2023-2024** | **Course Code: 1204000T6**

Instructional Tools

Block Day 7 09/05/23-09/06/23	Block Day 8 09/07/23-09/08/23	Block Day 9 09/11/23-09/12/23		Block Day 10 09/13/23-09/14/23
MA.6.NSO.2.2 MTR.2.1, MTR.4.1, MTR.7.1 **LESSON 1-3** **Multiply Fractions** **1-3: Listen and Look For** *(Requires being logged into Savvas Realize)* **ADDITIONAL LESSON EXAMPLES** Online Realize Platform Step 2: Visual Learning Additional Examples **ADDITIONAL PRACTICE WORKBOOK** Student Edition p. 5-6 **ASSESSMENT PRACTICE** Student Edition p. 6 **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.2.1, MTR.3.1, MTR.7.1 **LESSON 1-4** **Understand Division with Fractions** **ADDITIONAL LESSON EXAMPLES** Online Realize Platform Step 2: Visual Learning Additional Examples **ADDITIONAL PRACTICE WORKBOOK** Student Edition p. 7-8 **ASSESSMENT PRACTICE** Student Edition p. 8 **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.2.1, MTR.6.1, MTR.7.1 **LESSON 1-5** **Divide Fractions by Fractions** **ADDITIONAL LESSON EXAMPLES** Online Realize Platform Step 2: Visual Learning Additional Examples **ADDITIONAL PRACTICE WORKBOOK** Student Edition p. 9-10 **ASSESSMENT PRACTICE** Student Edition p. 10 **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.1.1, MTR.4.1, MTR.7.1 **LESSON 1-6** **Divide Mixed Numbers** **1-6: Listen and Look For** *(Requires being logged into Savvas Realize)* **ADDITIONAL LESSON EXAMPLES** Online Realize Platform Step 2: Visual Learning Additional Examples **ADDITIONAL PRACTICE WORKBOOK** Student Edition p. 11-12 **ASSESSMENT PRACTICE** Student Edition p. 12 **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week.	MA.6.NSO.2.2 MA.6.NSO.2.3 MTR.1.1, MTR.5.1 **LESSON 1-7** **Solve Problems with Rational Numbers** **ADDITIONAL LESSON EXAMPLES** Online Realize Platform Step 2: Visual Learning Additional Examples **ADDITIONAL PRACTICE WORKBOOK** Student Edition p. 13-14 **ASSESSMENT PRACTICE** Student Edition p. 14 **SUCCESSMAKER** Students should work on their personalized path. Recommended 60 min/week

Teacher's Notes

It is the intent of benchmark MA.6.NSO.2.2 to include practice with quotients of positive fractions, including mixed numbers. As such, benchmark MA.6.NSO.2.2 will be fully addressed after teaching lessons 1-4 through 1-6.	The intent of benchmark MA.6.NSO.2.2 is to use academic vocabulary, such as reciprocal (see B1G-M benchmark MA.6.NSO.2.2 purpose and instructional strategies).			It is not the expectation within benchmark MA.6.NSO.2.3 to include both decimals and fractions within a single problem (see B1G-M clarification).

⟺ = **Multiple lessons within one period**

Savvas enVision Recommended Differentiated Instruction Resources		
Tier 3 "Intensive Intervention" Resources	**Tier 2 "Targeted Intervention" Resources**	**Tier 1 Resources**
In Savvas **enVision**, use: • Individualized Study Plan (Savvy-Digital) • Reteach to Build Understanding (Teacher Resource Masters) • Video Tutorials (Savvas Differentiation Library) • Digital Intervention Lessons (Savvas Differentiation Library) • Additional Vocabulary Support (Teacher Resource Masters) • Build Mathematical Literacy (Teacher Resource Masters) • MathXL Teacher Assigned Practice for School (Digital)	In Savvas **enVision**, use: • Reteach to Build Understanding (Teacher Resource Masters) • Individualized Study Plan (Savvy-Digital) • Additional Vocabulary Support (Teacher Resource Masters) • Build Mathematical Literacy (Teacher Resource Masters) • Math Diagnosis and Intervention System (MDIS) • MathXL Teacher Assigned Practice for School (Digital)	In Savvas **enVision**, use: • Individualized Study Plan (Savvy-Digital) • Enrichment (Teacher Resource Masters) • Math Tools and Games (Digital) • MathXL Teacher Assigned Practice for School (Digital)

Florida's B.E.S.T. Standards Mathematics

Grade 6 Regular & Foundations: Savvas enVision Topic 1 – IXL SKILLS PLAN ALIGNMENT RECOMMENDATIONS (Supplemental Resource)

Recommended Implementation		Savvas enVision Lessons	Targeted Skills for Topic*
***The IXL links are placed within the pacing guide for topic planning. All skill activities must be assigned to the students through the IXL platform.** Access IXL by installing the APP into Schoology.	**Supporting Core Curriculum:** Once whole class instruction has been completed using the core resources, teachers may have students individually work on the assigned IXL standard-aligned skills plan activity, either in class or for homework. **Personalized Practice and/or Differentiated Instruction:** Teacher can create Group Jams for small group instruction with all or selected students to target specific math concepts/skills, as needed. In addition, students could complete activities by using their Personalized Recommendation Wall and/or the teacher's targeted starred skills activity that is shown on their landing page. **Standards Readiness:** Using the Teacher Analytics Live Classroom to monitor the students' activity wall, teachers will be able to provide real-time feedback, instructional support, and reward students with certificates and the leaderboard competitions.	Lesson 1-1: Fluently add, subtract, and multiply decimals	Add and subtract decimals Multiply with decimals Add, subtract, and multiply decimals: word problems *Also consider:* Multiply decimals using grids Multiply two decimals: where does the decimal point go? Estimate sums and differences of decimals
		Lesson 1-2: Fluently divide whole numbers and decimals	Division with decimal quotients Divide decimals Multiply and divide decimals: word problems
		Lesson 1-3: Multiply fractions	Multiply two fractions Multiply mixed numbers Multiply fractions and mixed numbers: word problems *Also consider:* Multiply two fractions using models Estimate products of mixed numbers Multiply with mixed numbers using area models
		Lesson 1-4: Understand division with fractions	Divide whole numbers and fractions using models Divide fractions and whole numbers *Also consider:* Reciprocals
		Lesson 1-5: Divide fractions by fractions	Divide fractions using models Divide fractions Divide fractions: word problems
		Lesson 1-6: Divide mixed numbers	Divide fractions and mixed numbers Divide fractions and mixed numbers: word problems *Also consider:* Estimate quotients with mixed numbers
		Lesson 1-7: Solve problems with rational numbers	Multi-step word problems with rational numbers Multiply money amounts: multi-step word problems

Additional Technology Integration Link	
Access resources below through Schoology platform	
Discovery Education	Grade 6 - Discovery Education - Quarter 1 Technology Resources
Gizmos	Grade 6 - Gizmos - Quarter 1 Technology Resources

CHARACTER EDUCATION CONNECTION

Guiding Question

How can you show RESPECT in your mathematics classroom?

Values Matter Miami was launched during the 2015-2016 school year in order to highlight the District's nine core values identified in the Code of Student Conduct: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Respect, Responsibility, and Pursuit of Excellence. Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas. Creating a connected, caring, and supportive school culture where students feel safe and engaged is an essential part of social-emotional learning (SEL).

Option 1: Multimedia	Option 2: Suggested Activity	Option 3: Challenge
RESPECT Video	Self RESPECT Assessment Have the students complete the Self RESPECT Assessment and commit to at least one action they can improve on to increase self-respect. Complete the activity in a pair share discussion on how this action will look.	Reflect RESPECT Challenge The Values Matter Miami challenge for September is to Reflect Respect! The challenge requires students to reflect on how they show and receive respect at school, at home, and in the community. Submit your Reflect Respect Challenge to the link above.

Teacher Suggestion: Consider awarding students that strongly exhibit the value of **RESPECT** to receive a certificate of acknowledgement as a means of reinforcing that value.

Publisher Textbook Resource Feedback Survey	
Please utilize this survey to provide feedback on publisher textbook resources (physical or digital resources). Feedback will provide the Department of Mathematics and textbook publishers with valuable information for potential future changes to textbook resource editions and teacher notes for pacing guides.	Middle Grades Textbook Publisher Feedback Survey

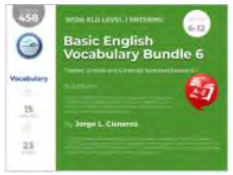
Savvas Realize Temporary Access & Topic 1 PDFs	
Please feel free utilize the following resources for Topic 1 in the event that digital access to textbooks and physical textbooks are pending.	Florida enVision Temporary Teacher's Login (**Please do NOT change the password of this shared demo account. Access to this demo may be discontinued without notice so please access through Schoology ASAP.**) Grade 6 – Topic 1 PDF (Teacher Edition – Student Edition) Accessing MDIS: PDF / Video

Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Monday	
ELA B.E.S.T & WIDA ELD Standards	ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds. ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words. ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words. ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. **WIDA** Standard 1: Social and Instructional language **WIDA** Standard 2: The language of Language Arts **WIDA** Standard 3: The language of Mathematics **WIDA** Standard 4: The language of Science **WIDA** Standard 5: The language of Social Studies
Lesson Objectives	Students will develop language skills by practicing daily and academic vocabulary, phonics, fluency, and reading comprehension.

Opening Routine	• Greet students
	  ○ Review greetings: good morning, good afternoon, and good evening.
	• Ice – Breaker
	  ○ Would You Rather Spring edition. (You can use 1 or 2 slides; facilitate class discussion and students practice speaking in English)
	• Review schedule of the day with clock representation (draw a clock on chart paper, board or display on smart board)
	• Review:
	  ○ Calendar (start the day reviewing the days of the week) Days-of-the-Week-Worksheet.pdf Days-of-the-Week-Quiz.pdf
	• All About Me: Times Edition (have students complete and then share aloud their name and one “inside scoop”) Times - All About Me.pdf
	•

Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Phonics and Fluency	• Students identify and sort words with and without silent letters FCRR 23_p026_sounds_of_silence.pdf
Imagine Learning	• 30 minutes of Imagine Learning Students will log into their portal and access the Imagine Learning program through Schoology
Basic Vocabulary	**Nearpod Lesson 458:** Basic English Vocabulary Bundle 6 Theme: Ordinal and Cardinals Numbers Lesson 6.2 
Reading Comprehension	• Skill: Vocabulary-Word Meaning • Introduce the topic: Reduce. Reuse. Recycle • Preview the articles. • Vocabulary: Have the students work in pairs to identify the meaning of the highlighted words using the Defining Depictions activity. • Printouts: Reduce_Reuse_Recycle_Make Your Own Recycled Paper .pdf Vocabulary Word Meaning Defining Depictions.pdf

Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Tuesday	
ELA B.E.S.T & WIDA ELD Standards	ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds. ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words. ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words. ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. **WIDA** Standard 1: Social and Instructional language **WIDA** Standard 2: The language of Language Arts **WIDA** Standard 3: The language of Mathematics **WIDA** Standard 4: The language of Science **WIDA** Standard 5: The language of Social Studies
Lesson Objectives	Students will develop language skills by practicing daily and academic vocabulary, phonics, fluency, and reading comprehension.

Opening Routine	• Greet students
	  ○ Review greetings: good morning, good afternoon, and good evening.
	• Ice – Breaker
	  ○ Would You Rather Spring edition. (You can use 1 or 2 slides; facilitate class discussion and students practice speaking in English)
	• Review schedule of the day with clock representation (draw a clock on chart paper, board or display on smart board)
	Calendar (continue the day reviewing the days of the week) Days-of-the-Week-Worksheet.pdf Days-of-the-Week-Quiz.pdf

Phonics and Fluency	Students match high frequency words by playing a memory game. FCRR 23_p009_word_concentration.pdf
Imagine Learning	• 30 minutes of Imagine Learning Students will log into their portal and access the Imagine Learning program through Schoology

Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Basic Vocabulary	**Nearpod Lesson 459:** Basic English Vocabulary Bundle 6 Theme: Ordinal and Cardinals Numbers Lesson 6.2
Reading Comprehension	• Skill: Expository Text Structure • Read Article 1: Reduce. Reuse. Recycle • Monitor reading comprehension. • Have the students work in pairs to complete the "Just the Facts" graphic organizer. • Printouts: Just The Facts Activity .pdf • Reading fluency: Have the students practice reading the article aloud.

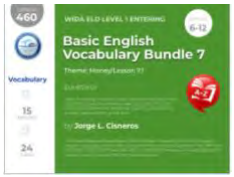
Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Wednesday	
ELA B.E.S.T and WIDA ELD Standards	ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds. ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words. ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words. ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. **WIDA** Standard 1: Social and Instructional language **WIDA** Standard 2: The language of Language Arts **WIDA** Standard 3: The language of Mathematics **WIDA** Standard 4: The language of Science **WIDA** Standard 5: The language of Social Studies
Lesson Objectives	Students will develop language skills by practicing daily and academic vocabulary, phonics, fluency, and reading comprehension.

Opening Routine	• Greet students
	  ○ Review greetings: good morning, good afternoon, and good evening.
	• Ice – Breaker
	  ○ Would You Rather Spring edition. (You can use 1 or 2 slides; facilitate class discussion and students practice speaking in English)
	• Review schedule of the day with clock representation (draw a clock on chart paper, board or display on smart board)

Phonics and Fluency	• Students read words with hard and soft sounds of "g" and "c" and sort. FCRR 23_p013_giraffes_goats_cats_and_centipedes.pdf

Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Imagine Learning	• 30 minutes of Imagine Learning ○ Students will log into their portal and access the Imagine Learning program through Schoology.
Basic Vocabulary	**Nearpod Lesson 460:** Basic English Vocabulary Bundle 7 Theme: Money Lesson 7.1 
Reading Comprehension	• Skill: Expository Text Structure • Read Article 2: Make Your Own Recycled Paper • Monitor reading comprehension. • Have the students work in pairs to complete the "Just the Facts" graphic organizer. • Printouts: Just The Facts Activity .pdf • Reading fluency: Have the students practice reading the article aloud.

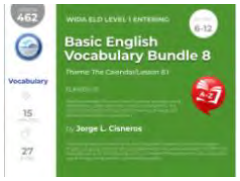
Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Thursday	
ELA B.E.S.T and WIDA ELD Standards	ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds. ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words. ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words. ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. **WIDA** Standard 1: Social and Instructional language **WIDA** Standard 2: The language of Language Arts **WIDA** Standard 3: The language of Mathematics **WIDA** Standard 4: The language of Science **WIDA** Standard 5: The language of Social Studies
Lesson Objectives	Students will develop language skills by practicing daily and academic vocabulary, phonics, fluency, and reading comprehension.

Opening Routine	• Greet students
	  ○ Review greetings: good morning, good afternoon, and good evening.
	• Ice – Breaker
	  ○ Would You Rather Spring edition.(You can use 1 or 2 slides; facilitate class discussion and students practice speaking in English)
	• Review schedule of the day with clock representation (draw a clock on chart paper, board or display on smart board)

Phonics and Fluency	• Students read phrases in a timed activity. FCRR 23_f013_fast_phrases.pdf
Imagine Learning	• 30 minutes of Imagine Learning ○ Students will log into their portal and access the Imagine Learning program through Schoology

Secondary ELL Newcomer Spring Break Academy - Pacing Calendar

Basic Vocabulary	**Nearpod Lesson 462:** Basic English Vocabulary Bundle 8 Theme: The Calendar Lesson 8.1 
Reading Comprehension	• Skill: Making connections • Hands on activity: Have the students work in small groups to create a poster that illustrates how to reduce, reuse, and recycle. They must incorporate the vocabulary words introduced on Day 1. • Students will try their best to present the final product using words and phrases in English.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 3 ESOL 3

M/J Developmental Language Arts Through ESOL Level 3 **Course Code:1002181L3**

Front Matter

NG Cengage Learning *Impact* offers a unique opportunity for students to develop language through real-world content, stunning photographs, video from authentic sources and inspiring opportunities to learn from National Geographic explorers. Throughout the units, students have several opportunities to make decisions about their learning during **Choice Activities**. Choice Activities, and games promote 21st Century Skills and values. Students also have opportunities to develop language while working collaboratively in pairs or groups.

Each unit includes 10 sections: Unit Opener, Vocabulary, Speaking Strategy, Grammar 1, Reading, Video, Grammar 2, Writing, Mission, and Make an Impact Project. Every two units there is an Express Yourself section that synthesizes what students learned in the preceding units and helps students make connections beyond the unit themes. Pronunciation is embedded within the lesson components.

Now I Can statements found in the student Workbook are brief self-assessments that offer the opportunity to reflect on student learning and identify areas for teachers to revisit learning targets.

IMPACT offers students and teachers, MyELT, an online platform with interactive activities to support each section from the student book.

- Vocabulary
- Speaking Strategy
- Grammar
- Reading
- Video
- Writing

Click Here to access the RESOURCES and INFORMATION listed below.

1. Supplemental Resources for teachers to use to support instruction
2. Intentional Routines and Rotations

Differentiated Instruction: Routines and Rotations

IMPACT_Middle School

Whole Group:
- **Opening Routine**
- Bell Ringer related to the lesson
- Present strategy or skill
- Quick video to introduce topic
- Wakelet Resources
- Warm Up

Teacher-led:
- **Present**
- Benchmark Hello! (ESOL 1 Newcomers)
- Data chat from Benchmark Hello!, Imagine Leaning, or Achieve3000
- Fluency – Oral reading
- Comprehension – Reading Strategy - Skills
- Oral reading/review
- Intentional instruction L, S, R, W
- Extend vocabulary
- Writing practice
- Conference – writing – editing
- Wakelet Resources

Technology:
- Benchmark Hello! (ESOL 1 Newcomers)
- Imagine Learning (ESOL 1
- Achieve3000 (ESOL 2,3,4)
- MyELT

Independent:
- **Practice**
- **Apply**
- **Extend**
- Benchmark *Hello!* (ESOL 1 Newcomers)
- Create a FLIP– Language Objectives
- Vocabulary Development
- Journal Writing
- Make an Impact Project
- Practice
- Apply
- Writing
- Graphic organizers
- Extend Worksheets

Wrap Up & Review

Note: Suggested rotational model to create routines.

Division of Academics, Department of Bilingual Education and World Languages, July 2023

M/J Developmental Language Arts Through ESOL Level 3 **Course Code:1002181L3**

ESOL 1 Textbook Options Based on Student Needs:

- Benchmark *Hello!* Quarter 1; Impact Foundation Quarters 2, 3, and 4.
- Impact Book 1 the entire year
- Benchmark *Hello!* Quarter 1; Impact Foundation Quarter 2; Impact Book 1 Quarters 3 and 4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 3 ESOL 3

M/J Developmental Language Arts Through ESOL Level 3 **Course Code:1002181L3**

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	Essential Content	Objectives	Instructional Tools
WIDA English Language Development (ELD) and Florida's B.E.S.T. ELA Standards are infused throughout the curriculum.	Grammar, Vocabulary, and Speaking Strategy follow the following format: • Warm-up • Present • Practice • Apply • Extend • Wrap-up Reading, Video, and Writing Components follow the following format: • Before You Read, Watch, Write • While You Read, Watch, Write • After You Read, Watch, Write **Assessment** • Each component includes an opportunity for formative assessment. • Each unit includes an opportunity for summative assessment in the form of a unit quiz.	The objectives reflect the Content and Language Objectives listed in the Unit Opener page found in the Teacher's Edition.	Materials suggested in the Teacher's Edition are listed in this column. NG Impact instructional resources are listed in this column: • Worksheets • Audio Tracks • Video Scenes • Writing Worksheets **Supplemental Technology Resources:** • **My ELT** • **iWorld Nearpod Private Library** Lessons have been chosen to support B.E.S.T. standards. • **Achieve 3000** lessons are connected to the unit by theme. • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 3 ESOL 3

M/J Developmental Language Arts Through ESOL Level 3 **Course Code:1002181L3**

First Quarter August 17 – October 27 Weeks 1 – 11 Units 1-2	Second Quarter October 30 – January 19 Weeks 12 – 20 Units 3-4	Third Quarter January 22 – April 10 Weeks 21 – 31 Units 5-6	Fourth Quarter April 11 – June 07 Weeks 31 – 39 Units 7-8
Week 1: • **THEME**: Back to School • "Where I'm From," Poem by George Ella Lyon • Classroom Routines **Weeks 2-6:** • **UNIT 1:** Who Am I? • **THEME:** Teen Identity and Personality • **MISSION:** Be Determined • **EXPLORER:** National Geographic Explorer: Jack Andrada, Inventor • **PROJECT:** Make an Impact > Survey, Report, Advice Column • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 1-2**: Creative Expression: Flash Fiction – *A Day in the Life* – Making Connections: Teen identity and misunderstood animals. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 12-16:** • **UNIT 3:** Everybody's Doing It! • **THEME:** Human and Animal Group Behavior • **MISSION:** Collaborate • **EXPLORER:** National Geographic Explorer: Iain Couzin, Behavioral Ecologist • **PROJECT:** Make an Impact > Flash Mob, Video, Photoshop • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4**: Creative Expression: Poem – *The Garb Age*– Making Connections: Fashion trends and group behavior. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 21-25:** • **UNIT 5:** Flying High • **THEME:** Evolution of animal and human flight • **MISSION:** Explore Your Interests • **EXPLORER:** National Geographic Explorer: Ryan Carney, Paleontologist/Evolutionary • **PROJECT:** Make an Impact > Flying Machine Model, Poster, Advertisement • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Movie Script – *Mission: Discovery!* – Making Connections: The history of flight and space exploration **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 31-35:** • **UNIT 7:** Visual Stories • **THEME:** Telling Visual Stories • **MISSION:** Tell Stories • **EXPLORER:** National Geographic Photographer: Ami Vitale • **PROJECT:** Make an Impact > Flipbook, Profile of a Visual Storyteller, Visual Story • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Presentation – *Not Your Typical Performance* – Making Connections: Telling stories through art and performance. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 3 ESOL 3

M/J Developmental Language Arts Through ESOL Level 3 **Course Code:1002181L3**

First Quarter August 17 – October 27 Weeks 1 – 11 Units 1-2	Second Quarter October 30 – January 19 Weeks 12 – 20 Units 3-4	Third Quarter January 22 – April 10 Weeks 21 – 31 Units 5-6	Fourth Quarter April 11 – June 07 Weeks 31 – 39 Units 7-8
Weeks 7-11: • **UNIT 2:** Misunderstood Animals • **THEME:** Animals in Popular Culture • **MISSION:** Keep an Open Mind • **EXPLORER:** National Geographic Explorer: Jenny Daltry, Herpetologist • **PROJECT:** Make an Impact > Fact Cards, TV Quiz Show, Informational Posters • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 1-2**: Creative Expression: Flash Fiction – *A Day in the Life* – Making Connections: Teen identity and misunderstood animals. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClas**	**Weeks 17-20:** • **UNIT 4:** Fashion Footprints • **THEME:** Making responsible fashion choices • **MISSION:** Your Choices Count • **EXPLORER:** National Geographic Explorer: Asher Jay, Creative Conservationist • **PROJECT:** Make an Impact > Blog Entry, Scavenger Hunt, Awareness Day • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4**: Creative Expression: Poem – *The Garb Age*– Making Connections: Fashion trends and group behavior. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 26-31:** • **UNIT 6:** New Frontiers • **THEME:** Space exploration • **MISSION:** Discover the Future • **EXPLORER:** National Geographic Explorer: Bethany Ehlmann, Planetary • **PROJECT:** Make an Impact > Postcard, Space Mission, TV Script • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Movie Script – *Mission: Discovery!* – Making Connections: The history of flight and space exploration **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 36-39:** • **UNIT 8:** Perform and Create • **THEME:** Creative Expressions • **MISSION:** Do Your Own Thing • **EXPLORER:** National Geographic Photographer: Paul D. Miller aka DJ Spooky, Artist/Writer/Musician • **PROJECT:** Make an Impact > Perform, interview a Performer, Make a Timeline • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Presentation – *Not Your Typical Performance* – Making Connections: Telling stories through art and performance. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 4 ESOL 4

M/J Developmental Language Arts Through ESOL Level 4 **Course Code:1002181L4**

Front Matter

NG Cengage Learning *Impact* offers a unique opportunity for students to develop language through real-world content, stunning photographs, video from authentic sources and inspiring opportunities to learn from National Geographic explorers. Throughout the units, students have several opportunities to make decisions about their learning during **Choice Activities**. Choice Activities, and games promote 21st Century Skills and values. Students also have opportunities to develop language while working collaboratively in pairs or groups.

Each unit includes 10 sections: Unit Opener, Vocabulary, Speaking Strategy, Grammar 1, Reading, Video, Grammar 2, Writing, Mission, and Make an Impact Project. Every two units there is an Express Yourself section that synthesizes what students learned in the preceding units and helps students make connections beyond the unit themes. Pronunciation is embedded within the lesson components.

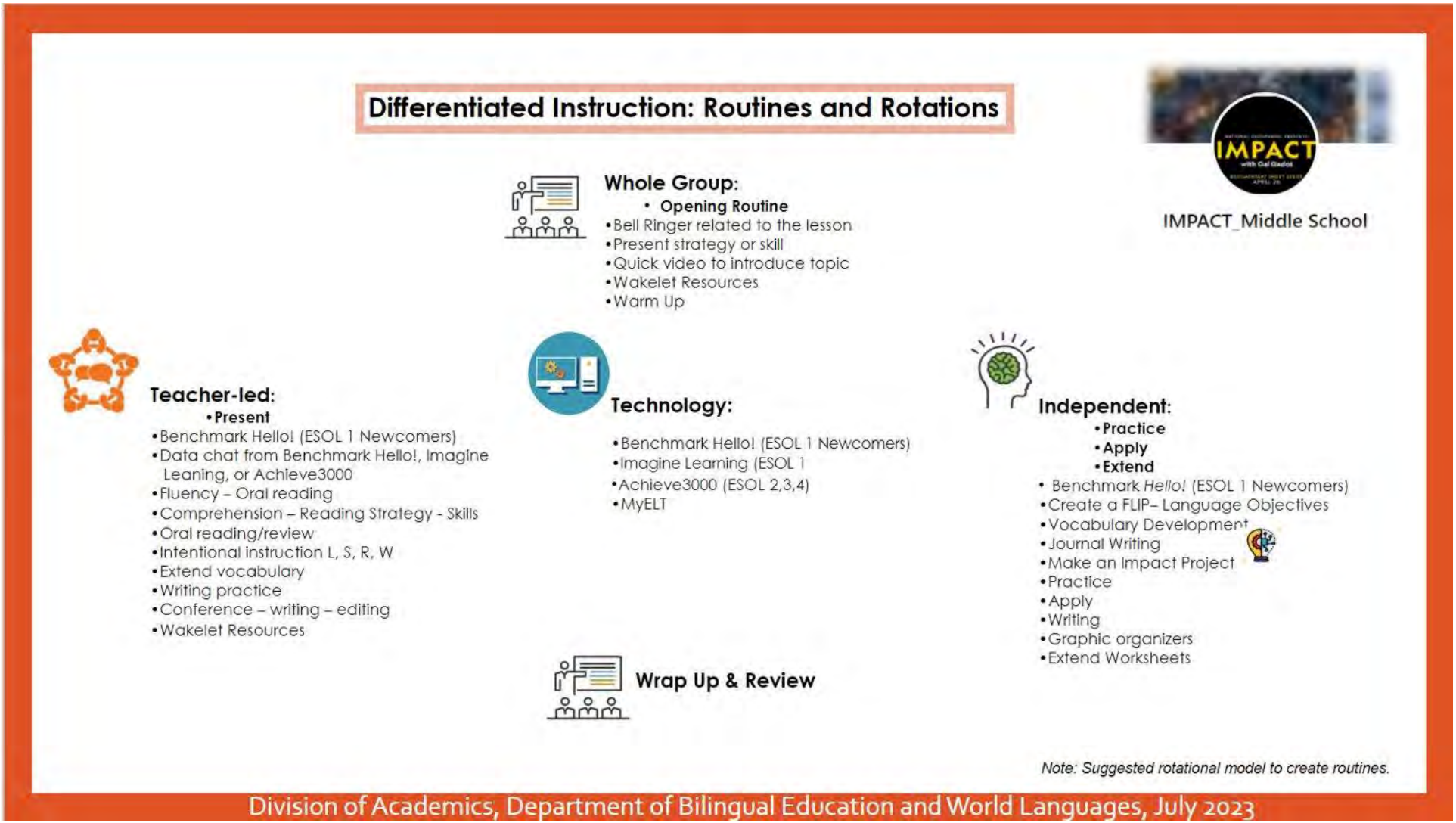
Now I Can statements found in the student Workbook are brief self-assessments that offer the opportunity to reflect on student learning and identify areas for teachers to revisit learning targets.

IMPACT offers students and teachers, MyELT, an online platform with interactive activities to support each section from the student book.

- Vocabulary
- Speaking Strategy
- Grammar
- Reading
- Video
- Writing

Click Here to access the RESOURCES and INFORMATION listed below.

1. Supplemental Resources for teachers to use to support instruction
2. Intentional Routines and Rotations


Differentiated Instruction: Routines and Rotations
IMPACT
IMPACT_Middle School
Whole Group:
• Opening Routine
•Bell Ringer related to the lesson
•Present strategy or skill
•Quick video to introduce topic
•Wakelet Resources
•Warm Up
Teacher-led:
•Present
•Benchmark Hello! (ESOL 1 Newcomers)
•Data chat from Benchmark Hello!, Imagine Leaning, or Achieve3000
•Fluency – Oral reading
•Comprehension – Reading Strategy - Skills
•Oral reading/review
•Intentional instruction L, S, R, W
•Extend vocabulary
•Writing practice
•Conference – writing – editing
•Wakelet Resources
Technology:
•Benchmark Hello! (ESOL 1 Newcomers)
•Imagine Learning (ESOL 1
•Achieve3000 (ESOL 2,3,4)
•MyELT
Independent:
•Practice
•Apply
•Extend
• Benchmark Hello! (ESOL 1 Newcomers)
•Create a FLIP– Language Objectives
•Vocabulary Development
•Journal Writing
•Make an Impact Project
•Practice
•Apply
•Writing
•Graphic organizers
•Extend Worksheets
Wrap Up & Review
Note: Suggested rotational model to create routines.
Division of Academics, Department of Bilingual Education and World Languages, July 2023

M/J Developmental Language Arts Through ESOL Level 4 **Course Code:1002181L4**

ESOL 1 Textbook Options Based on Student Needs:

- Benchmark *Hello!* Quarter 1; Impact Foundation Quarters 2, 3, and 4.
- Impact Book 1 the entire year
- Benchmark *Hello!* Quarter 1; Impact Foundation Quarter 2; Impact Book 1 Quarters 3 and 4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 4 ESOL 4

M/J Developmental Language Arts Through ESOL Level 4 **Course Code:1002181L4**

WIDA ELD Standards Florida's B.E.S.T. ELA Standards	Essential Content	Objectives	Instructional Tools
WIDA English Language Development (ELD) and Florida's B.E.S.T. ELA Standards are infused throughout the curriculum.	Grammar, Vocabulary, and Speaking Strategy follow the following format: • Warm-up • Present • Practice • Apply • Extend • Wrap-up Reading, Video, and Writing Components follow the following format: • Before You Read, Watch, Write • While You Read, Watch, Write • After You Read, Watch, Write **Assessment** • Each component includes an opportunity for formative assessment • Each unit includes an opportunity for summative assessment in the form of a unit quiz	• The objectives reflect the Content and Language Objectives listed in the Unit Opener page found in the Teacher's Edition	Materials suggested in the Teacher's Edition are listed in this column. NG Impact instructional resources are listed in this column: • Worksheets • Audio Tracks • Video Scenes • Writing Worksheets **Supplemental Technology:** • **My ELT** • **iWorld Nearpod Private Library** Lessons have been chosen to support B.E.S.T. Standards. • **Achieve3000** lessons are connected to the unit by theme. • **Wakelet Resources** • **Ellevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 4 ESOL 4

M/J Developmental Language Arts Through ESOL Level 4 **Course Code:1002181L4**

First Quarter August 17- October 26 Weeks 1 – 11 Units 1-2	Second Quarter October 30 – January 18 Weeks 12– 20 Units 3-4	Third Quarter January 22 – April 09 Weeks 21 – 31 Units 5-6	Fourth Quarter April 11 – June 06 Weeks 31 – 39 Units 7-8
Week 1: • **Theme:** Back to School • **Poem:** "Where I'm From," by George Ella Lyon • Establishing Classroom Routines • **Achieve 3000** • **iWorld Private Library NNPs** **Weeks 2-6:** • **UNIT 1:** Who Am I? • **THEME:** Teen Identity and Personality • **MISSION:** Be Determined • **NATIONAL GEOGRAPHIC EXPLORER:** Jack Andrada, Inventor • **PROJECT:** Make an Impact > Survey, Report, Advice Column • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 1-2**: Creative Expression: Flash Fiction – *A Day in the Life* – Making Connections: Teen identity and misunderstood animals **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 12-16:** • **UNIT 3:** Food Matters • **THEME: Food Sustainability** • **NATIONAL GEOGRAPHIC EXPLORER:**, Chef/Conservationist, Barton Seaver • **MISSION: Know Your Food** • **EXPRESS YOURSELF Creative** Expression: Online invitation Reduce, Reuse, Recycle, Rock! Making connections: Sustainable eating and fun **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 21-25:** • **UNIT 5:** Why We Explore • **THEME:** Why It's Important to Explore • **NATIONAL GEOGRAPHIC EXPLORER:** Corey Jaskolski, Engineer/ Inventor • **MISSION**: Learn by Doing • **EXPRESS YOURSELF UNITS 5 and 6** Creative Expression: Science-fiction story *A Journey to the Center of the Earth Making* connections: Exploration and discovery and giants past and present **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 31-34:** • **UNIT 7:** Creative Problem Solving • **THEME:** Problems and how people creatively solve them • **NATIONAL GEOGRAPHIC EXPLORER:** Tan Le Innovator/Entrepreneur • **MISSION**: Don't Give Up • **EXPRESS YOURSELF UNITS 7 and 8** Creative Expression: Contest Droidganizer Making connections: Creative problem-solving and art **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 4 ESOL 4

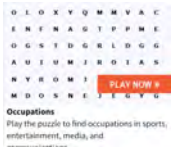
M/J Developmental Language Arts Through ESOL Level 4 **Course Code:1002181L4**

First Quarter August 17- October 26 Weeks 1 – 11 Units 1-2	Second Quarter October 30 – January 18 Weeks 12– 20 Units 3-4	Third Quarter January 22 – April 09 Weeks 21 – 31 Units 5-6	Fourth Quarter April 11 – June 06 Weeks 31 – 39 Units 7-8
Weeks 7-11: • **UNIT 2:** It Takes a Village • **THEME:** Digital Humanitarianism and Crowdsourcing • **NATIONAL GEOGRAPHIC EXPLORER:** Crisis Mapper: Patrick Meier • **MISSION:** Do Your Part • **EXPRESS YOURSELF Units 1-2**: Creative Expression: Graphic novel The Adventures of Crisis Crusher Making connections: Pushing limits while working to help others **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 17-20:** • **UNIT 4:** The Footprint of Fun • **THEME:** The environmental impact of entertainment • **MISSION:** Reduce Your Footprint • **NATIONAL GEOGRAPHIC EXPLORER** Ambassador to the Arts, Musician, Jack Johnson • **MISSION**: Reduce Your Footprint • **EXPRESS YOURSELF UNITS 3 and 4** Creative Expression: Online invitation *Reduce, Reuse, Recycle, Rock!* Making connections: Sustainable eating and fun **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 26-31:** • **UNIT 6:** Giants • **THEME:** Giant plants and animals of the past and present • **NATIONAL GEOGRAPHIC EXPLORER**: Nizar Ibrahim, Paleontologist • **MISSION**: Make Big Plans • **EXPRESS YOURSELF UNITS 5 and 6** Creative Expression: Science-fiction story *A Journey to the Center of the Earth Making* connections: Exploration and discovery and giants past and present **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 35-39:** • **UNIT 8:** Art Connections • **THEME:** Art and our connection to it • **NATIONAL GEOGRAPHIC EXPLORER:** Photographer: Stephen Alvarez • **MISSION**: Connect through Art • **EXPRESS YOURSELF UNITS 7 and 8** Creative Expression: Contest Droidganizer Making connections: Creative problem-solving and art **Supplemental Technology Resources:** • **Achieve3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

Department of Career and Technical Education
Computer Applications in Business 1 Course Codes 820021011
Quarter 1 Pacing Guides
2022 – 2023

Week	Focus Standard	Objectives	Lesson Activities (180 minutes Recommended Per Week)	Learning Games	Additional Technology Integration Links
Week 9	4.03 Move text in a document using the copying/cutting/pasting and drag/drop text commands. 4.04 Apply tabs, line spacing and paragraph indents	***The Student Will Learn To:*** 1. Insert Text and Paragraphs 2. Format Text and Paragraphs 3. Order and Group Text and Paragraphs	**Format Texts, Paragraphs and Sections>** Complete> Lessons 1- 4> Exercise Labs	 (5) Astronaut Training - STEM in 30 - YouTube	

Department of Career and Technical Education
Computer Applications in Business 1 Course Codes 820021011
Quarter 1 Pacing Guides
2022 – 2023

Week	Focus Standards	Objectives	Lesson Activities	Learning Games	Additional Technology Integration Links
WEEK 6	7.06 Make a prepared presentation. 7. 01 Demonstrate an understanding of the importance of a positive attitude in obtaining and maintaining a job To assist students in meeting their employability goals	**Students will be able to:** ● Create their own business plan for a product/service ● Analyze sample business pitches for effectiveness ● Write and present a business pitch for the class To assist students in meeting their employability goals.	Empower middle school students to effectively set goals, prepare for careers, and manage their financial future through interactive, real-life scenarios. Using EverFi, Future Smart. 1. Go to Student or Teacher Portal 2. Apps/Services/Sites 3. EVERFI 4. Create Classes & Add Future Smart 5. **Complete Module Five**: Planning and Building a Business 6. Build a Business Pitch (See Below & Last Column) 7. Students present Pitch to class 8. Students give feedback based on Rubric in Lesson Resources https://platform.everfi.net/teacher/courses	K-12: Games & Quizzes: U.S. Bureau of Labor Statistics (bls.gov) 	**Build a Business Pitch** Watch 2 sample "Shark Tank" Business Pitches via YouTube examples. **Sample 1:** Mo's Bows (Show from 0:00 to 1:36 only) https://www.youtube.com/watch?v=7elivBOu31c **Sample 2:** M3 Girls Designs: 1:47 Long https://www.youtube.com/watch?v=zSCCKnkyHNM ● Display a list of "ideas for business starters" on the board or overhead to help students generate ideas for their business

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide 2023-2024
National Geographic Cengage Learning Impact Book 3 ESOL 3

M/J Developmental Language Arts Through ESOL 3 — Course Code: 1002181L3

STRANDS: FOUNDATIONS/READING/COMMUNICATION/VOCABULARY/ELA EXPECTATIONS
THEME: Back to School

Pacing
Quarter 1 Week 1 08/17/23-08/18/23

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS **ELD.K12.ELL.LA.1**: English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**. **ELD.K12.ELL.SI.1**: English language learners communicate for **social** and **instructional** purposes within the school setting. **FLORIDA'S B.E.S.T. ELA STANDARDS** **ELA.8.R.1.4:** Analyze structure, sound, imagery, and figurative language in poetry. **ELA.8.R.3.1:** Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s). **ELA.8.C.2.1:** Present information orally, in a logical sequence,	**Listening:** • **Warm Up** ○ Activate Prior Knowledge: Introduce the author George Ella Lyon http://www.georgeellalyon.com/about.html • **Present** ○ Listen to George Ella read the poem http://www.georgeellalyon.com/audio/where.mp3 • **Practice** ○ Listen to new words from the poem: *clothespins, carbon-tetrachloride, forsythia bush, Imogene and Alafair, Artemus and Billie's Branch, to drift, budded.* • **Apply** ○ Listen to the poem and jot down words that identify the author's personality. • **Extend** ○ Students read the poem to a shoulder partner. • **Wrap Up** ○ Students discuss what makes George Ella Lyon who she is. **Speaking:** • **Warm Up** ○ Activate Prior Knowledge: talk to your partners about your identity. What makes you who you are? • **Present**	***Content Objectives:*** Students will • describe their personalities and those of their classmates. • write a poem describing where they come from following Ella's example. • create an interactive notebook. ***Language Objectives:*** Students will • meet and introduce people. • talk about personality and character. *Determining mastery of objectives will be based on varied modes of assessment including pre-formative, summative, and self-assessment measures.*	**Core Text:** • "Where I'm From," Poem by George Ella Lyon • Establish Classroom Routine **Resources:** • "Where I'm From" Listen to George Ella read the poem http://www.georgeellalyon.com/audio/where.mp3 • Visit the author's website http://www.georgeellalyon.com/where.html • "Where I am From" Template https://freeology.com/wp-content/files/iampoem.pdf **iWorld Private Library NPPs:** • **Nearpod Lesson # 93:** School Lunches • **Nearpod Lesson # 160:** School Uniforms **Achieve3000:** • Administer the Level Set assessment to all students • Familiarize students with the program and learning tools • Set learning expectations (minimum 2 passages per week)

M/J Developmental Language Arts Through ESOL 3 **Course Code: 1002181L3**

STRANDS: FOUNDATIONS/READING/COMMUNICATION/VOCABULARY/ELA EXPECTATIONS
THEME: Back to School

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
supporting the central idea with credible evidence. **ELA.8.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **ELA.8.V.1.3:** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	○ Describe your home culture to peers from different countries • **Practice** ○ Talk to your classmates about a family tradition that you value. • **Apply** ○ Talk to your classmates about objects, places, plants, animals, or people that you identify with and why. • **Extend** ○ Explain what makes you who you are using figurative language. • **Wrap Up** ○ Compare yourself to one of your classmates using a simile. **Reading:** • **Warm Up** ○ Activate Prior Knowledge: What is a poem? Who is George Ella Lyon? • **Present** ○ Read the poem *Where I'm From* by Geroge Ella Lyon. http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf • **Practice** ○ Students read the poem to their partners with intonation. • **Apply** ○ Identify the central idea of the poem. ○ Analyze examples of figurative language in the poem. • **Extend** ○ Use words to describe the mood and tone of the poem.		• Review Progress monitoring tools and schedule of data chats **WIDA Website:** https://www.wida.us/ **NOTE:** Use your professional judgment as to which lessons or parts of lessons would be most beneficial for your students based on your data.

M/J Developmental Language Arts Through ESOL 3 **Course Code: 1002181L3**

STRANDS: FOUNDATIONS/READING/COMMUNICATION/VOCABULARY/ELA EXPECTATIONS
THEME: Back to School

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS

	• **Wrap Up**
	  ○ Students read a poem of their choice to a shoulder partner.
	Writing:
	• **Warm Up**
	  ○ Introduce *Where I'm From* template and discuss new words. http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf
	• **Present**
	  ○ Students plan their poem by listing what makes them who they are.
	• **Practice**
	  ○ Students write a poem describing where they come from using this template http://www.scholastic.com/content/collateral_resources/pdf/t/Target_I_am_from%20poem.pdf
	• **Apply**
	  ○ Students revise and edit poem
	• **Extend**
	  ○ Students use same template to describe a relative or close friend.
	• **Wrap Up**
	  ○ Students decorate poem and post in the classroom.		

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide 2023-2024
National Geographic Impact Book 4 ESOL 4

M/J Developmental Language Arts Through ESOL 4 **Course Code: 1002181L4**

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
UNIT 1: Pushing the Limits
THEME: Pushing Mental and Physical Limits
EXPLORER: National Geographic Photography Fellow: Cory Richards, Photojournalist
MISSION: Test Your Limits
EXPRESS YOURSELF Creative Expression: Graphic novel The Adventures of Crisis Crusher Making connections: Pushing limits while working to help others

Pacing
Quarter 1 Weeks 2–6 8/21/23 – 9/22/23 09/04/23 Legal Holiday

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
WIDA ELD STANDARDS **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts.** **ELD.K12.ELL.SI.1:** English language learners communicate for **social** and **instructional** purposes within the school setting. **ELD.K12.ELL.SC.1:**English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**. **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas	**Unit 1 Opener (TE 38-39)** • **Introduce the Unit** ○ Build Background • **Extend** ○ Worksheet 4.1.1 (Teacher's Resource CD-ROM/Website); CPT Unit Opener **Vocabulary (TE 40-43)** • **Warm Up** ○ Activate Prior Knowledge • **Present** ○ TR 2-3 (Audio CD/Website) • **Practice** ○ Learn new words; TR 4-5 (Audio Cd/Website/CPT) ○ Vocabulary Strategy: Prefix -un • **Apply** ○ Think-Pair-Share • **Extend** ○ Worksheet 4.1.2 (Teacher's Resource CD-ROM/Website) ○ Workbook pp.2-3 • **Wrap Up** ➢ **Formative Assessment** **Speaking Strategy (TE 44-45)**	***Content Objectives:*** Students will • describe physical and mental challenges faced and identify ways that people overcome obstacles. • describe how pushing beyond limits helps people understand themselves and connect to the world and others. ***Language Objectives:*** Students will • talk about extreme sports and pushing mental and physical limits. • show interest in a conversation	**Core Text: *Impact 4 Unit 1*** **Teacher Edition pp. 38-63** **Student Textbook pp. 8-24** **Differentiated Instruction:** **Intentional Routines and Rotations** **Whole Group:** *Impact* • Warm-up • Present Language Focus Skill(s) • Wrap-up • Wakelet Resources • iWorld Nearpod Private Library **Small Groups/Centers:** **1. Teacher-led:**

M/J Developmental Language Arts Through ESOL 4 — Course Code: 1002181L4

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
UNIT 1: Pushing the Limits
THEME: Pushing Mental and Physical Limits
EXPLORER: National Geographic Photography Fellow: Cory Richards, Photojournalist
MISSION: Test Your Limits
EXPRESS YOURSELF Creative Expression: Graphic novel The Adventures of Crisis Crusher Making connections: Pushing limits while working to help others

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS

and concepts necessary for academic success in the content area of **Mathematics.**
 	
FLORIDA'S B.E.S.T. ELA STANDARDS
 	
ELA.8.R.2.1: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
 	
ELA.8.R.2.2: Analyze two or more central ideas and their development throughout a text.
 	
ELA.8.R.3.2: Paraphrase content from grade-level texts.
 	
ELA.8.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.
 	
ELA.8.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.
 	
ELA.8.C.3.1: Follow the rules of objective English grammar, punctuation,
	• **Warm Up**
	  ○ Revisit
	• **Present**
	  ○ TR: 6-7 (Audio CD/Website/CPT)
	• **Practice**
	• **Apply**
	  ○ Game Board (SE p. 153)
	  ○ Connect
	• **Extend**
	  ○ Worksheet 3.1.3 (Teacher's CD-ROM/Website)
	• **Wrap Up**
	  ➢ Formative Assessment
	Grammar 1: Using embedded clauses, questions and commands (TE 46-49)
	• **Warm Up**
	  ○ Preteach Embedded clauses, questions and commands
	• **Present**
	  ○ TR: 8 (Audio CD/Website/CPT)
	• **Practice**
	  ○ TR: 9 (Audio CD/Website/CPT)
	• **Apply**
	  ○ Learn new words; TR: 10-11 (Audio CD/Website/CPT)
	• **Extend**
	• **Wrap Up**
	  ➢ Formative Assessment
	  ➢ Workbook pp.4-5
		• use embedded clauses, questions, and commands.
		• add emphasis.
		• write a biography of an athlete.
		
		Determining mastery of objectives will be based on varied modes of assessment including pre-formative, summative, and self-assessment measures.
			• Practice Language Focus skills as indicated in each unit section of Impact
			• iWorld Nearpod Library
			
			2. Student Independent:
			• Apply
			• Extend Worksheet
			• Make an Impact project
			
			3. **Technology**:
			• Achieve 3000
			• MyELT
			• iWorld Nearpod
			• Wakelet Resources
			
			Impact Resources:
			• Online Workbook
			• Teacher's Resource CD-ROM/Website/CPT
			• Audio CD/Website/CPT
			• DVD/Website/CPT
			• Teacher's Resource CD-ROM/Website/CPT
			
			Suggested Additional Materials:
			• globe or map of the world

M/J Developmental Language Arts Through ESOL 4 — Course Code: 1002181L4

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
UNIT 1: Pushing the Limits
THEME: Pushing Mental and Physical Limits
EXPLORER: National Geographic Photography Fellow: Cory Richards, Photojournalist
MISSION: Test Your Limits
EXPRESS YOURSELF Creative Expression: Graphic novel The Adventures of Crisis Crusher Making connections: Pushing limits while working to help others

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS

capitalization, and spelling appropriate to grade level.
 	
ELA.8.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
 	
ELA.8.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.
 	
ELA.8.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
 	
.
	• **Pronunciation:** Intonation in embedded yes/no questions (TE p.49/SE p.144; TR: 113-114)
	Reading: *No Limits* (TE 50-53)
	• **Reading Strategy:** Summarize
	• **Warm Up**
	  ○ Activate Prior Knowledge
	• **Before You Read**
	  ○ Learn new words; TR: 12 (Audio CD/Website/CPT)
	  ○ Vocabulary Strategy: Using a Dictionary
	• **While You Read**
	  ○ TR: 13 (Audio CD/Website/CPT)
	  ○ Graphic Organizers: Note-taking chart, 5 for each student
	• **After You Read**
	• **Extend**
	  ○ Worksheet 4.1.4 (Teacher's CD-ROM/Website)
	• **Wrap Up**
	  ➢ Formative Assessment
	  ➢ Online Workbook/Workbook pp.6-7
	Video (TE 54-55)
	• **Before You Watch**
	• **While You Watch**
	  ○ Video Scene 1.1 (DVD/Website/CPT)
	• **After you Watch**
	  ➢ Formative Assessment
			• small ball or beanbag
			• index cards
			• photos with personal meaning that students bring from home
			• video recording device
			
			<u>Supplemental Technology Resources:</u>
			iWorld Private Library NPPs:
			
			• **Nearpod Lesson # 511: 1.1** Embedded Questions
			• **Nearpod Lesson # 512: 1.2** Embedded Questions
			• **Nearpod Lesson # 597:** Imperatives
			
			<u>Achieve 3000:</u>
			• **Playing Hard** Article Summary: Athletes competed in the third annual Extremity Games competition, which featured sports such as mountain biking, skateboarding, and surfing.
			• **Meet the New Liu Xuan** Article Summary: Former Chinese gymnast Liu Xuan has become an actress and a singer. She wants to show that athletes can start new careers after they retire.
			
			<u>Supplemental Resources per UNIT</u>

M/J Developmental Language Arts Through ESOL 4 — Course Code: 1002181L4

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
UNIT 1: Pushing the Limits
THEME: Pushing Mental and Physical Limits
EXPLORER: National Geographic Photography Fellow: Cory Richards, Photojournalist
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WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	➢ Online Workbook/Workbook Video **Grammar 2: Adding Emphasis (TE 56-57)** • **Warm Up** o Build Background • **Present** o TR: 14 (Audio CD/Website/CPT) • **Practice** • **Apply** o Cards (SE 155) • **Extend** o Worksheet 4.1.5 (Teacher's CD-ROM/Website) • **Wrap Up** ➢ Formative Assessment ➢ Online Workbook/Workbook pp.8-9 **Writing: Genre: Biography (TE 58-60)** • **Warm Up** o Build Background • **Present** • **Read the Model** o Genre Writing Worksheet: Biography (Teacher's Resource CD-ROM/Website/CPT) • **Plan** o Process Writing Worksheets 1-5 o Online Workbook/Workbook p.10		**ELLevation Instructional Activities:** • Build Background • Clarify Input • Fortify Output • Foster Interaction • Develop Academic Language • Assess Language and Learning **WIDA Website:** https://www.wida.us/ **NOTE:** Use your professional judgment as to which lessons or parts of lessons would be most beneficial for your students based on your data.

M/J Developmental Language Arts Through ESOL 4 **Course Code: 1002181L4**

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
UNIT 1: Pushing the Limits
THEME: Pushing Mental and Physical Limits
EXPLORER: National Geographic Photography Fellow: Cory Richards, Photojournalist
MISSION: Test Your Limits
EXPRESS YOURSELF Creative Expression: Graphic novel The Adventures of Crisis Crusher Making connections: Pushing limits while working to help others

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS

	• **Write**
	• **Revise**
	• **Edit and Proofread**
	• **Publish**
	Mission: Test Your Limits (TE 61)
	• **Activity 1. Work independently.**
	  ○ Video Scene 1.2 (DVD/Website/CPT)
	• **Activity 2. Work in pairs.**
	• **Activity 3. Work in groups.**
	  ○ Worksheet 4.1.6 (Teacher's Resource CD-ROM/Website)
	  ➢ Online Workbook: Meet the Explorer
	Project
	• **Prepare**
	  ○ **Activity A:** Try something new!
	  ○ **Activity B:** Create an instructional video.
	  ○ **Activity C:** Interview a role model.
	• **Share**
	  ○ Modify
	
	Assessment: Unit 1 Quiz (TE 254)
	• **Unit Review**
	  ○ Worksheet 4.1.7 (Teacher's Resource CD-ROM/Website)
	  ○ Online Workbook: Now I Can
	  ○ Workbook p.11 and p. 90		

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide 2023-2024
National Geographic Cengage Learning Impact Book 4 ESOL 4

M/J Developmental Language Arts Through ESOL 4 — Course Code: 1002181L4

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
THEME: Back to School

Pacing
Quarter 1 Week 1 08/17/23 –08/18/23

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
WIDA ELD STANDARDS **ELD.K12.ELL.LA.1**: English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts.** **ELD.K12.ELL.SI.1**: English language learners communicate for **Social and Instructional** purposes within the school setting. **FLORIDA'S B.E.S.T. STANDARDS** **ELA.7.R.2.1**: Explain how individual text sections and/or features convey a purpose in texts. **ELA.7.C.2.1**: Present information orally, in a logical sequence, emphasizing key points that support the central idea **ELA.7.C.3.1**: Follow the rules of objective English grammar, punctuation, capitalization, and spelling appropriate to grade level. **ELA.7.C.4.1:** Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.	**Week 1:** **Week of Welcome:** **Listening:** • **Warm Up** ○ Activate Prior Knowledge: Introduce the author George Ella Lyon http://www.georgeellalyon.com/about.html • **Present** ○ Listen to George Ella read the poem http://www.georgeellalyon.com/audio/where.mp3 • **Practice** ○ Listen to new words from the poem: *clothespins, carbon-tetrachloride, forsythia bush, Imogene and Alafair, Artemus and Billie's Branch, to drift, budded.* • **Apply** ○ Listen to the poem and jot down words that identify the author's personality. • **Extend** ○ Students read the poem to a shoulder partner. • **Wrap Up** ○ Students discuss what makes George Ella Lyon who she is. **Speaking:** • **Warm Up**	***Content Objectives:*** Students will • describe their personalities and those of their classmates. • write a poem describing where they come from following Ella's example. • create an interactive notebook. ***Language Objectives:*** Students will • meet and introduce people. • talk about personality and character. *Determining mastery of objectives will be based on varied modes of assessment including pre-formative, summative, and self-assessment measures.*	**Core Text:** • "Where I'm From," Poem by George Ella Lyon **Resources:** • "Where I'm From" Listen to George Ella read the poem http://www.georgeellalyon.com/audio/where.mp3 • Visit the author's website http://www.georgeellalyon.com/where.html • "Where I am From" Template http://www.scholastic.com/content/collateral_resources/pdf/t/Target_I_am_from%20poem.pdf **iWorld Private Library NPPs:** • **Nearpod Lesson # 93:** School Lunches • **Nearpod Lesson # 160:** School Uniforms **Achieve3000:** • Administer the Level Set assessment to all students. • Familiarize students with the program and learning tools.

M/J Developmental Language Arts Through ESOL 4 **Course Code: 1002181L4**

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
THEME: Back to School

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
ELA.7.C.5.1: Integrate diverse digital media to build cohesion in oral or written tasks.	○ Activate Prior Knowledge: talk to your partners about your identity. What makes you who you are? • **Present** ○ Describe your home culture to peers from different countries • **Practice** ○ Talk to your classmates about a family tradition that you value. • **Apply** ○ Talk to your classmates about objects, places, plants, animals, or people that you identify with and why. • **Extend** ○ Explain what makes you who you are using figurative language. • **Wrap Up** ○ Compare yourself to one of your classmates using a simile. **Reading:** • **Warm Up** ○ Activate Prior Knowledge: What is a poem? Who is George Ella Lyon? • **Present** ○ Read the poem *Where I'm From* by George Ella Lyon. http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf • **Practice** ○ Students read the poem to their partners with intonation. • **Apply** ○ Identify the central idea of the poem.		• Set learning expectations (minimum 2 passages per week). • Review Progress monitoring tools and schedule of data chats. **WIDA Website:** https://www.wida.us/ **NOTE:** Use your professional judgment as to which lessons or parts of lessons would be most beneficial for your students based on your data.

M/J Developmental Language Arts Through ESOL 4 **Course Code: 1002181L4**

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
THEME: Back to School

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	○ Analyze examples of figurative language in the poem. • **Extend** ○ Use words to describe the mood and tone of the poem. • **Wrap Up** ○ Students read a poem of their choice to a shoulder partner. **Writing:** • **Warm Up** ○ Introduce *Where I'm From* template and discuss new words. http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf • **Present** ○ Students plan their poem by listing what makes them who they are. • **Practice** ○ Students write a poem describing where they come from using this template http://www.scholastic.com/content/collateral_resources/pdf/t/Target_I_am_from%20poem.pdf • **Apply** ○ Students revise and edit poem • **Extend** ○ Students use same template to describe a relative or close friend. • **Wrap Up** ○ Students decorate poem and post in the classroom.		

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide 2023-2024
Benchmark Hello! ESOL 1

M/J Developmental Language Arts Through ESOL 1 — Course Code: 1002181L1

STRANDS/BODY OF KNOWLEDGE: **FOUNDATIONS/READING/COMMUNICATION/VOCABULARY/ELA EXPECTATIONS**
THEME: Back to School – Getting to Know You

Pacing
Quarter 1 Week 1 08/17/23-08/18/23

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
WIDA ELD STANDARDS **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**. **ELD.K12.ELL.SI.1:** English language learners communicate for **Social and Instructional** purposes within the school setting. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**. **FLORIDA'S B.E.S.T. ELA STANDARDS** **ELA.K12.EE. 5.1:** Use the accepted rules governing a specific format to create quality work. **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing. **ELA.7.C.2.1**: Present information orally, in a logical sequence, **emphasizing key points**	**Week 1:** **Week of Welcome:** *Use "Who We Are" t-shirt Teacher Directions. Teachers may use suggested "Who We Are" t-shirt template.* **Listening:** • **Warm Up** ○ Teacher presents their *"Who We Are" t-shirt* • **Practice – Apply** ○ Students create their own t-shirts, and practice presenting them to one another. • **Present** ○ Students present their own t-shirt to the whole group and listen to others. • **Extend** ○ Students present somebody else in the group.	***Content Objectives:*** Students will • describe themselves and explain likes and dislikes. • create an interactive T-Shirt. ***Language Objectives:*** Students will • meet and introduce people. • talk about themselves (likes and dislikes). *Determining mastery of objectives will be based on varied modes of assessment including pre-formative, summative, and self-assessment measures.*	**Differentiated Instruction:** **Intentional Routines and Rotations** **Whole Group:** *Impact* • Warm-up • Present Language Focus Skill(s) • Wrap-up • iWorld Nearpod Private Library **Small Groups/Centers:** 1. **Teacher-led:** • iWorld Nearpod Library 2. **Student Independent:** • Apply 3. **Technology**: • Imagine Learning • CLICK HERE: IMPACT Wakelet Resources **Supplemental Technology Resources:** **iWorld Private Library NPPs:** • **Nearpod Lesson # 93:** School Lunches • **Nearpod Lesson # 160:** School Uniforms

M/J Developmental Language Arts Through ESOL 1 **Course Code: 1002181L1**

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
that support credible evidence. **ELA.7.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.			**Imagine Learning:** • Familiarize students with the program and learning tools. • Set learning expectations (60 to 90 minutes a week). • Review Progress monitoring tools and schedule of data chats. **WIDA Website:** https://www.wida.us/ **NOTE:** Use your professional judgment as to which lessons or parts of lessons would be most beneficial for your students based on your data.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide 2023-2024
National Geographic Cengage Learning Impact Book 1 ESOL 1

M/J Developmental Language Arts Through ESOL 1 **Course Code: 1002181L1**

STRANDS/BODY OF KNOWLEDGE: FOUNDATIONS/READING/COMMUNICATION/VOCABULARY/ELA EXPECTATIONS
THEME: Back to School – Getting to Know You

Pacing
Quarter 1 Week 1 08/17/23-08/18/23

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
WIDA ELD STANDARDS **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**. **ELD.K12.ELL.SI.1:** English language learners communicate for **Social and Instructional** purposes within the school setting. **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**. **FLORIDA'S B.E.S.T. ELA STANDARDS** **ELA.K12.EE. 5.1:** Use the accepted rules governing a specific format to create quality work. **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing. **ELA.7.C.2.1**: Present information orally, in a logical sequence, **emphasizing key points**	**Week 1:** **Week of Welcome:** *Use "Who We Are" t-shirt Teacher Directions. Teachers may use suggested "Who We Are" t-shirt template.* **Listening:** • **Warm Up** ○ Teacher presents their *"Who We Are" t-shirt* • **Practice – Apply** ○ Students create their own t-shirts, and practice presenting them to one another. • **Present** ○ Students present their own t-shirt to the whole group and listen to others. • **Extend** ○ Students present somebody else in the group.	***Content Objectives:*** Students will • describe themselves and explain likes and dislikes. • create an interactive T-Shirt. ***Language Objectives:*** Students will • meet and introduce people. • talk about themselves (likes and dislikes). *Determining mastery of objectives will be based on varied modes of assessment including pre-formative, summative, and self-assessment measures.*	**Differentiated Instruction:** **Intentional Routines and Rotations** **Whole Group:** *Impact* • Warm-up • Present Language Focus Skill(s) • Wrap-up • iWorld Nearpod Private Library **Small Groups/Centers:** 1. **Teacher-led:** • iWorld Nearpod Library 2. **Student Independent:** • Apply 3. **Technology**: • Imagine Learning • CLICK HERE: IMPACT Wakelet Resources **Supplemental Technology Resources:** **iWorld Private Library NPPs:** • **Nearpod Lesson # 93:** School Lunches • **Nearpod Lesson # 160:** School Uniforms

M/J Developmental Language Arts Through ESOL 1 **Course Code: 1002181L1**

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
that support credible evidence. **ELA.7.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.			**Imagine Learning:** • Familiarize students with the program and learning tools. • Set learning expectations (60 to 90 minutes a week). • Review Progress monitoring tools and schedule of data chats. **WIDA Website:** https://www.wida.us/ **NOTE:** Use your professional judgment as to which lessons or parts of lessons would be most beneficial for your students based on your data.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide 2023-2024
National Geographic Cengage Learning Impact Book 2 ESOL 2

M/J Developmental Language Arts Through ESOL 2 **Course Code: 1002181L2**

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
UNIT 1: Color Matters
THEME: Color and its effect on people
MISSION: Look for Opportunities
EXPLORER: National Geographic Photographer: Annie Griffiths
EXPRESS YOURSELF: Creative Expression: Song - *One Truth*-Making Connections: How do colors affect your
GUIDING QUESTION: What do different colors make you think of?

Pacing
Quarter 1 Weeks 2–6 8/21/23 – 9/22/23 9/4/23 Legal Holiday

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
WIDA ELD STANDARDS **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting. **ELD.K12.ELL. SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.	**Unit 1 Opener** (TE 38-39) • **Introduce the Unit** ○ Activate Prior Knowledge • **Extend** ○ Worksheet 2.1.1 (Teacher's Resource CD-ROM/Website) **Vocabulary** (TE 40-43) • **Warm Up** ○ Activate Prior Knowledge • **Present** ○ (TR 3 Audio CD/Website/CPT) • **Practice** ○ Learn New Words (TR 4 & 5) ○ Vocabulary Strategy: *Suffix -al* • **Apply** • **Extend** ○ Worksheet 2.1.1 (Teacher's Resource CD-ROM/Website) • **Wrap Up Formative Assessment** **Speaking Strategy (TE 44-45)** • **Warm Up** ○ Activate Prior Knowledge	***Content Objectives:*** Students will • observe and describe colors in the natural world and in photographs • identify the influence of different colors on their own perception and moods ***Language Objectives:*** Students will • talk about colors and why they are important. • correct information • use comparatives and superlatives to compare two or more things. • use the to identify general and specific things.	**Core Text: *Impact* Book 2** **Teacher Edition (TE) 38-63** **Student Edition (SE) 8-23** **Differentiated Instruction:** **Intentional Routines and Rotations** **Whole Group:** *Impact* • Warm-up • Present Language Focus Skill(s) • Wrap-up • iWorld Nearpod Private Library • Supplemental Resources per UNIT

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide 2023-2024
National Geographic Cengage Learning Impact Book 2 ESOL 2

M/J Developmental Language Arts Through ESOL 2 — Course Code: 1002181L2

STRAND/BODY OF KNOWLEDGE: LITERATURE/INFORMATIONAL TEXT/WRITING/SPEAKING AND LISTENING/LANGUAGE
UNIT 1: Color Matters
THEME: Color and its effect on people
MISSION: Look for Opportunities
EXPLORER: National Geographic Photographer: Annie Griffiths
EXPRESS YOURSELF: Creative Expression: Song - *One Truth*-Making Connections: How do colors affect your
GUIDING QUESTION: What do different colors make you think of?

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS

FLORIDA'S B.E.S.T. ELA STANDARDS
 	
ELA.7.R.2.1: Explain how individual text sections and/or features convey a purpose in texts.
 	
ELA.7.C.2.1: Present information orally, in a logical sequence, emphasizing key points that support the central idea.
 	
ELA.7.C.3.1: Follow the rules of objective English grammar, punctuation, capitalization, and spelling appropriate to grade level.
 	
ELA.7.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
 	
ELA.7.C.5.1: Integrate diverse digital media to build cohesion in oral or written tasks.
	• **Present** TR 6-7 (Audio CD/Website/CPT))
	• **Practice**
	• **Apply**
	  ○ Game (TE 153)
	  ○ Connect
	• **Extend**
	  ○ Worksheet 2.1.3 (Teacher's Resources
	• **Wrap Up**
	  ○ Pronunciation in Depth (TE 45; SB 144; Use audio TR 110-111)
	  ○ Formative Assessment
	
	Grammar 1: (TE 46-49)
	• **Warm Up**
	  ○ Preteach
	• **Present** (TR 8)
	• **Practice** (TR 9)
	• **Apply** (TR 11)
	• **Extend**
	  ○ Formative Assessment
	  ○ Workbook pages 4-5
	Online Workbook>Grammar 1
	
	Reading: *Purple Power* (TE 50-53)
	• **Reading Strategy:** Identify Sequence of Events
	• **Warm Up**
	  ○ Activate Prior Knowledge
		• write a paragraph about their favorite color using a topic sentence.
		
		Determining mastery of objectives will be based on varied modes of assessment including pre-formative, summative, and self-assessment measures.
			Small Groups/Centers:
			
			1. **Teacher-led:**
			• Practice Language Focus skills as indicated in each unit section of Impact
			• iWorld Nearpod Library
			
			2. **Student Independent:**
			• Apply
			• Extend Worksheet
			• Make an Impact project
			
			3. **Technology**:
			• Achieve 3000
			• MyELT
			• iWorld Nearpod
			
			<u>Impact Resources:</u>
			• Teacher's Resource CD-

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WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS

	• **Before You Read**
	  ○ Learn New Words
	  ○ Vocabulary Strategy: Context Clues
	• **While You Read**
	  ○ (TR 13)
	• **After You Read**
	• **Extend**
	  ○ (Worksheet 2.1.4) (Teacher's Resource CD-ROM/Website)
	• **Wrap Up**
	  ○ Formative Assessment
	  ○ Online Workbook/Workbook pages 6-7
	Video
	• **Before You Watch**
	• **While You Watch**
	• **After you Watch**
	Grammar 2: The: identifying-general and specific things
	• **Warm Up**
	  ○ Set the stage
	• **Present (TR 14)**
	• **Practice**
	• **Apply**
	  ○ Gameboard (SB 155)
	• **Extend**
	  ○ Worksheet 2.1.5 (Teacher's Resource
			ROM/Website/CPT
			• Audio CD/Website/CPT
			• DVD/Website/CPT
			• Teacher's Resource CD-ROM/Website/CPT
			
			Suggested Additional Materials:
			• Globe or map of the world
			• Image of a rainbow
			• Index cards
			• Favorite color photographs that students will bring from home (optional)
			• 2 sheets of colored paper: bright neon and light pastel
			• 4 photos: a pair of blue jeans, optional, a light-colored violet flower; a purple hat or other purple- colored clothing item; a plum or other purple-colored fruit or vegetable
			
			Supplemental Technology Resources:
			
			iWorld Private Library NPPs:
			Nearpod Lesson # 505 Comparative Adjective
			
			Achieve 3000:
			• **What is the Next Hot Color?**

M/J Developmental Language Arts Through ESOL 2 — Course Code: 1002181L2

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WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	CD-ROM) • **Wrap Up** ○ Formative Assessment ○ Online Workbook pages 8-9 **Writing: Genre: Descriptive Paragraph (TE 58)** • **Warm Up** ○ Build Background Knowledge • **Present** • **Read the Model** ○ (SB 21) • **Plan** ○ Process Writing Worksheets 1-5 (Teacher's Resource CD- ROM/Website; CPT; Writing) ○ Online Workbook/Workbook (WB 10) • **Write** • **Revise** • **Edit and Proofread** • **Publish** **Mission: Look for Opportunities (TE 61)** **Activity 1** ○ Video scene 1.2 (DVD/Website/ CPT) **Online Workbook: Meet the Explorer)** • **Activity 2** • **Activity 3**		Twice a year, a company called Pantone releases a guidebook. It identifies the colors that will be most popular in the coming year. • **Bringing Rooms to Life** Interior designers use color, furniture, lighting, and artwork to make indoor spaces look great. \WAKELET Supplemental Resources per UNIT **ELLevation Instructional Activities:** • Build Background • Clarify Input • Fortify Output • Foster Interaction • Develop Academic Language • Assess Language and Learning **WIDA Website:** https://www.wida.us/ **NOTE:** Use your professional judgment as to which lessons or parts of lessons would be

M/J Developmental Language Arts Through ESOL 2 **Course Code: 1002181L2**

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WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	○ Worksheet 2.1.6 **Project: Make an Impact (TE 62)** • **Prepare** ○ **Activity A** ○ **Activity B** ○ **Activity C** • **Share** ○ Modify ○ **Assessment Unit 1 Quiz** • Unit Review Worksheet 2.1.7 (Teacher's Resource CD-ROM/Website) • Workbook page 11 & page 90 • Online Workbook: Now I Can		most beneficial for your students based on your data.

Department of Career and Technical Education
Course Number and Title: 8600000_Integrated Technology
Quarter 1 Pacing Guides
2022-2023

Week	Focus Standards	Objectives	Lesson Activities (180 minutes Recommended Per Week)	Activity Extension	Additional Technology Integration Links
October 3-7 2021	**01.0 Demonstrate the abilities to apply the design process.--The student will be able to:** **01.01 Apply a design process to solve problems in and beyond the laboratory-classroom.** **01.02 Specify criteria and constraints for the design.** **01.03 Make two-dimensional and three-dimensional representations of the designed solution.** **01.04 Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed.**	By the end of the lesson, students will be able to: *Identify and list patents by famous African American inventors. *Identify the process in which how inventions are created and patented. *Create and propose inventions.	**Engage** Students will review patents filed by famous African American inventors. This will stimulate student thoughts about how inventions are created and the patent process. **What is the teacher doing?** Provide the list of patents filed by famous African American inventors to the students (found in Additional Technology Integration Links). Display this on a projector, or have each student explore the document on a computer. Make sure to post in Teams as well for virtual learners. The latter option is ideal, as the students could open hyperlinks to observe the patent descriptions and images. **What are the students doing?** Explore the list of patents filed by African American inventors. If possible, open hyperlinks of select patents to observe patent descriptions and see accompanying diagrams or sketches. Note common	**Character Education** *Model Manners. *Assign classroom tasks. *Start the day with virtual greetings. *Greet students at the door. *Develop a mindful morning practice. *Use break-out rooms for team-building. *Start with morning meeting. *Use discussion starters.	Access to Google Patents, a tool that allows students to search and browse patent text and images: https://patents.google.com/ National Inventors Hall of Fame https://www.invent.org/

			features of what patents look like and how inventions are often drawn. **Explore** Students will further familiarize themselves with how inventions are created and how patents are awarded. Google Patents is a useful resource here. Individually or in small groups, students will develop an invention themselves using the Create Your Own Invention worksheet on Google Patents (grades 6-8). **What is the teacher doing?** If possible, provide students with access to Google Patents, so that they may search for household items or technology in order to get an idea of how inventors describe their work. If desired, split the class into small groups. Provide students with the appropriate Create Your Own Invention/Patent worksheet Instruct students to use these worksheets to develop an invention of their own. **What are the students doing?** If possible, explore Google Patents. Search for common household items or other pieces of technology and be sure to note how inventors describe and design their work. If instructed or if possible, split into	*Host a weekly show-and-tell. *Use journal writing. *Schedule weekly check-ins. *Incorporate Class Dojo. *Give positive phone calls to parents.	

			small groups. Be sure to adhere to social distance guidelines. After receiving the appropriate Create Your Own Invention/Patent worksheet, use it to develop an invention yourself. **Explain** Students will present their invention proposal, either to the teacher or the class. Students will address the Discussion Questions (from the Supplemental Materials) in their presentations. This is a potential source of evaluation. **What is the teacher doing?** Provide students with the Discussion Questions (found below), then observe (and if necessary, evaluate) the students' presentations. If their proposal/presentation is adequate, allow the student to proceed to the next step (drafting/building their invention). **What are the students doing?** Present invention ideas to the teacher or the class. Incorporate the second set of Discussion Questions into the presentations.		

			Elaborate Students will now create drafts and/or prototypes of their inventions. They will draw diagrams using graph paper and other materials, and/or create three dimensional models using modeling materials. **What is the teacher doing?** Provide students with materials to create diagrams or drafts of their inventions, including art and drafting supplies. If desired, also provide students materials to construct physical models or prototypes of their inventions, including Legos, cardboard, clay, toothpicks, or other three-dimensional modeling materials. **What are the students doing?** Use pencils, pens, protractors, rulers, and graph paper to create diagrams of invention ideas. If instructed, use provided three-dimensional modeling supplies to create a physical prototype of the inventions. Classes will vary based upon supplies. Some students may still be learning virtually. It is highly encouraged that students bring/use their own supplies.		

			Evaluate The main source of evaluation emerged during the explanation section, through student presentations. Teachers could evaluate proposals on an individual basis, or the students could present their ideas to the class. In addition, teachers could evaluate the students' final drafts and/or prototypes. **Discussion Questions** 1. How did you think of your invention? Did you begin by thinking about your daily life or the people around you? 2. What does the process of coming up with an invention teach you about how inventors come up with their innovations?		

Department of Career and Technical Education
Course Number and Title: 8600000_Integrated Technology
Quarter 1 Pacing Guides
2022-2023

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001/ Access 782001601**

BODY OF KNOWLEDGE: N: Nature of Science; P: Physical Science
TOPIC I: **Heat and the Practice of Science**
8th Grade Item Specifications
Learning Goals

Pacing		Date(s)
Traditional	8 Days	08-17-23 to 08-28-23
Block	4 Days	08-17-23 to 08-28-23
Pre-Test Assessment		08-18-23 to 08-31-23

FL STATE ACADEMIC STANDARD(S) FOR SCIENCE	ESSENTIAL CONTENT	OBJECTIVES
Big Idea 11: Energy Transfer and Transformation **SC.7.P.11.1** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. **Assessed as SC.7.P.11.4** (Cognitive Complexity: Level1: Recall) **Big Idea 1**: The Practice of Science **SC.7.N.1.1** Define a problem from the seventh-grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. **Assessed as SC.8.N.1.1** (Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning) **SC.7.N.1.2** Differentiate replication (by others) and repetition (multiple trials) **AA** (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) **SC.7.N.1.4** Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment. (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) **CS, Access Points, ELA (B.E.S.T), and Math (B.E.S.T)** – see p. 4-8	A. Heat Transfer in Scientific Investigations 1. Observing changes of heat on temperature of an object 2. Hypothesis 3. Procedures 4. Experiment a. Control Group b. Experimental Group B. Adding & Removing Heat using the Scientific Process 1. Data analysis 2. Reliability of results a. Repetition b. Replication Vocabulary Higher Order Thinking (H.O.T.) Questions	A. Evaluate a scientific investigation related to the effect of heat on temperature Explain the value of a hypothesis, even if it turns out not to be supported by the data. B. Explain that adding to or removing heat from a system may result in a temperature change and possibly a change of state Design an experiment identifying test and outcome variables that involves adding and removing heat Interpret and analyze data to make predictions and defend conclusions when measuring temperature in a controlled experiment Compare repetition and replication of heat related experiments

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001/ Access 782001601**

5E Model	SC.7.N.1.1 Practice of Science Duration: 2 Traditional / 1 Block	SC.7.P.11.1 SC.7.N.1.2 Heat and the Practice of Science Duration: 2 Traditional / 1 Block	SC.7.P.11.1 SC.7.N.1.4 Exploring Heat Duration: 2 Traditional/1 Block	Test Administration Duration: 2 Traditional / 1 Block
Engage	**EQ**: What are some ways to begin scientific inquiry? Science Ice breaker	**EQ**: How can you make an experiment involve repetition and replication? **Discovery Ed:** • Heat Energy • Replication • Repetition	**EQ**: How does heat affect the motion of a substance? Quizlet Topic 1 Review	**Grade 7 Pre-Test**
Explore	**McGraw-Hill Florida Science Course 2** • Online TB Scavenger Hunt • Online TB Scavenger Hunt Key	**Hands-On Lab:** The Great Tomato Race Exploration and Analysis	**Floridastudents.org:** Heat and States of Matter Guided Notes	
Explain	**McGraw-Hill Florida Science Course 2** Nature of Science Handbook Read NH-2 – NH-5 Understanding Science • What is Science? • Branches of Science • Scientific Inquiry	**Floridastudents.org:** Repetition and Replication Guided Notes	**Hands-On Lab:** The Great Tomato Race (Model CER writing)	
Extend/Elaborate	Hands-On Labs Student Edition • Lab Roles and Lab Safety Setting Up for Success in Science (Page 2 - Student)	**Edpuzzle:** 7.N.1.2 Repetition and Replication	**Edpuzzle:** Variables Explained	
Evaluate	**McGraw-Hill Florida Science Course 2** Nature of Science Handbook • Complete NH-5 • Quick Check # 4-6	**Quizizz:** Replication vs Repetition	**Forms: Hands-On Lab:** Great Tomato Race SSA Connection	

Teacher Notes: Setting up for Success in Science contains details on using a variety of technology resources within the Pacing Guides as well as Item Specs. Teachers must log in CPALMS through SSO (Clever) to use resources. Floridastudents.org Tutorial link and Guided Notes may be assigned together to students. Duplicate forms or download OneDrive documents into your own files before distributing to students.

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001/ Access 782001601**

INSTRUCTIONAL TOOLS

Textbook: Florida Science Course 2: 6.4, NH 2-5

Vocabulary: Quizlet Topic Set
heat, **temperature**, scientific investigation, observation, experiment, **hypothesis**, **test variable (independent variable)**, **outcome variable (dependent variable)**, data, **repetition**, **replication**, analyze, control group**,** conclusion**,** valid, Celsius

Technology Integration:
- **SAMR**: Student created Flipgrid of heat transfer experiment and conclusion
- **CPALMS:** Elements of Experimental Design, Dissolving Gobstoppers
- **Floridastudents.org:** Identification of Variables
- **Other:** Experimental Design in Science

Strategies:
- **ELL**: AL (Approaching Level) ESOL Strategy Matrix McGraw Hill Online Reading Essentials
  - ⇒ **A1-5** Writing Student's Statements-**Hands-On Lab:** The Great Tomato Race - Teacher will ask students for the steps of the Scientific Method using sentence strips and organize them in sequential order.
  - ⇒ **A2**-Modeling-Teacher demonstrates how to perform the task - **Hands-On Lab:** The Great Tomato Race
  - ⇒ **A7, B2, C13, C16, C18**-Quizlet Topic Set
  - ⇒ **B6**-Role Play (Lab Roles and Lab Safety)- Hands-On Labs Student Edition
  - ⇒ **C34**- Captioning and E-Video-Turn on closed captioning when available for all videos.
  - ⇒ **C35**-Venn diagram- **Edpuzzle:** Repetition vs Replication
  - ⇒ **C58**- Exit Slips
  - ⇒ **E4**-Music Chants Raps-Variable Song
  - ⇒ **E8**-Visuals, Charts, Pictures, Graphs-Make anchor charts across the room and refer to them throughout the lessons.
- **Enrichment**: BL (Beyond Level)
- **SPED**: *See Access Points*

H.O.T. Questions:
- What components are needed to carry out an effective scientific investigation or experiment?
- Can you distinguish between repetition and replication?
- Where is repetition and replication evident in your investigation?
- What is the difference between a control group and a controlled experiment?
- What happens to the energy of molecules when temperature increases or decreases?

Assessment: Pre-Test Gr 7 Science Data Tracker
Formative Assessment: Learning Goals, Doing Science (v3) What is a hypothesis? (v3)

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001/ Access 782001601**

INSTRUCTIONAL TOOLS

Labs:

- **Hands-On Lab**: The Great Tomato Race
- **McGraw Hill Online Lab Manager**: 6.4 Can you make ice without a freezer? What happens to temperature during a change of state?

Related Program:

- Science Fair

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001 / Access 782001601**

Standard(s): SC.7.N.1.1

Scale	Learning Progression	Sample Progress Monitoring and Assessment Activities
Score/Step 5.0	☐ I am able to evaluate the use of hypotheses in the design and evaluation of experiments. ☐ I am able to analyze the test and outcome variables of an experiment. ☐ I am able to analyze and interpret data to make inferences and predictions and to defend conclusions.	Design and complete a scientific investigation that investigates heat flow. SC.68.CS-CS.2.4 Organize and display information in a variety of ways such as number formats (e.g., scientific notation, percentages, and exponents), charts, tables and graphs.
Score/Step 4.0	☐ I am able to relate the use of hypotheses in the design and evaluation of experiments. ☐ I am able to distinguish between test and outcome variables in a given scientific experiment. ☐ I am able to analyze and interpret data to make inferences and predictions and to defend conclusions	Design and complete a scientific investigation that examines the relationship between sample size of a substance and its density. Be sure to use the following terms: *Experimental Design, Procedures, Collect Data, Analyze Data, Conclusion, test variable, outcome variable* SC.68.CS-CS.3.3 Integrate information from multiple file formats into a single artifact.
Score/Step 3.0 Target (Learning Goal)	☐ I am able to evaluate the value of hypotheses. ☐ I am able to identify test and outcome variables in a given scientific experiment. ☐ I am able to identify inferences, predictions, and/or conclusions that are based on data in an experiment.	Using a scientific experiment, explain why the hypothesis is a valuable tool, identify test and outcome variables, inferences, predictions, and/or conclusions that are based on data. SC.68.CS-PC.2.7 Interpret writings and/or communications which use developmentally appropriate terminology.
Score/Step 2.0	☐ I am able to recognize a hypothesis. ☐ I am able to recognize a variable in a scientific experiment. ☐ I am able to use simple data to draw a conclusion.	Read a scenario about an experiment and identify the hypothesis and variables and analyze the data to form a conclusion. SC.68.CS-PC.2.7 Interpret writings and/or communications which use developmentally appropriate terminology.
Score/Step 1.0	☐ I am able to explain the difference between an experiment and other types of scientific investigation.	

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001 / Access 782001601**

Standard(s): SC.7.N.1.2

Scale	Learning Progression	Sample Progress Monitoring and Assessment Activities
Score/Step 5.0	☐ I am able to compare and evaluate the use and importance of repetition versus replication in a scientific investigation.	Analyze different scientific investigations and compare and evaluate the use and importance of repetition versus replication. Use the information to create a presentation. SC.68.CS-PC.1.4 Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content. SC.68.CS-PC.4.1Explain the guidelines for the fair use of downloading, sharing or modifying of digital materials SC.68.CS-PC.4.3 Explain the possible consequences of violating intellectual property law.
Score/Step 4.0	☐ I am able to distinguish between and explain the need for repetition and replication.	Complete a claim, evidence, and reasoning paragraph for the importance of repetition and replication in scientific investigations. SC.68.CS-PC.1.4 Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content. SC.68.CS-PC.4.1Explain the guidelines for the fair use of downloading, sharing or modifying of digital materials SC.68.CS-PC.4.3 Explain the possible consequences of violating intellectual property law.
Score/Step 3.0 Target (Learning Goal)	☐ I am able to distinguish between repetition and replication.	Create a graphic organizer that compares and contrasts repetition and replication. (include examples from lab experiences involving heat flow)
Score/Step 2.0	☐ I am able to identify examples of repetition and replication.	Create a foldable that identifies examples of repetition and replication in scientific investigations.
Score/Step 1.0	☐ I am able to understand the need for scientific investigations to be repeated by others.	

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001 / Access 782001601**

ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Physical Science	
ACCESS CODE	**BENCHMARK**
SC.7.P.11.1	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.
SC.7.P.11.In.1:	Identify that when heat is added or taken away, a temperature change occurs.
SC.7.P.11.Su.1:	Recognize what happens to the temperature when heat is added.
SC.7.P.11.Pa.1:	Recognize that a hot object can make a cold object warm when they touch.

ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Nature of Science	
ACCESS CODE	**BENCHMARK**
SC.7.N.1.1	Define a problem from the seventh-grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.
SC.7.N.1.In.1:	Identify a problem from the seventh-grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
SC.7.N.1.Su.1:	Recognize a problem from the seventh-grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
SC.7.N.1.Pa.1:	Recognize a problem related to the seventh-grade curriculum, observe and explore objects and activities, and recognize a solution.
ACCESS CODE	**BENCHMARK**
SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials).
SC.7.N.1.In.2:	Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.
SC.7.N.1.Su.2:	Recognize what is tested in a simple experiment (dependent variable).
SC.7.N.1.Pa.2:	Recognize observable changes in a simple experiment, such as plant growth.

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001 / Access 782001601**

ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Nature of Science	
ACCESS CODE	**BENCHMARK**
SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
SC.7.N.1.In.2:	Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.
SC.7.N.1.Su.2:	Recognize what is tested in a simple experiment (dependent variable).
SC.7.N.1.Pa.2:	Recognize observable changes in a simple experiment, such as plant growth.

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001 / Access 782001601**

MATHEMATICS (B.E.S.T)	
STRAND: MA.K12.MTR – Mathematical Thinking and Reasoning	
CODE	**STANDARD**
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.

ENGLISH LANGUAGE ARTS (B.E.S.T)	
STRAND: ELA.K12.EE – Expectations	
CODE	**STANDARD**
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

ENGLISH LANGUAGE DEVELOPMENT	
CLUSTER: Language of Science	
CODE	**STANDARD**
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
CLUSTER: Language of Social and Instructional Purposes	
CODE	**STANDARD**
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.

M/J COMPREHENSIVE SCIENCE 2 **Course Code: 200207001 / Access 782001601**

Curriculum Aligned Resources

Discovery EDUCATION

Standard: SC.7.P.11.1		Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. ***Assessed as SC.7.P.11.4*** (Cognitive Complexity: Level 1: Recall)	
	Video	Introduction to Heat The Sun's Energy and Heat Heat Energy and Temperature Temperature The Energy of Heat The Facts of Matter	Heat and States of Matter: Solid, Liquid, Gas, and Plasma Heat of Vaporization Physical Changes Phase Changes Evaporation
	Image	Melting Point Phase Changes	Sublimation: Dry Ice
	Exploration	Melt-Off	
	Interactive Glossary	law liquid solid gas evaporation	condensation vaporization deposition physical change
	Science Content Collection	Thermal Energy: Heat and Temperature	
Standard: SC.7.P.11.4		Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature. ***AA*** (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)	
	Video	Heat is Everywhere Temperature Heat Warm to Cold: The Movement of Heat	Losing Energy: Condensation Losing Energy: Freezing Adding Energy: Boiling Adding Energy: Melting
	Image	Heat Flow	Matter
	Science Content Collection	Thermal Energy: Conduction	

M/J COMPREHENSIVE SCIENCE 3

Course Code: 200210001 / Access – 782001701

BODY OF KNOWLEDGE: N: Nature of Science; P: Physical Science
TOPIC I: Matter and the Practice of Science
8th Grade Item Specifications
Learning Goals

Pacing		Date(s)
Traditional	6 Days	8-17-23 to 8-24-23
Block	3 Days	8-17-23 to 8-24-23
Baseline Assessment		8-17-23 to 9-22-23

FL STATE ACADEMIC STANDARD(S) FOR SCIENCE	ESSENTIAL CONTENT	OBJECTIVES
Big Idea 1: The Practice of Science **SC.8.N.1.1** Define a problem from the 8th grade curriculum using appropriate reference materials to support scientific understanding; plan and carry out scientific investigations of various types, such as systematic observations or experiments; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions; and defend conclusions. ***AA*** *(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning)* **SC.8.N.1.2** Design and conduct a study using repeated trials and replication. ***Assessed as SC.7.N.1.2*** *(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning)* **Big Idea 8:** Physical Science **SC.8.P.8.3** Explore and describe the densities of various materials through measurement of their masses and volumes. *(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)* **Fair Game Benchmarks:** SC.6.P.13.1, SC.7.P.11.1, SC.6.N.1.3, SC.6.N.2.2, SC.7.N.1.3, SC.7.N.1.2, and SC.7.N.1.4 **CS, Access Points, ELA (B.E.S.T.), and Math (B.E.S.T.)** – see p. 4-8	A. Scientific Investigations 1. Experiment a. Identification and control of variables 2. Observational Studies 3. Creating Models B. Scientific Processes - Studying Matter 1. Ask Questions 2. Hypothesize 3. Identifying Variables (Test, Outcome and Constant) 4. Collect and Organize Data from multiple trials (Repetition) 5. Interpret Data C. Reliability of Results from Matter Experiment 1. Replication 2. Analyze Information 3. Defend Conclusions Vocabulary Higher Order Thinking (H.O.T.) Questions	A. Distinguish between an experiment and other types of scientific investigations where variables are not controlled, such as engineering design challenges. B. Evaluate a scientific investigation in the context of matter using evidence of scientific thinking and problem solving. Identify test variable (independent variable) and outcome variable (dependent variable) in a matter experiment. C. Differentiate between replication and repetition and evaluate the use and need for each in a scientific investigation. Evaluate the use of repeated trials or replication in a scientific investigation in the context of matter. Interpret and analyze data to make predictions and defend conclusions about the relationship between volume and mass. Analyze an experimental procedure to identify a design flaw and propose a method for correcting it, using the properties of matter as variables.

M/J COMPREHENSIVE SCIENCE 3 **Course Code: 200210001 / Access – 782001701**

5E Model	SC.8.N.1.1 **Practice of Science** **Duration: 2 Traditional / 1 Block**	SC.8.N.1.1, SC.8.N.1.2, SC.8.P.8.3 **Practice of Science** **Duration: 2 Traditional / 1 Block**	**Test Administration** **Duration: 2 Traditional / 1 Block**
Engage	**EQ**: What are some ways to begin scientific inquiry? Science Ice Breaker	**EQ**: What is the relationship between volume and the amount of mass a boat can hold before sinking? Scientific Investigation Scramble	**Administer Grade 8 Baseline Assessment**
Explore	**McGraw-Hill Florida Science Course 3** • Online Scavenger Hunt • Scavenger Hunt Key	**Hands-On Lab**: It All Makes Cents! Exploration and Analysis • Part 1 (Repetition) • Part 2 (Replication)	
Explain	**McGraw-Hill Florida Science Course 3** Nature of Science Handbook: NH-2 – NH-5 ⇒ Understanding Science • What is Science? • Branches of Science • Scientific Inquiry **Hands-On Labs (Student)** Review • Lab Roles and Lab Safety	**Hands-On Lab**: It All Makes Cents! (Model CER Writing)	
Extend/ Elaborate	The Language of Science Worksheet Scientific Root Words, Prefixes and Suffixes	**Formative Assessment**: Doing Science (v3) **Edpuzzle**: Nature of Science | Amoeba Sisters	
Evaluate	**Quizlet**: Science Word Parts **Answer EQ**: What are some ways to begin scientific inquiry?	**Forms: Hands-On Lab** - It All Makes Cents! SSA Connection **Quizizz:** Practice of Science	

Teacher Notes: Setting up for Success in Science contains details on using a variety of technology resources within the Pacing Guides as well as Item Specs. Teachers must log in CPALMS through SSO (Clever) to use resources. Floridastudents.org Tutorial link and Guided Notes may be assigned together to students. Duplicate forms or download OneDrive documents into your own files before distributing to students.

M/J COMPREHENSIVE SCIENCE 3 **Course Code: 200210001 / Access – 782001701**

INSTRUCTIONAL TOOLS

Textbook: Florida Science Course 3: Lesson 5.2 p. 260-265, NH-2 – NH-5

Vocabulary: Quizlet Topic Set
experiment, scientific investigation, observations, inference, hypothesis, **test variable, outcome variable**, **controlled variables, control group**, data, empirical evidence**, repetition, replication**, valid, analyze, conclusion, mass, volume, density

Technology Integration:
- **SAMR**: Create a Flipgrid - share a problem/question and explain how repetition and replication could be used to collect data.
- **GIZMO**: Triple Beam Balance, Measuring Volume
- **CPALMS:** Elements of Experimental Design
- **FloridaStudents.org:** Classifying and Comparing Physical Properties, It All Makes Cents! Two Rs in Science Research: Repetition and Replication
- **Discovery Ed:** Investigations and Data, Using the Scientific Method

Strategies:
- **ELL**: AL (Approaching Level) ESOL Strategy Matrix McGraw Hill Online Reading Essentials
  - ⇒ **A1-5** Writing Student's Statements-(It All Makes Cents!) Teacher will ask students for the steps of the Scientific Method using sentence strips. Students will organize them in sequential order.
  - ⇒ **A2**-Modeling-Teacher demonstrates how to perform the task (It All Makes Cents!)
  - ⇒ **A7, B2, C13, C16, C18**-Quizlet Topic Set
  - ⇒ **B6**-Role Play **-** Hands-On Labs (Student) Review - Lab Roles and Lab Safety
  - ⇒ **C4**-KWL Chart - Edpuzzle: Nature of Science | Amoeba Sisters
  - ⇒ **C34**- Captioning and E-Video-Turn on ***Closed Captioning (CC)*** when available for videos.
  - ⇒ **C52**-Note Taking Skills- - Edpuzzle: Nature of Science | Amoeba Sisters
  - ⇒ **C58**- Exit Slips
  - ⇒ **E4**-Music Chants Raps-Variable Song
  - ⇒ **E6**-Technology Computer Software- GIZMO: Triple Beam Balance, Measuring Volume
  - ⇒ **E8**-Visuals, Charts, Pictures, Graphs-Make anchor charts across the room and refer to them throughout the lessons.
- **Enrichment**: BL (Beyond Level)
- **SPED**: *See Access Points*
- Discuss the expectations and demands of lab roles.
- Team-based collaboration throughout the engineering design process of the Hands-On Lab: It All Makes Cents!
- **Discovery Ed SOS**: Myth Bustin' - Have students work together to "Confirm" or "Bust" the claim below:
  - ⇒ A pair of dice was rolled six times. Five out of six times, the sum of the dice was even. Claim – when rolling a pair of dice, 83% of the time, the sum will be an even number.

H.O.T. Questions:
- What components are needed to carry out an effective scientific investigation or experiment?

M/J COMPREHENSIVE SCIENCE 3 **Course Code: 200210001 / Access – 782001701**

INSTRUCTIONAL TOOLS

- Where is repetition and replication evident in your investigation?
- If a scientist replicates your experiment, and comes up with significantly different results, what are some possible causes/explanations for the varying results? What would that mean? What should happen next?
- What is the use and need for both repetition and replication in a scientific investigation?

Assessment: Baseline Assessment Gr 8 Science Data Tracker

Formative Assessment: Learning Goals, What is a Hypothesis? (Vol. 3), Is it Matter? (Vol. 1)

Labs:

1. **Hands-On Lab**: Scientific Method – Thermal Conductivity

Related Program: Science Fair

M/J COMPREHENSIVE SCIENCE 3 **Course Code: 200210001 / Access – 7820017**

Standard(s): SC.8.N.1.1

Scale	Learning Progression	Sample Progress Monitoring and Assessment Activities
Score/Step 5.0	☐ I am able to evaluate the use of hypotheses in the design and evaluation of experiments. ☐ I am able to analyze the test and outcome variables of an experiment. ☐ I am able to analyze and interpret data to make inferences and predictions and to defend conclusions.	Design and complete a scientific investigation that investigates the difference between mass and weight. SC.68.CS-PC.1.4 Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content. SC.68.CS-PC.4.1Explain the guidelines for the fair use of downloading, sharing or modifying of digital materials. SC.68.CS-PC.4.3 Explain the possible consequences of violating intellectual property law. SC.68.CS-PC.4.5 Demonstrate compliance with the school's Acceptable Use Policy.
Score/Step 4.0	☐ I am able to relate the use of hypotheses in the design and evaluation of experiments. ☐ I am able to distinguish between test and outcome variables in a given scientific experiment. ☐ I am able to analyze and interpret data to make inferences and predictions and to defend conclusions	Design and complete a scientific investigation that examines the relationship between sample size of a substance and its density. Be sure to use the following terms: *Experimental Design, Procedures, Collect Data, Analyze Data, Conclusion, test variable, outcome variable* SC.68.CS-PC.1.4 Recognize the impacts and consequences of plagiarism on the development of creative works, projects, publications and online content. SC.68.CS-PC.4.1Explain the guidelines for the fair use of downloading, sharing or modifying of digital materials. SC.68.CS-PC.4.3 Explain the possible consequences of violating intellectual property law. SC.68.CS-PC.4.5 Demonstrate compliance with the school's Acceptable Use Policy.
Score/Step 3.0 Target (Learning Goal)	☐ I am able to evaluate the value of hypotheses. ☐ I am able to identify test and outcome variables in a given scientific experiment. ☐ I am able to identify inferences, predictions, and/or conclusions that are based on data in an experiment.	Using a scientific experiment, explain why the hypothesis is a valuable tool, identify test and outcome variables, inferences, predictions, and/or conclusions that are based on data.
Score/Step 2.0	☐ I am able to recognize a hypothesis. ☐ I am able to recognize a variable in a scientific experiment. ☐ I am able to use simple data to draw a conclusion.	Read a scenario about an experiment, identify the hypothesis and variables, and analyze the data to form a conclusion.
Score/Step 1.0	☐ I am able to explain the difference between an experiment and other types of scientific investigation.	

M/J COMPREHENSIVE SCIENCE 3 **Course Code: 200210001 / Access – 7820017**

Standard(s): SC.8.N.1.2 Assessed as SC.7.N.1.2

Scale	Learning Progression	Sample Progress Monitoring and Assessment Activities
Score/Step 5.0	☐ I am able to compare and evaluate the use and importance of repetition versus replication in a scientific investigation.	Analyze different scientific investigations and compare and evaluate the use and importance of repetition versus replication. Use the information to create a presentation. SC.68.CS-PC.4.1Explain the guidelines for the fair use of downloading, sharing or modifying of digital materials. SC.68.CS-PC.4.3 Explain the possible consequences of violating intellectual property law. SC.68.CS-CS.3.3 Integrate information from multiple file formats into a single artifact.
Score/Step 4.0	☐ I am able to distinguish between and explain the need for repetition and replication.	Complete a claim, evidence, and reasoning paragraph for the importance of repetition and replication in scientific investigations. SC.68.CS-PC.4.1Explain the guidelines for the fair use of downloading, sharing or modifying of digital materials. SC.68.CS-PC.4.3 Explain the possible consequences of violating intellectual property law. SC.68.CS-CS.3.3 Integrate information from multiple file formats into a single artifact
Score/Step 3.0 Target (Learning Goal)	☐ I am able to distinguish between repetition and replication.	Create a graphic organizer that compares and contrasts repetition and replication. (Include examples from lab experiences involving density, mass, weight)
Score/Step 2.0	☐ I am able to identify examples of repetition and replication.	Create a foldable that identifies examples of repetition and replication in scientific investigations.
Score/Step 1.0	☐ I am able to understand the need for scientific investigations to be repeated by others.	

M/J COMPREHENSIVE SCIENCE 3 **Course Code: CS3 – 200210001 / Access CS3 – 7820017**

ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Physical Science	
ACCESS CODE	**BENCHMARK**
SC.8.P.8.3	Explore and describe the densities of various materials through measurement of their masses and volumes. *(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)*
SC.8.P.8.In.3:	Observe and compare the density of various materials.
SC.8.P.8.Su.3:	Recognize that smaller objects can weigh more than bigger objects because of density.
SC.8.P.8.Pa.1:	Recognize examples of the gaseous state of matter, such as steam or smoke.
ACCESS CODE	**BENCHMARK**
SC.8.P.8.4	Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample. (Also assesses SC.8.P.8.3.) ***AA** (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)*
SC.8.P.8.In.4:	Observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties.
SC.8.P.8.Su.4:	Observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties.
SC.8.P.8.Pa.3:	Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold).

M/J COMPREHENSIVE SCIENCE 3 **Course Code: CS3 – 200210001 / Access CS3 – 7820017**

ACCESS POINTS for students on modified curriculum (In – Independent; Su – Supported; Pa = Participatory)	
Body of Knowledge: Nature of Science	
ACCESS CODE	**BENCHMARK**
SC.8.N.1.1	Define a problem from the 8th grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types: systematic observations, or experiments, identify variables. ***AA*** *(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning)*
SC.8.N.1.In.1:	Identify a problem from the eighth-grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
SC.8.N.1.Su.1:	Recognize a problem from the eighth-grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
SC.8.N.1.Pa.1:	Recognize a problem related to the eighth-grade curriculum, observe and explore objects and activities, and recognize a solution.
ACCESS CODE	**BENCHMARK**
SC.8.N.1.2	Design and conduct a study using repeated trials and replication. ***Assessed as SC.7.N.1.2*** *(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning)*
SC.8.N.1.In.1:	Identify a problem from the eighth-grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
SC.8.N.1.Su.1:	Recognize a problem from the eighth-grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
SC.8.N.1.Pa.1:	Recognize a problem related to the eighth-grade curriculum, observe and explore objects and activities, and recognize a solution.
ACCESS CODE	**BENCHMARK**
SC.8.N.1.4	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data. *(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning)*
SC.8.N.1.In.2:	Identify a possible explanation (hypothesis) for a science problem.
SC.8.N.1.Su.2:	Recognize a possible explanation (hypothesis) for a science problem.
SC.8.N.1.Pa.2:	Recognize science as a way to solve problems about the natural world.

M/J COMPREHENSIVE SCIENCE 3 — Course Code: CS3 – 200210001 / Access CS3 – 7820017

MATHEMATICS (B.E.S.T)	
STRAND: MA.K12.MTR – Mathematical Thinking and Reasoning	
CODE	**STANDARD**
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.

ENGLISH LANGUAGE ARTS (B.E.S.T)	
STRAND: ELA.K12.EE – Expectations	
CODE	**STANDARD**
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

ENGLISH LANGUAGE DEVELOPMENT	
CLUSTER: Language of Science	
CODE	**STANDARD**
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
CLUSTER: Language of Social and Instructional Purposes	
CODE	**STANDARD**
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.

M/J COMPREHENSIVE SCIENCE 3 **Course Code: CS3 – 200210001 / Access CS3 – 7820017**

Curriculum Aligned Resources

Discovery EDUCATION

	Video	Curiosity in Science Defined	Mass and Weight Volume Density
	Game	Moon-Earth Pinball	
	Exploration	Density	States of Matter: Basics

Department of Career and Technical Education
Course Number and Title: 8600000-Integrated Technology
Quarter 1 Instructional Pacing Guides
2022-2023

Week	Focus Standards	Objectives	Lesson Activities (180 minutes Recommended Per Week)	Activity Extension	Additional Technology Integration Links
September 19-23, 2022	**01.0 Demonstrate an understanding of the characteristics and scope of technology.--The student will be able to:** **01.01 Develop new products and systems to solve problems or to help do things that could not be done without the help of technology.** **01.02 Describe the development of technology as a human activity that is the result of individual or collective needs and the ability to be creative.** **01.03 Explain how technology is closely linked with creativity, which has resulted in innovation.** **01.0 Demonstrate an understanding of the core concepts of technology.--The student will be able to:** **01.01 Identify technological systems including input, processes, output, and, at times, feedback.**	After this lesson, students should be able to: *Explain the role that testing plays in the software/systems design process. *Select a set of test cases for a section of program code. *Evaluate test cases for completeness and code coverage. *Analyze program code for defects based on the results of test cases.	Testing is critical to any design, whether the creation of new software or a bridge across a wide river. Despite risking the quality of the design, the testing stage is often hurried in order to get products to market. In this lesson, students focus on the testing phase of the software/systems design process. They start by exploring existing examples of program testing using the CodingBat website, which contains a series of problems and challenges that students solve using the Java programming language. Working in teams, students practice writing test cases for other groups' code, and then write test cases for a program before writing the program itself. **Pre-Req Knowledge** Students must know Java Programming basics. Although their knowledge need not be advanced, students must be able to develop code that needs to be tested in order to design test cases as part of a larger design process. **Introduction/Motivation** The software/system design process — a specific use of the engineering design process — is cyclical in nature and has five steps that are necessary for the development	**Character Education** *Model Manners. *Assign classroom tasks. *Start the day with virtual greetings. *Greet students at the door. *Develop a mindful morning practice. *Use break-out rooms for team-building. *Start with morning meeting. *Use discussion starters.	**Hands-on Activity: Java Programming: Testing the Edges** https://www.teachengineering.org/activities/view/uno_doesitwork_lesson01_activity1 **Does It Work? Test and Test Again Lesson-Reading Assessment Worksheet** https://www.teachengineering.org/content/uno_/lessons/uno_doesitwork/uno_doesitwork_lesson01_writing_worksheet_v2_jly_tedl.pdf **Does It Work? Test and Test Again Lesson-Reading Assessment Worksheet-Answers** https://www.teachengineering.org/content/uno_/lessons/uno_doesitwork/uno_doesitwork_lesson01_writing_worksheet_answers_v2_jly_tedl.pdf

	01.02 Define systems thinking, involving considering how every part relates to others. **01.03 Identify control systems having no feedback path and requiring human intervention, and control system using feedback.** **01.04 Identify how technological systems can be connected to one another.** **01.05 Diagnose malfunctions of any part of a system that may affect the function and quality of the system.** **01.06 Identify requirements or parameters placed on the development of a product or system.** **01.07 Identify trade-offs as a decision process recognizing the need for careful compromises among competing factors.** **02.0 Demonstrate an understanding of the relationships among technologies and the connection between technology and other fields of study.--The student will be able to:**		of quality solutions (see Figure 1). In computer science classes, you are taught to analyze the problem that you wish to solve by designing a software (computer) program. After your initial analysis, you next design the code by making choices about algorithms, control structure, and more. In the implementation phase, you put your design into practice by using the proper syntax for the computer language. One critical component of the design process that is often overlooked, and is also difficult to do well, is the testing step. In this lesson, you will learn to put a computer program, written in Java, through its paces (that is, explore all possibilities) and thoroughly test it, with the ultimate goal of learning how to properly design and implement test cases for your code. The design and implementation of test cases is a miniature software/systems process inside of the larger engineering design process. In this lesson, you will explore the testing tool, CodingBat. Let's start by navigating to the CodingBat website (http://codingbat.com). Once there, try to write solutions to one or more of the Java problems on the website. Note to teacher: Use the information provided in the next section [Lesson Background & Concepts for Teachers] to	*Host a weekly show-and-tell. *Use journal writing. *Schedule weekly check-ins. *Incorporate Class Dojo. *Give positive phone calls to parents. **Vocabulary** **edge case**: A test case whose input is near a "boundary," where the program changes from one behavior to another. For example, if a game allows a character to hold four items at a time, then edge cases would include collecting the fourth item (the last item that the character can hold) and collecting the fifth item	

	02.01 Explain how technological systems interact with one another. **02.02 Explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems.**		lead a class discussion on how CodingBat works and what different types of test cases need to be written. **Lesson Background and Concepts for Teachers** Understanding CodingBat: CodingBat is a free website with live coding problems that can be used to build coding skills in Java (and other languages). The coding problems allow users to gain a deeper understanding of coding concepts as they practice solving problems. Instructional videos about individual topics are provided as well. The website can be used by the teacher to provide homework for students, a lab setting, or to provide live lecture examples. A unique feature of the website is that the problems are short, similar to test questions, with instant feedback, so that learning can be immediate and successful. The website provides an opportunity for students to learn how to write Java method code in an environment that helps them concentrate on coding with fewer distractions. To properly test a program, you need to develop three different test cases. These include normal cases, edge cases and error cases. A "normal" test case consists of a specific input for a program and the expected results for that input. A normal test case must include both specific inputs	(an item that would exceed the character's carrying capacity). **error case**: A test case whose expected result is an error. For example, for a program that divides two numbers, dividing by zero is an error case. A well-written program should have a plan in place to handle unexpected data in a reasonable manner; error cases test this plan. **test case**: A specific set of input for a program or part of a program, along with the expected results of running the program with that input. Note that a test case must contain both the input and the output. A test can only help to verify a program's correctness if the expected output can be compared to the actual output of the test case. **test suite**: A collection of test cases that is	

			and the expected results so that it can verify if the test case passed. An "edge" test case tests input near the boundary where a program changes from one behavior to another. This type of testing might be to verify if a game advances to the next level if all the criteria for the level the user is on are met, or if the level is based on points and the "level" up number of points is achieved, if the function performs correctly. An "error" test case has an output were an error is expected. For instance, if a program does computations to see if the program handles division by zero, which is an invalid operation, it should produce an error, rather than crashing the entire program. Together these test cases form a testing suite, and when implemented properly, they evaluate the performance and correctness of the software application. Note to teacher: Depending on their Java experience, you may wish to pre-select specific problem(s) for students to solve. During this coding experience, guide a class discussion about the testing phase of the design process. Example questions: How does the CodingBat website determine whether submitted code is correct? (Answer: It runs the code several times, with different input values, and checks the output.)	intended to fully "exercise" a section of a program. A complete test suite should include edge cases and error cases as well as a representative selection of "normal" cases. **test-driven development**: The software designer creates test cases for a section of code first, before writing the program itself. While this seems "backward" to many programmers, writing tests first helps the programmer to focus on what the code should do. By considering expected results in advance, most programmers write better code with fewer errors.	

			Is the submitted code correct or incorrect if some, but not all, tests run incorrectly? (Answer: It is incorrect. Even one incorrect test case demonstrates a problem in the code.) How do you think the creators of the CodingBat website decide which cases to test? (Answer: For a thorough testing phase, all cases [normal, edge and error] are tested.) CodingBat is strongly recommended for technology education classes or computer science classes that teach the Java programming language, or classes that incorporate Java. It can be used by teachers and students to develop skills in writing test cases for programs. In the associated activity, Java Programming: Testing the Edges, students develop test cases for a provided problem. **Associated Activities** Java Programming: Testing the Edges - Students apply the software/systems design process with open-ended solutions, specifically focusing on the testing phase. Working in small groups, they create Java functions and test cases to determine whether a Java function correctly implements the requirements of the problem.		

PHYSICAL SCIENCE — Course Code: 200331001

BODY OF KNOWLEDGE: N: The Nature of Science

TOPIC I: Introduction

What keeps the universe together and changing?

Pacing	Date
Block 3 Days	08/17/23 to 08/24/23
****Pre-test**	08/17/23 to 08/18/23

FLORIDA'S STATE ACADEMIC STANDARDS FOR SCIENCE

Standard 1: The Practice of Science
SC.912.N.1.1
SC.912.N.1.2
SC.912.N.1.3
SC.912.N.1.4
SC.912.N.1.5
SC.912.N.1.6
SC.912.N.1.7

Standard 2: The Characteristics of Scientific Knowledge
SC.912.N.2.4
SC.912.N.2.5

CS	Math	ELA
SC.912.CS-PC.1	MA.K12.MTR.1.1	ELA.K12.EE.1.1
SC.912.CS-PC.2	MA.K12.MTR.2.1	ELA.K12.EE.2.1
SC.912.CS-PC.3	MA.K12.MTR.3.1	ELA.K12.EE.3.1
SC.912.CS-PC.4	MA.K12.MTR.4.1	ELA.K12.EE.4.1
SC.912.CSCC.1	MA.K12.MTR.5.1	ELA.K12.EE.5.1
SC.912.CS-CS.1	MA.K12.MTR.6.1	ELA.K12.EE.6.1
SC.912.CS-CS.2	MA.K12.MTR.7.1	
SC.912.CS-CS.3		
SC.912.CS-CP.1		

****SUGGESTED TEST DATES:**

FOR FULL TESTING WINDOW CLICK HERE

ESSENTIAL CONTENT

A. Class Culture & Expectations
Introduce class rules, syllabus, etc.
B. Lab Safety:
1. Classroom safety procedures and expectations
2. Students sign Safety Contract
C. Develop the logic and sequence of the Scientific Process:
1. Parts of the Scientific Process:
   a. Problem Statement (Ask a Question)
   b. Research the problem
   c. Hypothesis
   d. Experimental Set up (Materials/Procedures)
   e. Data (Variables)
   f. Data Analysis
   g. Results and Conclusion
2. Repeatability and accuracy
3. Interpretation and analysis of data
4. Formulate a conclusion based on results of analysis and solution of problem statement.
D. Lab Report Writing and Expectations
1. Using the lab Notebook
2. Proper structure of a lab report
   a. Title (underlined)
   b. Problem Statement/Introduction
   c. Hypothesis
   d. Materials
   e. Procedures
   f. Variables and Control
   g. Data (Observations)
   h. Data analysis
   i. Conclusion

OBJECTIVES

- Identify and explain the classroom expectations and procedures.
- Review and demonstrate classroom safety procedures and expectations.
- Demonstrate knowledge of general safety procedures.
- Locate appropriate safety equipment.
- Explore the scientific process and apply steps of the scientific method.
- Identify, explain, and describe the purpose of scientific investigations.
- Formulate a testable hypothesis using the "If…Then…Because" format.
- Distinguish between independent, dependent and control variables.
- Analyze data and determine if the hypothesis was supported or rejected.
- Formulate a conclusion using specific evidence from the data collected.
- Assess the importance of repeated trials to ensure validity of an experiment.
- Organize and graph recorded of data with emphasis on proper graphing structure (labeled axes, correct units, title of data etc.)
- Explain how experiments are carried out and the importance of communicating results.
- Examine the importance of ethics in scientific research and reporting.

Nature of Science, Computer Science, Math, and Language Arts benchmarks should be integrated within appropriate topics throughout the year.

PHYSICAL SCIENCE **Course Code: 200331001**

TOPIC 1

5E Model	SC.912.N.1.1 The Scientific Method Block 1	SC.912.N.1.2 The Scientific Method Observations and Inferences Block 2	SC.912.N.1.1 The Scientific Method Laboratory Practices and Safety Block 3
Engage	**Discovery Education:** Using Scientific Methods Engage 1.1	**Discovery Education:** Observations and Inferences	**Discovery Education:** Laboratory Practices and Safety Concept 1.3 Engage
Explore	**Discovery Education:** Using Scientific Methods: EXPLORE	**Floridastudents.org Tutorial:** Observation vs Inferences Ecology Sampling **Discovery Education:** Concept 1.2 Explore	**Hands-On Labs:** What Not to Do (Topic 1) **Discovery Education:** Concept 1.3 Explore
Explain	**Edpuzzle**: Data to Justify Experimental Claims **Discovery Education:** Concept 1.1 Explain	**Discovery Education:** Concept 1.2 Explain	**Discovery Education:** Concept 1.3 Explain
Extend/Elaborate	**Discovery Education:** Concept 1.1 Elaborate with STEM	**Discovery Education:** STEM in Action **Quizizz:** Experimental Design	**Discovery Education:** Concept 1.3 Elaborate with STEM
Evaluate	**Performance Matters**: Physical Science Pre-Test 2023-2024 (Test # 3143121)	**Discovery Education**: Observation and Inferences Practice Quiz	**Discovery Education:** Concept 1.3 Review Concept 1.3 Evaluate

PHYSICAL SCIENCE — Course Code: 200331001

FLORIDA'S STATE ACADEMIC STANDARDS FOR SCIENCE	
THE NATURE OF SCIENCE BODY OF KNOWLEDGE	
Standard 1: The Practice of Science A. Scientific inquiry is a multifaceted activity; the processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B. The processes of science frequently do not correspond to the traditional portrayal of "the scientific method." C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.	
BENCHMARK CODE	**BENCHMARK**
SC.912.N.1.1	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: (1) **Pose questions about the natural world,** (Articulate the purpose of the investigation and identify the relevant scientific concepts); (2) **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines); (3) **Examine books and other sources of information to see what is already known; (4) Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models); (5) **Plan investigations,** (Design and evaluate a scientific investigation); (6) **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage); (7) **Pose answers, explanations, or descriptions of events; (8) Generate explanations that explicate or describe natural phenomena (inferences); (9) Use appropriate evidence and reasoning to justify these explanations to others; (10) Communicate results of scientific investigations; and (11) Evaluate the merits of the explanations produced by others.** *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
THE NATURE OF SCIENCE BODY OF KNOWLEDGE	
BENCHMARK CODE	**BENCHMARK**
SC.912.N.1.2	Describe and explain what characterizes science and its methods. **Remarks/Examples:** Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.912.N.1.3	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. **Remarks/Examples:** Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions. *Cognitive Complexity:* Level 1: Recall
SC.912.N.1.4	Identify sources of information and assess their reliability according to the strict standards of scientific investigation. **Remarks/Examples:** Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning Top of the Document

PHYSICAL SCIENCE — Course Code: 200331001

SC.912.N.1.5	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome. **Remarks/Examples:** Recognize that contributions to science can be made and have been made by people from all over the world. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.912.N.1.6	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. **Remarks/Examples:** Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.912.N.1.7	Recognize the role of creativity in constructing scientific questions, methods and explanations. **Remarks/Examples:** Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).. *Cognitive Complexity:* Level 1: Recall

THE NATURE OF SCIENCE BODY OF KNOWLEDGE

Standard 2: The Characteristics of Scientific Knowledge
A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, religion.
B: Scientific knowledge is durable and robust, but open to change.
C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

BENCHMARK CODE	BENCHMARK
SC.912.N.2.4	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability. **Remarks/Examples:** Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.912.N.2.5	Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations. **Remarks/Examples:** Recognize that scientific questions, observations, and conclusions may be influenced by the existing state of scientific knowledge, the social and cultural context of the researcher, and the observer's experiences and expectations. Identify possible bias in qualitative and quantitative data analysis. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex

Top of the Document

PHYSICAL SCIENCE — Course Code: 200331001

Mathematical Thinking and Reasoning	
BENCHMARK CODE	**BENCHMARK**
MA.K12.MTR.1.1	**Actively participate in effortful learning both individually and collectively.** Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.
MA.K12.MTR.2.1	**Demonstrate understanding by representing problems in multiple ways.** Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. Choose a representation based on the given context or purpose
MA.K12.MTR.3.1	**Complete tasks with mathematical fluency.** **Mathematicians who complete tasks with mathematical fluency:** • **Select efficient and appropriate methods for solving problems within the given context.** • **Maintain flexibility and accuracy while performing procedures and mental calculations.** • **Complete tasks accurately and with confidence.** • **Adapt procedures to apply them to a new context.** • **Use feedback to improve efficiency when performing calculations.**
MA.K12.MTR.4.1	**Engage in discussions that reflect on the mathematical thinking of self and others.** **Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:** • **Communicate mathematical ideas, vocabulary and methods effectively.** • **Analyze the mathematical thinking of others.** • **Compare the efficiency of a method to those expressed by others.** • **Recognize errors and suggest how to correctly solve the task.** • **Justify results by explaining methods and processes.** • **Construct possible arguments based on evidence.**
MA.K12.MTR.5.1	**Use patterns and structure to help understand and connect mathematical concepts.** **Mathematicians who use patterns and structure to help understand and connect mathematical concepts:** • **Focus on relevant details within a problem.** • **Create plans and procedures to logically order events, steps or ideas to solve problems.** • **Decompose a complex problem into manageable parts.** • **Relate previously learned concepts to new concepts.** • **Look for similarities among problems.** • **Connect solutions of problems to more complicated large-scale situations.**

PHYSICAL SCIENCE **Course Code: 200331001**

MA.K12.MTR.6.1	**Assess the reasonableness of solutions.** **Mathematicians who assess the reasonableness of solutions:** • **Estimate to discover possible solutions.** • **Use benchmark quantities to determine if a solution makes sense.** • **Check calculations when solving problems.** • **Verify possible solutions by explaining the methods used.** • **Evaluate results based on the given context.**
MA.K12.MTR.7.1	**Apply mathematics to real-world contexts.** **Mathematicians who apply mathematics to real-world contexts:** • **Connect mathematical concepts to everyday experiences.** • **Use models and methods to understand, represent and solve problems.** • **Perform investigations to gather data or determine if a method is appropriate** • **Redesign models and methods to improve accuracy or efficiency.**

LANGUAGE ARTS:

Expectations	
BENCHMARK CODE	**BENCHMARK**
ELA.K12.EE.1.1	**Cite evidence to explain and justify reasoning.** Clarifications K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. **9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.**
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

Top of the Document

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Benchmark *Hello!* ESOL 1
National Geographic Cengage Learning Impact Foundation ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

Front Matter

NG Cengage Learning *Impact* offers a unique opportunity for students to develop language through real-world content, stunning photographs, video from authentic sources, and inspiring opportunities to learn from National Geographic explorers. Throughout the units, students have several opportunities to make decisions about their learning during **Choice Activities**. Choice Activities, and games promote 21st Century Skills and values. Students also have opportunities to develop language while working collaboratively in pairs or groups.

Each unit includes 10 sections: Unit Opener, Vocabulary, Speaking Strategy, Grammar 1, Reading, Video, Grammar 2, Writing, Mission, and Make an Impact Project. Every two units there is an Express Yourself section that synthesizes what students learned in the preceding units and helps students make connections beyond the unit themes. Pronunciation is embedded within the lesson components.

Now I Can statements found in the student Workbook are brief self-assessments that offer the opportunity to reflect on student learning and identify areas for teachers to revisit learning targets.

IMPACT offers students and teachers, MyELT, an online platform with interactive activities to support each section from the student book.

- Vocabulary
- Speaking Strategy
- Grammar
- Reading
- Video
- Writing

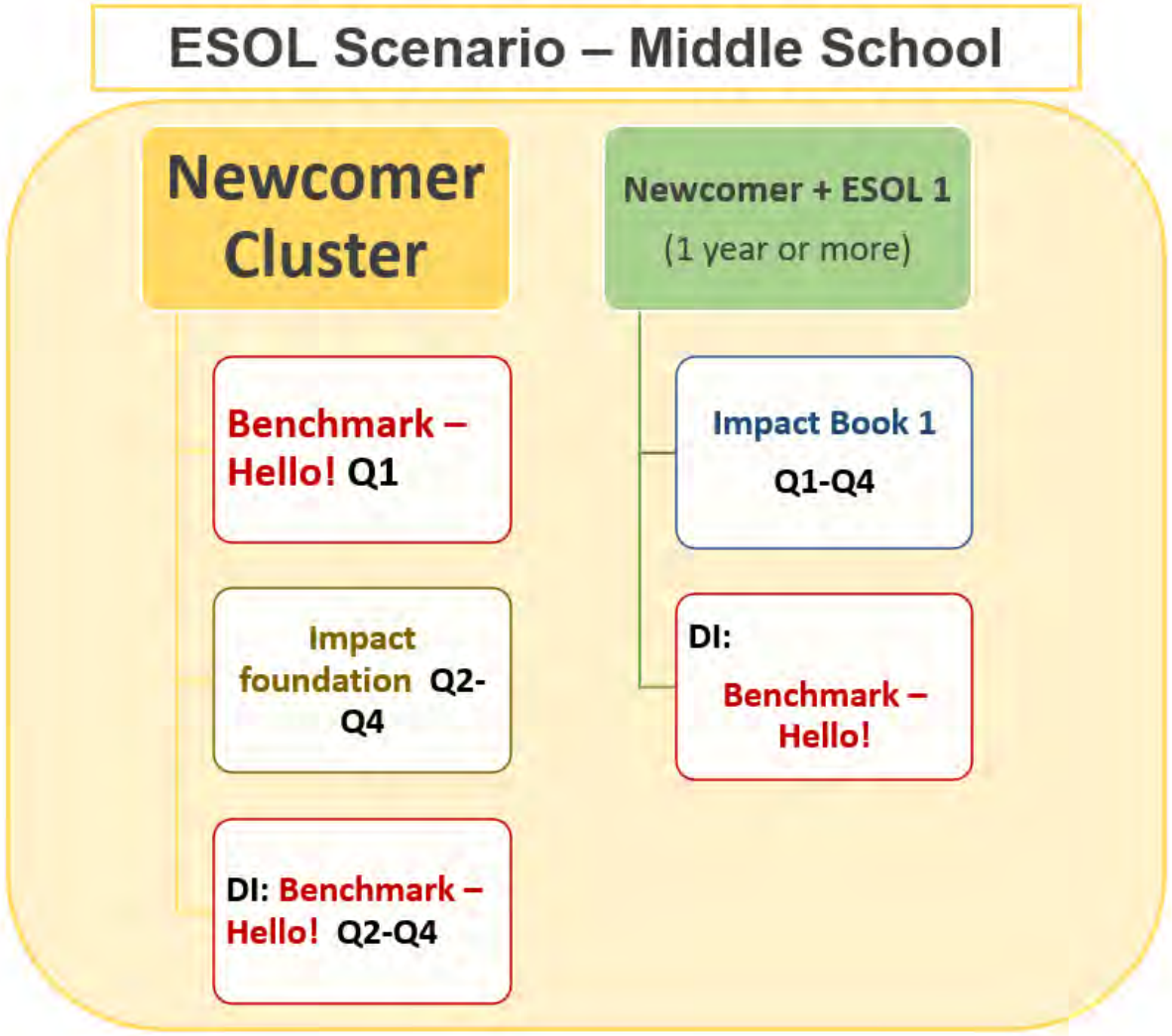
Click Here to access the RESOURCES and INFORMATION listed below.

1. Supplemental Resources for teachers to use to support instruction
2. Intentional Routines and Rotations

1. Benchmark Hello!

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Benchmark *Hello!* ESOL 1
National Geographic Cengage Learning Impact Foundation ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**



M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

Differentiated Instruction: Routines and Rotations

IMPACT_Middle School

Whole Group:
- **Opening Routine**
- Bell Ringer related to the lesson
- Present strategy or skill
- Quick video to introduce topic
- Wakelet Resources
- Warm Up

Teacher-led:
- **Present**
- Benchmark Hello! (ESOL 1 Newcomers)
- Data chat from Benchmark Hello!, Imagine Leaning, or Achieve3000
- Fluency – Oral reading
- Comprehension – Reading Strategy - Skills
- Oral reading/review
- Intentional instruction L, S, R, W
- Extend vocabulary
- Writing practice
- Conference – writing – editing
- Wakelet Resources

Technology:
- Benchmark Hello! (ESOL 1 Newcomers)
- Imagine Learning (ESOL 1
- Achieve3000 (ESOL 2,3,4)
- MyELT

Independent:
- **Practice**
- **Apply**
- **Extend**

- Benchmark Hello! (ESOL 1 Newcomers)
- Create a FLIP– Language Objectives
- Vocabulary Developmer
- Journal Writing
- Make an Impact Project
- Practice
- Apply
- Writing
- Graphic organizers
- Extend Worksheets

Wrap Up & Review

Note: Suggested rotational model to create routines.

Division of Academics, Department of Bilingual Education and World Languages, July 2023

Florida's Character Education Standards

ESOL 1 Textbook Options Based on Student Needs:

- Benchmark *Hello*! Quarter 1; Impact Foundation Quarters 2, 3, and 4.
- Impact Book 1 the entire year
- Benchmark *Hello!* Quarter 1; Impact Foundation Quarter 2; Impact Book 1 Quarters 3 and 4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Benchmark *Hello!* ESOL 1
National Geographic Cengage Learning Impact Foundation ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

WIDA ELD Standards FLORIDA'S B.E.S.T. ELA Standards	Essential Content	Objectives	Instructional Tools
• Reading Literature standards are found in some Express Yourself selections • WIDA ELD Standards are infused throughout the units	**Benchmark *Hello!*** Listening, Speaking, Reading, and Writing adhere to the following format with 5 lessons per Unit: • Build Vocabulary • Practice and deepen Learning • Extend and Apply • Demonstrate Learning: Weekly Project • Presentation and Assessment **Impact Foundations** Grammar, Vocabulary, and Speaking Strategy follow the following format: • Warm-up • Present • Practice • Apply • Extend • Wrap-up Reading, Video, and Writing Components follow the following format: • Before You Read, Watch, Write • While You Read, Watch, Write • After You Read, Watch, Write **Assessment** • Each component includes an opportunity for formative assessment • Each unit includes an opportunity for summative assessment in the form of a unit quiz	The objectives reflect the Content and Language Objectives listed in the Unit Opener page found in the Teacher's Edition.	Materials suggested in the Teacher's Edition are listed in this column. NG Impact instructional resources are listed in this column: • Worksheets • Audio Tracks • Video Scenes • Writing Worksheets **<u>Supplemental Technology:</u>** • Benchmark *Hello!* • My ELT • iWorld Nearpod Private Library Lessons have been chosen to support B.E.S.T. Standards. • Imagine Learning • Wakelet Resources • Ellevation inClass

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Benchmark *Hello!* ESOL 1
National Geographic Cengage Learning Impact Foundation ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

First Quarter August 17 – October 27 Weeks 1 – 11	Second Quarter October 30 – January 19 Weeks 12 – 20	Third Quarter January 22 – April 10 Weeks 21 – 31	Fourth Quarter April 11 – June 7 Weeks 31 – 39
Benchmark *Hello!* **Week 1:** • **Theme:** Back to School • **Establishing Classroom Routines** • **Achieve 3000** • **iWorld Private Library NNPs** **Weeks 2-3:** • UNIT 1: **Making New Friends** Seek information, Inform, Identify • **My Name Is…** • **Where I am From** • **My Family** • **What I Like to Do** • **Show What You Know: Make a Poster** **iWorld Private Library NPPs:** • **Nearpod Lesson # 451:** The Home 4.1 • **Nearpod Lesson # 452:** The Home 4.2 • **Nearpod Lesson # 453:** The Home 4.3 • **Nearpod Lesson # 481:** Simple Present • **Nearpod Lesson # 489:** Nouns **Weeks 4-5:** • UNIT 2: **Classroom Curiosity** Inform, Explain, Identify, Give examples • **Classroom Objects** • **School Subjects** • **Places in the Classroom** • **Classroom Rules** • **Show What You Know: Make a Mobile** **iWorld Private Library NPPs:** • **Nearpod Lesson # 442-443**: Basic English Vocabulary Bundle: School 1.1-1.2 • **Nearpod Lesson # 481**: Simple Present	**Impact Foundation** **Weeks 12-16:** • **UNIT 3:** Robots and Us • **THEME:** People Interacting with Technology • **MISSION:** Change the World • **National Geographic EXPLORER:** Chad Jenkins, Computer Scientist/Roboticist • **PROJECT:** Make an Impact > Presentation, Design a robot, Invitation • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4:** Creative Expression: Advertisement—*Robotosaurus Rex*--Making Connections: Robots and animals • **iWorld Private Library NPPs** • **Imagine Learning** **Supplemental Technology Resources:** • Imagine Learning • Benchmark *Hello!* • iWorld Nearpod Private Library • Wakelet Resources • ELLevation inClass	**Impact Foundation** **Weeks 21-25:** • **UNIT 5:** Water • **THEME:** How to Protect and Preserve Water • **MISSION:** Protect Our Water • **National Geographic EXPLORER:** Osvel Hinojosa Huerta, Conservationist • **PROJECT:** Make an Impact > Poster, Comic strip, Presentation • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Tour Description – *A Tour of Thun, Switzerland* – Making Connections: Water, buildings, and history • **iWorld Private Library NPPs** • **Imagine Learning** **Supplemental Technology Resources:** • Imagine Learning • Benchmark *Hello!* • iWorld Nearpod Private Library • Wakelet Resources • ELLevation inClass	**Impact Foundation** **Weeks 31-35:** • **UNIT 7:** Amazing Space • **THEME:** Space and Technology • **MISSION:** Think Like a Scientist • **National Geographic EXPLORER:** Manu Prakash, Biophysicist • **PROJECT:** Make an Impact > Interview, Presentation, Timeline • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Blog – *Welcome to Haneul's Awesome Blogging World* – Making Connections: Space and travel • **iWorld Private Library NPPs** • **Imagine Learning** **Supplemental Technology Resources:** • Imagine Learning • Benchmark *Hello!* • iWorld Nearpod Private Library • Wakelet Resources • ELLevation inClass

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Benchmark *Hello!* ESOL 1
National Geographic Cengage Learning Impact Foundation ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

First Quarter August 17 – October 27 Weeks 1 – 11	Second Quarter October 30 – January 19 Weeks 12 – 20	Third Quarter January 22 – April 10 Weeks 21 – 31	Fourth Quarter April 11 – June 7 Weeks 31 – 39
Weeks 6-7: • UNIT 3: **My School in the USA** • **People in my school** Identify, Analyze, Retell • **Places in My School** Explain, Analyze, Justify • **What I Like to do In School** Identify, Describe, Retell • **What I Do in Places at School** Identify, Describe, Infer • **Show What You Know: Make a Diorama** Synthesize, Design, Explain **iWorld Private Library NPPs:** • **Nearpod Lesson # 444:** School 1.3 • **Nearpod Lesson # 445:** School 1.4 • **Nearpod Lesson # 487:** Common Verbs	**Weeks 17-20:** • **UNIT 4:** Part of Nature • **THEME:** People and Animals and Their Place in Nature • **MISSION:** Use Your Skills • **National Geographic EXPLORER:** Juliana Machado Ferreira, Conservation Biologist • **PROJECT:** Make an Impact > Quiz show, Journal entry, Wild animal poster • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4:** Creative Expression: Advertisement—*Robotosaurus Rex*--Making Connections: Robots and animals • **iWorld Private Library NPPs** • **Imagine Learning** **Supplemental Technology Resources:** • Imagine Learning • Benchmark *Hello!* • iWorld Nearpod Private Library • Wakelet Resources • ELLevation inClass	**Weeks 26-31:** • **UNIT 6:** The City: Past, Present and Future • **THEME:** Architecture, Photography, and Preservation of Buildings • **MISSION:** Know Your History • **National Geographic EXPLORER:** Ross Davison, Heritage Conservationist • **PROJECT:** Make an Impact > Architecture display, Biographical poster, Design a school building • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Tour Description – *A Tour of Thun, Switzerland* – Making Connections: Water, buildings, and history • **iWorld Private Library NPPs** • **Imagine Learning** **Supplemental Technology Resources:** • Imagine Learning • Benchmark *Hello!* • iWorld Nearpod Private Library • Wakelet Resources • ELLevation inClass	**Weeks 37-39:** • **UNIT 8:** See the World • **THEME:** Travel and Vacations • **MISSION:** Get Outside! • **National Geographic EXPLORER:** Sarah McNair-Landry, Adventurer/Cinematographer • **PROJECT:** Make an Impact > Tour itinerary, Blog entry, Map • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Blog – *Welcome to Haneul's Awesome Blogging World* – Making Connections: Space and travel • **iWorld Private Library NPPs** • **Imagine Learning** **Supplemental Technology Resources:** • Imagine Learning • Benchmark *Hello!* • iWorld Nearpod Private Library • Wakelet Resources • ELLevation inClass

M/J Developmental Language Arts Through ESOL Level 1 — Course Code: 1002181L1

First Quarter August 17 – October 27 Weeks 1 – 11	Second Quarter October 30 – January 19 Weeks 12 – 20	Third Quarter January 22 – April 10 Weeks 21 – 31	Fourth Quarter April 11 – June 7 Weeks 31 – 39
Weeks 8-9: • **UNIT 4: I am Unique** • **My Body** Inform, Explain, Describe • **My Health** Inform, Explain, Describe • **Feelings** Evaluate, Describe, Analyze • **Clothing** Compare, Contrast, Differentiate • **Show What You Know: Make a Body Poster** Depict, Give Examples, Synthesize, Summarize, Generalize **iWorld Private Library NPPs:** • **Nearpod Lesson # 448:** Clothes 10.1 • **Nearpod Lesson # 449:** Clothes 10.2 • **Nearpod Lesson # 473:** Subject Pronouns **Weeks 10-11:** • **UNIT 8: Wondering About the World** • **Question Words: Who and What** Seek Information, Explain, Infer • **Question Words: When and Where** Seek Information, Explain, Infer • **Question Words: Which and Why** Evaluate, Justify, Retell • **Riddles** Describe, Distinguish, Categorize • **Show What You Know: Interview a Friend** Seek Information, Explain, Justify			

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
Benchmark *Hello!* ESOL 1
National Geographic Cengage Learning Impact Foundation ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

First Quarter August 17 – October 27 Weeks 1 – 11	Second Quarter October 30 – January 19 Weeks 12 – 20	Third Quarter January 22 – April 10 Weeks 21 – 31	Fourth Quarter April 11 – June 7 Weeks 31 – 39
iWorld Private Library NPPs: • **Nearpod Lesson # 446:** Daily Routines 1.1 • **Nearpod Lesson # 447:** Daily Routines 1.2 • **Nearpod Lesson # 448:** Daily Routines 1.3 • **Nearpod Lesson # 464:** Subject Questions • **Nearpod Lesson # 491:** Demonstrative Pronouns • **Nearpod Lesson # 503:** Adverbs • **Nearpod Lesson # 504:** Adverbs • **Nearpod Lesson # 592:** Types of Sentences **Supplemental Technology Resources:** • Imagine Learning • Benchmark *Hello!* • iWorld Nearpod Private Library • Wakelet Resources • ELLevation inClass			

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 2

M/J Developmental Language Arts Through ESOL Level 2 **Course Code:1002181L2**

Front Matter

NG Cengage Learning *Impact* offers a unique opportunity for students to develop language through real-world content, stunning photographs, video from authentic sources, and inspiring opportunities to gain experience from National Geographic explorers. Throughout the units, students have several opportunities to make decisions about their learning during **Choice Activities**. Choice Activities, and games promote 21st Century Skills and values. Students also have opportunities to develop language while working collaboratively in pairs or groups.

Each unit includes 10 sections: Unit Opener, Vocabulary, Speaking Strategy, Grammar 1, Reading, Video, Grammar 2, Writing, Mission, and Make an Impact Project. Every two units there is an Express Yourself section that synthesizes what students learned in the preceding units and helps students make connections beyond the unit themes. Pronunciation is embedded within the lesson components.

Now I Can statements found in the student Workbook are brief self-assessments that offer the opportunity to reflect on student learning and identify areas for teachers to revisit learning targets.

IMPACT offers students and teachers, MyELT, an online platform with interactive activities to support each section from the student book.

- Vocabulary
- Speaking Strategy
- Grammar
- Reading
- Video
- Writing

Click Here to access the RESOURCES and INFORMATION listed below.

1. Supplemental Resources for teachers to use to support instruction
2. Intentional Routines and Rotations

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 2

M/J Developmental Language Arts Through ESOL Level 2 **Course Code:1002181L2**

Differentiated Instruction: Routines and Rotations

IMPACT_Middle School

Whole Group:
- **Opening Routine**
- Bell Ringer related to the lesson
- Present strategy or skill
- Quick video to introduce topic
- Wakelet Resources
- Warm Up

Teacher-led:
- **Present**
- Benchmark Hello! (ESOL 1 Newcomers)
- Data chat from Benchmark Hello!, Imagine Leaning, or Achieve3000
- Fluency – Oral reading
- Comprehension – Reading Strategy - Skills
- Oral reading/review
- Intentional instruction L, S, R, W
- Extend vocabulary
- Writing practice
- Conference – writing – editing
- Wakelet Resources

Technology:
- Benchmark Hello! (ESOL 1 Newcomers)
- Imagine Learning (ESOL 1
- Achieve3000 (ESOL 2,3,4)
- MyELT

Independent:
- **Practice**
- **Apply**
- **Extend**
- Benchmark *Hello!* (ESOL 1 Newcomers)
- Create a FLIP– Language Objectives
- Vocabulary Development
- Journal Writing
- Make an Impact Project
- Practice
- Apply
- Writing
- Graphic organizers
- Extend Worksheets

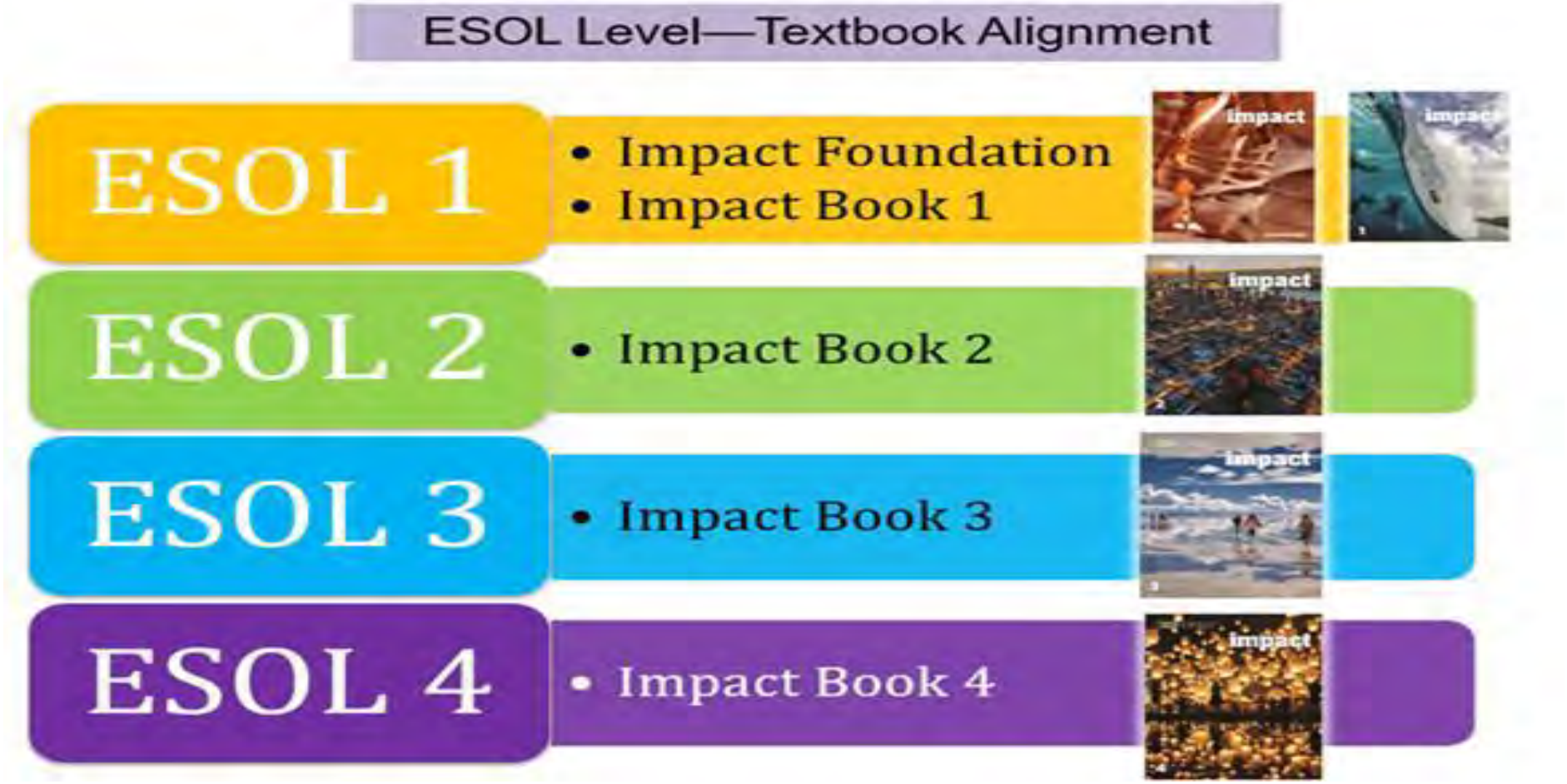
Wrap Up & Review

Note: Suggested rotational model to create routines.

Division of Academics, Department of Bilingual Education and World Languages, July 2023

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 2

M/J Developmental Language Arts Through ESOL Level 2 **Course Code:1002181L2**



ESOL 1 Textbook Options Based on Student Needs:

- Benchmark *Hello!* Quarter 1; Impact Foundation Quarters 2, 3, and 4.
- Impact Book 1 the entire year
- Benchmark *Hello!* Quarter 1; Impact Foundation Quarter 2; Impact Book 1 Quarters 3 and 4

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 2

M/J Developmental Language Arts Through ESOL Level 2 **Course Code:1002181L2**

WIDA ELD STANDARDS FLORIDA'S B.E.S.T. ELA STANDARDS	Essential Content	Objectives	Instructional Tools
WIDA English Language Development (ELD) and Florida's B.E.S.T. ELA Standards are infused throughout the curriculum.	Grammar, Vocabulary, and Speaking Strategy follow the following format: • Warm-up • Present • Practice • Apply • Extend • Wrap-up Reading, Video, and Writing Components follow the following format: • Before You Read, Watch, Write • While You Read, Watch, Write • After You Read, Watch, Write **Assessment** • Each component includes an opportunity for formative assessment. • Each unit includes an opportunity for summative assessment in the form of a unit quiz.	The objectives reflect the Content and Language Objectives listed in the Unit Opener page found in the Teacher's Edition.	Materials suggested in the Teacher's Edition are listed in this column. NG Impact instructional resources are listed in this column: • Worksheets • Audio Tracks • Video Scenes • Writing Worksheets **Supplemental Technology:** • **My ELT** • **iWorld Nearpod Private Library** Lessons have been chosen to support B.E.S.T. Standards. • **Achieve 3000** lessons are connected to the unit by theme. • **Wakelet Resources** • **Ellevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact Book 2

M/J Developmental Language Arts Through ESOL Level 2 **Course Code:1002181L2**

First Quarter August 17 – October 26 Weeks 1 – 11 Units 1-2	Second Quarter October 30 – January 19 Weeks 12-20 Units 3-4	Third Quarter January 22 – April 10 Weeks 21-31 Units 5-6	Fourth Quarter April 11 – June Weeks 32-40 Units 7-8
Week 1: 3 days **Week of Welcome:** **THEME** • "Where I'm From," Poem by George Ella Lyon • Classroom Routines **Weeks 2-6 24 days – Unit 1** • **UNIT 1:** Color Matters • **THEME:** Color and its effect on people • **MISSION:** Look for Opportunities • **EXPLORER:** National Geographic Photographer: Annie Griffiths • **PROJECT:** Make an Impact>Art Presentation, Food Presentation, Blog Entry • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF**: Creative Expression: Song, *One Truth,* Making Connections: How colors affect your body and mind. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass** • **Character Education Connection**	**Weeks 1-5: 23 days – Unit 3** • **UNIT 3:** Your Virtual Self • **THEME:** Technology's Impact on our lives • **MISSION:** Connect with people • **EXPLORER:** National Geographic Explorer: Amber Case, Cyborg Anthropologist • **PROJECT:** Make an Impact > Survey, Advertisement, Technology Fair • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4**: Creative Expression: Poem – *Blog; Aboard the E/V Nautilus* Making Connections: Technology's impact and ocean exploration. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 1-5: 23 days - Unit 5** • **UNIT 5:** Life in the Extreme • **THEME:** Extreme Environments • **MISSION:** Ask Questions • **EXPLORER:** National Geographic Explorer: Kevin Hand, Planetary Scientist/Astrobiologist • **PROJECT:** Make an Impact > Brochure, Contest, Journal • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Flash Fiction – *A New Beginning* Making Connections: Extreme environments and food waste. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 1-5: 25 days - Unit 7** • **UNIT 7:** Art in the Open • **THEME:** Public art • **MISSION:** Learn from Art • **EXPLORER:** National Geographic Adventurer/Humanitarian: Shannon Galpin • **PROJECT:** Make an Impact > Flipbook, Profile of a Visual Storyteller, Visual Story • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Public art – Making Connections: Public art and being prepared. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
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M/J Developmental Language Arts Through ESOL Level 2 — Course Code:1002181L2

First Quarter August 17 – October 21 Weeks 1 – 10 Units 1-2	Second Quarter October 21 – January 20 Weeks 11-20 Units 3-4	Third Quarter January 23 – April 7 Weeks 21-30 Units 5-6	Fourth Quarter April 10 – June 9 Weeks 31-39 Units 7-8
Weeks 7-9 18 days – Unit 2 • **UNIT 2:** Feeling Good • **THEME:** Body and Mind • **MISSION:** Take care of yourself • **EXPLORER:** National Geographic Explorer: Pardis Sabeti, Computational Geneticist • **PROJECT:** Make an Impact>Healthy Living Brochure; Sleep research; quiz show • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF**: Creative Expression: Song, *One Truth,* Making Connections: How colors affect your body and mind. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 16-20: 23 days - Unit 4** • **UNIT 4:** Underwater Mysteries • **THEME:** Underwater exploration and discovery • **MISSION:** Be Curious • **EXPLORER:** National Geographic Explorer: Katy Croft Bell, Oceanographer • **PROJECT:** Make an Impact > Blog Underwater city, Local body of water • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4**: Creative Expression: Poem – *Blog; Aboard the E/V Nautilus* Making Connections: Technology's impact and ocean exploration. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 26-29 :20 days Unit 6** • **UNIT 6:** Are you going to eat that? • **THEME:** Food and food waste • **MISSION:** Take only what you need • **EXPLORER:** National Geographic Explorer: Tristam Stuart, Author / Campaigner • **PROJECT:** Make an Impact > Recipe book, Magazine Article, Comic strip • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Flash Fiction – *A New Beginning* Making Connections: Extreme environments and food waste. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 36-39: 17 days Unit 8** • **UNIT 8:** Don't Panic • **THEME:** Being prepared for dangerous situations • **MISSION:** Be Prepared • **EXPLORER:** National Geographic Explorer: Jimmy Chin, Climber / Photographer • **PROJECT:** Make an Impact > Skit, comic strip, News Article • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Public art – Making Connections: Public art and being prepared. **Supplemental Technology Resources:** • **Achieve 3000** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact 1 ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

Front Matter

NG Cengage Learning *Impact* offers a unique opportunity for students to develop language through real-world content, stunning photographs, video from authentic sources, and inspiring opportunities to learn from National Geographic explorers. Throughout the units, students have several opportunities to make decisions about their learning during **Choice Activities**. Choice Activities, and games promote 21st Century Skills and values. Students also have opportunities to develop language while working collaboratively in pairs or groups.

Each unit incorporates a Unit Opener, a Guiding Question, and lesson components, which include Vocabulary, Speaking Strategy, Grammar 1, Reading, Video, Grammar 2, Writing, Mission, and Make an Impact Project. Every two units include Express Yourself to synthesize what students learned in the preceding units and to make connections beyond the unit themes. Pronunciation is embedded within the lesson components.

Now I Can statements found in the student Workbook are brief self-assessments that offer the opportunity to reflect on student learning and identify areas for teachers to revisit learning targets.

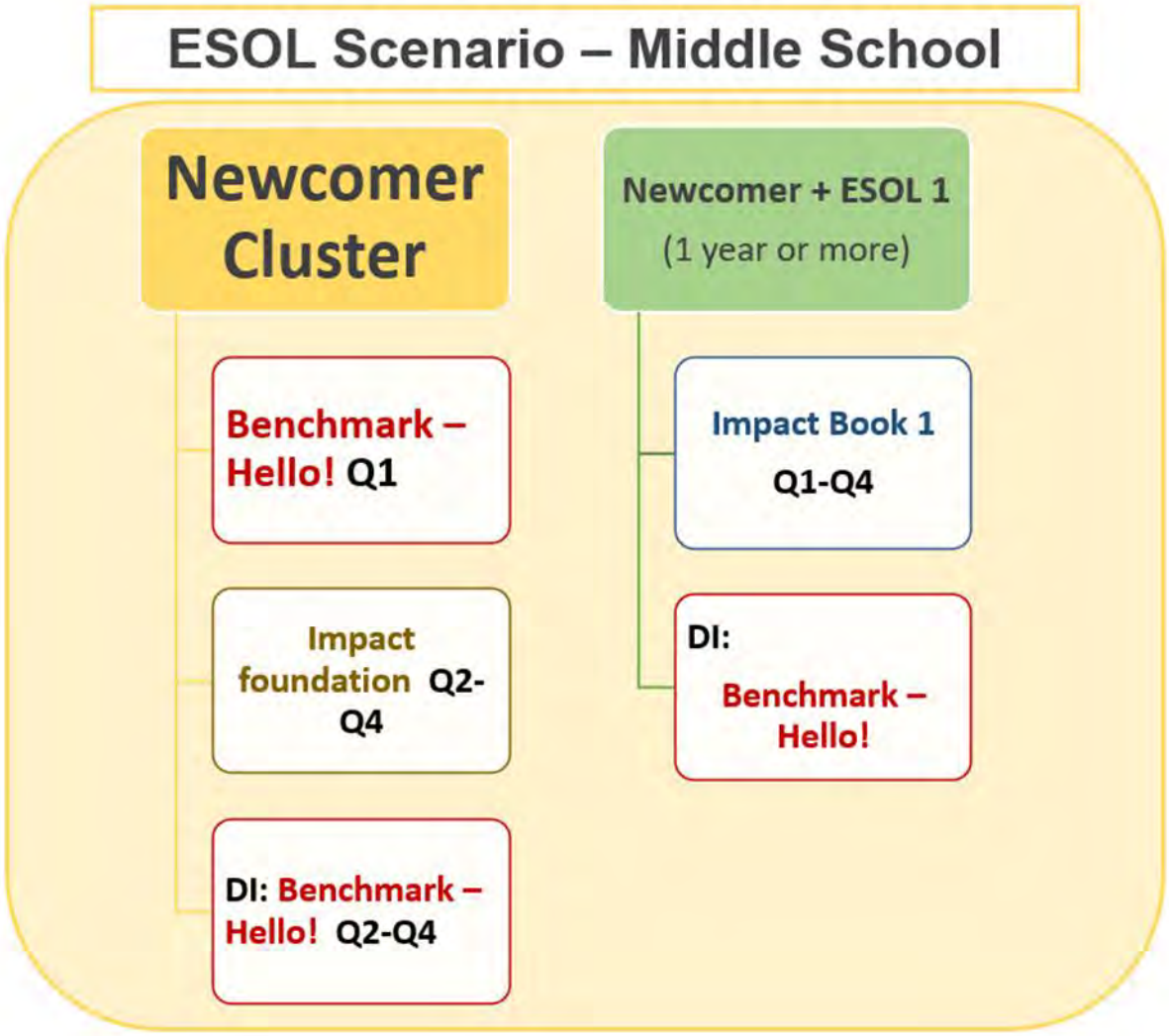
IMPACT offers students and teachers, MyELT, an online platform with interactive activities to support each section from the student book.

- Vocabulary
- Speaking strategy
- Grammar
- Reading
- Video
- Writing

Click Here to access the RESOURCES and INFORMATION listed below.

1. Supplemental Resources for teachers to use to support instruction
2. Intentional Routines and Rotations

1. Benchmark *Hello!*


ESOL Scenario – Middle School
Newcomer Cluster
Benchmark – Hello! Q1
Impact foundation Q2-Q4
DI: Benchmark – Hello! Q2-Q4
Newcomer + ESOL 1
(1 year or more)
Impact Book 1
Q1-Q4
DI:
Benchmark – Hello!

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact 1 ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

ESOL 1 Textbook Options Based on Student Needs:

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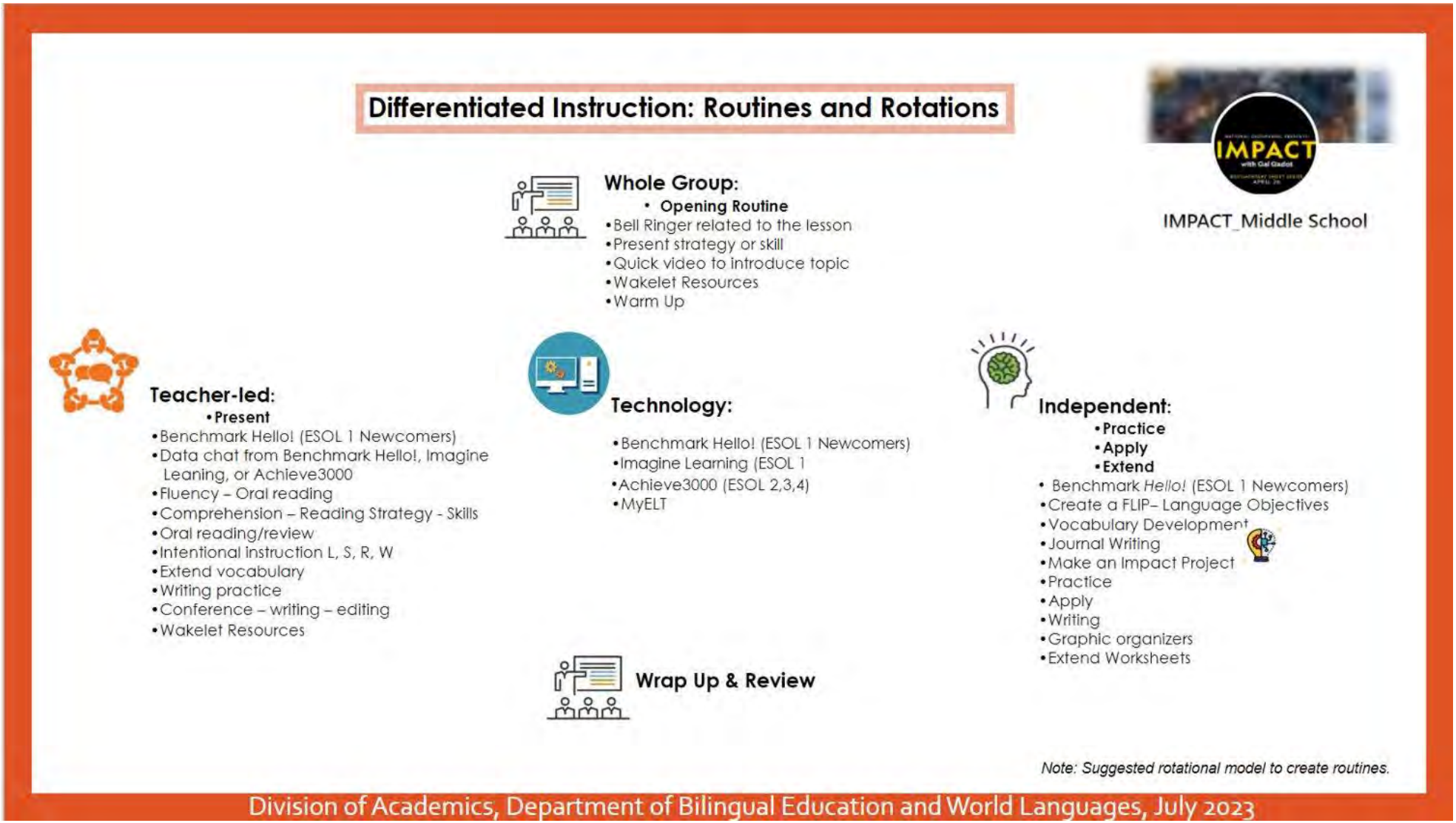
Differentiated Instruction: Routines and Rotations
IMPACT
with Gal Gadot
IMPACT_Middle School
Whole Group:
• Opening Routine
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•Present strategy or skill
•Quick video to introduce topic
•Wakelet Resources
•Warm Up
Teacher-led:
•Present
•Benchmark Hello! (ESOL 1 Newcomers)
•Data chat from Benchmark Hello!, Imagine Leaning, or Achieve3000
•Fluency – Oral reading
•Comprehension – Reading Strategy - Skills
•Oral reading/review
•Intentional instruction L, S, R, W
•Extend vocabulary
•Writing practice
•Conference – writing – editing
•Wakelet Resources
Technology:
•Benchmark Hello! (ESOL 1 Newcomers)
•Imagine Learning (ESOL 1
•Achieve3000 (ESOL 2,3,4)
•MyELT
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•Practice
•Apply
•Extend
• Benchmark Hello! (ESOL 1 Newcomers)
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•Vocabulary Development
•Journal Writing
•Make an Impact Project
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Wrap Up & Review
Note: Suggested rotational model to create routines.
Division of Academics, Department of Bilingual Education and World Languages, July 2023

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact 1 ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

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MIAMI-DADE COUNTY PUBLIC SCHOOLS
Year at a Glance 2023-2024
National Geographic Cengage Learning Impact 1 ESOL 1

M/J Developmental Language Arts Through ESOL Level 1 **Course Code: 1002181L1**

First Quarter August 17 – October 26 Weeks 1 – 11	Second Quarter October 30 – January 18 Weeks 12 – 20	Third Quarter January 22 – April 9 Weeks 21 – 31	Fourth Quarter April 11– June 7 Weeks 31 – 39
Week 1 **Week of Welcome:** **THEME: Back to School** • Who We Are T-shirt • Establish classroom routines **Weeks 2-5:** • **UNIT 1:** Life in the City • **THEME:** Exploring Your City or Town • **MISSION:** Explore Your World • **National Geographic Explorer:** Daniel Raven-Ellison, Guerilla Geographer • **PROJECT:** Make an Impact > Survey, Scavenger Hunt, Newspaper Article • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 1-2:** Creative Expression: Travel Review: *Gondola Tours of Venice*—Making Connections: Unusual Places and Unusual Jobs • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 12-16:** • **UNIT 3:** Secrets of the Dark • **THEME:** The World at Night • **MISSION:** Understand and Protect • **National Geographic Explorer:** David Gruber, Marine Biologist • **PROJECT:** Make an Impact > Poster, Blog entry, "Day-and-night" video • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4:** Graphic Story *Sleeping with a Lion* • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 21-24:** • **UNIT 5:** What We Wear • **THEME:** Clothing and Accessories throughout History • **MISSION:** Learn to Adapt • **NATIONAL GEOGRAPHIC EXPLORER:** Andres Ruzo, Geoscientist • **PROJECT:** Make an Impact > Design, Scavenger hunt, Presentation • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Feature Article – *Get Steampunked* – Making Connections: Fashion Mash-ups • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 31-35:** • **UNIT 7:** Cool Apps and Gadgets • **THEME:** Useful and Interesting Technology • **MISSION:** Always Keep Learning • **National Geographic Explorer:** Manu Prakash, Biophysicist • **PROJECT:** Make an Impact > Presentation, Robot design, Outdated gadget museum • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Letter for a Time Capsule – *Transportation of Tomorrow* – Making Connections: Past, present, and future technology • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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National Geographic Cengage Learning Impact 1 ESOL 1

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First Quarter August 17 – October 26 Weeks 1 – 11	Second Quarter October 30 – January 18 Weeks 12 – 20	Third Quarter January 22 – April 9 Weeks 21 – 31	Fourth Quarter April 11– June 7 Weeks 31 – 39
Weeks 6-11: • **UNIT 2:** Amazing Jobs • **THEME:** Unusual and Interesting Careers • **MISSION: Do What You Love** • **NATIONAL GEOGRAPHIC EXPLORER:** Guillermo de Anda, Underwater Archeologist • **PROJECT:** Make an Impact > Want ad, Comic strip, Job fair • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 1-2:** Travel Review: *Gondola Tours of Venice* Making Connections: Unusual Places and Unusual Jobs • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 17-20:** • **UNIT 4:** Living Together • **THEME:** Animal and Human Interactions • **MISSION:** Start Small • **NATIONAL GEOGRAPHIC EXPLORER**: David Gruber, Marine Biologist • **PROJECT:** Make an Impact > Poster, Blog entry, "Day-and-night" video • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 3-4:** Creative Expression: Graphic Story *Sleeping with a Lion*—Making Connections: Interactions between humans and animals at night • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 26-31:** • **UNIT 6:** Mix and Mash • **THEME:** Mash-ups • **MISSION:** Be Unique • **NATIONAL GEOGRAPHIC EXPLORER:** Josh Ponte, Musical Explorer/Filmmaker • **PROJECT:** Make an Impact > Food art, Hybrid sport, Comic strip • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 5-6**: Creative Expression: Feature Article – *Get Steampunked* – Making Connections: Fashion Mash-ups • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**	**Weeks 36-39:** • **UNIT 8:** Into the Past • **THEME:** Art and our Connection to It • **MISSION:** Understand the Past • **NATIONAL GEOGRAPHIC EXPLORER:** Alberto Nava Blank, Underwater Cave Explorer/Cartographer • **PROJECT:** Make an Impact > Mancala game, Biographical poster, Skit • **END-OF-QUARTER ACTIVITY: EXPRESS YOURSELF UNITS 7-8**: Creative Expression: Letter for a Time Capsule – *Transportation of Tomorrow* – Making Connections: Past, present and future technology • **iWorld Private Library NPPs** **Supplemental Technology Resources:** • **Imagine Learning** • **Benchmark *Hello!*** • **iWorld Nearpod Private Library** • **Wakelet Resources** • **ELLevation inClass**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

M/J COMPREHENSIVE SCIENCE 2

1ST Nine Weeks

UNIT 1: ENERGY

I. Heat and the Practice of Science **(8/17 – 8/28)**
(SC.7.N.1.1; **SC.7.N.1.2;** SC.7.N.1.4; SC.7.P.11.1, **SC.7.P.11.4**)
- A. Practice of Science Skills with Heat
- B. Investigating Heat

II. Heat Energy **(8/29 – 9/08)**
(SC.7.P.11.1, **SC.7.P.11.4**)
- A. Heat and Temperature
- B. Adding & Removing Heat
- C. Methods of Heat Transfer

III. Conservation of Energy and Energy Transformations **(9/11 – 9/27)**
(**SC.7.P.11.2**; SC.7.P.11.3; SC.7.N.1.1)
- A. Forms of Energy
- B. Energy Transformations
- C. Law of Conservation of Energy

UNIT 2: WAVES

IV. Electromagnetic Spectrum **(9/28 – 10/11)**
(**SC.7.P.10.1**; SC.7.N.1.3; SC.7.N.1.4)
- A. Properties of Waves
- B. The Sun's Energy as Radiation: Electromagnetic Spectrum
- C. Relationship between Wavelength and Frequency

V. Properties of Waves (**10/12 – 10/25)**
(SC.7.P.10.2; **SC.7.P.10.3**; SC.7.N.1.3; SC.7.N.1.4)
- A. Light Properties
- B. Wave Speed in Different Materials

2nd Nine Weeks

UNIT 3: EARTH'S STRUCTURE

VI. Layers of Earth **(10/26 – 11/07)**
(SC.7.E.6.1; SC.7.N.3.2)
- A. Crust and Lithosphere
- B. Mantle
- C. Core
- D. Comparing Layers of the Earth

VII. Plate Tectonics **(11/08 – 12/01)**
(SC.7.E.6.4; **SC.7.E.6.5**; SC.7.E.6.7; SC.7.N.3.2; SC.7.N.2.1)
- A. Continental Drift
- B. Describing Tectonic Plate Movement
- C. Explaining Plate Movement through Heat Flow

UNIT 4: ROCK CYCLE AND AGE OF THE EARTH

VIII. Rock Cycle and Processes that Shape Earth's Surface **(12/04 – 12/15)**
(**SC.7.E.6.2**)
- A. Rock Cycle
- B. Review of Landforms and Apply to Florida

IX. Age of Earth/ Geological Time **(12/18 – 1/18)**
(**SC.7.E.6.4**; SC.7.E.6.3)
- A. Measuring the Age of the Earth
- B. Evidence of Changes to Earth

3rd Nine Weeks

UNIT 5: EVOLUTION

X. Evidence of Species Change **(1/22 – 2/06)**
(SC.7.L.15.1; **SC.7.L.15.2**; SC.7.L.15.3; **SC.7.N.3.1**)
- A. Evidence of Scientific Theory of Evolution
- B. Adaptations
- C. Extinction

XI. Natural Selection **(2/07 – 2/23)**
(**SC.7.L.15.2;** SC.7.L.15.3)
- A. Conditions for Natural Selection
- B. Natural Selection

UNIT 6: ECOLOGY

XII. Relationships in Ecosystems **(2/26 – 3/12)**
(**SC.7.L.17.2**; SC.7.L.17.1; SC.7.L.17.3)
- A. Relationships
- B. Energy Flow in Ecosystems
- C. Limiting Factors

XIII. Human Impact on Earth **(3/13 – 4/05)**
(SC.7.E.6.6)
- A. Resources
- B. Biodiversity
- C. Pollution
- D. Human Impact on the Environment

4th Nine Weeks

UNIT 7 GENETICS

XIV. DNA, Chromosomes, and Heredity **(4/08 – 4/18)**
(**SC.7.L.16.1,** SC.7.L.16.3)
- A. Review Cell Structure
- B. DNA
- C. Reproduction

XV. Genetic Traits and Heredity **(4/19 – 5/02)**
(SC.7.L.16.2)
- A. Mendelian Genetics
- B. Genotype/Phenotype
- C. Genetic Probabilities

XVI. Biotechnology **(5/03 – 5/10)**
(SC.7.L.16.4; SC.7.N.1.5; SC.7.N.1.7)
- A. Cloning and Genetic Engineering
- B. Artificial Selection
- C. Impact on Society

UNIT 8: Reproductive Health and Disease Education

5/13 – 6/06

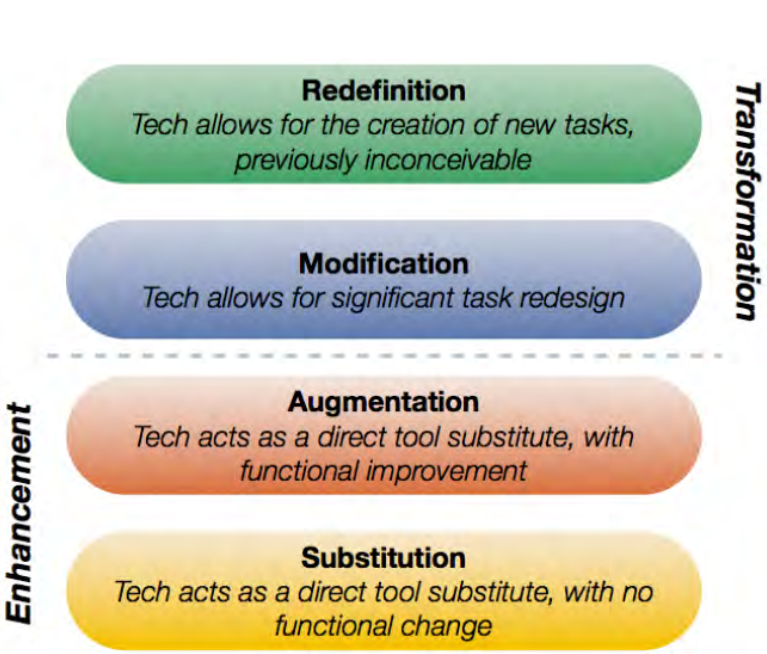
MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

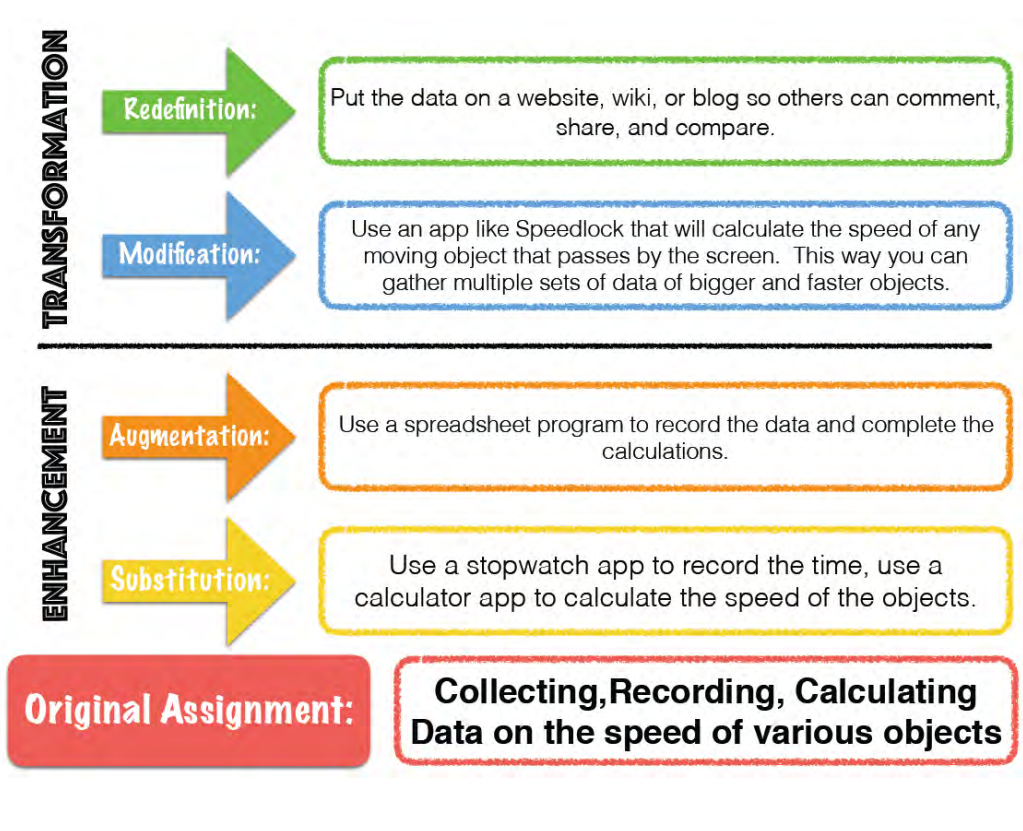
Technology Corner: The SAMR Model

Video Link: Introduction to the SAMR Model

Stages of the SAMR Model:



Examples of Tasks at each Stage:



ESOL Strategies Matrix Common Strategies for Science Instruction

Listening	Speaking	Reading	Writing	Audio Visuals	Multicultural Resources
A2- Modeling	B2- Cooperative Learning	C1- Activate Prior Knowledge	D2- Graphic Organizers	E1- Video	F2- Guest Speakers
A5-Illustrations	B4-Provide Meaningful Language Practice	C4- K-W-L	D3- Illustrating Labeling	E4- Music/Chants/ Raps	
A6- Use Simple, Direct Language	B6- Role Play	C7- Teacher Made Questions	D11-Writing Prompts	E6- Technology	**Instructional Modifications**
A7- Use Substitution, Expansion, Paraphrase, and Repetition	B8- Teacher/Student/Modeling	C8- Vary Complexity	D12- Writing Samples	E7- Realia	G1- Heritage Language/English Dictionary
	B9-Think Aloud	C9- Read Aloud		E8- Visuals	G3- Flexible Setting
		C12- Reader's Theater			
		C13- Cooperative Learning			
		C14- Chunking			
		C16- Key Vocabulary			
		C17- Context Clues			
		C18- Vocabulary Improvement Strategy			
		C25- Graphic Organizers			
		C32- Verbal Clues/Pictures			
		C34- Captioning			
		C35- Venn Diagram			
		C39- Pantomime/ Dramatization			
		C42- Think/Pair/Share			
		C51- Highlighting Text			
		C52- Note Taking/ Outline Notes			
		C53- SQ3R			
		C58- Exit Slips			

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

MATHEMATICS (B.E.S.T.)	
STRAND: MA.K12.MTR – Mathematical Thinking and Reasoning	
CODE	**STANDARD**
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.

ENGLISH LANGUAGE ARTS (B.E.S.T.)	
STRAND: ELA.K12.EE – Expectations	
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ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
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ELA.K12.EE.3.1	Make inferences to support comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

ENGLISH LANGUAGE DEVELOPMENT	
CLUSTER: Language of Science	
CODE	**STANDARD**
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
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Division of Academics – Department of Science
Year-At-A-Glance 2022-2023

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

M/J COMPREHENSIVE SCIENCE 3 — COURSE CODE: 200210001

1st Nine Weeks

UNIT 1: MATTER

I. Matter and The Practice of Science **(8/17 – 8/24)** (SC.8.P.8.3; SC.8.N.1.1; SC.8.N.1.4; SC.8.N.1.6)
- A. Scientific Investigations
- B. Scientific Processes - Studying Matter
- C. Reliability of Results from Matter Experiment

II. Describing Matter **(8/25 – 9/08)** (SC.8.P.8.3; SC.8.P.8.2; SC.8.N.1.1; SC.8.N.1.4; SC.8.N.1.6)
- A. Measuring Matter
- B. Calculate Density
- C. Weight versus Mass

III. Physical Properties of Matter **(9/11 – 9/22)** (SC.8.P.8.1; **SC.8.P.8.4**; SC.8.N.1.1; SC.8.N.1.2)
- A. Particulate Nature of Matter
- B. States of Matter
- C. Physical Properties of Matter

IV. Atoms and the Periodic Table **(9/26 – 10/09)** (SC.8.P.8.7; SC.8.P.8.6; SC.8.N.1.4; SC.8.N.3.2)
- A. Atomic Theory- Scientific Theories
- B. Atomic Structure
- C. Atomic Model
- D. Periodic Table

UNIT 2: CHEMISTRY

V. Changes in Matter **(10/10 – 10/25)** (SC.8.P.9.1; **SC.8.P.9.2**; SC.8.P.9.3; SC.8.N.1.1; SC.8.N.1.2)
- A. Physical Changes
- B. Chemical Changes
- C. Temperature's Influence on Chemical Changes
- D. Law of Conservation of Mass

2nd Nine Weeks

VI. Combining Atoms **(10/26 – 11/07)** (**SC.8.P.8.5**; SC.8.P.8.8**;** SC.8.P.8.9; SC.8.N.1.1; SC.8.N.1.6)
- A. Compounds
- B. Pure Substances and Mixtures
- C. Properties of Compounds (Acids, Bases and Salts)

UNIT 3: CYCLING OF MATTER

VII. Photosynthesis and Cellular Respiration **(11/08 – 11/29)** (SC.8.L.18.1; SC.L.18.2; **SC.L.18.4**; SC.8.N.1.1; **SC.8. P.8.5**)
- A. Cell Structure Overview
- B. Photosynthesis
- C. Cell Respiration
- D. Law of Conservation of Mass and Energy

VIII. Cycles of Matter **(11/30 – 12/15)** (SC.8.L.18.3; **SC.8.L.18.4**; SC.8.N.1.1; **SC.8.P.8.5**)
- A. Overview of Cycles in Nature
- B. Carbon Cycle
- C. Conservation of Matter and Energy

UNIT 4: THE UNIVERSE

IX. Objects in the Universe **(12/18 – 1/18)** (SC.8.E.5.2; SC.8.E.5.1; **SC.8.E.5.3**; SC.8.E.5.4; SC.8.E.5.10)
- A. Objects in Space
- B. Distances in Space
- C. Law of Universal Gravitation and the Formation of Stars

3rd Nine Weeks

X. Stars and the Sun **(1/22 – 2/06)** (**SC.8.E.5.5**; SC.8.E.5.6; SC.8.E.5.11)
- A. Properties of Stars
- B. H-R Diagrams
- C. The Sun's Characteristics
- D. Electromagnetic Spectrum

UNIT 5: OUR SOLAR SYSTEM

XI. Objects in our Solar System **(2/07 – 2/23)** (SC.8.E.5.8; **SC.8.E.5.7**; **SC.8.E.5.3**; SC.8.E.5.4; SC.8.N.1.3; SC.8.N.3.2)
- A. Models of the Solar System
- B. Properties of Sun, Planets, and Moons Compared to Earth
- C. Law of Universal Gravitation

XII. The Sun, Earth, and Moon System **(2/26 – 3/14)** (SC.8.E.5.9; SC.8.N.1.6)
- A. Earth in Space
- B. Sun's Impact on Earth
- C. Moon's Impact on Earth
- D. Sun and Moon's Combined Impact on Earth

XIII. **Annually Assessed Benchmark Reinforcement:** Earth Space & Physical Sciences **(3/15 – 4/12)** (Fair Game and non-embeddable benchmarks based on most current data)

4th Nine Weeks

XIV. **Annually Assessed Benchmark Reinforcement:** Physical & Life Sciences **(4/13 – 5/03)** (Fair Game and non-embeddable benchmarks based on most current data)

UNIT 6: REPRODUCTIVE HEALTH AND DISEASE EDUCTION

(5/06 – 6/06)

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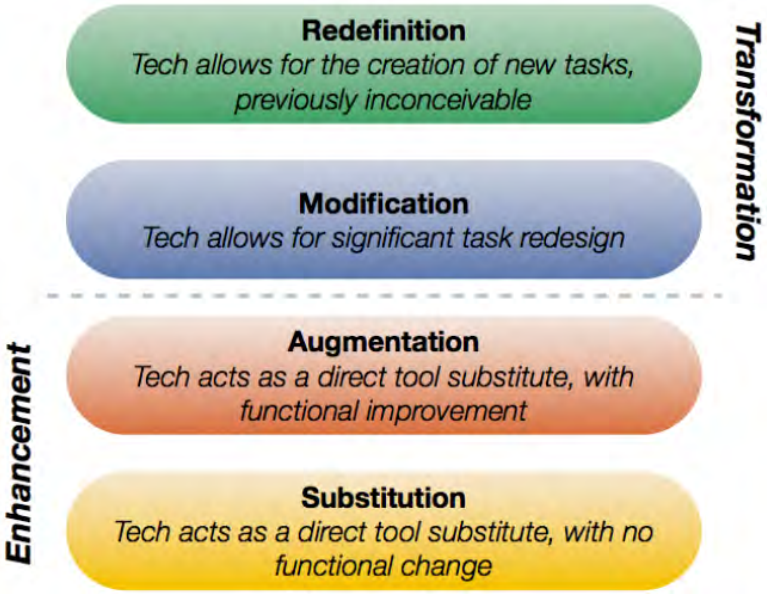
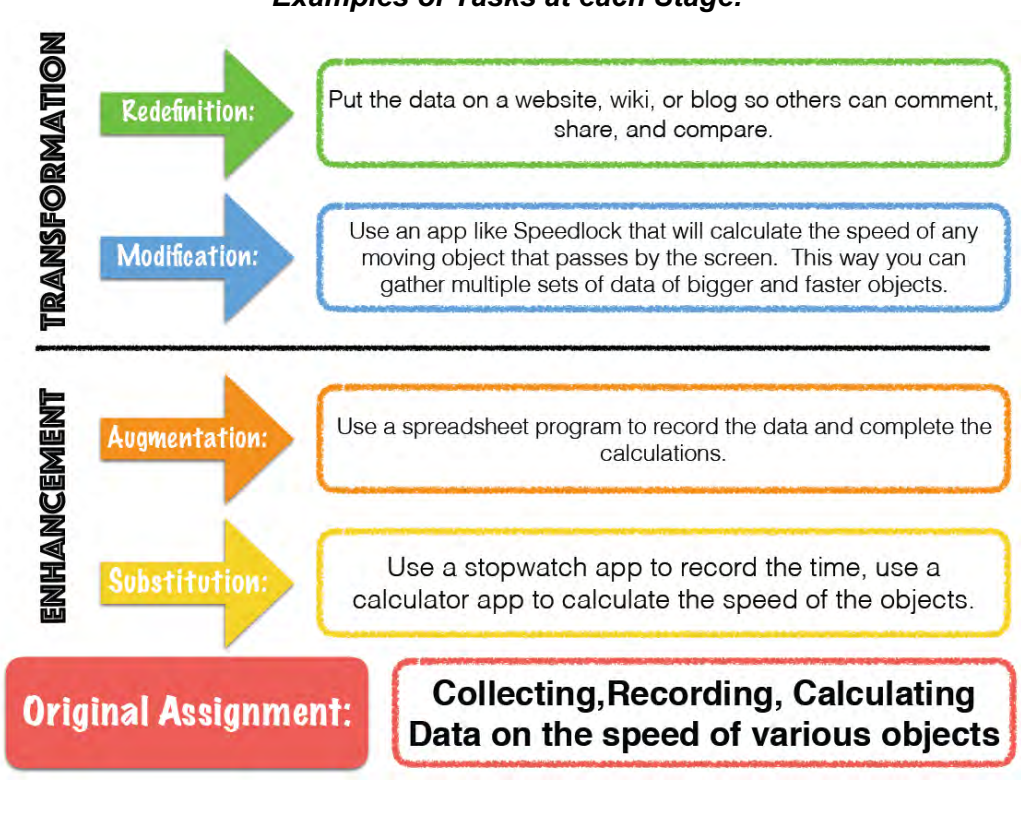
YEAR-AT-A-GLANCE
Technology Corner: The SAMR Model

Video Link: Introduction to the SAMR Model

Stages of the SAMR Model:



Examples of Tasks at each Stage:



ESOL Strategies Matrix Common Strategies for Science Instruction

Listening	Speaking	Reading	Writing	Audio Visuals	Multicultural Resources
A2- Modeling	B2- Cooperative Learning	C1- Activate Prior Knowledge	D2- Graphic Organizers	E1- Video	F2- Guest Speakers
A5-Illustrations	B4-Provide Meaningful Language Practice	C4- K-W-L	D3- Illustrating Labeling	E4- Music/Chants/ Raps	
A6- Use Simple, Direct Language	B6- Role Play	C7- Teacher Made Questions	D11-Writing Prompts	E6- Technology	**Instructional Modifications**
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MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE

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MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

M/J STEM ASTRONOMY AND SPACE SCIENCE — **COURSE CODE: 200102501**

1ST Nine Weeks

PREPARING FOR JOURNEY INTO OUTER SPACE

I. **Technology used to access outer space** (SC.8.E.5.8, SC.8.E.5.10, SC.8.E.5.11)
- A. Historical analysis of the Solar System
- B. Tools of the Solar System from the last 50 years
- C. Useful radiation for planetary images and satellite photographs
- D. Meet the Team (Career Explorations)

II. **Model of the solar system** (SC.8.E.5.3)
- A. Planets
- B. Moons
- C. Stars
- D. Asteroids
- E. Nebulae
- F. Galaxies
- G. Dwarf planets
- H. Comets

III. **Distances between objects in space from Sun** (SC.8.E.5.1)
- A. Units- astronomical units and light years
- B. Planetary distance from Sun and average surface temperature

IV. **Forces in Space** (SC.8.E.5.4, SC.6.P.13.1)
- A. Gravitational Phenomena
- B. Getting in Orbit
- C. Electromagnetic Force

2nd Nine Weeks

JOURNEY INTO SPACE

V. **Access planetary data through technology** (SC.8.E.5.10)
- A. SECME –Use engineering design to build rockets (bottle, Vinegar and Baking Soda)
- B. SECME –Egg Drop
- C. Meet the Team (Career `Explorations)

VI. **Motion of planet, stars, and solar system** (SC.8.E.5.7)
- A. Rotation
- B. Revolution
- C. Visualizing retrograde motion

VII. **Venus, Mars, Earth** (SC.8.E.5.3, SC.8.E.5.7)
- A. The Real Venus
- B. Mars, our next natural destination
- C. Earth, Blue Planet

VIII. **Student developed technology** (SC.8.E.5.10, SC.8.E.5.8)
- A. Robotics- develop probes
- B. Coding
- C. Apps for space inquiry
- D. Meet the Team (Career Explorations)

3rdNine Weeks

FACTS AND FICTION

IX. **Changing Theories** (SC.8.E.5.8)
- A. Geocentric and heliocentric
- B. Formation of the solar system
- C. Is Pluto a Planet or Not?
- D. Crashing meteors
- E. Explosion of the Sun
- F. Black holes could delete the Universe

X. **Engineering an Ideal Planet** (SC.8.E.5.3, SC.8.E.5.9)
- A. Seasons and gravitational attractions
- B. My planet and it's moon (phases, tides, and eclipses)

XI. **Coding- Space-like Games** (SC.8.E.5.11)
- A. Are we alone? Alien Life
- B. Preparing for an Invasion
- C. UFO's

XII. **Invention of apps** (SC.8.E.5.10, SC.8.E.5.11)
- A. App inventor program
- B. Plan against harmful radiation

4th Nine Weeks

REFOCUSING OUR SPACE PROGRAM

XIII. Properties of main sequence stars (SC.8.E.5.6)
- A. Apparent magnitude (brightness),
- B. Temperature (color)
- C. Size
- D. Luminosity (absolute brightness)

XIV. Solar properties of the Sun and its dynamic nature (SC.8.E.5.5)
- A. Physical properties
- B. Relative size of Sun
- C. Connection of the Sun to conditions and events on Earth
- D. Earth's Ozone
- E. Create models of the Sun with solar properties

XV. Milky Way and Others (SC.8.E.5.2, SC.8.E.5.3)
- A. Hierarchical relationships relative to solar system, galaxy, and universe
- B. Constellations

XVI. Humankind's need to explore the universe (SC.8.E.5.12)
- A. Effects of space exploration on the economy and culture of Florida
- B. NASA
- C. Meet the Team (Career Explorations)

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Quarter 1 **History of the Solar System**		
Theme	STEM Topics/ Objectives	Activities/ Sources
Unit 1: Technology used to access outer space **SC.8.E.5.8** Compare various historical models of the Solar System, including geocentric and heliocentric. **SC.8.E.5.10** Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information. **SC.8.E.5.11**Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs	**Technology used to access outer space** • Compare and/or contrast various historical models of the Solar System from the last 50 years • Compare tools used to study the Solar System over the last 50 years • Distinguish useful radiation for planetary images and satellite photographs • Describe the importance of the electromagnetic spectrum to astronomers. • Explain how reflecting and refracting telescopes work using a diagram. • Explain development in 3-D printing and the possibilities of using it in the home, business, or education • Relate the roles of astronomy and space science to careers	1. Comparison of Historical Models of the Solar System 2. Models of the Solar System 3. Seeing the Solar System through a Historical Lens 4. Solar System Models and Contributors 5. 3-D Printers: Cost Effective for the Quality? 6. Creativity in Science 7. Electromagnetic Spectrum Poster Project 8. It's Not All Visible
Unit 2: Model of the solar system **SC.8.E.5.3** Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. **SC.8.E.5.7** Compare and contrast the properties of objects in the Solar System, including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	**Model of the solar system** • Distinguish the hierarchical relationships between planets and other astronomical bodies including distance, size, and composition • Relate the size of the solar system, galaxy, and universe • Represent the size of the planets and solar system in a model. • Differentiate between asteroids, meteors and comet • Classify the planetary atmospheres by presence, absence, and/or relative thickness • Explain the concept of eccentricity of orbital paths of astronomical bodies in terms of the differing shapes of orbits • Classify objects in the solar system as star, gas giants, terrestrial or other. • Explain in scientific language the origin of the solar system.	1. Asteroids 2. Designing a Scale Model of the Solar System: 3. Where Should We Move? STEM Lesson Plan 4. Discovering Kepler's Law for the Periods of Planets 5. Lesson 2 Voyage of Discovery

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Unit 3: We are Lightyears Apart SC.8.E.5.1 Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.	**Distances between objects in space from Sun** • Compare and/or contrast the relative distance of astronomical bodies in the universe • Describe distances between objects in space in the context of light and space travel • Compare and/or units- astronomical units and light years • Develop a scale to show distances of each planet to the Sun	1. Earth Science 2. Expanding the Universe 3. How Many Smoots Does It Take to Reach the Moon? 4. Measuring the Universe
Unit 4: Forces in Space **SC.8.E.5.4** Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.	**Forces in Space** • Describe the four forces of nature; gravity, electromagnetic, strong and weak force. • Identify and/or explain the role that gravity plays in the formation and motion of planets, stars, and solar systems. • Compare and/ or contrast gravity and electromagnetic force in space • Describe the effect of electromagnetic force in the universe	1. Dear Uni Verse: Advice Column for Stars and Planets 2. Gravity! What the deal? 3. Visualizing the Universal Law of Gravity

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 2 **Is there life Beyond Earth?**		
Theme	STEM Topics/ Objectives	Activities/ Sources
Unit 5: Journey into Space **SC.8.E.5.10** Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.	**Access planetary data through technology** • Compare applications on Earth to the concept of planetary data • Use engineering design to build rockets • Test efficiency of material for case for uncooked egg • Relate the roles of planetary data through technology to careers	1. Mars Exploration 2. Mars Exploration Technology 3. Informational text- Genius Materials on the ISS 4. Informational text- Bon Voyage, Voyager1 5. Research- Curiosity Lands on Mars 6. Land Management from Outer Space 7. NASA: Roving for the right wheel! 3D + MEA 8. NASAnt hire Space Company 9. SECME- Rockets and SECME- Egg Drop
Unit 6: Retrograde Motion! **SC.8.E.5.7** Compare and contrast the properties of objects in the Solar System, including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	**Motion of planet, stars, and solar system** • Explain the concept of eccentricity of orbital paths of astronomical bodies in terms of the differing shapes of orbits • Demonstrate the rotation and revolution of the earth around the sun. • Investigate and describe the interrelationships between the Earth, Moon and Sun	1. Asteroids 2. Lesson 3 How Far is Far? 3. Retrograde Motion Lesson 4. Retrograde Motion Activity
Unit 7: Comparative Landforms and Atmospheres **SC.8.E.5.3** Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. **SC.8.E.5.7** Compare and contrast the properties of objects in the Solar System, including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	**Venus, Mars, Earth, Moons** • Explore Mars terrain using 'Be a Martian App' • Study the history of water in all its phases on Venus, Mars, Earth and Moons • Compare and/or contrast the landforms and atmospheres of Venus, Mars, and Earth • Analyze the conditions Mars and Venus to predict if Mars or Venus can be our next natural destination	1. SpaceX's Elon Musk to Reveal Mars Colonization Ideas This Year 2. Mars Rovers 3. Margot's Venus 4. Moons: Searching for Signs of Life on 'Water Worlds' 5. What's Up With Venus? 6. How Can We Live On Mars?
Unit 8: Probes **SC.8.E.5.3** Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition. **SC.8.E.5.7** Compare and contrast the properties of objects in the Solar System, including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	**Student developed technology** • Develop probes through robotics • Design coding to communicate with probes • Develop apps for space inquiry • Relate the roles of planetary exploration to careers	1. Design a Space Probe 2. Be A Scanning Probe Microscope 3. Anyone Can Build Apps That Impact the World

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 3 **My Planet**		
Theme	STEM Topics/ Objectives	Activities/ Sources
Unit 9: Facts and Fiction **SC.8.E.5.7** Compare and contrast the properties of objects in the Solar System, including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.	**Changing Theories** • Distinguish between geocentric and heliocentric theories • Cite evidence about the formation of the solar system • Develop a logical argument on your position about whether Pluto a planet or not • Research events of crashing meteors to summarize the impact • Hypothesize the fate of the Sun based on current properties	1. Search for Extraterrestrial Life 2. Models of the Solar System 3. Geocentric and Heliocentric Retrograde Motion- Activity #3 only
Unit 9: My Planet **SC.8.E.5.3** Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition**.** **SC.8.E.5.7** Compare and contrast the properties of objects in the Solar System, including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions. **SC.8.E.5.9** Explain the impact of objects in space on each other, including: 1. the Sun on the Earth, including seasons and gravitational attraction; 2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	**Engineering an Ideal Planet** • Use engineering approach to plan and develop a model of an ideal planet that will sustain living things • • Explain the impact of the Sun on the Earth including seasons and gravitational attraction • Explain the impact of the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.	1. Quest For Life: Space Exploration 2. Scientific calculations from a distant planet 3. "Tasty" Moon Phases 4. A Change for Every Season
Unit 10: They're Out There **SC.8.E.5.11** Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	**Coding- Space-like Games** • Develop coding for life on your 'ideal planet'	1. Hour of Code Activities 2. Space Telescope: Optics and the EM Spectrum 3. Spectra and Stars
Unit 11: Apps on your Planet **SC.8.E.5.10** Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information. **SC.8.E.5.11**Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.	**Invention of apps** • Build an own app that will be useful for existence on your planet • SECME: Patent Pending- Innovation to action • App inventor program • Plan against harmful radiation • Research arguments made by scientists to determine if Pluto is a planet	1. Anyone Can Build Apps That Impact the World 2. It's Not All Visible

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DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Quarter 4		
Theme	STEM Topics/ Objectives	Sources
Unit 12: Properties Of Stars **SC.8.E.5.6** Create models of solar properties, including rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.	**Properties of main sequence stars** • Describe properties of main sequence stars in relation to: • Apparent magnitude (brightness), • Temperature (color) • Size • Luminosity (absolute brightness) • Identify the layers of a Sun (star)	Our Solar System's Only Star Structure of the Sun The Sun's Layers and Features
Unit 13: Our Star, SUN **SC.8.E.5.5** Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brig... **SC.8.E.5.6** Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences. **SC.6.E.7.9** Describe how the composition and structure of the atmosphere protects life and insulates the planet.	**Solar properties of the Sun and its dynamic nature** • Compare the relative size of Sun to other stars • Connect the conditions of the Sun to the events on Earth • Create models of the Sun with solar properties • Evaluate the effects of the solar wind and sunspots on the earth. • Explain the lifecycle of a star. • Explain how stars are born. • Identify the parts of a star's lifecycle. • Use an HR Diagram to determine information about a star. • Produce a flow chart of stellar evolution	Starry Lives, Starry Skies Desktop Constellations Star Scatter Plots Starry Science Starry, Starry Night Stars: HR Diagram & Classification To Infinity & Beyond Amazing Insulating Atmosphere
Unit 14: Comparing Galaxies **SC.8.E.5.2** Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars. SC.8.E.5.3 Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.	**Structure and history of the universe** • Recognize the relationship between light, the Sun and other stars. • Explain hierarchical relationships relative to solar system, galaxy, and universe • Create a three-dimensional model of a constellation. • Write a myth about a constellation • Identify galaxy types. • Illustrate the Sun's location in the Milky Way. • Describe the history of the universe as explained by the big bang theory. • Evaluate the evidence explaining the big bang theory. • Explain redshift and blueshift of light to explain expansion of the universe.	Constellations-Project PLATO Amazing Galaxies Expanding the Universe Galactic Goodies Where Should We Move? STEM Lesson Plan Big Bang Theory TicTacToe
Unit 15: Refocusing Our Space Program **SC.8.E.5.12** Summarize the effects of space exploration on the economy and culture of Florida.	**Humankind's need to explore the universe** Assess effects of space exploration on the economy and culture of Florida NASA, International **s**pace centers	NASA and the Space Program Change Florida: The Space Program Changes the Economy and Culture of Florida NASA: Roving for the right wheel! 3D + MEA

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

M/J STEM ENVIRONMENTAL SCIENCE			COURSE CODE:
1ST Nine Weeks	**2nd Nine Weeks**	**3rdNine Weeks**	**4th Nine Weeks**
WHY STUDY THE SUN? I. **Sun! Fuel for the Earth!** (SC.6.E.7.1) II. **Managing Life through Weather Prediction** (SC.6.E.7.2) III. **Impacts of Global Patterns** (SC.6.E.7.3) IV. Meet the Team (Career Explorations)	**CLIMATE CHANGE!** V. **Interaction between Spheres** (SC.6.E.7.4) VI. **Sun Influences Global Patterns** (SC.6.E.7.5) VII. **Greenhouse Effect Cause Climate Change** (SC.6.E.7.6) Dream in Green VIII. Meet the Team (Career Explorations)	**WHOLESOME CHOICES, HEALTHY EARTH** IX. **Natural Disasters** (SC.6.E.7.7) X. **Disaster Preparedness** (SC.6.E.7.8) XI. **The Work of Our Ozone** (SC.7.E.6.6) A. Robotics- develop probes XII. **Preserving our Earth** (SC.7.E.6.6) XIII. Meet the Team (Career Explorations)	**MANY SPECIES, ONE EARTH** XIV. **Natural Selection** (SC.7.L.15.3) XV. **Energy in the Environment** (SC.7.L.17.1) XVI. **Relationships in the Environment** (SC.7.L.17.2) XVII. **Population changes in an Ecosystem** (SC.7.L.17.3) XVIII. Meet the Team (Career Explorations)

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Quarter 1		
Theme/ Benchmarks	**STEM Topics/ Objectives**	**Activities/ Sources**
Unit 1: Sun! Fuel for the Earth! SC.6.E.7.1 Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system	• Identify, compare, and contrast temperature, heat, and thermal energy. • Compare and contrast convection, conduction, and radiation in the Sun and Earth systems, and other real-world systems. • Analyze how conduction, convection, and radiation drive the water cycle in Earth's systems. • Evaluate a scientific investigation on heat transfer within Earth's systems, using evidence of scientific thinking/ problem solving.	Soil Solutions Saving the Veggies! Frozen Treats Storage Dilemma **Cooking Bonanza** **Cool Special Effects** **Feel the Heat!**
Unit 2: Managing Life through Weather Prediction SC.6.E.7.2 Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.	• Describe and/or explain the cycling of water • Describe and/or explain how global patterns influence local weather and climate Evaluate a scientific investigation on weather using evidence of scientific thinking and/or problem solving. • Distinguish between an experiment and other types of scientific investigations where variables cannot be controlled (i.e. weather patterns, water cycle) and apply processes to other investigations. • Identify the role of models in tracking and predicting weather events. • Explain why scientific investigations on weather should be replicable. • Create and analyze how a classroom-created model of the water cycle is different from and/or similar to the water cycle on Earth.	**Storm-Chasers: Weather & Climate** Weather Forecasting Backyard Weather Station **Planning the perfect wedding**
Unit 3: Impacts of Global Patterns SC.6.E.7.3 Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.	• Recognize how global patterns influence both weather and climate. • Describe the measurable effect of the jet stream and ocean currents on local weather patterns.	Changing Seas **Help Save Atreyu!** **Pokemontures App.**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Quarter 2		
Theme/ Benchmarks	**STEM Topics/ Objectives**	**Activities/ Sources**
Unit 4: Interaction between Spheres SC.6.E.7.4 Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.	• Differentiate and/or explain interactions among the geosphere, hydrosphere, cryosphere, atmosphere and biosphere.	Earth's Awesome Spheres and Amazing Interactions How Earth's Spheres Play Nicely Together NASA- Precipitation Education Name That Sphere
Unit 5: Sun Influences Global Patterns SC.6.E.7.5 Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.	• Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences among air, water, and land. • Explain how convection currents cause wind and wind patterns. • Compare and contrast methods and/or results obtained in a scientific investigation about the sun's energy, global patterns of atmospheric movement and temperature differences between air, water, and land.	**See the Unseen** **Tree-mendous Choice for Erosion Prevention** Global winds and the Coriolis Effect
Unit 6: Greenhouse Effect Cause Climate Change SC.6.E.7.6 Differentiate between weather and climate.	• Recognize how global patterns influence both weather and climate. • Differentiate between weather and climate. Classify the different climate regions of the world and the factors that influence them. • Investigate and evaluate the human impact on earth's systems. Explore how the greenhouse effect works on Earth.	**Family Fishing Trip MEA** Greenhouse Effect Models: Hot Stuff! Greenhouse Effect Teaching Box Global Climate Change: Understanding the Greenhouse Effect

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Quarter 3		
Theme/ Benchmarks	**STEM Topics/ Objectives**	**Activities/ Sources**
Unit 7 : Natural Disasters SC.6.E.7.7 Investigate how natural disasters have affected human life in Florida.	• Analyze the effects of hurricanes on life and property in Florida.	**Gone with the Wind...NOT!** Natural Disasters Natural Disasters: Earthquakes, Volcanoes, Tornadoes & More
Unit 8: Disaster Preparedness SC.6.E.7.8 Describe ways human beings protect themselves from hazardous weather and sun exposure.	• Investigate the effects of other natural disasters, such as tornadoes, floods, fires, droughts, and sinkholes on life and property. Utilize models to analyze the effects of natural disasters on populations. • Identify and explain appropriate methods of protection from hazardous weather and conditions. Research and interpret important disaster preparedness information. Identify the harmful effects of sun exposure and explain how to protect yourself from the sun.	**Building Materials and Locations** **Storm Window Treatments** **Block the Rays** **Levee Construction Company MEA**
Unit 9: Why Should We Protect our Ozone? SC.6.E.7.9 Describe how the composition and structure of the atmosphere protects life and insulates the planet.	• Identify and describe the composition and structure of the atmosphere and how the atmosphere protects life and insulates the planet. • Compare and contrast the functions of the different layers of Earth's atmosphere and present information in small groups. • Model the layers of the atmosphere.	Stacking Up the Atmosphere Identifying*Ozone*Variations* Constructing a Model of ppbv of Surface Ozone Exploring the Environment Ozone Layer Protection
Unit 10: Wholesome Choices, Healthy Earth SC.7.E.6.6 Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.	• Cite evidence how erosion and deposition change earth's surface • Explain how earth's surface is built up and torn down by the processes of weathering, erosion, and deposition • Compare and contrast landforms in Florida and those outside of Florida. • Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, changing the flow of water.	**Solving the Tomato Crisis** **Future Car - Energy and the Environment** **Solar Powered MEA** **Sustain Me** The Roof is Growing **Wolves of Yellowstone - Ecology & Human Impact**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Quarter 4		
Theme/ Benchmarks	**STEM Topics/ Objectives**	**Activities/ Sources**
Unit 11: Survival Of The Fittest SC.7.L.15.3 Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	• Identify and explain how a species' inability to adapt may contribute to the extinction of that species.	Survival-of-the-Fittest-2-days Evolution Lesson Plan/Activity for Middle School Survival of the Fittest Escape! Survival of the Fittest Grasshopper
Unit 12: Energy in the Environment SC.7.L.17.1 Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	• Analyze food webs to determine the roles of producers, consumers, and decomposers in the transfer of energy among organisms. • • Explain the relationships among decomposers, producers and consumers, in the process of energy transfer in an ecosystem. • Explain the pathway of energy transfer through producers, and primary, secondary and tertiary level consumers.	**Town Mosquito Eradication MEA** Pond Water Web Environmental Impact Project
Unit 13: Relationships in the Environment SC.7.L.17.2 Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.	• Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.	**Pythons in the Everglades MEA** **Wolves of Yellowstone - Ecology & Human Impact** Environmental Interactions
Unit 14: Population changes in an Ecosystem SC.7.L.17.3 Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.	• Analyze various limiting factors in an ecosystem and their impact on native populations. • Explain the factors that affect population changes in an ecosystem (e.g., food, shelter, water, space, disease, parasitism, predation, and nesting sites).	**Disappearing Frogs: Percentage and Environment** **Fish Kribs** **Medium Needed** **The Human Population Growth Rate** **Zoo Animal Diets MEA**

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

M/J STEM LIFE SCIENCE — **COURSE CODE: 200002501**

1ST Nine Weeks

I. **Evolutional Biology** (SC.7.L.15.1, SC.7.L.15.2)
- A. Advances in evolution by Darwin and others
- B. Technology to study evolution
- C. From bacteria to humans-evidence of evolution
- D. Fossils support evolution-whales, horses
- E. Homologies
- F. Convergent evolution
- G. Comparative body plans of jellyfish, squid, and frog through dissections to support understanding of evolution
- H. Work of the Paleontologist

II. **Evolutionary Selection** (SC.7.L.15.2)
- A. Natural Selection -Nature selects
- B. Artificial Selection- Humans select
- C. Debates and policies on artificial selection

III. **Biotechnology** (SC.7.L.16.1)
- A. Benefits of biotechnology
- B. Ethical implications of biotechnology
- C. Meet the Biotechnology team
- D. Addressing Hunger through Biotechnology
- E. Meet the Team (Career Exploration)

2nd Nine Weeks

IV. **Genetically Modified Organisms** - benefits and concerns (SC.7.L.16.1)
- A. Engineer a crop
- B. Advantages and concerns
- C. Selective breeding vs. GMO's
- D. Debate- Is food from GMO crops different from non-GMO crops?
- E. Debate- Is poison in GMO crops that destroy insects harmful for humans?
- F. Impact of genetically modified seeds- India
- G. Debate and policies on labeling GM Foods

V. **Helpful and harmful mutations** (SC.7.L.16.1)
- A. Responsibility of DNA
- B. Mutations- Beneficial, Neutral, Harmful
- C. Sickle Cell Disease
- D. Human Body Disorder Project
- E. Service learning project -Genetic disorders serve an organization that supports a genetic disorder
- F. SECME: Perspectives STEM Video Challenge
- G. Meet the Team (Career Exploration)

VI. **Structural and Behavioral Adaptation for survival** (SC.7.L.15.3)

- A. Structural adaptation- camouflage, mimicry, chemical defense
- B. Behavioral adaptation- instinctive and learned
- C. Camouflage in related species
- D. Wildlife population: Camouflage Fairchild Tropical Garden: Biometric Shelter Project
- E. Behavioral adaptations in native populations
- F. Meet the Team

3rd Nine Weeks

UNIT 7: EFFECTS OF CHANGING ENVIRONMENTS

VII. Human Impact on Environments (SC.7.L.15.3)
- A. Pollution
- B. Deforestation
- C. Urbanization
- D. Desertification
- E. Fairchild Tropical Garden: Waste Audit
- F. Meet the Team (Career Exploration)

UNIT 8: DISAPPEARING SPECIES- WHY SHOULD WE CARE?

VIII. Species Extinction (SC.7.L.15.3)
- A. How do species disappear?
- B. Biodiversity affects natural selection
- C. Extinction affects natural selection
- D. Extinction impacts human existence
- E. Develop plan to address problem: Changing environment causes extinction of wildlife and decrease in biodiversity
- F. Meet the Team (Career Exploration)

UNIT 9: KEEPING THE WEB INTACT

IX. Impact of Changing Environments on Food Webs (SC.7.L.15.3)
- A. Sharks play critical role in food web
- B. Dichotomous key, drawings of organisms, and a food web (Taxonomy Project- YEAR 2525
- C. Dissection of Owl Pellet- What can an owl pellet reveal about diet
- D. Meet the Team (Career Exploration)

4th Nine Weeks

UNIT 10: CARBON, CARBON, CARBON

X. (SC.8.L.18.3, SC.8.L.18.4)

- A. Carbon- plants, photosynthesis, and cellular respiration
- B. Open Inquiry: Rate of Decomposition in terrestrial and aquatic environments
- C. Open Inquiry: Effect of composing (vegetation covering) on plant growth
- D. Meet the Team (Career Exploration)

UNIT 11: MODEL OF THE CARBON CYCLE

XI. Ecosystem Development Project (SC.8.L.18.3, SC.8.L.18.4)

- A. Environmental survey and drawing the food web & energy pyramid poster
- B. Environmental impact assessment
- C. Economic / social benefits and drawing the blueprint poster
- D. Ecosystem management plan and drawing the carbon, nitrogen, water cycle poster

UNIT 12: WOOD, METAL, OR PLASTIC

XII. Material Suitable for Earth (SC.7.L.15.3)
- A. Problem: Use of wood, metal, or plastic- Which best serves the Earth?
- B. SECME: Bridge building competition
- C. SECME: Perspectives STEM Video Challenge
- D. Meet the Team (Career Exploration)

Related Programs: SECME, Fairchild Gardens, CPALMS

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 1		
Themes	STEM Topics/ Objectives	Activities/ Sources
Unit 1: Evolutionary Biology **SC.7.L.15.1** Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species. **SC.7.L.15.2** Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	**Current ideas in Evolutional Biology** • Explore advances in evolution by Darwin and others • Identify examples of convergent evolution in organisms • Hypothesize what does Earth look like if dinosaurs still roamed. • Cite evidence to support evolution of bacteria to humans • Cite fossil evidence to support the evolution of whales and horses • Identify homologies in organisms • Explore body plans of jellyfish, squid, and frog through dissections to support understanding of evolution • Explain the work of the Paleontologist	1. A Change is going to Come! 2. Arguing for Evolution using Fossils 3. Evolution and the Emergence of Species 4. Evolutionary Timelines 5. Walking Whales 6. Dinosaur Evolution Project 7. Research:91 New Species Described in 2013 8. Research 'Evolution that should Kill' 9. Dissections: Comparative anatomy of jellyfish, squid, and frog
Unit 2: Nature vs. Human Selection **SC.7.L.15.2** Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.	**Evolutionary Selection** • Compare and/ or contrast natural selection and artificial selection • Develop a logical argument for or against artificial selection	1. 5E Natural Selection Module 2. Dog Breeding - Artificial Selection 3. Natural Selection vs. Artificial Selection 4. Debates and policies on artificial selection
Unit 3: Problem-Solving by Biotechnology **SC.7.L.16.1** Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.	**Biotechnology** • Recognize benefits of biotechnology • Debate ethical implications of biotechnology • Meet the Biotechnology team • Summarize biotechnology methods used to increase food sources. • Develop a plan to respond to hunger in America using native species. • Benefits and limitations of biotechnologies	1. Research benefits of biotechnology 2. Research ethical implications of biotechnology 3. Develop plan to address world hunger through biotechnology 4. 'Hunger Games' Science: Investigating Genetically Engineered Organisms

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 2		
Themes	STEM Topics/ Objectives	Activities/ Sources
Unit 4: Genetically Modified Organisms **SC.7.L.16.1** Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.	**GMO foods- benefits and concerns** • Impact of genetically modified seeds- India • Debate and policies on labeling GM Foods • Meet the Team	1. Research advantages and disadvantages of GMO's 2. Evaluating GMO Perspectives Through Labeling 3. Frankenstein Foods- GMO 4. Research the process to engineer a crop. Develop a logical argument for against the process.
Unit 5: Helpful and Harmful Mutations **SC.7.L.16.1** Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.	**Helpful and harmful mutations** • Research helpful and harmful mutations • Assess how mutations impact homeostasis • Infer how DNA mutations can happen over several cell generations • Summarize the effects the mutations can have on the proteins that cells need to produce • Serve an organization that supports a genetic disorder • Meet the Team	1. Mutation Telephone 2. A Taste of DNA 3. Build-A-Baby 4. Fishy Forms - Adaptations Tell Us Lifestyles 5. Project DNA Rap Lyrics 6. Human Body Systems Disorder Project 7. Service learning project -Genetic disorders 8. SECME: Perspectives STEM Video Challenge
Unit 6: Survival of The Fittest **SC.7.L.15.3** Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	**Structural and Behavioral Adaptation** • Explore camouflage as an adaptation that enables organisms to escape predation • Model bird beaks using different kinds of tools that are adapted to different types of food • Explore behavioral adaptations in native populations through video • Meet the Team	1. Attack the Moth Eaters 2. Adaptation or Extinction: A Race to Save a Species 3. Animal Adaptations 4. Breeding Bunnies and Flashy Fish 5. Florida Birds: Who has the Best Beak? 6. Lemurs: From One to Many 7. The Fittest Shall Survive

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 3		
Themes	STEM Topics/ Objectives	Activities/ Sources

Unit 7: Effects of Changing Environments
 	
SC.7.L.15.3 Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.
	Human Impact on Environments
	
	• Relate environmental changes and the effects on various species
	• Explore the impact that humans have had on environments due to:
	  ○ Pollution
	  ○ Deforestation
	  ○ Urbanization
	  ○ Desertification
	• Cite evidence about how species disappear?
	• Draw conclusions about organisms that unable to adapt quickly enough to changing environments
		1. Can You See Me Now?
		2. Corals: Adapt or Die
		3. Exploring the Theory of Evolution
		4. Waste Audit
		5. Ecological Footprint
		6. Adaptation or Extinction: A Race to Save a Species

Unit 8: Disappearing Species- Why Should We Care? **SC.7.L.15.3** Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	**Species Extinction** • Understand adaptations of plants and animals for specific environments • Use observational skills to learn from nature's examples in addressing human challenges • Use natural systems to solve human problems • Explain how biodiversity and extinction affect natural selection • Explain how extinction impacts human existence • Meet the Team	1. Biomimetic Shelter Project 2. Reading: Why It Matters When Species Go Extinct 3. Problem: Extinction of Plant and Animal Species 4. How to eat, sleep and survive in the wild. 5. Develop plan to address problem: Changing environment causes extinction of wildlife and decrease in biodiversity
Unit 9: Keeping the Web Intact **SC.7.L.15.3** Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.	**Impact of Changing Environments on Food Webs** • Create a taxonomic scheme for the organisms on planet Earth • Create a dichotomous key, drawings of the organisms, and a food web • Dissect owl pellet to explain the concept of food chain • Meet the Team	1. Taxonomy Project -Year 2525 **2.** Dissection of Owl Pellet - What can an owl pellet reveal about diet

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 4		
Theme	STEM Topics/ Objectives	Activities/ Sources
Unit 10: Carbon, Carbon, Carbon **SC.8.L.18.3** Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment. **SC.8.L.18.4** Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.	**Terrestrial and Aquatic Carbon Cycle** • Carbon- plants, photosynthesis, and cellular respiration • Open Inquiry: Rate of Decomposition in terrestrial and aquatic environments • Open Inquiry: Effect of composing (vegetation covering) on plant growth • Modeling energy transfer • Meet the Team	1. The Terrestrial Carbon Cycle :A Role-Play 2. Carbon Cycle Card Game 3. Is a Cycle a Circle? The Carbon Cycle 4. Non-Stop Action: Carbon 5. Energy Conservation in an Ecosystem
Unit 11: Model of the Carbon Cycle **SC.8.L.18.3** Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment. **SC.8.L.18.4** Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.	**Ecosystem Development Project** • Environmental survey and drawing the food web & energy pyramid poster • Environmental impact assessment • Economic / social benefits and drawing the blueprint poster • Ecosystem management plan and drawing the carbon, nitrogen, water cycle poster • Explain how carbon can contribute to climate change • Effect of climate change on marine life	1. Environmental Impact Project 2. Carbon and Climate 3. Understanding the Carbon Cycle: A Jigsaw Approach 4. Research- The Terrestrial Carbon Cycle 5. Lots of Fish in the Sea? 6. What if ….you never saw another shell?
Unit 12: Material Suitable for Earth: Wood Or Metal **SC.8.L.18.3** Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.	**Material Suitable for Earth** • Investigate the possible path that a hypothetical atom of carbon could have taken before it ending up in a human • Law of Conservation of Mass • Problem: Use of wood, metal, or plastic- Which best serves the Earth? • Meet the Team	1. A Timeline of a Hypothetical Carbon Atom with a Narrative 2. Modeling the Law of Conservation of Mass in the Environment 3. SECME: Perspectives STEM Video Challenge

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

M/J STEM PHYSICAL SCIENCE			COURSE CODE: 200303001
1ST Nine Weeks	**2nd Nine Weeks**	**3rd Nine Weeks**	**4th Nine Weeks**
I. **Forces Acting on You Right Now** (SC.6.P.13.1) A. Gravitational B. Normal II. **Changes in Motion and Distance versus Time** (SC.6.P.13.1, SC.6.P.12.1) A. Changes in motion B. Net forces C. Change in momentum D. Distance versus time E. SECME: Mousetrap Car III. **Law of Gravity** (SC.6.P.13.2) and natural forces A. Gravitational Force B. Mass and weight C. SECME: Egg Drop Competition D. Destructive natural forces IV. **Gravitational Phenomenal** (SC.8.E.5.4, C.6.P.13.2) A. Gravity and mass B. Gravity and distance C. SECME: Water Bottle Rocket D. Vinegar and Baking Soda Rocket E. Meet the Team (Career Exploration)	V. **Sun's energy arrives as radiation** (SC.7.10.1, SC.7.10.2)) A. Radiation from the Sun B. Characteristics from the Electromagnetic Spectrum C. Common uses/applications and hazards of radiation D. Ozone, Earth's Blanket E. Albedo effect F. Meet the Team (Career Exploration) VI. **Sources of Heat on Earth** (SC.7.11.1) A. Good Greenhouse Gases B. Transformation of energy C. Law of Conservation of Energy D. Fairchild Tropical Botanic Garden: Ecological Footprint VII. **CO2 and Temperature** (SC.7.11.1, SC.7.P.11.2, SC.7.11.4) A. Human Impact- Bad Greenhouse Gases B. Transformation of Energy C. Temperature differences over 10 years D. Mapping Global Average Temperatures E. Develop an app that records individual daily energy use F. Meet the Team (Career Exploration)	**VIII. Data supporting environmental parameters** A. Temperature B. Humidity and salinity C. distribution of bacteria D. distribution of vegetation E. Robotics- Develop low flying drones for collecting data for environmental parameters F. Meet the Team (Career Exploration) IX. **Global Changes- Effect of Heat and Light on Ice** (SC.7.P.11.1, SC.7.P.11.2) A. Extreme weather events- polar jet streams, hurricanes, heat waves, droughts, blizzards and rainstorms B. Ice melt C. Increased sea levels D. Ocean acidification E. Meet the Team (Career Exploration) X. **Melting Land Ice** (SC.7.11.1, SC.7.P.11.2) A. Lab-Sea levels rising- glaciers, land ice melting B. SECME: eCybermission- propose a solution to a real in your community C. Meet the Team (Career Exploration)	XI. **Alternative Energy Sources for Electricity** (SC.7.P.11.3) A. Solar energy B. Wind Power C. Hydroelectric energy D. Biomass E. Tidal power F. Geothermal power G. SECME: FPL Generator Build Competition H. Meet the Team (Career Exploration) XII. **Material efficiency of building construction** (SC.7.10.2, SC.7.10.3, SC.7.P.11.3) A. Wood versus metals B. Energy-efficient lighting C. Solar panels D. Sound proof materials

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 1- May the Force Be with You		
Theme	STEM Topics/ Objectives	Sources
Unit 1: Forces Acting on You Right Now **SC.6.P.13.1** Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational. **SC.6.P.13.2** Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	**Types of Forces** • Investigate and describe forces, including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational. • Describe the relationship among distance, mass, and gravitational force between any two objects • Differentiate between mass and weight. • Apply the concepts of contact and non-contact forces as they build structures • Identify substances capable of carrying an electric charge and those that do not.	1. Does something have to be touching to interact? 2. Electrical Conductors and Insulators 3. Static Cling is a Thing 4. May the neutrally buoyant force be with you ! 5. Down with Gravity Inquiry and IMRaD Lab Report
Unit 2: Forces Engineered by People **SC.6.P.13.1** Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational. **SC.6.P.12.1** Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.	**Changes in Motion and Distance versus Time** • Explore, observe, and infer about the properties and behaviors of magnets • Explain what causes lightning and thunder • Design prototypes for parachutes • Analyze data tables that include force, force units, mass, mass units, and friction to select robots • Investigate Newton's 3 Laws of Motion as it relates to rocketry	1. Levitation Engineers: Exploring Forces 2. Lightning Strikes! 3. Parachutes For Sale 4. The Amazing Balloon Rocket 5. The Physics Behind the Fun 6. Building a Skyscraper—An Engineering Design Challenge 7. SECME: Mousetrap Car 8. You've Got to Move It, Move it!:
Unit 3: Forces of Nature **SC.6.P.13.1** Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational. **SC.6.P.13.2** Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	**Law of Gravity** • Investigate contact and action-at-a-distance forces • Differentiate between hypotheses, theories and laws in science and society • Identify several examples of laws and theories.	1. The Force IS With You 2. Laws and Theories in Nature 3. SECME: Egg Drop Competition
Unit 4: Forces in Space **SC.6.P.13.2** Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.	**Gravitational Phenomenal** • Explain that distance and mass affect gravity in a system using centripetal force. • Evaluate and test several rocket fin designs to determine the most effective design	1. Gravity! What the deal? 2. SECME: Water Bottle Rocket

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 2		
Theme	STEM Topics/ Objectives	Activities/ Sources
Unit 5: Striking Sun **SC.7.P.10.1** Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white l... **SC.7.P.10.2** Observe and explain that light can be reflected, refracted, and/or absorbed.	**Sun's energy arrives as radiation** • Compare/contrast the types of radiation in terms of their arrangement in the electromagnetic spectrum • Compare and/or contrast the various types of radiation present in radiation from the sun • Distinguish between visible and nonvisible spectrum • Understand that light travels in waves and wavelength determines what is visible and nonvisible energy • Explain that white light is made of a spectrum of different colors • Construct and test prisms, identify the visible light spectrum created from prisms • Investigate how the various surfaces have different albedo values • Explores the effect of distance and albedo on energy absorption • Design solutions needed to prevent heat transfer by conduction, convection, and radiation	1. Sun and sky, snow and ice 2. Radiation: The Sun's Energy 3. The Electromagnetic Spectrum 4. Visible Light in the EM Spectrum 5. Feeling the Heat?? 6. Who will have the hottest lunch?
Unit 6: The Heat is On! **SC.7.P.11.1** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. **SC.7.P.11.4** Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	**Sources of Heat on Earth** • Explore the effect of distance and albedo on energy absorption. • Recognize what happens when heat is added or removed from a system • Describe the carbon cycle and how it is affected by human activity • Explain the benefit of greenhouse gases on Earth • Describe the impact of their decisions and behavior on the environment • Apply basic math skills to use collected data to create and solve real-world math problems	1. Kickin' It Solar Style: 2. Let's Heat it Up! 3. The Carbon Cycle Explained 4. Key Terms You Need To Know To Understand Climate Change 5. Dream in Green Curriculum 6. Ecological Footprint 7. SECME: FPL Generator Build Competition
Unit 7: According to the Experts **SC.7.P.11.1** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. **SC.7.P.11.4** Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.	**CO2 and Temperature** • Devise a model of the earth to test the effect of greenhouse gases • Explore the greenhouse effect through computer simulations • Demonstrates the greenhouse effect through lab • Explore human impact of contributing bad greenhouse gases • Develop an app that records individual daily energy use • Meet the Team	1. App Inventor 2. Dream in Green Curriculum 3. Greenhouse Gas Labs 4. Greenhouse Effect Teaching Box 5. A Student's Guide to Global Climate Change 6. Understanding the Greenhouse Effect 7. Human impact of contributing greenhouse gases

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

Quarter 3		
Theme	STEM Topics/ Objectives	Activities/ Sources

UNIT 8: WHAT IS THE DATA?
 	
SC.7.P.11.1 Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.
	Data supporting environmental parameters
	• Collect data supporting environmental parameters:
	  ○ Temperature
	  ○ Humidity and salinity
	  ○ Distribution of bacteria
	  ○ Distribution of vegetation
	  ○ Ocean acidification
	• Analyze data supporting environmental parameters
	• Propose a solution to a real in your community
	• Meet the Team
		1. SECME: Cybermission- propose a solution to a real in your community
		2. Robotics- Develop low flying drones for collecting data for environmental parameters
		3. Explore- Earth's Climate
		4. Making a Greenhouse
		5. Dream in Green

UNIT 9: CLIMATIC CHANGES **SC.7.P.11.1** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.	**Global Changes- Effect of Heat and Light on Climate** • Research how extreme weather events- polar jet streams, hurricanes, heat waves, droughts, blizzards and rainstorms arises from global warming • Explore how the color of a surface affects the amount of heat that can be absorbed by a surface • Explain that the amount of heat from the sun absorbed or reflected from the earth's surface (albedo) has contributed to the melting of polar ice caps • Meet the Team	1. Extreme Weather 2. Global Warming and Extreme Weather 3. Earth Reflects! Melting glaciers and the albedo effect 4. The Albedo Effect, Urban Heat Islands, and Cooling Down Your Playground 5. Feedbacks of Ice and Clouds
UNIT 10: Declining land space **SC.7.P.11.1** Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. **SC.7.P.11.**2 Investigate and describe the transformation of energy from one form to another.	**Melting Land Ice** • Explain that ice takes different forms on Earth • Explain that ice is melting everywhere and identify which factors are causing this to occur • Identify the multiple effects and consequences of melting ice both in the Arctic and worldwide • Analyze data referring to sea levels rising • Build simple models to demonstrate the differing impacts of melting land ice and sea ice on sea level rise • Investigate the effect that contact with water has on melting ice. • Describe how temperature affects water density • Describe how salinity affects water density • Explain how climate change may impact the oceans' chemical and physical properties. • Meet the Team	1. Melting Ice 2. Lessons in Sea-Level Rise 3. Investigating sea level rise 4. Melting glacial ice 5. Temperature, salinity and water density 6. Key Terms You Need To Know To Understand Climate Change 7. SECME: Cybermission- propose a solution to a real in your community

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE

YEAR-AT-A-GLANCE

QUARTER 4		
Theme	STEM Topics/ Objectives	Activities/ Sources
UNIT 11: ENERGY EFFICIENCY **SC.7.P.11.2** Investigate and describe the transformation of energy from one form to another. **SC.7.P.11.3** Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.	**Alternative Energy Sources for Electricity** • Explore alternative energy sources to coal to produce electricity, such as solar energy, wind power, hydroelectric energy, biomass, tidal power, geothermal power • Investigate the energy sources that people use to meet their daily needs, with a particular focus on ways of generating electricity. • Research and share environmental impact of different energy sources (non-renewable or renewable) • Plan decisions and actions that can make a difference for a sustainable future • Meet the Team	1. Global Education: Teacher resources to encourage a Global perspective across the curriculum 2. Teaching Outside the Classroom 3. Renewables Are Ready

UNIT 12: YOUR ENERGY EFFICIENT HOME
 	
SC.7.P.11.3 Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.
	Material efficiency of building construction
	
	• Design models that illustrate the refraction, reflection, and absorption of light
	• Relate density to the role of heat in the changes of the state of matter
	• Compare the efficiency materials for building construction
	  ○ wood versus metals energy-efficient lighting
	  ○ Solar panels
	  ○ Sound proof materials
		1. Reflect It, Refract It, or Absorb It
		
		2. Light Reactions
		
		3. Saving the Veggies!
		
		4. The D'Fence Project
		
		5. Material Efficiency of Building Construction

MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE
2023-2024

Physical Science Honors — Course Code: 200332001

1ST Nine Weeks

I. Introduction
(What keeps the Universe together and changing?) (8/17-8/24)
A. Develop Interest in Physical Science
B. Lab Safety
C. Develop the logic and sequence of the Scientific Process
D. Lab Report writing and expectations

II. Measurement
(How do you find out the mass of one grain of rice?) (8/25-9/06)
A. Develop the logic of using Metric Units
B. Practice "Measurements" by measuring
C. SI Units Conversions & Dimensional Analysis
D. Data analysis, graphing and Interpretation
E. Develop the concepts of mass, volume and density relationships

III. Matter
(How does the sun make energy?) (9/07-9/20)
A. Nature of Matter
B. Atoms, elements, and compounds
C. Phases of Matter
D. Classification of Matter (homogeneous and heterogeneous)
E. Properties of Matter

IV. Temperature
(Which will increase in temperature at a higher rate; a bucket of water or a swimming pool?) (9/21-10/05)
A. Develop the concept of temperature
B. Temperature conversions
C. Heat and Thermal Energy
D. Transfer of Heat

V. Atomic Structure
(Why is the water from prehistoric time the same as the water we drink today?) (10/06-10/19)
A. Structure of the Atom
B. Atomic Models
C. Periodic Table
D. Chemical bonds and electrons
E. Chemical formulas

2nd Nine Weeks

VI. Solutions
(How do bugs walk on water?) (10/20-11/01)
A. Properties of Water: The Universal Solvent
B. Solutions
C. Acids, Bases, and pH

VII. Chemical Reactions
(How are the colors of fireworks created?) (11/02-11/16)
A. Chemical Reactions
B. Classifying Reactions
C. Photosynthesis and Cellular Respiration
D. Biogeochemical Cycles
E. Processes Related to Cycles
F. Human Impact

VIII. Energy and Chemical Reactions
(Why do glow sticks glow?) (11/17-12/07)
A. Types of Reactions
B. Required Energy
C. Reaction Systems
D. Reaction Rate
E. Nuclear Reactions

IX. Motion
(How does a rocket ship get into orbit?) (12/08-1/09)
A. Develop the concept of motion
B. Position
C. Speed
D. Velocity
E. Acceleration
F. Graphs of Motion

X. Forces
(Why do we wear a seatbelt?) (1/10-2/02)
A. Develop the concept of Forces and equilibrium
B. Newton's First Law
C. Newton's Second Law
D. Newton's Third Law
E. Law of Universal Gravitation

3rd Nine Weeks

XI. Energy
(How much energy is in a chocolate bar?) (2/05-2/23)
A. Develop the concept of Energy
B. Forms of Energy
C. Energy Transformation
D. Law of Conservation of Energy
E. Energy Resources
F. Review Energy Pyramid and trophic Levels

XII. Work & Machines
(How do you move a refrigerator to the second floor?) (2/26-3/06)
A. Develop the concept of Work
B. Observe examples of Work and Power
C. Analyze and synthesize qualitative Work scenarios
D. Identify and Build Simple Machines

XIII. Waves: Sound & Light
(If you scream in space, do you hear the sound? (3/07-4/03)
A. Develop the concept of waves
B. Properties of sound
C. Sound Waves
D. Electromagnetic spectrum and optics
E. Speed of light

XIV. Magnetism
(Why should we not put magnets near our cell phones or computers?) (4/04-4/12)
A. Develop the concept of magnetism
B. Properties and Interactions of Magnets
C. Electromagnets
D. Electric Motors and Generators

4th Nine Weeks

XV. **Annually Assessed Benchmark Reinforcement (4/15-5/06)**
(Fair Game and non-embeddable benchmarks based on most current data)

XVI. Electricity-Static Current
(Why do socks stick together when you take them out of the dryer?) (5/08-5/23)
A. Develop the concept of electricity
B. Conductors, Semiconductors, and insulators
C. Electric Circuits and systems

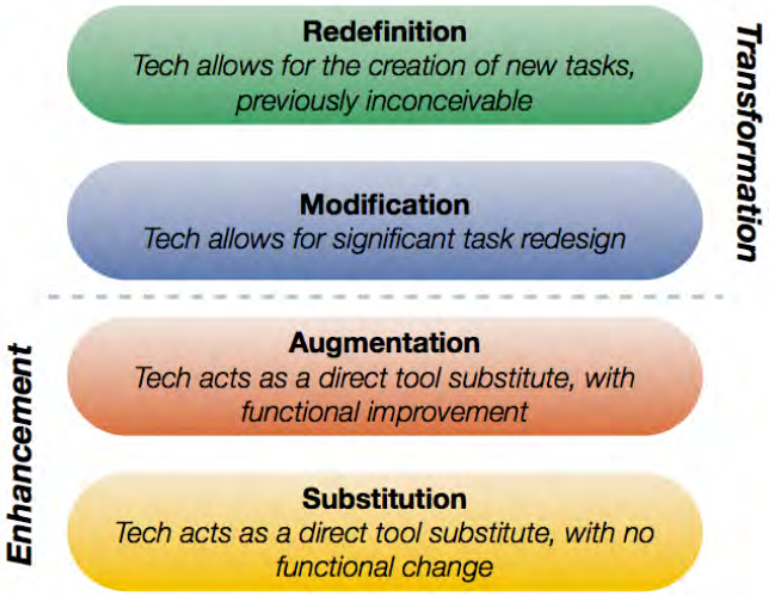
XVII. Behavior of Gases
(Why do your ears pop when you are in an airplane?) (05/24-5/31)
A. Atmosphere and Pressure
B. Factors affecting pressure
C. Gas Laws (Boyle's law, Charles law, Gay-Lussac's law)

XVIII. Ramping-Up for Biology
(What is the smallest living organism?) (6/03-6/06)
A. Equipment and Procedures
B. Cell Types
C. Review of the Scientific Process
D. Famous Biologists
E. Biology Vocabulary

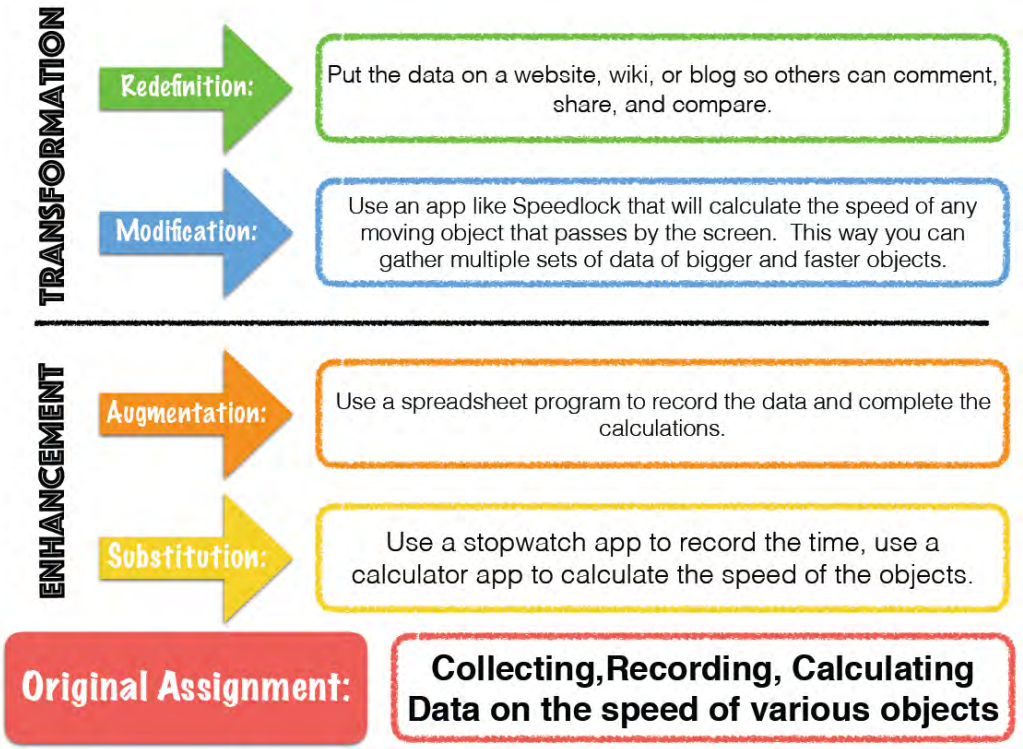
Technology Corner: The SAMR Model

Video Link: Introduction to the SAMR Model

Stages of the SAMR Model:



Examples of Tasks at each Stage:



CTE Course for 2023 - And beyond

Version: 2023 - And beyond

View this program framework version on CPALMS.org

Attributes

- **Course Number:** N/A
- **Program Level:** N/A
- **Credits:** N/A
- **Length:** N/A
- **Course Length:** N/A
- **Primary SOC Code:** *Please see the CIP to SOC Crosswalk located at the link below.*
- **Graduation Requirement(s):** N/A
- **Educator Certifications:** Exploration of Health Occupations and Career Planning/*Exploration of Health Science Professions and Career Planning

Description

Structure

- Parent
  Exploration of Health Occupations and Career Planning/*Exploration of Health Science Professions and Career Planning 8400210
  0 of 0 Child Components Required

Standards and Benchmarks

- **8400210 Exploration of Health Science Professions and Career Planning**

  The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to exploratory activities relating to all health occupational clusters. The course also includes an introduction to medical ethics, consumerism, and characteristics of health care workers, community health agencies and basic computer literacy.

- **CTE-HLTH.68.8400210.1 -** Demonstrate a well-rounded understanding of healthcare professions.

  Demonstrate a well-rounded understanding of healthcare professions.

  - **CTE-HLTH.68.8400210.1.1 -** Explore the major scientific advancements that have contributed to the evolution of healthcare.
  - **CTE-HLTH.68.8400210.1.2 -** Research contributions made in the field of medical science and their impact on the health care field.
  - **CTE-HLTH.68.8400210.1.3 -** Identify types of education and training levels (OJT, HSTE, AA, BS/BA, MS, and Doctoral) as related to health careers.
  - **CTE-HLTH.68.8400210.1.4 -** Compare and contrast the health science career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Bio-technology Research and Development.
  - **CTE-HLTH.68.8400210.1.5 -** List the advantages and disadvantages of one occupation in each pathway including the following factors; job description, career pathway/area of interest, salary range, educational requirements, and job outlook.
  - **CTE-HLTH.68.8400210.1.6 -** Research and describe a healthcare profession of interest identified through a career inventory assessment.
- **CTE-HLTH.68.8400210.2 -** Demonstrate an understanding of the importance of legal and ethical behavior related to health care.

  Demonstrate an understanding of the importance of legal and ethical behavior related to health care.

  - **CTE-HLTH.68.8400210.2.1 -** Identify responsibilities in maintaining ethical standards, confidentiality, and the patient's rights.
  - **CTE-HLTH.68.8400210.2.2 -** Identify and define terms related to the legal and ethical aspects of the health care industry. For example: malpractice, negligence, invasion of privacy, quackery, ethics and law, Patients' Bill of Rights, licensure.
- **CTE-HLTH.68.8400210.3 -** Perform basic communication skills in the healthcare setting.

  Perform basic communication skills in the healthcare setting.

  - **CTE-HLTH.68.8400210.3.1 -** Demonstrate interpersonal communication skills such as active listening, verbal, non-verbal and written language in the health care setting.
  - **CTE-HLTH.68.8400210.3.2 -**

    Identify technology used for communication in healthcare professions and proper etiquette for its use.

  - **CTE-HLTH.68.8400210.3.3 -** Demonstrate use of medical terminology and abbreviations associated with healthcare professions.
- **CTE-HLTH.68.8400210.4 -** Perform basic mathematical calculations and demonstrate problem solving

skills used by the health care worker.

Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker.

- **CTE-HLTH.68.8400210.4.1 -** Analyze case studies or current events where adverse consequences resulted from mathematical medical error.
- **CTE-HLTH.68.8400210.4.2 -** Convert common weights, measure, and volumes to metric as applied in the health care setting.
- **CTE-HLTH.68.8400210.4.3 -** Accurately identify and perform appropriate numeric procedures with problems found in numeric, symbolic, or word form as they relate to the occupations.
- **CTE-HLTH.68.8400210.4.4 -** Accurately tell time using both standard and international/military time formats.

- **CTE-HLTH.68.8400210.5 -** Apply scientific principles to the health care field.

Apply scientific principles to the health care field.

- **CTE-HLTH.68.8400210.5.1 -** Identify the overall organization of the human body.
- **CTE-HLTH.68.8400210.5.2 -** Describe the basic structure and function of the body systems of the human body.
- **CTE-HLTH.68.8400210.5.3 -** Describe how the systems of the human body work together to maintain homeostasis.
- **CTE-HLTH.68.8400210.5.4 -** Describe mechanisms of disease transmission, the Chain of Infection, prevention, and standard precautions.

- **CTE-HLTH.68.8400210.6 -** Perform basic health care skills.

Perform basic health care skills.

- **CTE-HLTH.68.8400210.6.1 -** Measure and record (graph) height and weight.
- **CTE-HLTH.68.8400210.6.2 -** Measure and record temperature, pulse, blood pressure, and respiration while recognizing the normal ranges for each.
- **CTE-HLTH.68.8400210.6.3 -** Demonstrate medical aseptic technique by hand washing, gloving and application of personal protective equipment (PPE).
- **CTE-HLTH.68.8400210.6.4 -**

  Demonstrate basic first aid skills (i.e., bleeding, fractures, and musculoskeletal emergencies).

- **CTE-HLTH.68.8400210.6.5 -** Demonstrate Cardiopulmonary Resuscitation (CPR) and care for a choking victim.
- **CTE-HLTH.68.8400210.6.6 -**

  Demonstrate basic skills used within the healthcare professions may include the following:

- Visualizing X-rays
- Conduct vision testing (Snellen chart, peripheral vision, color blindness)
- Conduct basic hearing test
- Measure respiratory capacity/output
- Range-of-Motion exercises
- Conduct simulated ABO blood-typing

- **CTE-HLTH.68.8400210.7 -** Demonstrate occupational safety skills related to the employer, employee and the patient in the healthcare setting.

  Demonstrate occupational safety skills related to the employer, employee and the patient in the healthcare setting.

  - **CTE-HLTH.68.8400210.7.1 -** Recognize safety concerns related to the practice of health care.
  - **CTE-HLTH.68.8400210.7.2 -** Demonstrate safety habits that will prevent injury to health care workers, co-workers, and patients including proper use personal protective equipment (PPE) and infection control practices.
  - **CTE-HLTH.68.8400210.7.3 -** Identify poisons and hazardous materials to include the use and interpretation of a Safety Data Sheet (SDS) form.
  - **CTE-HLTH.68.8400210.7.4 -** Demonstrate an understanding for the importance of fire safety practices including prevention, evacuation plans (R.A.C.E.) and the use of a fire extinguisher (P.A.S.S.).
  - **CTE-HLTH.68.8400210.7.5 -** Explore basic information on the dangers of blood borne diseases in healthcare including but not limited to HIV/AIDS and Hepatitis B.
  - **CTE-HLTH.68.8400210.7.6 -** Perform proper body mechanics to prevent self and patient injuries.
- **CTE-HLTH.68.8400210.8 -** Describe the influences that societal, economic, and technological changes have on employment trends and future training.

  Describe the influences that societal, economic, and technological changes have on employment trends and future training.

  - **CTE-HLTH.68.8400210.8.1 -**

    Describe the influences that societal, economic, and technological changes have on employment trends and future training.

- **CTE-HLTH.68.8400210.9 -** Develop skills to locate, evaluate, and interpret career information.

  Develop skills to locate, evaluate, and interpret career information.

  - **CTE-HLTH.68.8400210.9.1 -**

Develop skills to locate, evaluate, and interpret career information.

- **CTE-HLTH.68.8400210.10 -** Identify and demonstrate processes for making short and long term goals.

  Identify and demonstrate processes for making short and long term goals.

  - **CTE-HLTH.68.8400210.10.1 -**

    Identify and demonstrate processes for making short and long term goals.

- **CTE-HLTH.68.8400210.11 -** Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

  Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

  - **CTE-HLTH.68.8400210.11.1 -**

    Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

- **CTE-HLTH.68.8400210.12 -** Understand the relationship between educational achievement and career choices/postsecondary options.

  Understand the relationship between educational achievement and career choices/postsecondary options.

  - **CTE-HLTH.68.8400210.12.1 -**

    Understand the relationship between educational achievement and career choices/postsecondary options.

- **CTE-HLTH.68.8400210.13 -** Identify a career cluster and related pathways through an interest assessment that match career and education goals.

  Identify a career cluster and related pathways through an interest assessment that match career and education goals.

  - **CTE-HLTH.68.8400210.13.1 -**

    Identify a career cluster and related pathways through an interest assessment that match career and education goals.

- **CTE-HLTH.68.8400210.14 -** Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

- **CTE-HLTH.68.8400210.14.1 -**

  Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

- **CTE-HLTH.68.8400210.15 -** Demonstrate knowledge of technology and its application in career fields/clusters.

  Demonstrate knowledge of technology and its application in career fields/clusters.

  - **CTE-HLTH.68.8400210.15.1 -**

    Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Attributes

- **Teach Out Programs:** No
- **Workbased Learning:** No
- **Academic Course:** No

Related CTE Programs

This course is used in the following CTE programs that can be viewed on CPALMS using the following links.

- 03179999CE - Exploration of Health Science Professions and Career Planning - 2024

CPALMS-Approved Educational Resources

CPALMS has vetted and approved more than educational resources for this program. Open the program framework on CPALMS.org and explore the "Standards and Benchmarks" tab to find resources aligned to individual standards and benchmarks.

CTE Course for 2024 - And beyond

Computer Applications in Business 2

Version: 2024 - And beyond

View this program framework version on CPALMS.org

Attributes

- **Course Number:** 8200210
- **Program Level:** M
- **Credits:** N/A
- **Length:** Semester (S)
- **Course Length:** Semester (S) Hours
- **Primary SOC Code:** *Please see the CIP to SOC Crosswalk located at the link below.*
- **Graduation Requirement(s):** N/A
- **Educator Certifications:** Computer Applications in Business 2

Description

This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

Structure

- Parent
  Computer Applications in Business 2 8200210
  0 of 0 Child Components Required

Standards and Benchmarks

- **8200210 Computer Applications in Business 2**

  This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced

hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

- **CTE-BUS.68.8200210.1 -** Develop keyboarding skills utilizing current technology.

  Develop keyboarding skills utilizing current technology.

  - **CTE-BUS.68.8200210.1.1 -** Demonstrate speed building using techniques for numeric and symbol keyboarding.
  - **CTE-BUS.68.8200210.1.2 -** Demonstrate proper hand positioning for numeric keypad entries and symbol keyboarding.
- **CTE-BUS.68.8200210.2 -** Develop and apply word processing skills utilizing current technology.

  Develop and apply word processing skills utilizing current technology.

  - **CTE-BUS.68.8200210.2.1 -** Create and format memos.
  - **CTE-BUS.68.8200210.2.2 -** Create and format business letters using the block and/or modified block style.
  - **CTE-BUS.68.8200210.2.3 -** Create and format one-page academic and/or business reports using Modern Language Association (MLA) style. http://www.mla.org/MLA-Style
  - **CTE-BUS.68.8200210.2.4 -** Use basic proofreading skills including using proofreader's marks.
  - **CTE-BUS.68.8200210.2.5 -** Identify how to address and print envelopes.
  - **CTE-BUS.68.8200210.2.6 -** Insert a hyperlink into a document.
  - **CTE-BUS.68.8200210.2.7 -** Understand and use Read-Only documents.
  - **CTE-BUS.68.8200210.2.8 -** Work with multi-page documents: insert page breaks.
  - **CTE-BUS.68.8200210.2.9 -** Format columns within a document.
  - **CTE-BUS.68.8200210.2.10 -** Work with document templates.
  - **CTE-BUS.68.8200210.2.11 -** Open and work with multiple documents.
- **CTE-BUS.68.8200210.3 -** Develop and apply spreadsheet skills utilizing current technology.

  Develop and apply spreadsheet skills utilizing current technology.

  - **CTE-BUS.68.8200210.3.1 -** Insert and delete rows and columns.
  - **CTE-BUS.68.8200210.3.2 -** Clear and delete data.
  - **CTE-BUS.68.8200210.3.3 -** Copy and move data.
  - **CTE-BUS.68.8200210.3.4 -** Fill the same data in adjacent cells.
  - **CTE-BUS.68.8200210.3.5 -** Fill data series in adjacent cells
  - **CTE-BUS.68.8200210.3.6 -** Hide and unhide columns and rows.
  - **CTE-BUS.68.8200210.3.7 -** Freeze and unfreeze columns and rows.
  - **CTE-BUS.68.8200210.3.8 -** Sort data.

- **CTE-BUS.68.8200210.3.9 -** Print the worksheet, with and without grids.
- **CTE-BUS.68.8200210.3.10 -** Create a chart.

- **CTE-BUS.68.8200210.4 -** Develop and apply digital design skills utilizing current technology.

  Develop and apply digital design skills utilizing current technology.

  - **CTE-BUS.68.8200210.4.1 -** Demonstrate ability to launch digital design software.
  - **CTE-BUS.68.8200210.4.2 -** Create a new document from a template (e.g., newsletters, brochures, greeting cards, letterhead, or flyers).
  - **CTE-BUS.68.8200210.4.3 -** Identify menus and toolbars of digital design software.
  - **CTE-BUS.68.8200210.4.4 -** Apply design layout and color scheme.
  - **CTE-BUS.68.8200210.4.5 -** Apply styles and borders.
  - **CTE-BUS.68.8200210.4.6 -** Insert a text box, word art and graphics.
  - **CTE-BUS.68.8200210.4.7 -** Apply formatting to a text box, word art and graphics.
  - **CTE-BUS.68.8200210.4.8 -** Edit text and layouts.
  - **CTE-BUS.68.8200210.4.9 -** Demonstrate the ability to spell check, save, and print a document.
- **CTE-BUS.68.8200210.5 -** Develop and utilize business-related skills.

  Develop and utilize business-related skills.

  - **CTE-BUS.68.8200210.5.1 -** Determine why a positive attitude is necessary for success in the workplace.
  - **CTE-BUS.68.8200210.5.2 -** Compare grooming/dress standards in various workplace environments.
  - **CTE-BUS.68.8200210.5.3 -** Use problem solving skills to identify computer problems.
  - **CTE-BUS.68.8200210.5.4 -** Apply teamwork in the classroom.
  - **CTE-BUS.68.8200210.5.5 -** Perform an impromptu and/ or prepared presentation.
  - **CTE-BUS.68.8200210.5.6 -** Prepare a resume and cover letter.
  - **CTE-BUS.68.8200210.5.7 -** Prepare a thank you letter to a potential employer.
  - **CTE-BUS.68.8200210.5.8 -** Discuss job searching skills.
  - **CTE-BUS.68.8200210.5.9 -** Identify employment benefits.
  - **CTE-BUS.68.8200210.5.10 -** Understand labor laws.
  - **CTE-BUS.68.8200210.5.11 -** Understand appropriate procedures for changing jobs.
  - **CTE-BUS.68.8200210.5.12 -** Complete a job application.
  - **CTE-BUS.68.8200210.5.13 -** Demonstrate skills and appropriate dress/attire necessary for a successful job interview.
- **CTE-BUS.68.8200210.6 -** Identify components of network systems.

  Identify components of network systems.

  - **CTE-BUS.68.8200210.6.1 -** Identify structure to access internet, including hardware and software

components.

- **CTE-BUS.68.8200210.6.2 -** Identify user customization features in web browsers, including preferences, caching, bookmarks/ favorites and cookies.
- **CTE-BUS.68.8200210.6.3 -** Define database and identify how it is used in the business environment.

- **CTE-BUS.68.8200210.7 -** Perform activities using the worldwide web.

  Perform activities using the worldwide web.

  - **CTE-BUS.68.8200210.7.1 -** Identify basic principles of the Domain Name System (DNS).
  - **CTE-BUS.68.8200210.7.2 -** Perform advanced searches using Boolean operators.
  - **CTE-BUS.68.8200210.7.3 -** Discuss email, email attachments, address book, and calendars.
  - **CTE-BUS.68.8200210.7.4 -** Discuss instant messaging.
- **CTE-BUS.68.8200210.8 -** Describe how information technology is used in the Business Management and Administration career cluster.

  Describe how information technology is used in the Business Management and Administration career cluster.

  - **CTE-BUS.68.8200210.8.1 -** Identify through internet research information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.
  - **CTE-BUS.68.8200210.8.2 -** Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.
- **CTE-BUS.68.8200210.9 -** Describe and use communication features of information technology.

  Describe and use communication features of information technology.

  - **CTE-BUS.68.8200210.9.1 -** Define important internet communications protocols and their roles in delivering basic Internet services.
  - **CTE-BUS.68.8200210.9.2 -** Identify security and privacy issues related to the Internet, including passwords and information theft.
  - **CTE-BUS.68.8200210.9.3 -** Demonstrate ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

Additional Attributes

- **Section:** Career and Technical Education (CTE)
- **Course Title (Abbreviated):** CPTR APPL BUSINESS 2
- **Program Area:** BUSINESS TECHNOLOGY
- **Non Traditional:** X

- **Career Area Path:** ACPB
- **Teach Out Programs:** No
- **Course Daggered for Deletion:** No
- **HB495 Computer Science Course:** false
- **Workbased Learning:** No
- **Academic Course:** No

Related CTE Programs

This course is used in the following CTE programs that can be viewed on CPALMS using the following links.

- 05079999EX - Computer Applications in Business 2 - 2024

CPALMS-Approved Educational Resources

CPALMS has vetted and approved more than educational resources for this program. Open the program framework on CPALMS.org and explore the "Standards and Benchmarks" tab to find resources aligned to individual standards and benchmarks.

CTE Program for 2024 - And beyond

Orientation to Nursing

Version: 2024 - And beyond

View this program framework version on CPALMS.org

Attributes

- **Program Type:** Middle School (EXPL)
- **Career Cluster:** Health Science
- **Program Number:** 8417106
- **CIP Number:** 0351260302
- **Grade Level(s):** 6, 7, 8
- **Teacher Certification:** *Refer to the Program Structure section*
- **CTSO:**
- **CTE Program Resources:** https://ctepreview.cpalms.org/programs/program-information?programcip=0351260302&version=2024
- **Basic Skills Level**
  - Computations (Mathematics): N/A
  - Communications (Reading and Language Arts): N/A

Description

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster.

The content includes but is not limited to basic information about the skills required, available, career paths, specializations, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included.

Structure

This program is a planned sequence of instruction consisting of 1 course.

The length of this course is one semester. It may be offered for two semesters when appropriate. When

offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the course structure:

- Parent CTE Program
  8417106 - Orientation to Nursing (CIP: 0351260302)
  1 of 1 Child Components Required
  - CTE Course
    8417106 - Orientation to Nursing
    Length: Semester (S),
    Educator Certifications: Licensed Practical Nurse (District-issued Employment Certificate) (District-issued Employment Certificate), Licensed Practical Nurse (Career & Technical) (Career/Technical Coverage), Registered Nurse (District-issued Employment Certificate) (District-issued Employment Certificate), Practical Nursing (Career & Technical - Prior to July 1, 2014) (Career/Technical Coverage), Practical Nursing (Career & Technical - No Longer Issued) (Career/Technical Coverage), Practical Nursing (District-issued Employment Certificate - Prior to July 1, 2014) (District-issued Employment Certificate), Registered Nurse (Career & Technical) (Career/Technical Coverage)

Standards

After successfully completing this program, the student will be able to perform the following:

8417106 - Orientation to Nursing

- Discuss the history of nursing.
- Discuss personal qualities essential to nurses.
- Demonstrate an awareness of various career pathways for nursing and occupations.
- Identify skills performed by various levels of nursing occupations.
- Identify life stages and the health care needs of each.
- Demonstrate basic communication skills.
- Perform basic mathematical calculations and demonstrate problem solving skills used by nurses.

- Demonstrate an understanding of the principles of wellness and disease.
- Identify the general plan of anatomy and physiology of the human body and perform nursing skills utilized for each system.
- Discuss various job settings for nurses.
- Demonstrate employability skills related to nursing.
- Demonstrate how to take vital signs and analyze the results.
- Perform a basic head to toe assessment & document the findings.

Student Performance Standards

CTE Course Title: Orientation to Nursing

- **Course Number: 8417106**
- **Course Length: Semester (S)**

Course Description:

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster.

The content includes but is not limited to basic information about the skills required, available, career paths, specializations, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included.

CTE Standards and Benchmarks

- **CTE-HLTH.68.8417106.1 -** Discuss the history of nursing.
  - **CTE-HLTH.68.8417106.1.1 -** Compare nursing care from ancient times to the present. For example: families, religious orders, wars, modern treatment and equipment.
  - **CTE-HLTH.68.8417106.1.2 -** Discuss early pioneers in nursing such as Clara Barton and Florence Nightingale.
  - **CTE-HLTH.68.8417106.1.3 -** Demonstrate knowledge of how advances in science have impacted beliefs and practices from ancient times to the present.
- **CTE-HLTH.68.8417106.2 -** Discuss personal qualities essential to nurses.
  - **CTE-HLTH.68.8417106.2.1 -** Describe the personal traits of an ideal nurse.
  - **CTE-HLTH.68.8417106.2.2 -** List their own personal traits that would assist them in nursing and those that would need to be improved or developed.

    - **CTE-HLTH.68.8417106.2.3 -** Discuss the importance of legal and ethical behaviors as related to nursing.
- **CTE-HLTH.68.8417106.3 -** Demonstrate an awareness of various career pathways for nursing and occupations.
    - **CTE-HLTH.68.8417106.3.1 -**

      Identify and classify what careers fall under the nursing service category and cluster (e.g., C.N.A.s, PCTs, LPNs, ADNs, diploma R.N.s, B.S.N.s, M.S.N.s, PhDs, and DNPs) and identify various pathways to reach these levels.

    - **CTE-HLTH.68.8417106.3.2 -** List various institutions where training for nursing careers is available.
    - **CTE-HLTH.68.8417106.3.3 -** Identify types of education and training levels as it relates to nursing services/occupations.
    - **CTE-HLTH.68.8417106.3.4 -** List the advantages and disadvantages of one occupation including the following factors: job opportunities, salary ranges, fringe benefits, working conditions, and occupational hazards.
- **CTE-HLTH.68.8417106.4 -** Identify skills performed by various levels of nursing occupations.
    - **CTE-HLTH.68.8417106.4.1 -** Identify representative skills of nursing assistants and home health aides.
    - **CTE-HLTH.68.8417106.4.2 -** Identify representative skills of patient care technicians.
    - **CTE-HLTH.68.8417106.4.3 -** Identify representative skills of practical nurses.
    - **CTE-HLTH.68.8417106.4.4 -** Identify representative skills of professional nurses.
    - **CTE-HLTH.68.8417106.4.5 -** Identify representative skills of nursing specialties.
- **CTE-HLTH.68.8417106.5 -** Identify life stages and the health care needs of each.
    - **CTE-HLTH.68.8417106.5.1 -** Describe common health care needs from birth to death and identify how nurses help address those needs.
    - **CTE-HLTH.68.8417106.5.2 -** Identify how nurses promote optimum health.
    - **CTE-HLTH.68.8417106.5.3 -** Identify how cultural diversity/transcultural nursing affects health care needs at different life stages.
- **CTE-HLTH.68.8417106.6 -** Demonstrate basic communication skills.
    - **CTE-HLTH.68.8417106.6.1 -** Demonstrate interpersonal communication skills such as active listening, verbal, non-verbal and written language.
    - **CTE-HLTH.68.8417106.6.2 -** Demonstrate the ability to break medical terms into their word parts.
    - **CTE-HLTH.68.8417106.6.3 -** Discuss common abbreviations and symbols used in nursing.
    - **CTE-HLTH.68.8417106.6.4 -**

      Identify technology used in Nursing and the proper communication etiquette required for its

use.

- **CTE-HLTH.68.8417106.7 -** Perform basic mathematical calculations and demonstrate problem solving skills used by nurses.
    - **CTE-HLTH.68.8417106.7.1 -** Describe the importance of why accurate calculations and effective problem solving skills are required.
    - **CTE-HLTH.68.8417106.7.2 -** Calculate mathematical problems and measurements related to nursing.
    - **CTE-HLTH.68.8417106.7.3 -** Measure artificial medication in various forms, for example syringes or medicine cups.
    - **CTE-HLTH.68.8417106.7.4 -** Convert common weights, measure, and volumes to metric as applied in the health care setting.
    - **CTE-HLTH.68.8417106.7.5 -** Accurately tell time using both standard and international/military time formats.
- **CTE-HLTH.68.8417106.8 -** Demonstrate an understanding of the principles of wellness and disease.
    - **CTE-HLTH.68.8417106.8.1 -** Describe how cultural and individual differences in lifestyles relate to wellness and quality of life and how these differences impact health problems of society.
    - **CTE-HLTH.68.8417106.8.2 -** Demonstrate an understanding of the risk factors that contribute to illness.
    - **CTE-HLTH.68.8417106.8.3 -** Identify consequences of substance abuse and high risk factors.
    - **CTE-HLTH.68.8417106.8.4 -** Describe strategies for prevention of diseases including health screenings and examinations.
    - **CTE-HLTH.68.8417106.8.5 -** Explain basic concepts of positive self-image, body and mental wellness and the effect stress has on both.
    - **CTE-HLTH.68.8417106.8.6 -** Explore the need for proper nutrition and water intake to maintain wellness.
- **CTE-HLTH.68.8417106.9 -** Identify the general plan of anatomy and physiology of the human body and perform nursing skills utilized for each system.
    - **CTE-HLTH.68.8417106.9.1 -** Describe the anatomical position of the body, defining basic body planes and directional terms.
    - **CTE-HLTH.68.8417106.9.2 -**

      Describe the anatomy and physiology of the respiratory system.

        - Describe illnesses/diseases related to the respiratory system.
        - Perform a basic assessment of respiratory rate and lung sounds.

- **CTE-HLTH.68.8417106.9.3 -**

  Describe the anatomy and physiology of the integumentary system.

  - Describe illnesses/diseases related to the integumentary system.
  - Identify the various wounds related to the skin and their treatment
- **CTE-HLTH.68.8417106.9.4 -**

  Describe the anatomy and physiology of the skeletal system.

  - Describe illnesses/diseases of the skeletal system.
  - Identify types of fractures and splint/sling techniques.
- **CTE-HLTH.68.8417106.9.5 -**

  Describe the anatomy and physiology of the muscle system.

  - Describe illnesses/diseases of the muscular system.
  - Perform ROM exercises.
- **CTE-HLTH.68.8417106.9.6 -**

  Describe the anatomy and physiology of the digestive system.

  - Describe illnesses/diseases related to the digestive system.
  - Assess bowel sounds.
- **CTE-HLTH.68.8417106.9.7 -**

  Describe the anatomy and physiology of the ear.

  - Describe illnesses/diseases related to the ear.
  - Perform the Rhinnes and Weber hearing test with a tuning fork. If available, test hearing with an audiometer.
- **CTE-HLTH.68.8417106.9.8 -**

  Describe the anatomy and physiology of the eye.

  - Describe illnesses/diseases related to the eye.
  - Perform a vision exam using a Snellen eye chart
- **CTE-HLTH.68.8417106.9.9 -**

  Describe the anatomy and physiology of the nervous system.

  - Describe illnesses/diseases related to the nervous system.
  - Perform a reflex exam using a reflex hammer.

- **CTE-HLTH.68.8417106.9.10 -**

  Describe the anatomy and physiology of the circulatory system, including the heart.

  - Describe illnesses/diseases related to the circulatory system.
  - Demonstrate how to take a blood pressure.
- **CTE-HLTH.68.8417106.9.11 -**

  Describe the anatomy and physiology of the excretory system.

  - Describe illnesses/diseases related to the excretory system.
  - Measure input & output.
- **CTE-HLTH.68.8417106.9.12 -**

  Describe the anatomy and physiology of the immune system.

  - Describe the illnesses/disease related to the immune system.
  - Perform hand washing,
  - Demonstrate the operation of a microscope
  - Demonstrate the streaking of an agar plate.
- **CTE-HLTH.68.8417106.10 -** Discuss various job settings for nurses.
  - **CTE-HLTH.68.8417106.10.1 -** Recognize various settings that employ nurses.
  - **CTE-HLTH.68.8417106.10.2 -** Compare salaries and benefits of various levels of nursing and various employment settings.
  - **CTE-HLTH.68.8417106.10.3 -** Discuss pros and cons of nursing jobs in various settings.
- **CTE-HLTH.68.8417106.11 -** Demonstrate employability skills related to nursing.
  - **CTE-HLTH.68.8417106.11.1 -** Identify skills needed for employment as a nurse.
  - **CTE-HLTH.68.8417106.11.2 -**

    At a minimum, demonstrate the skills used within nursing from the following list:

    - Basic First Aid and CPR.
    - Patient menu planning and feeding techniques.
    - Measure and record temperature, pulse and respiration (TPR).
    - Use of wheelchairs, crutches and/or walkers.
    - Perform a weight, height and BMI assessment.
    - Graph the development of infant/child on a growth chart.
    - Correctly perform making an occupied and unoccupied bed.
- **CTE-HLTH.68.8417106.12 -** Demonstrate how to take vital signs and analyze the results.
  - **CTE-HLTH.68.8417106.12.1 -** Demonstrate how to take an oral, temporal, axillary and tympanic temperature and analyze the results.

- **CTE-HLTH.68.8417106.12.2 -** Demonstrate how to take a radial, carotid and apical pulse and analyze the results.
- **CTE-HLTH.68.8417106.12.3 -** Demonstrate how to take respiration and analyze the results.
- **CTE-HLTH.68.8417106.12.4 -** Demonstrate how to take a blood pressure and analyze the results.

- **CTE-HLTH.68.8417106.13 -** Perform a basic head to toe assessment & document the findings.
  - **CTE-HLTH.68.8417106.13.1 -** Perform a basic head to toe assessment and document the findings using correct terminology.
  - **CTE-HLTH.68.8417106.13.2 -** Demonstrate how to take a health history.

Additional Information

Program Information

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster.

The content includes but is not limited to basic information about the skills required, available, career paths, specializations, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Additional Information

Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals is the co-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The purpose of this course is to acquaint students with career opportunities and job requirements in the field of nursing which will enable students to consider career objectives and interests.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

Special projects that are related to nursing are provided, including role playing activities of daily living as a handicapped individual, developing an emergency evacuation plan for their own home, menu planning and feeding techniques, applying slings, use of wheelchairs, and creating their own nursing career plan. Team teaching and integration of the curriculum with English, Math and Science is encouraged.

Guest speakers from industry make an important contribution to the effectiveness of this course.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Attributes

- **Section:** Career and Technical Education (CTE)
- **Federal 6-Digit CIP (2020):** 512603
- **Status:** State Board Approved
- **CIP Number (2010):** 0351260302
- **Program Area:** HEALTH SCIENCE
- **Non Traditional:** X
- **Teach Out Programs:** No
- **New Program:** No
- **Year of Inception:** 2003
- **Perkins Fundable:** Yes
- **Regulated Program:** No

CTE Program for 2024 - And beyond

Computer Applications in Business 1 and Career Planning

Version: 2024 - And beyond

View this program framework version on CPALMS.org

Attributes

- **Program Type:** Middle School (EXPL)
- **Career Cluster:** Business, Management & Administration
- **Program Number:** 8200220
- **CIP Number:** 05079999CE
- **Grade Level(s):** 6, 7, 8
- **Teacher Certification:** *Refer to the Program Structure section*
- **CTSO:**
- **CTE Program Resources:** https://ctepreview.cpalms.org/programs/program-information?programcip=05079999CE&version=2024
- **Basic Skills Level**
  - Computations (Mathematics): N/A
  - Communications (Reading and Language Arts): N/A

Description

The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications.

Structure

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for

that course.

The following table illustrates the course structure:

- Parent CTE Program
  8200220 - Computer Applications in Business 1 and Career Planning (CIP: 05079999CE)
  1 of 1 Child Components Required
  - CTE Course
    8200220 - Computer Applications in Business 1 and Career Planning
    Length: Semester (S),
    Educator Certifications: Engineering & Technology Education (Grades 6-12) (State-issued Certification), Any Business Education, Information Technology (District-issued Employment Certificate) (District-issued Employment Certificate), Information Technology (Career & Technical) (Career/Technical Coverage), Business Education (Grades 6-12) (State-issued Certification), Business Education (Adult Education) (State-issued Certification) (No longer issued), Computer Science (Elementary and Secondary Grades K-12) (State-issued Certification), Teacher Coordinator of Cooperative Education Endorsement (Career & Technical - No Longer Issued)) (Career/Technical Coverage), Vocational Office Education (Career & Technical - No Longer Issued) (Career/Technical Coverage), Engineering & Technology Education (Adult Education - No Longer Issued) (State-issued Certification)

Standards

After successfully completing this program, the student will be able to perform the following:

8200220 - Computer Applications in Business 1 and Career Planning

- Identify and understand computer hardware.
- Identify information technology tools and their proper uses.
- Develop and apply keyboarding skills utilizing current technology.
- Develop and apply word processing skills utilizing current technology.
- Develop and apply electronic presentation skills utilizing current technology.
- Develop and apply spreadsheet skills utilizing current technology.
- Develop and utilize business-related skills.

- Perform activities using the worldwide web.
- Describe how information technology is used in the Business, Management and Administration career cluster.
- Describe and use communication features of information technology.
- Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- Develop skills to locate, evaluate, and interpret career information.
- Identify and demonstrate processes for making short and long term goals.
- Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- Understand the relationship between educational achievement and career choices/postsecondary options.
- Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- Demonstrate knowledge of technology and its application in career fields/clusters.

Student Performance Standards

CTE Course Title: Computer Applications in Business 1 and Career Planning

- **Course Number: 8200220**
- **Course Length: Semester (S)**

Course Description:

This course is designed to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks

- **CTE-BUS.68.8200220.1 -** Identify and understand computer hardware.

- **CTE-BUS.68.8200220.1.1 -** Define and identify input, output, and storage devices and their functions.
- **CTE-BUS.68.8200220.1.2 -** Define and identify memory in a computer.

- **CTE-BUS.68.8200220.2 -** Identify information technology tools and their proper uses.
  - **CTE-BUS.68.8200220.2.1 -** Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
- **CTE-BUS.68.8200220.3 -** Develop and apply keyboarding skills utilizing current technology.
  - **CTE-BUS.68.8200220.3.1 -** Demonstrate proper keyboarding techniques using correct ergonomic habits.
  - **CTE-BUS.68.8200220.3.2 -** Demonstrate safety and respect for equipment materials in lab.
  - **CTE-BUS.68.8200220.3.3 -** Demonstrate proper techniques for alphanumeric keyboarding while keeping fingers on home row keys.
- **CTE-BUS.68.8200220.4 -** Develop and apply word processing skills utilizing current technology.
  - **CTE-BUS.68.8200220.4.1 -** Start and exit word processing software.
  - **CTE-BUS.68.8200220.4.2 -** Apply different views to a document – select zoom options, document view, split windows, arrange windows, and switch windows.
  - **CTE-BUS.68.8200220.4.3 -** Move text in a document using the copying/cutting/pasting and drag/drop text commands.
  - **CTE-BUS.68.8200220.4.4 -** Apply tabs, line spacing and paragraph indents.
  - **CTE-BUS.68.8200220.4.5 -** Align text horizontally and vertically.
  - **CTE-BUS.68.8200220.4.6 -** Apply character attributes – font, font size, font color, underline, bold, italic, and text effects.
  - **CTE-BUS.68.8200220.4.7 -** Apply styles in a document.
  - **CTE-BUS.68.8200220.4.8 -** Utilize the undo and redo commands.
  - **CTE-BUS.68.8200220.4.9 -** Utilize the show/hide command.
  - **CTE-BUS.68.8200220.4.10 -** Use find and replace.
  - **CTE-BUS.68.8200220.4.11 -** Utilize the format painter.
  - **CTE-BUS.68.8200220.4.12 -** Utilize the text highlight feature in a document – select highlight color.
  - **CTE-BUS.68.8200220.4.13 -** Insert date and time.
  - **CTE-BUS.68.8200220.4.14 -** Insert and manipulate graphics, word art and text boxes.
  - **CTE-BUS.68.8200220.4.15 -** Insert and remove a manual page break in a document.
  - **CTE-BUS.68.8200220.4.16 -** Create bulleted and numbered lists.
  - **CTE-BUS.68.8200220.4.17 -** Create a table – inserting, moving, and entering data.
  - **CTE-BUS.68.8200220.4.18 -** Format a table – insert/delete columns, rows, and cells and merge cells.
  - **CTE-BUS.68.8200220.4.19 -** Format a table – changing column/row width/height.
  - **CTE-BUS.68.8200220.4.20 -** Apply table alignment on document horizontally and vertically.

- **CTE-BUS.68.8200220.4.21 -** Apply text and number alignment within a table.
- **CTE-BUS.68.8200220.4.22 -** Use table tools to change table styles, apply borders, and shading.
- **CTE-BUS.68.8200220.4.23 -** Set the page layout in a document – margins, page orientation, and page size.
- **CTE-BUS.68.8200220.4.24 -** Change the page background – insert a watermark, page border, and change the page color.
- **CTE-BUS.68.8200220.4.25 -** Create headers and footers in a document.
- **CTE-BUS.68.8200220.4.26 -** Use spell/grammar check/thesaurus programs properly.
- **CTE-BUS.68.8200220.4.27 -** Use basic proofreading skills including proofreader's marks.
- **CTE-BUS.68.8200220.4.28 -** Understand the difference between save and save as.
- **CTE-BUS.68.8200220.4.29 -** Save a document – specify file name and location.
- **CTE-BUS.68.8200220.4.30 -** Save a document in a different format, e.g., PDF, Web page, and jpeg.
- **CTE-BUS.68.8200220.4.31 -** Understand printing options including printer selection, scale to fit, and page number selection.

- **CTE-BUS.68.8200220.5 -** Develop and apply electronic presentation skills utilizing current technology.
  - **CTE-BUS.68.8200220.5.1 -** Start and exit presentation software.
  - **CTE-BUS.68.8200220.5.2 -** Apply fill effects, lines and shapes.
  - **CTE-BUS.68.8200220.5.3 -** Demonstrate ability to order, group and rotate objects.
  - **CTE-BUS.68.8200220.5.4 -** Demonstrate ability to animate graphics.
  - **CTE-BUS.68.8200220.5.5 -** Apply slide transitions and timings.
  - **CTE-BUS.68.8200220.5.6 -** Incorporate text, tables, charts and graphic transitions into document.
  - **CTE-BUS.68.8200220.5.7 -** Add sound using various media e.g. internet and/or files.
  - **CTE-BUS.68.8200220.5.8 -** Apply action buttons.
  - **CTE-BUS.68.8200220.5.9 -** Insert a hyperlink.
  - **CTE-BUS.68.8200220.5.10 -** Rearrange slide order through slide sorter.
  - **CTE-BUS.68.8200220.5.11 -** Create note page to aid in oral presentation of slide show.
  - **CTE-BUS.68.8200220.5.12 -** Customize timing and rehearsing to coordinate with oral presentation.
  - **CTE-BUS.68.8200220.5.13 -** Save a presentation in a different format, e.g., PDF and webpage.
  - **CTE-BUS.68.8200220.5.14 -** Demonstrate the ability to spell check and print presentations using different settings.
  - **CTE-BUS.68.8200220.5.15 -** Demonstrate presentation skills.
- **CTE-BUS.68.8200220.6 -** Develop and apply spreadsheet skills utilizing current technology.

- **CTE-BUS.68.8200220.6.1 -** Start and exit spreadsheet software.
- **CTE-BUS.68.8200220.6.2 -** Identify the parts of the spreadsheet screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.
- **CTE-BUS.68.8200220.6.3 -** Create a new worksheet.
- **CTE-BUS.68.8200220.6.4 -** Change column width and row height.
- **CTE-BUS.68.8200220.6.5 -** Format the contents of a cell, i.e., change fonts and font sizes, align text, and format numbers.
- **CTE-BUS.68.8200220.6.6 -** Merge cells.
- **CTE-BUS.68.8200220.6.7 -** Use undo and redo commands.
- **CTE-BUS.68.8200220.6.8 -** Autoformat the worksheet if available. autoformat applies borders, shading, and data formatting.
- **CTE-BUS.68.8200220.6.9 -** Use the auto sum feature.
- **CTE-BUS.68.8200220.6.10 -** Create a chart.

- **CTE-BUS.68.8200220.7 -** Develop and utilize business-related skills.
  - **CTE-BUS.68.8200220.7.1 -** Demonstrate an understanding of the importance of a positive attitude in obtaining and maintaining a job.
  - **CTE-BUS.68.8200220.7.2 -** Identify grooming/dress standards in various workplace environments.
  - **CTE-BUS.68.8200220.7.3 -** Demonstrate problem solving skills.
  - **CTE-BUS.68.8200220.7.4 -** Demonstrate an awareness of teamwork.
  - **CTE-BUS.68.8200220.7.5 -** Make an impromptu presentation.
  - **CTE-BUS.68.8200220.7.6 -** Make a prepared presentation.
  - **CTE-BUS.68.8200220.7.7 -** Collaborate and effectively use teamwork to present in a group.
- **CTE-BUS.68.8200220.8 -** Perform activities using the worldwide web.
  - **CTE-BUS.68.8200220.8.1 -** Identify and define Internet vocabulary such as hyperlink, WWW, URL, and web browser.
  - **CTE-BUS.68.8200220.8.2 -** Understand basic principles of the Doman Name System (DNS).
  - **CTE-BUS.68.8200220.8.3 -** Perform basic Internet searches.
  - **CTE-BUS.68.8200220.8.4 -** Identify and use various web browsers.
  - **CTE-BUS.68.8200220.8.5 -** Copy and paste from browser to other applications.
  - **CTE-BUS.68.8200220.8.6 -** Identify and use various search engines.
  - **CTE-BUS.68.8200220.8.7 -** Evaluate websites.
  - **CTE-BUS.68.8200220.8.8 -** Understand favorites/ bookmarks.
  - **CTE-BUS.68.8200220.8.9 -** Understand and demonstrate Internet safety.
  - **CTE-BUS.68.8200220.8.10 -** Discuss Internet privacy, ethics, network etiquette and copyright laws.
  - **CTE-BUS.68.8200220.8.11 -** Download files.
  - **CTE-BUS.68.8200220.8.12 -** Download graphics.

- **CTE-BUS.68.8200220.9 -** Describe how information technology is used in the Business, Management and Administration career cluster.
    - **CTE-BUS.68.8200220.9.1 -** Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.
    - **CTE-BUS.68.8200220.9.2 -** Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.
- **CTE-BUS.68.8200220.10 -** Describe and use communication features of information technology.
    - **CTE-BUS.68.8200220.10.1 -** Identify security and privacy issues related to the Internet, including passwords and information theft.
    - **CTE-BUS.68.8200220.10.2 -** Identify and/or use various ways to communicate effectively using internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.
- **CTE-BUS.68.8200220.11 -** Describe the influences that societal, economic, and technological changes have on employment trends and future training.
    - **CTE-BUS.68.8200220.11.0 -** Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- **CTE-BUS.68.8200220.12 -** Develop skills to locate, evaluate, and interpret career information.
    - **CTE-BUS.68.8200220.12.0 -** Develop skills to locate, evaluate, and interpret career information.
- **CTE-BUS.68.8200220.13 -** Identify and demonstrate processes for making short and long term goals.
    - **CTE-BUS.68.8200220.13.0 -** Identify and demonstrate processes for making short and long term goals.
- **CTE-BUS.68.8200220.14 -** Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
    - **CTE-BUS.68.8200220.14.0 -** Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- **CTE-BUS.68.8200220.15 -** Understand the relationship between educational achievement and career choices/postsecondary options.
    - **CTE-BUS.68.8200220.15.0 -** Understand the relationship between educational achievement and career choices/postsecondary options.
- **CTE-BUS.68.8200220.16 -** Identify a career cluster and related pathways through an interest assessment that match career and education goals.
    - **CTE-BUS.68.8200220.16.0 -** Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- **CTE-BUS.68.8200220.17 -** Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

- **CTE-BUS.68.8200220.17.0 -** Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

- **CTE-BUS.68.8200220.18 -** Demonstrate knowledge of technology and its application in career fields/clusters.
  - **CTE-BUS.68.8200220.18.0 -** Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Program Information

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Additional Information

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students, including access to computers and appropriate software.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and

schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Attributes

- **Section:** Career and Technical Education (CTE)
- **Federal 6-Digit CIP (2020):** 079999
- **Status:** State Board Approved
- **CIP Number (2010):** 05079999CE
- **Program Area:** BUSINESS TECHNOLOGY
- **Non Traditional:** X
- **Teach Out Programs:** No
- **New Program:** No
- **Perkins Fundable:** Yes
- **Regulated Program:** No

CTE Course for 2024 - And beyond

Exploration of Engineering Technology and Career Planning

Version: 2024 - And beyond

View this program framework version on CPALMS.org

Attributes

- **Course Number:** 8600062
- **Program Level:** M
- **Credits:** N/A
- **Length:** Semester (S)
- **Course Length:** Semester (S) Hours
- **Primary SOC Code:** *Please see the CIP to SOC Crosswalk located at the link below.*
- **Graduation Requirement(s):** N/A
- **Educator Certifications:** Exploration of Engineering Technology and Career Planning

Description

The purpose of this course is to give students an opportunity to explore the area of engineering technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of engineering technology on our everyday lives.

Structure

- Parent
  Exploration of Engineering Technology and Career Planning 8600062
  0 of 0 Child Components Required

Standards and Benchmarks

- **8600062 Exploration of Engineering Technology and Career Planning**

The purpose of this course is to give students an opportunity to explore the area of engineering technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of engineering technology on our everyday lives.

- **CTE-TECED.68.8600062.1 -** Demonstrate an understanding of the characteristics and scope of technology.

  Demonstrate an understanding of the characteristics and scope of technology.

  - **CTE-TECED.68.8600062.1.1 -** Develop new products and systems to solve problems or to help do things that could not be done without the help of technology.
  - **CTE-TECED.68.8600062.1.2 -** Describe the development of technology as a human activity that is the result of individual or collective needs and the ability to be creative.
  - **CTE-TECED.68.8600062.1.3 -** Explain how technology is closely linked with creativity, which has resulted in innovation.
  - **CTE-TECED.68.8600062.1.4 -** Demonstrate how corporations can often create demand for a product by bringing it onto the market and advertising it.
- **CTE-TECED.68.8600062.2 -** Demonstrate an understanding of the core concepts of technology.

  Demonstrate an understanding of the core concepts of technology.

  - **CTE-TECED.68.8600062.2.1 -** Describe technological systems including input, processes, output, and, at times, feedback.
  - **CTE-TECED.68.8600062.2.2 -** Apply systems thinking, involving considering how every part relates to others.
  - **CTE-TECED.68.8600062.2.3 -** Identify control systems having no feedback path and requiring human intervention, and control systems using feedback.
  - **CTE-TECED.68.8600062.2.4 -** Explain how technological systems can be connected to one another.
  - **CTE-TECED.68.8600062.2.5 -** Repair malfunctions of any part of a system that may affect the function and quality of the system.
  - **CTE-TECED.68.8600062.2.6 -** Compare and contrast requirements or parameters placed on the development of a product or system.
  - **CTE-TECED.68.8600062.2.7 -** Compare and contrast trade-offs as a decision process recognizing the need for careful compromises among competing factors.
  - **CTE-TECED.68.8600062.2.8 -** Describe different technologies that involve different sets of processes.
  - **CTE-TECED.68.8600062.2.9 -** Perform basic maintenance as the process of inspecting and servicing a product or system on a regular basis in order for it to continue functioning properly, to extend its life, or to upgrade its capability.

        - **CTE-TECED.68.8600062.2.10 -** Utilize controls and mechanisms or particular steps that people perform using information about the system that causes systems to change.
    - **CTE-TECED.68.8600062.3 -** Demonstrate an understanding of the relationships among technologies and the connection between technology and other fields of study.

      Demonstrate an understanding of the relationships among technologies and the connection between technology and other fields of study.

        - **CTE-TECED.68.8600062.3.1 -** Modify the way technological systems interact with one another.
        - **CTE-TECED.68.8600062.3.2 -** Apply a product, system, or environment developed for one setting in another setting.
        - **CTE-TECED.68.8600062.3.3 -** Explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems.
    - **CTE-TECED.68.8600062.4 -** Demonstrate an understanding of the cultural, social, economic, and political effects of technology.

      Demonstrate an understanding of the cultural, social, economic, and political effects of technology.

        - **CTE-TECED.68.8600062.4.1 -** Identify the ways that use of technology affects humans, including their safety, comfort, choices, and attitudes about technology's development and use.
        - **CTE-TECED.68.8600062.4.2 -** Explain that technology, by itself, is neither good nor bad; but decisions about the use of products and systems can result in desirable or undesirable consequences.
        - **CTE-TECED.68.8600062.4.3 -** Identify ethical issues associated with the development and use of technology.
        - **CTE-TECED.68.8600062.4.4 -** Identify the economic, political, and cultural issues that are influenced by the development and use of technology.
    - **CTE-TECED.68.8600062.5 -** Demonstrate an understanding of the effects of technology on the environment.

      Demonstrate an understanding of the effects of technology on the environment.

        - **CTE-TECED.68.8600062.5.1 -** Describe the management of waste produced by technological systems as an important societal issue.
        - **CTE-TECED.68.8600062.5.2 -** Describe how technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems.
        - **CTE-TECED.68.8600062.5.3 -** Make decisions about the development and use of technologies that put environmental and economic concerns in direct competition with one another.
    - **CTE-TECED.68.8600062.6 -** Demonstrate an understanding of the role of society in the development and use of technology.

Demonstrate an understanding of the role of society in the development and use of technology.

- **CTE-TECED.68.8600062.6.1 -** Describe the development of technologies that has resulted from the demands, values, and interests of individuals, businesses, industries, and societies.
- **CTE-TECED.68.8600062.6.2 -** Describe changes in society and the creation of new needs and wants caused by the use of inventions and innovations.
- **CTE-TECED.68.8600062.6.3 -** Understand social and cultural priorities and values that are reflected in technological devices.
- **CTE-TECED.68.8600062.6.4 -** Explain how meeting societal expectations is the driving force behind the acceptance and use of products and systems.

- **CTE-TECED.68.8600062.7 -** Demonstrate an understanding of the influence of technology on history.

Demonstrate an understanding of the influence of technology on history.

- **CTE-TECED.68.8600062.7.1 -** Identify inventions and innovations that have evolved by using slow and methodical processes of tests and refinements.
- **CTE-TECED.68.8600062.7.2 -** Explain how the specialization of function has been at the heart of many technological improvements.
- **CTE-TECED.68.8600062.7.3 -** Identify the design and construction of structures for service or convenience evolving from the development of techniques for measurement, controlling systems, and the understanding of spatial relationships.
- **CTE-TECED.68.8600062.7.4 -** Investigate how, that in the past, an invention or innovation was not usually developed with the knowledge of science.

- **CTE-TECED.68.8600062.8 -** Demonstrate an understanding of the attributes of design.

Demonstrate an understanding of the attributes of design.

- **CTE-TECED.68.8600062.8.1 -** Use design as a creative planning process that leads to useful products and systems.
- **CTE-TECED.68.8600062.8.2 -** Explain why there is no perfect design.
- **CTE-TECED.68.8600062.8.3 -** Evaluate criteria and constraints that are requirements for a design.

- **CTE-TECED.68.8600062.9 -** Demonstrate an understanding of engineering design.

Demonstrate an understanding of engineering design.

- **CTE-TECED.68.8600062.9.1 -** Utilize the design process involving a set of steps, which can be performed in different sequences and repeated as needed.
- **CTE-TECED.68.8600062.9.2 -** Employ brainstorming as a group problem-solving design process in which each person in the group presents his or her ideas in an open forum.
- **CTE-TECED.68.8600062.9.3 -** Model, test, evaluate and modify designs to transform ideas into

practical solutions.

- **CTE-TECED.68.8600062.10 -** Demonstrate an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

  Demonstrate an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

  - **CTE-TECED.68.8600062.10.1 -** Use troubleshooting as a problem-solving method used to identify the cause of a malfunction in a technological system.
  - **CTE-TECED.68.8600062.10.2 -** Describe invention as a process of turning ideas and imagination into devices and systems and innovation as the process of modifying an existing product or system to improve it.
  - **CTE-TECED.68.8600062.10.3 -** Identify technological problems that are best solved through experimentation.
- **CTE-TECED.68.8600062.11 -** Demonstrate the abilities to apply the design process.

  Demonstrate the abilities to apply the design process.

  - **CTE-TECED.68.8600062.11.1 -** Apply a design process to solve problems in and beyond the laboratory-classroom.
  - **CTE-TECED.68.8600062.11.2 -** Specify criteria and constraints for the design.
  - **CTE-TECED.68.8600062.11.3 -** Make two-dimensional and three-dimensional representations of the designed solution.
  - **CTE-TECED.68.8600062.11.4 -** Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed.
  - **CTE-TECED.68.8600062.11.5 -** Make a product or system and document the solution.
- **CTE-TECED.68.8600062.12 -** Demonstrate the abilities to use and maintain technological products and systems.

  Demonstrate the abilities to use and maintain technological products and systems.

  - **CTE-TECED.68.8600062.12.1 -** Use information provided in manuals, protocols, or by experienced people to see and understand how things work.
  - **CTE-TECED.68.8600062.12.2 -** Use tools, materials, and machines safely to diagnose, adjust, and repair systems.
  - **CTE-TECED.68.8600062.12.3 -** Use computers and calculators in various applications.
  - **CTE-TECED.68.8600062.12.4 -** Operate and maintain systems in order to achieve a given purpose.
- **CTE-TECED.68.8600062.13 -** Demonstrate the abilities to assess the impact of products and systems.

  Demonstrate the abilities to assess the impact of products and systems.

- **CTE-TECED.68.8600062.13.1 -** Design and use instruments to gather data.
- **CTE-TECED.68.8600062.13.2 -** Use data collected to analyze and interpret trends in order to identify the positive or negative effects of a technology.
- **CTE-TECED.68.8600062.13.3 -** Identify trends and monitor potential consequences of technological development.
- **CTE-TECED.68.8600062.13.4 -** Interpret and evaluate the accuracy of the information obtained and determine if it is useful.

- **CTE-TECED.68.8600062.14 -** Demonstrate proper and safe procedures while working with technological tools, apparatus, equipment, systems, and materials.

  Demonstrate proper and safe procedures while working with technological tools, apparatus, equipment, systems, and materials.

  - **CTE-TECED.68.8600062.14.1 -** Follow classroom/laboratory safety rules and procedures.
  - **CTE-TECED.68.8600062.14.2 -** Demonstrate good housekeeping at workstations within a classroom/laboratory.
  - **CTE-TECED.68.8600062.14.3 -** Conduct classroom/laboratory activities and equipment operations in a safe manner.
  - **CTE-TECED.68.8600062.14.4 -** Exercise care and respect for all tools, equipment, and materials.
  - **CTE-TECED.68.8600062.14.5 -** Select appropriate tools, machines, and equipment to accomplish a given task.
  - **CTE-TECED.68.8600062.14.6 -** Identify color-coding safety standards.
  - **CTE-TECED.68.8600062.14.7 -** Safely use hand tools and power equipment.
  - **CTE-TECED.68.8600062.14.8 -** Explain fire prevention and safety precautions and practices for extinguishing fires.
  - **CTE-TECED.68.8600062.14.9 -** Identify harmful effects/potential dangers of familiar hazardous substances/devices to people and the environment.
- **CTE-TECED.68.8600062.15 -** Exhibit positive human relations and leadership skills.

  Exhibit positive human relations and leadership skills.

  - **CTE-TECED.68.8600062.15.1 -** Perform roles in a student personnel system or in a career and technical student organization (CTSO).
  - **CTE-TECED.68.8600062.15.2 -** Work cooperatively with others.
- **CTE-TECED.68.8600062.16 -** Discuss individual interests, aptitudes, and opportunities as they relate to a career.

  Discuss individual interests, aptitudes, and opportunities as they relate to a career.

  - **CTE-TECED.68.8600062.16.1 -** Identify individual strengths and weaknesses.

- **CTE-TECED.68.8600062.16.2 -** Discuss individual interests related to a career.
- **CTE-TECED.68.8600062.16.3 -** List occupations, job requirements, and job opportunities in engineering technology.
- **CTE-TECED.68.8600062.16.4 -** List academic and career programs at the secondary levels in engineering technology.

- **CTE-TECED.68.8600062.17 -** Describe the influences that societal, economic, and technological changes have on employment trends and future training.

  Describe the influences that societal, economic, and technological changes have on employment trends and future training.

  - **CTE-TECED.68.8600062.17.1 -** Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- **CTE-TECED.68.8600062.18 -** Develop skills to locate, evaluate, and interpret career information.

  Develop skills to locate, evaluate, and interpret career information.

  - **CTE-TECED.68.8600062.18.1 -** Develop skills to locate, evaluate, and interpret career information.
- **CTE-TECED.68.8600062.19 -** Identify and demonstrate processes for making short and long term goals.

  Identify and demonstrate processes for making short and long term goals.

  - **CTE-TECED.68.8600062.19.1 -** Identify and demonstrate processes for making short and long term goals.
- **CTE-TECED.68.8600062.20 -** Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

  Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

  - **CTE-TECED.68.8600062.20.1 -** Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- **CTE-TECED.68.8600062.21 -** Understand the relationship between educational achievement and career choices/postsecondary options.

  Understand the relationship between educational achievement and career choices/postsecondary options.

  - **CTE-TECED.68.8600062.21.1 -** Understand the relationship between educational achievement and career choices/postsecondary options.
- **CTE-TECED.68.8600062.22 -** Identify a career cluster and related pathways through an interest assessment that match career and education goals.

Identify a career cluster and related pathways through an interest assessment that match career and education goals.

- **CTE-TECED.68.8600062.22.1 -** Identify a career cluster and related pathways through an interest assessment that match career and education goals.

- **CTE-TECED.68.8600062.23 -** Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

  Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

  - **CTE-TECED.68.8600062.23.1 -** Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- **CTE-TECED.68.8600062.24 -** Demonstrate knowledge of technology and its application in career fields/clusters.

  Demonstrate knowledge of technology and its application in career fields/clusters.

  - **CTE-TECED.68.8600062.24.1 -** Demonstrate knowledge of technology and its application in career fields/clusters.
- **CTE-TECED.68.8600062.25 -** Demonstrate skill in technical sketching and drawing as it relates to engineering design.

  Demonstrate skill in technical sketching and drawing as it relates to engineering design.

  - **CTE-TECED.68.8600062.25.1 -** Explain the concepts of technical sketching and drawing.
  - **CTE-TECED.68.8600062.25.2 -** Create an orthographic sketch or drawing with appropriate layout and dimensions.
  - **CTE-TECED.68.8600062.25.3 -** Create an isometric sketch or drawing.
- **CTE-TECED.68.8600062.26 -** Demonstrate foundational knowledge and skills associated with the design of engineering systems (e.g. mechanical, fluid, electrical systems).

  Demonstrate foundational knowledge and skills associated with the design of engineering systems (e.g., mechanical, fluid, electrical systems).

  - **CTE-TECED.68.8600062.26.1 -** Measure and calculate dimensions of parts using metric and customary systems.
  - **CTE-TECED.68.8600062.26.2 -** Identify simple machines.
  - **CTE-TECED.68.8600062.26.3 -** Explain mechanical advantage.
  - **CTE-TECED.68.8600062.26.4 -** Define scientific quantities that are used in engineering designs (e.g. mass, weight, force, voltage, current, resistance).
  - **CTE-TECED.68.8600062.26.5 -** Read and use system schematics (e.g. electrical and hydraulic

circuits).
    - **CTE-TECED.68.8600062.26.6 -** Assemble, operate, and identify the parts of mechanical and electrical systems.
- **CTE-TECED.68.8600062.27 -** Demonstrate understanding and use of measurement tools and systems.

  Demonstrate understanding and use of measurement tools and systems.

    - **CTE-TECED.68.8600062.27.1 -** Take and record both U.S customary and SI systems of measurement.
    - **CTE-TECED.68.8600062.27.2 -** Convert measurements using both U.S customary and SI systems of measurement.
- **CTE-TECED.68.8600062.28 -** Demonstrate an understanding of the engineering process.

  Demonstrate an understanding of the engineering process.

    - **CTE-TECED.68.8600062.28.1 -** Define terminology associated with engineering products and systems.
    - **CTE-TECED.68.8600062.28.2 -** Describe the experimental method as it is applied to design.
    - **CTE-TECED.68.8600062.28.3 -** Create a model of a design solution to an engineering problem.
    - **CTE-TECED.68.8600062.28.4 -** Sketch a graphical or visual solution to an engineering problem.
    - **CTE-TECED.68.8600062.28.5 -** Present a report on an engineering design problem, concept or issue.
- **CTE-TECED.68.8600062.29 -** Demonstrate foundational knowledge and skills associated with common computer peripherals and computer functions.

  Demonstrate foundational knowledge and skills associated with common computer peripherals and computer functions.

    - **CTE-TECED.68.8600062.29.1 -** Identify and describe the various internal and external components of a computer and their functions (e.g., power supply, hard drive, RAM, mother board, I/O cards/ports, cabling, etc.).
    - **CTE-TECED.68.8600062.29.2 -** Identify and describe various computer input devices (e.g., USB, firewall, parallel and serial, Ethernet, printers, camera).
- **CTE-TECED.68.8600062.30 -** Demonstrate an understanding of Internet safety and ethics.

  Demonstrate an understanding of Internet safety and ethics.

    - **CTE-TECED.68.8600062.30.1 -** Differentiate between viruses and malware, the impact on personal privacy and computer operation, and ways to avoid infection.
    - **CTE-TECED.68.8600062.30.2 -** Adhere to cyber safety practices with regard to conducting Internet searches, email, chat rooms, and other social network websites.
    - **CTE-TECED.68.8600062.30.3 -** Adhere to Acceptable Use Policies when accessing the Internet.

- **CTE-TECED.68.8600062.31 -** Develop fundamental business productivity software skills.

  Develop fundamental business productivity software skills.

  - **CTE-TECED.68.8600062.31.1 -**

    Use appropriate functions in a word processing program. (e.g., format text, insert tables, create bulleted lists).

  - **CTE-TECED.68.8600062.31.2 -** Describe a spreadsheet and the ways in which it may be used.
  - **CTE-TECED.68.8600062.31.3 -** Describe presentation software, the ways it may be used, and appropriate presentation delivery skills.
  - **CTE-TECED.68.8600062.31.4 -**

    Use appropriate functions in a presentation software program. (e.g., insert images, duplicate slides, format text).

- **CTE-TECED.68.8600062.32 -** Successfully work as a member of a team.

  Successfully work as a member of a team.

  - **CTE-TECED.68.8600062.32.1 -** Accept responsibility for specific tasks in a given situation.
  - **CTE-TECED.68.8600062.32.2 -** Maintain a positive relationship with other team members.
  - **CTE-TECED.68.8600062.32.3 -** Document progress, and provide feedback on work accomplished in a timely manner.
  - **CTE-TECED.68.8600062.32.4 -** Complete assigned tasks in a timely and professional manner.

Additional Attributes

- **Section:** Career and Technical Education (CTE)
- **Course Title (Abbreviated):** EX ENGINEER TECH& CP
- **Program Area:** TECHNOLOGY
- **Non Traditional:** X
- **Career Area Path:** ARPA
- **Teach Out Programs:** No
- **Course Daggered for Deletion:** No
- **HB495 Computer Science Course:** false
- **Workbased Learning:** No
- **Academic Course:** No

Related CTE Programs

This course is used in the following CTE programs that can be viewed on CPALMS using the following links.

- 08210101MS - Integrated Technology Studies and Career Planning - 2024

CPALMS-Approved Educational Resources

CPALMS has vetted and approved more than educational resources for this program. Open the program framework on CPALMS.org and explore the "Standards and Benchmarks" tab to find resources aligned to individual standards and benchmarks.

CTE Course for 2024 - And beyond

Exploration of Robotics Technology and Career Planning

Version: 2024 - And beyond

View this program framework version on CPALMS.org

Attributes

- **Course Number:** 8600072
- **Program Level:** M
- **Credits:** N/A
- **Length:** Semester (S)
- **Course Length:** Semester (S) Hours
- **Primary SOC Code:** *Please see the CIP to SOC Crosswalk located at the link below.*
- **Graduation Requirement(s):** N/A
- **Educator Certifications:** Exploration of Robotics Technology and Career Planning

Description

The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of robotics technology on our everyday lives.

Structure

- Parent
  Exploration of Robotics Technology and Career Planning 8600072
  0 of 0 Child Components Required

Standards and Benchmarks

- **8600072 Exploration of Robotics Technology and Career Planning**

The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of robotics technology on our everyday lives.

- **CTE-TECED.68.8600072.1 -** Demonstrate an understanding of the characteristics and scope of technology.

  Demonstrate an understanding of the characteristics and scope of technology.

  - **CTE-TECED.68.8600072.1.1 -** Develop new products and systems to solve problems or to help do things that could not be done without the help of technology.
  - **CTE-TECED.68.8600072.1.2 -** Describe the development of technology as a human activity that is the result of individual or collective needs and the ability to be creative.
  - **CTE-TECED.68.8600072.1.3 -** Explain how technology is closely linked with creativity, which has resulted in innovation.
  - **CTE-TECED.68.8600072.1.4 -** Demonstrate how corporations can often create demand for a product by bringing it onto the market and advertising it.
- **CTE-TECED.68.8600072.2 -** Demonstrate an understanding of the core concepts of technology.

  Demonstrate an understanding of the core concepts of technology.

  - **CTE-TECED.68.8600072.2.1 -** Describe technological systems including input, processes, output, and, at times, feedback.
  - **CTE-TECED.68.8600072.2.2 -** Apply systems thinking, involving considering how every part relates to others.
  - **CTE-TECED.68.8600072.2.3 -** Identify control systems having no feedback path and requiring human intervention, and control systems using feedback.
  - **CTE-TECED.68.8600072.2.4 -** Explain how technological systems can be connected to one another.
  - **CTE-TECED.68.8600072.2.5 -** Repair malfunctions of any part of a system that may affect the function and quality of the system.
  - **CTE-TECED.68.8600072.2.6 -** Compare and contrast requirements or parameters placed on the development of a product or system.
  - **CTE-TECED.68.8600072.2.7 -** Compare and contrast trade-offs as a decision process recognizing the need for careful compromises among competing factors.
  - **CTE-TECED.68.8600072.2.8 -** Describe different technologies that involve different sets of processes.
  - **CTE-TECED.68.8600072.2.9 -** Perform basic maintenance as the process of inspecting and servicing a product or system on a regular basis in order for it to continue functioning properly, to extend its life, or to upgrade its capability.

        - **CTE-TECED.68.8600072.2.10 -** Utilize controls and mechanisms or particular steps that people perform using information about the system that causes systems to change.
    - **CTE-TECED.68.8600072.3 -** Demonstrate an understanding of the relationships among technologies and the connection between technology and other fields of study.

      Demonstrate an understanding of the relationships among technologies and the connection between technology and other fields of study.

        - **CTE-TECED.68.8600072.3.1 -** Modify the way technological systems interact with one another.
        - **CTE-TECED.68.8600072.3.2 -** Apply a product, system, or environment developed for one setting in another setting.
        - **CTE-TECED.68.8600072.3.3 -** Explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems.
    - **CTE-TECED.68.8600072.4 -** Demonstrate an understanding of the cultural, social, economic, and political effects of technology.

      Demonstrate an understanding of the cultural, social, economic, and political effects of technology.

        - **CTE-TECED.68.8600072.4.1 -** Identify the ways that use of technology affects humans, including their safety, comfort, choices, and attitudes about technology's development and use.
        - **CTE-TECED.68.8600072.4.2 -** Explain that technology, by itself, is neither good nor bad; but decisions about the use of products and systems can result in desirable or undesirable consequences.
        - **CTE-TECED.68.8600072.4.3 -** Identify ethical issues associated with the development and use of technology.
        - **CTE-TECED.68.8600072.4.4 -** Identify the economic, political, and cultural issues that are influenced by the development and use of technology.
    - **CTE-TECED.68.8600072.5 -** Demonstrate an understanding of the effects of technology on the environment.

      Demonstrate an understanding of the effects of technology on the environment.

        - **CTE-TECED.68.8600072.5.1 -** Describe the management of waste produced by technological systems as an important societal issue.
        - **CTE-TECED.68.8600072.5.2 -** Describe how technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems.
        - **CTE-TECED.68.8600072.5.3 -** Make decisions about the development and use of technologies that put environmental and economic concerns in direct competition with one another.
    - **CTE-TECED.68.8600072.6 -** Demonstrate an understanding of the role of society in the development and use of technology.

Demonstrate an understanding of the role of society in the development and use of technology.

- **CTE-TECED.68.8600072.6.1 -** Describe the development of technologies that has resulted from the demands, values, and interests of individuals, businesses, industries, and societies.
- **CTE-TECED.68.8600072.6.2 -** Describe changes in society and the creation of new needs and wants caused by the use of inventions and innovations.
- **CTE-TECED.68.8600072.6.3 -** Understand social and cultural priorities and values that are reflected in technological devices.
- **CTE-TECED.68.8600072.6.4 -** Explain how meeting societal expectations is the driving force behind the acceptance and use of products and systems.

- **CTE-TECED.68.8600072.7 -** Demonstrate an understanding of the influence of technology on history.

Demonstrate an understanding of the influence of technology on history.

- **CTE-TECED.68.8600072.7.1 -** Identify inventions and innovations that have evolved by using slow and methodical processes of tests and refinements.
- **CTE-TECED.68.8600072.7.2 -** Explain how the specialization of function has been at the heart of many technological improvements.
- **CTE-TECED.68.8600072.7.3 -** Identify the design and construction of structures for service or convenience evolving from the development of techniques for measurement, controlling systems, and the understanding of spatial relationships.
- **CTE-TECED.68.8600072.7.4 -** Investigate how, that in the past, an invention or innovation was not usually developed with the knowledge of science.

- **CTE-TECED.68.8600072.8 -** Demonstrate an understanding of the attributes of design.

Demonstrate an understanding of the attributes of design.

- **CTE-TECED.68.8600072.8.1 -** Use design as a creative planning process that leads to useful products and systems.
- **CTE-TECED.68.8600072.8.2 -** Explain why there is no perfect design.
- **CTE-TECED.68.8600072.8.3 -** Evaluate criteria and constraints that are requirements for a design.

- **CTE-TECED.68.8600072.9 -** Demonstrate an understanding of engineering design.

Demonstrate an understanding of engineering design.

- **CTE-TECED.68.8600072.9.1 -** Utilize the design process involving a set of steps, which can be performed in different sequences and repeated as needed.
- **CTE-TECED.68.8600072.9.2 -** Employ brainstorming as a group problem-solving design process in which each person in the group presents his or her ideas in an open forum.
- **CTE-TECED.68.8600072.9.3 -** Model, test, evaluate and modify designs to transform ideas into

practical solutions.

- **CTE-TECED.68.8600072.10 -** Demonstrate an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

  Demonstrate an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

  - **CTE-TECED.68.8600072.10.1 -** Use troubleshooting as a problem-solving method used to identify the cause of a malfunction in a technological system.
  - **CTE-TECED.68.8600072.10.2 -** Describe invention as a process of turning ideas and imagination into devices and systems and innovation as the process of modifying an existing product or system to improve it.
  - **CTE-TECED.68.8600072.10.3 -** Identify technological problems that are best solved through experimentation.
- **CTE-TECED.68.8600072.11 -** Demonstrate the abilities to apply the design process.

  Demonstrate the abilities to apply the design process.

  - **CTE-TECED.68.8600072.11.1 -** Apply a design process to solve problems in and beyond the laboratory-classroom.
  - **CTE-TECED.68.8600072.11.2 -** Specify criteria and constraints for the design.
  - **CTE-TECED.68.8600072.11.3 -** Make two-dimensional and three-dimensional representations of the designed solution.
  - **CTE-TECED.68.8600072.11.4 -** Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed.
  - **CTE-TECED.68.8600072.11.5 -** Make a product or system and document the solution.
- **CTE-TECED.68.8600072.12 -** Demonstrate the abilities to use and maintain technological products and systems.

  Demonstrate the abilities to use and maintain technological products and systems.

  - **CTE-TECED.68.8600072.12.1 -** Use information provided in manuals, protocols, or by experienced people to see and understand how things work.
  - **CTE-TECED.68.8600072.12.2 -** Use tools, materials, and machines safely to diagnose, adjust, and repair systems.
  - **CTE-TECED.68.8600072.12.3 -** Use computers and calculators in various applications.
  - **CTE-TECED.68.8600072.12.4 -** Operate and maintain systems in order to achieve a given purpose.
- **CTE-TECED.68.8600072.13 -** Demonstrate the abilities to assess the impact of products and systems.

  Demonstrate the abilities to assess the impact of products and systems.

- **CTE-TECED.68.8600072.13.1 -** Design and use instruments to gather data.
- **CTE-TECED.68.8600072.13.2 -** Use data collected to analyze and interpret trends in order to identify the positive or negative effects of a technology.
- **CTE-TECED.68.8600072.13.3 -** Identify trends and monitor potential consequences of technological development.
- **CTE-TECED.68.8600072.13.4 -** Interpret and evaluate the accuracy of the information obtained and determine if it is useful.

- **CTE-TECED.68.8600072.14 -** Demonstrate proper and safe procedures while working with technological tools, apparatus, equipment, systems, and materials.

  Demonstrate proper and safe procedures while working with technological tools, apparatus, equipment, systems, and materials.

  - **CTE-TECED.68.8600072.14.1 -** Follow classroom/laboratory safety rules and procedures.
  - **CTE-TECED.68.8600072.14.2 -** Demonstrate good housekeeping at workstations within a classroom/laboratory.
  - **CTE-TECED.68.8600072.14.3 -** Conduct classroom/laboratory activities and equipment operations in a safe manner.
  - **CTE-TECED.68.8600072.14.4 -** Exercise care and respect for all tools, equipment, and materials.
  - **CTE-TECED.68.8600072.14.5 -** Select appropriate tools, machines, and equipment to accomplish a given task.
  - **CTE-TECED.68.8600072.14.6 -** Identify color-coding safety standards.
  - **CTE-TECED.68.8600072.14.7 -** Safely use hand tools and power equipment.
  - **CTE-TECED.68.8600072.14.8 -** Explain fire prevention and safety precautions and practices for extinguishing fires.
  - **CTE-TECED.68.8600072.14.9 -** Identify harmful effects/potential dangers of familiar hazardous substances/devices to people and the environment.
- **CTE-TECED.68.8600072.15 -** Exhibit positive human relations and leadership skills.

  Exhibit positive human relations and leadership skills.

  - **CTE-TECED.68.8600072.15.1 -** Perform roles in a student personnel system or in a career and technical student organization (CTSO).
  - **CTE-TECED.68.8600072.15.2 -** Work cooperatively with others.
- **CTE-TECED.68.8600072.16 -** Discuss individual interests, aptitudes, and opportunities as they relate to a career.

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  - **CTE-TECED.68.8600072.16.1 -** Identify individual strengths and weaknesses.

        - **CTE-TECED.68.8600072.16.2 -** Discuss individual interests related to a career.
        - **CTE-TECED.68.8600072.16.3 -** List occupations, job requirements, and job opportunities in robotics technology.
        - **CTE-TECED.68.8600072.16.4 -** List academic and career programs at the secondary levels in robotics technology.
    - **CTE-TECED.68.8600072.17 -** Describe the influences that societal, economic, and technological changes have on employment trends and future training.

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        - **CTE-TECED.68.8600072.18.1 -** Develop skills to locate, evaluate, and interpret career information.
    - **CTE-TECED.68.8600072.19 -** Identify and demonstrate processes for making short and long term goals.

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        - **CTE-TECED.68.8600072.19.1 -** Identify and demonstrate processes for making short and long term goals.
    - **CTE-TECED.68.8600072.20 -** Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

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        - **CTE-TECED.68.8600072.20.1 -** Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
    - **CTE-TECED.68.8600072.21 -** Understand the relationship between educational achievement and career choices/postsecondary options.

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        - **CTE-TECED.68.8600072.21.1 -** Understand the relationship between educational achievement and career choices/postsecondary options.
    - **CTE-TECED.68.8600072.22 -** Identify a career cluster and related pathways through an interest assessment that match career and education goals.

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- **CTE-TECED.68.8600072.22.1 -** Identify a career cluster and related pathways through an interest assessment that match career and education goals.

- **CTE-TECED.68.8600072.23 -** Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

  Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

  - **CTE-TECED.68.8600072.23.1 -** Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- **CTE-TECED.68.8600072.24 -** Demonstrate knowledge of technology and its application in career fields/clusters.

  Demonstrate knowledge of technology and its application in career fields/clusters.

  - **CTE-TECED.68.8600072.24.1 -** Demonstrate knowledge of technology and its application in career fields/clusters.
- **CTE-TECED.68.8600072.25 -** Demonstrate an understanding of robotics, its history, applications, and evolution.

  Demonstrate an understanding of robotics, its history, applications, and evolution.

  - **CTE-TECED.68.8600072.25.1 -** Explore robotics history through research of the industry.
  - **CTE-TECED.68.8600072.25.2 -** Describe various applications of automation and robotics.
  - **CTE-TECED.68.8600072.25.3 -** Describe emerging technologies and their implications on the field of robotics.
- **CTE-TECED.68.8600072.26 -** Demonstrate an understanding of basic programming concepts.

  Demonstrate an understanding of basic programming concepts.

  - **CTE-TECED.68.8600072.26.1 -** Apply the engineering design process to the creation of a program.
  - **CTE-TECED.68.8600072.26.2 -** Discuss the use of algorithms.
  - **CTE-TECED.68.8600072.26.3 -** Demonstrate the use of flowcharting in documenting an algorithm.
  - **CTE-TECED.68.8600072.26.4 -** Demonstrate the use of pseudocode in documenting an algorithm.
  - **CTE-TECED.68.8600072.26.5 -** Explain the function of conditional execution (e.g., if, if/else) and their uses.

- **CTE-TECED.68.8600072.26.6 -** Explain iterative programming structures (e.g., while, do/while) and their uses.
- **CTE-TECED.68.8600072.26.7 -**

  Demonstrate the use of testing and debugging in the problem solving process.

- **CTE-TECED.68.8600072.26.8 -** Create functional program that satisfies prescribed criteria.

- **CTE-TECED.68.8600072.27 -** Identify the basic subsystems on a robotic system.

  Identify the basic subsystems on a robotic system.

  - **CTE-TECED.68.8600072.27.1 -** Define drivetrain, manipulator, and chassis.
  - **CTE-TECED.68.8600072.27.2 -** Understand the difference between Ackermann and skid steering.
  - **CTE-TECED.68.8600072.27.3 -** Identify the difference between Motors and servos.
  - **CTE-TECED.68.8600072.27.4 -** Calculate simple gear ratios and their relationship with torque vs speed.
  - **CTE-TECED.68.8600072.27.5 -** Assess the advantages and disadvantages of wheels vs tank treads.
  - **CTE-TECED.68.8600072.27.6 -** Analyze the characteristics of a sound chassis design.
- **CTE-TECED.68.8600072.28 -** Describe the role of sensors in the field of robotics.

  Describe the role of sensors in the field of robotics.

  - **CTE-TECED.68.8600072.28.1 -** Define sensor.
  - **CTE-TECED.68.8600072.28.2 -** Describe the basic operation common to all sensors.
  - **CTE-TECED.68.8600072.28.3 -** Describe the types of sensors and ways in which they can be categorized.
  - **CTE-TECED.68.8600072.28.4 -** Investigate the types of manipulators used in a robotic system.
- **CTE-TECED.68.8600072.29 -** Build, program, and configure a robot to perform predefined tasks.

  Build, program, and configure a robot to perform predefined tasks.

  - **CTE-TECED.68.8600072.29.1 -** Design a robot.
  - **CTE-TECED.68.8600072.29.2 -** Create programs as required using robotic software that will allow the robot to perform a set of tasks.
  - **CTE-TECED.68.8600072.29.3 -** Create a flow chart that visually describes a basic robotic task.
  - **CTE-TECED.68.8600072.29.4 -** Configure subsystems to operate the robot.
  - **CTE-TECED.68.8600072.29.5 -** Create a portfolio including drawings and specifications, describing the robot, the tasks and rationale, and the results.
- **CTE-TECED.68.8600072.30 -** Solve problems using critical thinking skills, creativity and innovation.

Solve problems using critical thinking skills, creativity and innovation.

- **CTE-TECED.68.8600072.30.1 -** Employ critical thinking skills independently and in teams to solve problems and make decisions.
- **CTE-TECED.68.8600072.30.2 -** Employ critical thinking and interpersonal skills to resolve conflicts.
- **CTE-TECED.68.8600072.30.3 -** Identify and document workplace performance goals and monitor progress toward those goals.
- **CTE-TECED.68.8600072.30.4 -** Conduct technical research to gather information necessary for decision-making.

Additional Attributes

- **Section:** Career and Technical Education (CTE)
- **Course Title (Abbreviated):** EX ROBOTICS TECH& CP
- **Program Area:** TECHNOLOGY
- **Non Traditional:** X
- **Career Area Path:** ARPA
- **Teach Out Programs:** No
- **Course Daggered for Deletion:** No
- **HB495 Computer Science Course:** false
- **Workbased Learning:** No
- **Academic Course:** No

Related CTE Programs

This course is used in the following CTE programs that can be viewed on CPALMS using the following links.

- 08210101MS - Integrated Technology Studies and Career Planning - 2024

CPALMS-Approved Educational Resources

CPALMS has vetted and approved more than educational resources for this program. Open the program framework on CPALMS.org and explore the "Standards and Benchmarks" tab to find resources aligned to individual standards and benchmarks.

My Ca.Sa

Middle School

Attachment D
Reading Curriculum

Attachment D

Reading Curriculum

MCMS will establish a robust reading program that is driven by leadership, data analysis, and research-based practices:

- Leadership will play an active role in guiding and supporting the initiative.
- Data-driven decision-making will inform all actions.
- Professional development will be targeted, addressing individual teacher needs based on student performance data analysis.
- Clear, measurable student achievement goals will be set, with research-based instructional materials and strategies aimed at addressing specific student needs.

The program will cater to students reading at grade level or above, as well as those below grade level. Students will be expected to master reading, writing, and verbal skills through the consistent integration of reading standards across various content areas. Collaborative lesson planning time and professional learning communities will ensure ELA, Science, and Social Studies teachers work together to weave cross-curricular connections into instructional plans. This includes selecting literature and informational texts that span content areas. Through the STEM Academy, students will also develop digital literacy and engage in cross-curricular project-based learning.

MCMS will follow a standards-based instructional model, using state-approved texts and research-backed instructional methods, fully aligned with Florida's BEST standards. The school will adhere to the district's Comprehensive Research-Based Reading Plan (CRRP), following placement procedures for Intensive Reading and ensuring regular progress monitoring across all tiers of instruction. Interventions, including state-adopted supplemental materials grounded in scientifically validated reading research, will be implemented. The CRRP will cater to students reading at or above grade level, as well as those who need additional support.

A differentiated instructional approach using research-based materials and state-adopted texts will be employed. MCMS will focus on individual student needs to ensure academic success, leading to school-wide improvement. By implementing the Florida Continuous Improvement Model (FCIM), the school will enhance student achievement while fostering a safe, supportive environment. Ongoing data analysis will guide instructional decisions, with both administrators and teachers using data to identify academic strengths and weaknesses and create opportunities for targeted interventions.

The 6-8 Reading instruction at MCMS will align with Florida's revised formula for success (6+4+Tier I+Tier II+Tier III), which includes:

- 6 components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
- 4 types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment.
- Core Instruction (Tier I): Delivered to all students as part of general education.
- Supplemental Instruction/Intervention (Tier II): Targeted to students who need additional support.
- Intensive Individualized Instruction (Tier III): Provided to students who need intensive intervention.

Students who score below grade level will be enrolled in an intensive reading course, where they will receive intensive remediation. These interventions will follow the requirements set forth by MDCPS for students below grade level in grades 6-8. Progress monitoring will be implemented through the use of HMH Read 180, a comprehensive reading intervention program designed to address the needs of struggling readers and help them make significant academic progress.

MTSS Team Roles and Responsibilities

The MTSS Team at MCMS plays a crucial role in supporting students at all levels of academic need. This team will be responsible for coordinating interventions, analyzing data, and making decisions about student placements across the tiers. The MTSS Team will consist of the following members:

- Principal: Oversees the MTSS process, ensuring the fidelity of interventions and providing resources for staff.
- Teachers: Implement interventions at each tier and collect ongoing data on student progress.
- Instructional Coaches: Support teachers with strategies, professional development, and instructional materials.
- Counselors and Support Staff: Provide additional social-emotional and academic support where necessary.
- Parents: Engage in the decision-making process and support interventions at home.

The MTSS Team's responsibilities will include:

- Identifying students in need of intervention: Using data from assessments such as screening, progress monitoring, and diagnostic assessments to identify students who need additional support.
- Developing and implementing interventions: Based on student needs, the team will collaborate to design and implement intervention strategies tailored to students at Tier II and Tier III levels.
- Ongoing progress monitoring: The MTSS Team will track student progress every 20 instructional days to evaluate the effectiveness of the interventions in place. This will include reviewing student performance on screening, progress monitoring, and diagnostic assessments.
- Adjusting interventions: If students in Tier II are not making adequate progress, the team will determine whether additional interventions or a shift to Tier III are necessary. The goal is to ensure students receive the support they need to succeed, which may include intensifying interventions or changing instructional approaches.

Progress Monitoring and Data Use

MCMS will use ongoing progress monitoring to track the effectiveness of the interventions provided at each tier. Progress monitoring will occur every 20 instructional days and will involve:

- Data Collection: Teachers will collect data on student performance through both formal and informal assessments. This includes diagnostic, formative, and summative assessments, as well as observations and student work samples.
- Data Review: The MTSS Team will meet regularly to review progress monitoring data. This review will focus on identifying trends in student progress and determining whether interventions are working as intended.

- Informing Student Placement: Based on progress monitoring data, students may be moved between tiers. If students in Tier II fail to make sufficient progress, they will be moved to Tier III for more intensive support. Similarly, students who make significant progress in Tier III may be moved to Tier II or Tier I if they demonstrate readiness for less intensive intervention.

The MTSS Team will utilize HMH Read 180 and other state-adopted resources for progress monitoring. This evidence-based system helps to track reading growth and identify specific areas where students may be struggling. Data from these tools will be integral in determining the type and level of interventions needed for each student.

The MTSS Leadership Team will meet regularly with the principal and the Board of Directors/Educational Excellence School Advisory Council (EESAC) to ensure that the support systems are in place and aligned with student needs, making necessary adjustments based on progress monitoring data.

In line with HB 7069, MCMS will adopt core instructional materials that comply with state guidelines, ensuring explicit, systematic, and sequential instruction in phonemic awareness, phonics, vocabulary, fluency, and text comprehension, as well as the use of decodable or phonetic text instructional strategies.

MCMS will adopt the same instructional materials as MDCPS, while aiming to provide rigorous and comprehensive language arts instruction that meets the diverse needs of all students, including those who require additional support in literacy. These materials will serve as the foundation for differentiated instruction, ensuring that all students, regardless of their starting point, have access to the tools and resources necessary to succeed in reading, writing, and language acquisition.

Cengage Learning's Impact for English Language Arts Curriculum

MCMS will implement Cengage Learning's Impact for English Language Arts to offer a flexible, personalized approach to literacy instruction. This curriculum is designed to adapt to students' individual needs, fostering skill development in reading comprehension, writing, and critical thinking. Through the use of authentic texts, digital resources, and interactive lessons, students will engage in real-world learning experiences that encourage analytical thinking. The data-driven nature of the program allows for ongoing adjustments based on student progress, enabling teachers to provide targeted support and ensure academic growth.

Saavas Learning myPerspectives Florida English Language Arts, Grades 6-8

For students in Grades 6-8, MCMS will adopt Saavas Learning myPerspectives Florida English Language Arts to create an engaging and interactive ELA experience. This curriculum emphasizes developing strong reading, writing, speaking, and listening skills, with a focus on critical analysis and interpretation of diverse texts. By incorporating a wide range of literature and culturally relevant materials, myPerspectives challenges students to explore different perspectives while developing literacy skills in alignment with Florida's state standards. The program offers teachers the tools for effective differentiation and ongoing assessment, helping to tailor instruction to meet the varied needs of students.

Houghton Mifflin HMH Intensive Reading, Powered by Read180 and System 44

MCMS will utilize Houghton Mifflin HMH Intensive Reading with Read180 and System 44 to support

students who require intensive remediation in reading. This program is designed to help struggling readers in Grades 6-8 build essential skills in fluency, comprehension, vocabulary, and spelling. Using personalized instruction powered by adaptive technology, students receive targeted interventions that are aligned with their individual learning needs. The integration of Read180 for customized learning paths and System 44 for foundational skills ensures that students receive the intensive, research-backed support they need to improve their literacy skills and close achievement gaps. Through continuous progress monitoring, the program adjusts instruction to ensure that each student is making meaningful progress.

These carefully chosen instructional materials will provide MCMS with a comprehensive and effective approach to teaching English Language Arts, ensuring all students receive the support necessary to achieve academic success.

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format, or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2(a). and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. **Add additional rows as needed.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Vanessa De La Peña	vdelapena@dadeschools.net	305-995-3122
Data Element	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Third Grade Promotion	Omar Riaz	omarriaz@dadeschools.net	305-995-2943
Multi-Tiered System of Supports	Trynegwa Diggs	trykai@dadeschools.net	305-995-1405
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial reading deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**$2,547,387.50**	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**$1,676,000.00**	
Third grade summer reading camps	**$3,000,000.00**	
Summer reading camps		
Secondary Expenses		
Literacy coaches	**$2,547,387.50**	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	**$1,187,843.00**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**$409,908.13**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	**$350,954.00**	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	**$8,249.87**	
Family engagement activities	**$30,000.00**	
Other – Please Describe (Add additional rows as needed.)		
Support Personnel for Tier 2 and Tier 3 Interventions	**$205,860.00**	
Estimated Sum of Expenditures	**$11,963,590.00**	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	1	1	89	91

1. **Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.**

To foster high-quality interactions and significantly improve literacy outcomes for Voluntary Prekindergarten (VPK) students, we will implement a data-driven approach to program support. Program Designation data will be reviewed, and schools will be tiered based on their performance. Schools identified as "Below Expectations" or "Unsatisfactory" will receive intensive, targeted support. This will include the development of a comprehensive Action Plan designed to enhance literacy instruction.

All VPK teachers are certified within the state of Florida. To further bolster their expertise, targeted professional learning opportunities will be provided, informed by an analysis of FAST data. Individual student scores will be thoroughly analyzed to pinpoint areas of deficiency. For students demonstrating significant deficiency in early literacy, a Progress Monitoring Plan will be put into place to provide additional, individualized support.

Students who continue to show significant deficiencies will be eligible for and invited to participate in the Summer Bridge Program. The insights gained from this targeted support will also serve as a crucial baseline for kindergarten teachers, facilitating a seamless transition and continued instructional support for these students.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Level 1	**Level 1**	**Levels 3-5**	**Levels 3-5**
K	23	21	55	57
1	31	29	54	56
2	30	28	47	49
3	22	20	60	62
4	22	20	59	61
5	19	17	60	62
6	19	17	62	64
7	21	19	62	64
8	21	19	60	62
9	23	21	56	58
10	19	17	60	62

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	The district monitors state and local assessment data such as: FAST, supplemental software, and in-program assessments. This data is analyzed at the district level after each assessment period	Schools monitor state and local assessment data such as: FAST, supplemental software, and in-program assessments. The Literacy Leadership team analyzes data after each assessment

	and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the District's CERP at the district and school level.
Actions for continuous support and improvement	The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional Learning, to include ICADS (Instructional Content Academies) for teachers and reading contacts; on-site school support by district personnel, virtual on-demand support, and monthly communication through an ELA Newsletter to all Literacy Leadership Team members. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan for effective professional learning for coaches, and teachers.	The following actions are implemented to ensure continuous support and improvement: Professional Learning sessions attended by LLT members and teachers, including ICADS, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Instructional Coach support, and extended learning services for students. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to provide on-site school support to the identified RAISE intensive schools.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	District monitors state and local assessment data such as: FAST, supplemental software, and the NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as: FAST, supplemental software, and the NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. The Literacy Leadership team analyzes data after each assessment period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the District's CERP at the district and school level.
Actions for continuous support and improvement	The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional learning, to include Instructional Content Academies (ICADS) for curriculum leaders, Literacy Content Academies (LCA) by content cohorts for teachers; on-site school support by district personnel, virtual on-demand support, and monthly communication through Schoology via Newsletter. The district collaborates with State Regional Literacy Directors (SRLDs)	The following actions are implemented to ensure continuous support and improvement: Professional Learning sessions attended by LLT members and teachers, including ICADS, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Instructional Coach support, and extended learning services for students. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to provide on-

	assigned to Miami-Dade to plan for effective professional learning for coaches and teachers. Collaboration with the Bilingual, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented.	site school support to the identified RAISE intensive schools.

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	District monitors state and local assessment data such as: FAST, NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. This data is analyzed at the district level after each assessment period and shared with stakeholders through Performance Matters and Power Business Intelligence (Power BI).	Schools monitor state and local assessment data such as: FAST, NWEA Map Growth Assessment and Read 180 Code Placement Assessment as well as in-program assessments. The Literacy Leadership team analyzes data after each assessment period at the school level by grade, teacher, and student. The Department of English Language Arts monitors the implementation of the District's CERP at the district and school level.
Actions for continuous support and improvement	The following actions are implemented for continuous support and improvement: Live and pre-recorded Professional Learning, to include ICADS for curriculum leaders, LCA by content cohorts for teachers; on-site school support by district personnel, virtual on-demand support, and monthly communication through Schoology via Newsletter. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to plan for effective professional learning for coaches and teachers. Collaboration with the Bilingual, Exceptional Student Education, and Assessment departments takes place to ensure that the needs of all stakeholders are represented.	The following actions are implemented to ensure continuous support and improvement: Professional Learning sessions attended by LLT members and teachers, including ICADS, on-site Professional Learning Communities (PLC's), strategic planning sessions, Literacy Instructional Coach support, and extended learning services for students. The district collaborates with State Regional Literacy Directors (SRLDs) assigned to Miami-Dade to provide on-site school support to the identified RAISE intensive schools.

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on the analysis of the K-12 CERP Reflection Tool and root-cause analysis of student performance data, the following indicators will be revised to improve literacy outcomes:

- Literacy coaches are provided with the time, preparation, and continuous support needed to properly fulfill their role.

- Standards-aligned reading, writing, speaking, and listening instruction is systematically integrated throughout the day in all subject areas.
- All students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.
- Tier 3 interventions are provided one-on-one or in very small groups and are provided only by reading endorsed or certified teachers. Tier 2 and Tier 3 students in grades 6-12 are placed in an intensive reading course with a "strong" Every Student Succeeds Act (ESSA) rated evidenced-based curriculum.
- School-based administrators are provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment.
- Principals, along with LLT members, school site administrators, and other instructional personnel, provide training to help teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.

The following areas have been identified as top priority to develop:

- Develop a tiered professional learning plan of support for teachers, instructional coaches, and administrators for the 2025-2026 school year that prioritizes the instruction of foundational skills in grades VPK-Grade 3 using evidence-based methodologies and strategies to close achievement gaps for all students.
- Continue providing teachers with in-depth professional learning and job-embedded training on the Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) through the use of our core instructional materials to provide teachers with instructional tools to help remediate and accelerate all students to their full academic potential.
- Continue to strengthen foundational skills in grades VPK-Grade 3 through the use of evidence-based methodologies and strategies to close the achievement gap.
- Continue to strengthen knowledge of all school-site administrators with a focus on the application of the Science of Reading.
- Continue to ensure all students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.
- Continue providing monthly professional learning and targeted job-embedded support to Instructional Coaches utilizing the Just Read, Florida Coaching Model in collaboration with the Jim Knight Framework for Coaching.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

The principal monitors the implementation of the school-level reading plan through weekly walkthroughs using the Framework of Effective Instruction (FEI) along with the data obtained from the core and intervention progress monitoring assessments. All administrators have access to teacher and student reading data gathered from formative and diagnostic assessments via the district's internal data platforms. Observational data gathered by school site administrators during core and intervention instruction is shared with the teacher within a day of the walkthrough. Data drives the conversation, and instructional decisions are made in collaboration with the school site, region, and district to assist the school to meet the needs of the students.

4. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

Progress monitoring data is obtained using Performance Matters and Power Business Intelligence (Power BI), and is analyzed on an ongoing basis by school-site administrators to guide instruction and address student needs. Action and support plans are developed collaboratively with teachers based on observed areas of need, providing targeted guidance to strengthen instructional delivery and improve student outcomes.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?**

☒Yes **☐No**

2. **If no, please describe the evidence-based coach model the district is using.**

3. **How is the district's literacy coach model communicated to principals?**

The Just Read, Florida! Coaching model in conjunction with the Jim Knight Framework of Coaching are communicated to principals via professional learning. After professional learning is delivered to principals, the coaching model is reinforced through:

- Scaled Leadership Professional Learning
- Principal Instructional Rounds
- ELA Monthly Newsletters
- Mid-Year Leadership Conference
- Mid-Year Reflection Meeting
- End of Year Reflection Meeting
- Synergy Summer Professional Learning Conference
- Leader2Leader

4. **How does the district support literacy coaches throughout the school year?**

Miami-Dade County Public Schools implements a multi-tier support plan for coaching to ensure they can effectively fulfill their roles. Coaching is a strategic, systematic approach to improving student learning by focusing on core instructional concepts. It is centered on planning, enacting, reflecting on, and refining teaching practices based on the evidence of student learning. Literacy Coaches play a central role in supporting ongoing job-embedded professional learning at the school level by helping teachers become reflective about teaching and learning –both during individual and group coaching sessions as well as during school-based meetings.

The district supports literacy coaches using a variety of strategies:

- Literacy coaches receive in-depth professional learning utilizing the Just Read, Florida! coaching model in conjunction with the Jim Knight Framework of Coaching.
- In addition to the coaching model, coaches receive training on the application of Florida's B.E.S.T. Standards utilizing the district's core program.

- Coaches receive data analysis support by assisting in utilizing progress monitoring data to drive instruction and conducting classroom walkthroughs with a focus on effective instruction.
- Coaches participate in networking opportunities through regular coaches' meetings.
- Coaches have access to a wide range of instructional resources to support their work with teachers.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

The scope of work for the literacy coaches includes a wide variety of professional learning opportunities. Coaches receive professional learning several times during each school year to foster a deep understanding of the district's internal data platform with a focus on ensuring equity and access for all students. Sessions include guidance on data collection, data analysis, and conducting data chats with teachers. This assists coaches with supporting teachers during their planning to target the needs of their students. A personalized action plan is created with the school based on data and observations. The action plan includes professional learning, job-embedded support, and literacy coach support.

6. How does the district monitor implementation of the literacy coach model?

The district monitors the implementation of the coaching model via a district created coaching log that aligns to the Just, Read, Florida! coaching model in conjunction with the Jim Knight Framework of Coaching (observe, co-teach, confer, study research, and reflect on practice) is uploaded on a weekly basis to their Shared Folder in One Drive, where all stakeholders have access. Coaching logs are monitored on a bi-weekly basis by the school's administrative team and used for building capacity and/or debriefing by district staff at the professional learning sessions.

7. How does the district measure the effectiveness of literacy coaches?

The effectiveness of literacy coaches is measured through student performance data, the monitoring of coaching calendars/logs, mid-year reflection meetings with school site administrators, evidence of coaching practices in teachers' classrooms and end of year teacher surveys.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).

- **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
- **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. **How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?**

The district ensures that its reading curriculum and instructional practices align with Florida's English Language Arts (ELA) standards, including the specific standards outlined in the Formula for Reading Success. This alignment guarantees that all students, regardless of their background or learning needs, have access to high-quality reading instruction. The district provides ongoing professional learning opportunities for teachers to enhance their knowledge and skills in evidence-based reading instruction, including strategies for supporting students with disabilities and English Language Learners (ELLs). These opportunities may include training on effective instructional practices, assessment techniques, and strategies for differentiating instruction. Miami-Dade County Public Schools (M-DCPS) aligns K–12 reading instruction with Florida's Formula for Reading Success through the district's assessment/decision trees. This document also includes direct links to the decision trees for English Language Learners (ELLs) and Students with Disabilities (SWDs) to ensure appropriate placement. In-program progress monitoring tools are used to assess the effectiveness of Florida's Formula for Reading Success. The district will further support and monitor the implementation of the Formula by reviewing master schedules, analyzing progress monitoring data for each tier of instruction, utilizing a walkthrough form for accurate monitoring, and providing professional learning and support as needed. These efforts are closely aligned with the M-DCPS Strategic Vision Plan, which emphasizes student achievement, effective educators, data-driven decision-making, and equity and access. By investing in professional learning and instructional leadership, the district ensures that all educators are equipped to meet the literacy needs of every student. This alignment also supports the district's broader goal of fostering academic excellence and closing achievement gaps.

2. **Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction, and support to meet the needs of all learners.**

The coordinated screening and progress monitoring program is the statewide, standardized program known as Florida's Assessment of Student Thinking (FAST) using Star Early Literacy is implemented in all VPK programs to assess student achievement of the performance standards. Standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should know and be able to do. The Florida Early Learning and Developmental Standards – Birth to Kindergarten (2017) address eight early learning and developmental domains reflecting a child's expected age-appropriate progress—physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts.

Instruction in VPK classrooms in M-DCPS focuses on quality interactions that support children's language, cognitive development, and social/emotional skills. Well managed classrooms, which provide organization

and structure for young learners, as well as a warm, welcoming environment, provide the best setting in which children can thrive. Teachers connect concepts, integrate previous knowledge and real-world applications, and encourage children's creativity by posing questions that prompt decision-making, planning, problem solving and brainstorming to develop higher level thinking skills. VPK students are supported in the classroom by a certified teacher and a paraprofessional, who provide daily instruction and emotional support and anticipate and meet each child's needs, both academically and emotionally. The Department of Early Childhood Programs (DECP) has provided Classroom Assessment Scoring System (CLASS) training for teachers and paraprofessionals, as well as tiered support from Curriculum Support Specialist (CSS) staff. Pre-K ESE also provides tiered support for teachers in our inclusion programs that serve VPK students.

In Pre-K ESE classrooms, a comprehensive process is employed to address the diverse needs of all learners. This approach integrates the Pyramid Model and Multi-sensory Early Language Development (MELD) within the MTSS framework. The Pyramid Model provides a tiered framework for promoting social-emotional competence, while MELD emphasizes sensory strategies to enhance early language development.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

There are two M-DCPS VPK curriculum resources: Scholastic Big Day for Pre-K in Title I and fee-based programs and HighScope in Inclusion and Head Start classrooms. Head Start classrooms also utilize SEEDS of Learning as a supplemental curriculum, with a focus on literacy. Student progress in Head Start is measured via COR Advantage, which provides standards-based data to assist teachers in guiding instruction and differentiation. All VPK programs receive supplemental instruction through the Waterford Smart Start curriculum, a technology-based learning platform.

Pre-K ESE in M-DCPS utilizes the Teaching Early Language and Literacy through Multimodal Expression (TELL ME) program which is a classroom-based approach designed to support early language and literacy development in preschool students, particularly those who use augmentative and alternative communication (AAC). TELL ME focuses on teaching a small set of high-frequency core vocabulary words that children use throughout the day. The program employs research-supported strategies, including repeated readings of carefully selected storybooks.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.

Students with a substantial deficiency in early literacy skills as demonstrated on the FAST Star Early Literacy Progress Monitoring PM2 score, will receive a Progress Monitoring Plan (PMP) to ensure intentional planning for the student and monitor closely the progress towards kindergarten readiness. Students scoring below the 10th percentile are considered Tier 3, while students scoring between the 10th and 24th percentile are considered Tier 2. Although the state only requires a PMP for Tier 3 students, M-DCPS has developed a plan to ensure the monitoring of fragile students in Tier 2. Based on the Renaissance Star Record Book Report, students are provided with intervention on Emergent Literacy, Language and Vocabulary, and/or Early Numeracy. Additionally, students in Tier 3 are provided additional support through a targeted Waterford playlist and receive access to Waterford and Ready Rosie for additional family support.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress	☒ 3 x Year

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
	☒ Grade 5		Monitoring ☒ Summative	

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Curriculum Associates i-Ready	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year (3rd Grade) ☐ Annually ☐ As Needed ☒ Other (2 x Year for Grades K-2;4-5)

2. Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
    - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
    - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified

testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or

- For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.

- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

The district identifies students with a deficiency in reading for grade K-3 if they meet any of the following criteria: they have been retained, score one or more grade levels below on the i-Ready Diagnostic, score below the 25th percentile on the FAST Star Early Literacy/Reading Assessment in grades K–2, or score below the 25th percentile on the FAST Reading Assessment in grade 3. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 reading interventions. PM 3 data is utilized to identify students who may require reading intervention and to ensure their appropriate placement for the upcoming school year. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided with district support as needed. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged. Adjustments are made once the new school year data is obtained.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The district identifies students with a substantial deficiency in reading for grades 4-5 if they have been retained, scored one or more grade levels below on the i-Ready Diagnostic, or scored an ELA Level 1 or 2 scale score on the FAST ELA Reading Assessment. The district creates an Assessment/Curriculum Decision Tree with the criteria that administrators utilize to identify and place students in Tier 2/Tier 3 reading intervention. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided with support as needed. Early identification and placement of students requiring reading intervention for each upcoming school year is encouraged. Adjustments are made once the new school year data is obtained.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)

Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Miami-Dade County Public Schools employs a comprehensive and robust framework that guides school teams with the proper identification of students who display a substantial reading deficiency while also outlining progress monitoring and intervention as appropriate. Students who demonstrate characteristics of dyslexia are captured within the subset of students identified as having a substantial reading deficiency. Multiple assessment data points specific to a student's grade level have been established to identify students with significant reading deficiencies or characteristics of dyslexia. These data points may be collected from the FAST assessment, the i-Ready Diagnostic Assessment, or the Star Early Literacy/Star Reading Assessment. Additionally, students may be identified as needing intervention if they show, through

progress monitoring, formative assessments, or teacher observation data, minimal skill levels in one or more reading competency areas: phonological awareness, phonics, vocabulary (including oral language skills), fluency, and comprehension. The i-Ready Literacy Tasks serve as an extra Dyslexia Screener for at-risk students. After analyzing the Dyslexia Screener results, students are automatically enrolled in the Reading Horizons intervention program. This program, based on the Science of Reading and Orton-Gillingham methodologies, provides a structured literacy approach as an evidence-based resource. An MTSS (Multi-Tiered System of Supports) team, which may include dyslexia specialists ("Dyslexperts"), collaborates to review data from all instructional tiers, regularly assessing the effectiveness of interventions and providing academic support to all students.

Parents are notified through a specific Tier 3 intervention parent letter, outlining the characteristics of dyslexia resulting from a phonological component deficit. This letter informs them of their child's enrollment in Tier 3 reading intervention, which includes an additional 210 minutes of weekly reading support tailored to the student's needs. Their child's i-Ready Diagnostic Report for Families report is sent with the letter, along with resources such as the district's "Read-At-Home" plan.

For students exhibiting characteristics of dyslexia who are not responding to intervention, the Multi-Tiered System of Supports (MTSS) team convenes a Student Support Team (SST)/Tier 3 meeting. This meeting includes key stakeholders such as members of the Leadership and Learning Team (LLT), the School Psychologist, intervention specialists, and other relevant staff. During the meeting, the team reviews intervention strategies and student performance data to determine the next steps.
If the data suggests that further evaluation is warranted, and it is deemed appropriate by the team, parent or guardian consent is obtained for a comprehensive evaluation to determine eligibility for special education services under an Individualized Education Plan (IEP). In other cases, based on the review of student data and input from the team, the possibility of a Section 504 Plan may be explored to ensure appropriate accommodation is provided.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S. Name the screener(s) utilized.

Students whose data indicates that they have a substantial reading deficiency, identified as "Tier 2 or 3", which includes students who may display characteristics synonymous with dyslexia, are provided with additional progress monitoring assessments via the intervention curriculum "Reading Horizons".
Assessments via Reading Horizons are administered on an on-going basis, consistently throughout the school year as delineated in the reading intervention progress monitoring calendar.
This subset of students also participates in the i-Ready Growth Monitoring assessments between Diagnostic assessments, with the i-Ready Diagnostic assessment administered three times per academic year.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier 1 instruction is being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 interventions are monitored through in-program assessments, including online biweekly checkups and chapter tests for grades K–3, and online quizzes and chapter tests for grades 4–5. In addition, students are administered monthly Oral Reading Fluency (ORF) assessments. These

interventions will also be monitored through ongoing classroom walkthroughs to ensure fidelity of implementation and to provide timely support.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored through in-program assessments, including weekly online checkups and chapter tests for grades K–3, as well as online quizzes and chapter tests for grades 4–5. In addition, students are administered biweekly Oral Reading Fluency (ORF) assessments.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Students will demonstrate proficiency in reading, as evidenced by their FAST PM1 assessment.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
The performance criterion for determining that Tier 1 instruction is adequate is achieving a score of at least 80% on-grade level on the McGraw-Hill Wonders Progress Monitoring Assessments.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Conduct weekly meetings to plan for effective Tier 1 instruction.
- Analyze student data from weekly/bi-weekly formative assessments to identify areas for reteaching, remediation, or enrichment.
- Plan small group differentiated activities based on data-driven skills to meet student needs.
- If the data reveals that most of the class did not master the skills taught, the teacher provides reteaching opportunities in either whole group or small group settings.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw Hill Wonders	**5**

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
The performance criteria that prompt the addition of Tier 2 intervention include consistently scoring below 70% on the McGraw Hill Wonders assessments or scoring below grade level on any i-Ready Diagnostic Assessment.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Scoring a Level 2 on the FAST PM3 assessment or being one grade level below on any i-Ready Diagnostic Assessment.

Number of times per week interventions are provided:
Five times per week

Number of minutes per intervention session:
30 minutes per session

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program		Verbiage (as needed)
Reading Horizons Discovery® for grades K-3	ESSA Level 3 Promising Evidence	
Reading Horizons Elevate for grades 4-5	Pending an ESSA rating of strong, moderate, promising, or demonstrates levels of evidence	Reading Horizons Elevate for grades 4-5 is awaiting an ESSA rating of strong, moderate, or promising. However, it supports the following IES Practice Guide recommendations: **Recommendation 1: Academic Language** RH Discovery embeds academic language instruction through phonemic awareness, decoding, and encoding skills. Vocabulary is introduced in context, with teachers providing definitions during dictation and encouraging sentence creation. Transfer Cards and Decodable Little Books enhance academic language development. **Recommendation 2: Phonemic Awareness** The RH Discovery Sound City curriculum supports phonemic awareness through explicit, systematic instruction in phoneme articulation, blending, segmenting, and manipulation. These lessons align with current research and ensure students develop phonemic proficiency for fluent reading. **Recommendation 3: Decoding** RH Discovery provides explicit phonics instruction, starting with the alphabetic principle and progressing to multisyllabic word decoding. The program reinforces skills through continual practice, using a unique marking system to help students recognize word patterns and strengthen visual memory. **Recommendation 4: Connected Text** RH Discovery fosters fluent reading by providing practice with connected text at various levels. The program integrates word, phrase, sentence, and story reading, building automaticity and accuracy.

		These recommendations are implemented through a multisensory dictation technique based on the Orton-Gillingham approach, and a unique marking system aids visual memory and pronunciation. The program also includes non-fiction passages for students to apply foundational skills. The district will support implementation with ongoing coaching, weekly/bi-weekly progress monitoring, and professional learning opportunities, both virtual and in-person. Teachers also have access to self-paced online modules for continuous training.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

The Reading Horizons program incorporates several multisensory strategies, such as visual, auditory, and kinesthetic techniques, within the Daily Core 4 framework.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Demonstrates a negative response to intervention by scoring below 80% on the Reading Horizons in-program intervention assessments.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- K- 5 student retained the prior school year; or
- K-2 student scoring below the tenth (10^{th}) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system; or
- Grade 3 student scoring below the twentieth (20^{th}) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system; or
- K-5 student scoring a Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system; or
- K-5 student who is two grade levels below on any i-Ready Diagnostic Assessment.

Number of times per week interventions are provided:
60 minutes total per week to include either twice a week for 30 minutes or three times a week for 20 minutes. This time is in addition to what students are already receiving in Tier 2 intervention for (150 minutes) to equal a total of 210 minutes weekly of Tier 2 and Tier 3 intervention.

Number of minutes per intervention session:
20-30 minutes

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program		Verbiage (as needed)
Reading Horizons Discovery® for grades K-3	ESSA Level 3 Promising Evidence	
Reading Horizons Elevate for grades 4-5	Pending an ESSA rating of strong, moderate, promising, or demonstrates levels of evidence	Reading Horizons Elevate for grades 4-5 is awaiting an ESSA rating of strong, moderate, or promising. However, it supports the following IES Practice Guide recommendations: **Recommendation 1: Academic Language** RH Discovery embeds academic language instruction through phonemic awareness, decoding, and encoding skills. Vocabulary is introduced in context, with teachers providing definitions during dictation and encouraging sentence creation. Transfer Cards and Decodable Little Books enhance academic language development. **Recommendation 2: Phonemic Awareness** The RH Discovery Sound City curriculum supports phonemic awareness through explicit, systematic instruction in phoneme articulation, blending, segmenting, and manipulation. These lessons align with current research and ensure students develop phonemic proficiency for fluent reading. **Recommendation 3: Decoding** RH Discovery provides explicit phonics instruction, starting with the alphabetic principle and progressing to multisyllabic word decoding. The program reinforces skills through continual practice, using a unique marking system to help students recognize word patterns and strengthen visual memory. **Recommendation 4: Connected Text** RH Discovery fosters fluent reading by providing practice with connected text at various levels. The

		program integrates word, phrase, sentence, and story reading, building automaticity and accuracy. These recommendations are implemented through a multisensory dictation technique based on the Orton-Gillingham approach, and a unique marking system aids visual memory and pronunciation. The program also includes non-fiction passages for students to apply foundational skills. The district will support implementation with ongoing coaching, weekly/bi-weekly progress monitoring, and professional learning opportunities, both virtual and in-person. Teachers also have access to self-paced online modules for continuous training.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
The Reading Horizons program incorporates several multisensory strategies, such as visual, auditory, and kinesthetic techniques, within the Daily Core 4 framework.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The district implements the Multi-Tiered System of Supports (MTSS) process to address student needs on a case-by-case basis by analyzing student data. Tier 3 intervention is enhanced through data monitoring, program fidelity, and providing support as needed.

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)
Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third

grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Summer Reading Camps for Retained Grade 3 Students
Schedule: Third-grade students attending Summer Reading Camp receive a full day of reading instruction from 8:30 AM to 1:50 PM. The daily schedule includes lessons in reading comprehension strategies, vocabulary development, phonics and word study. Additionally, students will engage in two small group rotations, each lasting 20 minutes. These rotations will include a teacher-led center, a technology center, and an independent learning center. This structure ensures targeted, engaging instruction tailored to meet the needs of each student.

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):

The district will provide five weeks of instruction to grade 3 students who scored Level 1 on the FAST PM3. An Instructional Framework has been created to assist teachers with bell-to-bell instruction, which includes a full day of reading instruction using *Exploring Reading* and *Building Vocabulary* from Teacher-Created Materials. Both programs utilize the Gradual Release of Responsibility Model to teach reading strategies and skills explicitly and systematically.

Exploring Reading and Building Vocabulary from Teacher Created Materials do not meet strong, moderate, or promising levels of evidence; however, they are supported by recommendations from the What Works Clearinghouse Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade. Specifically, the programs align with Recommendation 1: Teach students how to use reading comprehension strategies (Level of Evidence: Strong); Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Level of Evidence: Moderate); and Recommendation 4: Select texts purposefully to support comprehension development (Level of Evidence: Minimal). These recommendations are embedded into the design of the programs through structured, scaffolded reading lessons, direct vocabulary instruction, and the purposeful selection of texts that support comprehension and academic vocabulary development.

The district will support and monitor the implementation of these programs through ongoing coaching, classroom walkthroughs with feedback aligned to program components, and the use of implementation checklists. Professional learning opportunities will include initial training sessions, participation in PLCs, and job-embedded coaching focused on evidence-based reading instruction strategies that are integrated within the program.

Additionally, structured phonics and word study lessons are integral parts of the instructional framework to strengthen students' decoding skills, increase automaticity, and improve fluency. Each phonics and word study lesson includes instruction and application activities to help students break down large words into syllables and meaningful chunks.

The programs also offer differentiation options for additional support and/or enrichment in both whole-group and small-group instruction. Furthermore, students will be provided with dedicated time for explicit and systematic phonics instruction using an evidence-based program from Teacher-Created Materials. They will have time to apply phonics skills by writing sentences and reading decodable readers.

In addition, students in the Grade 3 Summer Reading Camp will receive personalized, phonics-based i-Ready lessons. These curated lessons will be used daily for small group differentiated instruction in the Technology Center.

All teachers providing instruction for the Grade 3 Summer Reading Camp are required to be reading endorsed or reading certified and highly effective, as evidenced by the district's teacher rating system (IPEGS).To ensure effective implementation of the instructional materials and alignment with student needs, teachers are provided with two professional learning days. These sessions equip educators with the necessary training and support to deliver high-quality reading instruction throughout the camp.

Exploring Reading and *Building Vocabulary* exhibit Tier III promising evidence based on ESSA guidelines.

Alternative Assessment Used:
I-Ready AP3 (given prior to 3rd Grade Summer Reading Camp)

Additional Information (optional):
Summer FAST Grade 3 ELA Reading

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Will the district implement this option? **☐Yes ☒No**
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
NWEA Map Growth Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read 180 Code Placement Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
I-Ready	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other (2 x Year)
Read 180 Digital/Fluency Tests	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read 180 Code Oral Reading Fluency Assessment (ORF)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The district identifies students with a deficiency in reading following the M-DCPS Student Progression Plan that states that all FAST PM3 Level 1 and Level 2 students are required to be scheduled into an Intensive Reading course. The district creates an Assessment/Curriculum Decision Tree with specific criteria based on FAST PM3 Scale Scores, NWEA Map Growth assessment scores, and Code Placement scores that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. For students to be placed in the Tier 3 course they must receive a RIT score on the NWEA Map Growth Assessment below the 20th percentile and this score prompts students who meet criteria to take the Code Placement Assessment to ensure that intervention and remediation of foundational skills is needed before being placed in a Tier 3 intensive reading course. Data drives the placement of students in Tier 2 or Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided with support as needed. Accurate identification and placement of students requiring an intensive reading course for each upcoming school year is encouraged. A dashboard for reading placement is created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

10. Explain how the effectiveness of Tier 1 instruction is monitored.

• District staff will monitor program implementation fidelity during school site support visits.
• District staff will collect information from literacy leaders during ICADs and school site support visits.
• School site administrators conduct walk-throughs using a "look-for" tool designed to ensure curriculum fidelity.
• Optional Standards-Aligned Progress Monitoring Tool through Performance Matters and Power BI.
• Tier 1 instruction is monitored through formative assessment data and student work folders.

11. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 interventions are monitored through the NWEA Map Growth Assessment as well as the Interim and End of Workshop assessments. The data generated from the Student Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored through the NWEA Map Growth Assessment and Read 180 Code Placement Assessment three times a school year. The Read 180 Code curriculum has in-program assessments to progress monitor skills as students receive interventions. The frequency of these assessments is based on students' individual performance as they complete segments. The data generated from the Student Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. In addition, Read 180 Code provides Oral Reading Fluency (ORF) assessments.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Students show proficiency in reading as evidenced on the FAST assessment.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The performance criteria is a score of 70% or higher on the Savvas *myPerspectives* Unit Test which are standard-aligned cold reads.	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum: • District staff will meet quarterly with curriculum vendors to debrief on program effectiveness. • English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction. • Supplemental tools are utilized to support the content in the core curriculum.	
Core Instruction **Indicate the core curriculum utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
Savvas *myPerspectives*	**5**
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	

• Scoring at a Level 1 or Level 2 on FAST PM3.
• i-Ready performance declines to one grade level below or two or more grade levels below.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students that score at level 1 – 2 on the FAST PM3.

Number of times per week interventions are provided:
The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:
The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.

Course(s) where interventions take place: M/J Intensive Reading 1 Grade 6 (1000010), M/J Intensive Reading 2 Grade 7 (1000012), M/J Intensive Reading 3 Grade 8 (1000014), and M/J Developmental Language Arts Through ESOL (1002181)

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt Read 180 Comprehension	Tier I Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates i-Ready/i-Ready Pro	Tier 2 Moderate	
McGraw Hill Achieve 3000	Tier I Strong	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

• Student scores at FAST PM3 ELA Level 1 or Level 2 at the end of the year.
• i-Ready performance declines to low yellow zone or red zone.
• Specific criteria on the NWEA Map Growth Assessment and Read 180 Code Placement Assessment.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: All students that score at Level 1 – Level 2 on the FAST PM3 who need remediation with foundational reading skills.		
Number of times per week interventions are provided: The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day. **Number of minutes per intervention session:** The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. Tier 2 students receive an average of 60 minutes per week of teacher-led small group instruction. Tier 3 students receive an average of 90 minutes per week of teacher-led small group instruction. **Course(s) where interventions take place:** M/J Intensive Reading 1 Grade 6 (1000010), M/J Intensive Reading 2 Grade 7 (1000012), M/J Intensive Reading 3 Grade 8 (1000014), and M/J Developmental Language Arts Through ESOL (1002181)		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Houghton Mifflin Harcourt Read 180 Code	Tier I Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program		**Verbiage (as needed)**
Curriculum Associates i-Ready/i-Ready Pro Teacher Led Lessons	Tier 2 Moderate	
McGraw Hill Achieve 3000 Teacher Led Lessons	Tier I Strong	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers will receive professional learning and on-going coaching support to ensure that HMH Read 180 Code is being implemented with fidelity. Progress monitoring assessments will be conducted as segments are completed to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. The data generated from the Student Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with		

instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
NWEA Map Growth Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read 180 Code Placement Assessment	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Read 180 Digital/Fluency Tests	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Read 180 Code Oral Reading Fluency (ORF)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The district identifies students with a deficiency in reading following the M-DCPS Student Progression Plan that states that all FAST PM3 Level 1 and Level 2 students are required to be scheduled into an Intensive Reading course. The district creates an Assessment/Curriculum Decision Tree with specific criteria based on FAST PM3 Scale Scores, NWEA Map Growth assessment scores, and Code Placement scores that administrators utilize to identify and place students in Tier 2/Tier 3 intensive reading courses. For students to be placed in the Tier 3 course they must receive a RIT score on the NWEA Map Growth Assessment below the 20th percentile and this score prompts students who meet criteria to take the Code Placement Assessment to ensure that intervention and remediation of foundational skills is needed before being placed in a Tier 3 intensive reading course. Data drives the placement of students in Tier 2 or Tier 3 intensive reading courses. Administrators are trained in using the Decision Tree for proper student placement into intervention and are provided with support as needed. Accurate identification and placement of students requiring an intensive reading course for each upcoming school year is encouraged. A dashboard for reading placement is created in Power BI to assist schools with placement. Adjustments are made once the new school year data is obtained.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

• District staff will monitor program implementation fidelity during school site support visits.
• District staff will collect information from literacy leaders during ICADs and school site support visits.
• School site administrators conduct walk-throughs using a "look-for" tool designed to ensure curriculum fidelity.
• Optional standards-aligned progress monitoring tool through Performance Matters and Power BI.
• Tier 1 instruction is being monitored through formative assessment data and student work folders.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 interventions are monitored through the NWEA Map Growth Assessment as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored through the NWEA Map Growth Assessment and Read 180 Code Placement Assessment three times a school year. The Read 180 curriculum has in-program assessments to progress monitor skills as students receive interventions. The frequency of these assessments is based on student individual performance as segments are completed. The data generated from the Student

Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. In addition, Read 180 Code provides Oral Reading Fluency (ORF) assessments.

Grades 9-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Students show proficiency in reading as evidenced on the FAST assessment.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
The performance criteria is a score of 70% or higher on the Savvas *myPerspectives* Unit Test which are standard-aligned cold reads.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

The following procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum:
• District staff will meet quarterly with curriculum vendors to debrief on program effectiveness.
• English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction.
• Supplemental tools are utilized to support the content in the core curriculum.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Savvas *myPerspectives*	**5**

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Scored at Level 1 or Level 2 on the FAST PM3.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
All students that score at Level 1 – Level 2 on the FAST PM3.

Number of times per week interventions are provided:
The students receive intervention based on their school's bell schedule. If the school is on a block schedule, they will meet two or three times a week for 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:
The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling.

Course(s) where interventions take place: Intensive Reading 1 Grade 9 (1000412), Intensive Reading 2 Grade 10 (1000414), Intensive Reading 3 Grade 11 (1000416), Intensive Reading 4 Grade 12 (1000418), and Developmental Language Arts Through ESOL (1002381)

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt Read 180 Comprehension	Tier I Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Achieve 3000	Tier I Strong	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
- Student scores at FAST PM3 ELA Level 1 or Level 2 at the end of the year.
- Specific criteria on the NWEA Map Growth Assessment and Read 180 Code Placement Assessment.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
All students that scored at Level 1 – Level 2 on the FAST PM3 who need remediation with foundational reading skills.

Number of times per week interventions are provided:
The students receive intervention based on their school's bell schedule. The class time will vary depending if the school is on a block schedule, they will meet two or three times a week for 85 to 90 minutes of instruction each day. If the school is on a traditional schedule, they will meet every day for 50 minutes of instruction each day.

Number of minutes per intervention session:
The number of minutes per intervention ranges from 180 – 270 minutes depending on the week for block scheduling and 250 minutes for traditional scheduling. Tier 2 students receive an average of 60 minutes per week of teacher-led small group instruction. Tier 3 students receive an average of 90 minutes per week of teacher-led small group instruction.

Course(s) where interventions take place: Intensive Reading 1 Grade 9 (1000412), Intensive Reading 2 Grade 10 (1000414), Intensive Reading 3 Grade 11 (1000416), Intensive Reading 4 Grade 12 (1000418), and Developmental Language Arts Through ESOL (1002381)

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt Read 180 Code	Tier I Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
McGraw Hill Achieve 3000 Teacher Led Lessons	Tier I Strong	

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Teachers will receive professional learning and on-going coaching support to ensure that, HMH Read 180 Code is implemented with fidelity. Progress monitoring assessments will be conducted as segments are completed to ensure that all students are evaluated continuously and receive the differentiated instruction that they require. The data generated from the Student Application (Zone) and Independent Reading quizzes is also analyzed to monitor effectiveness on a weekly basis. During on-going coaching support, teachers will receive a minimum of three one-to-one coaching sessions to ensure fidelity with instruction and curriculum. Teachers are encouraged to attend monthly Next Level Champions Check-ins where mini lessons are facilitated based on teacher needs.

5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., F.A.C.)

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Teaching Reading to Students with Dyslexia through Multisensory Strategies	All teachers who are certified to teach literacy/language development of learners	Virtual and online courses provide evidence-based, multisensory strategies to support students with dyslexia and reading difficulties. Enhances differentiated instruction delivery.
Reading Endorsement Competencies 1-5: – Foundations of Reading Instruction – Applications of Research-Based Instructional Practices – Foundations of Assessment – Foundations and Applications of Differentiated Instruction – Demonstration of Accomplishment	Certified Instructional Personnel/Teachers	Courses integrate explicit, systematic, and sequential reading instruction aligned to the State-Approved Reading Matrix. All components of reading are addressed, including multisensory strategies for struggling readers and those with dyslexia. Completion leads to Reading Endorsement.
Collaboration with UF Flamingo Literacy Matrix/ FSU/FCTT Reading, Literacy Coach Endorsement, Literacy Micro credentials, and Science of Reading &Evidence – Based Strategies	All Instructional Personnel/Teachers	Support educators in earning certifications, endorsements, and advanced degrees in evidence-based reading instruction. Delivered via virtual, hybrid, and in-person platforms in partnership with Just Read Florida and collegiate partners.
Clinical Supervision: Coaching and Mentoring Educator Training	Instructional Personnel/Teachers	Focus on updating pedagogical and improvement skills of educators to assist developing teachers in the management and instruction in the classroom,

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Miami-Dade County Public Schools (M-DCPS) provides a variety of professional learning opportunities for instructional personnel and certified PreK teachers funded through the FEFP. Through collaborations with the University of Florida's Flamingo Literacy Matrix, Florida State University/Florida Center for Reading Research, and district-collegiate partnerships, educators engage in coursework that aligns with the Science of Reading and the B.E.S.T. ELA Standards. Courses such as Reading Competencies 1–5 are designed to equip educators with explicit, systematic, and sequential reading instruction. Successful completion of these courses leads to the Florida Reading Endorsement and supports advancement in credentials or degrees in reading instruction.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

Professional learning at M-DCPS is differentiated and intensified based on ongoing progress monitoring data. Instructional staff receive targeted support aligned with student needs, including coaching cycles, small group professional development, and PLCs. Instructional leaders use data to personalize learning opportunities and adjust content to address gaps in student performance, with emphasis on evidence-based strategies from the Science of Reading framework.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

Mentor teachers play a vital role in supporting the professional growth of novice educators through the district's Mentoring and Induction for New Teachers (MINT) program. These mentor teachers are carefully selected by the school-site principal based on their instructional expertise, classroom management skills, and demonstrated commitment to fostering educational excellence. Typically, they are experienced educators who have consistently shown the ability to improve student outcomes and are trained by the district MINT team to provide structured, job-embedded support to new teachers. In addition to one-on-one mentoring, M-DCPS encourages new teachers to participate in "Learning Walks," where they visit classrooms led by exemplary educators alongside their mentors. These model classrooms offer dynamic learning environments that showcase effective instructional practices in real time. Observations are followed by reflective discussions, fostering a collaborative space for continuous professional development and instructional growth.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

M-DCPS ensures that time is built into the weekly master schedule for all teachers to engage in professional learning. This time is used for collaborative planning, data analysis, and professional learning communities. Model classrooms and mentor teachers support ongoing job-embedded learning. Structured agendas and facilitator guides help ensure alignment to district goals and student achievement needs.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Spring Break Academy	K-12	Schools utilize different funding sources, such as Title I, Title III, and Title IV, to support various tutoring programs aimed at specific grade levels, providing extended learning opportunities to students before-school, after-school, and Saturday using district curated resources.
School Based Extended Learning Services	K-12	
RAISE High School Tutoring	K-3	High school students in the Teaching Academy will partner with a nearby elementary school to provide one-on-one tutoring to first and second graders. This initiative will be supervised by both the elementary classroom teacher and the High School Teaching Academy coordinator.

7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Utilizing the district's Assessment/Curriculum Decision Tree, schools that identify students as having a substantial deficiency in reading notify parents through a Parent Letter sent home in grades K-12. This letter describes the deficiency and the support that will be provided to the student. Along with this letter, parents receive the district's K-3 Read-at-Home plan with strategies and resources to guide parents on how to help their child at home. Then, parents are provided with their child's i-Ready Diagnostic Student Report Summary that contains a description and explanation of the student's strengths and weaknesses for grades K-8 along with the NWEA Map Growth Assessment for grades 9-12.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

A district-created website is available to all stakeholders that includes digital access to eBook platforms and literacy activities. Miami-Dade County Public Schools are also participating in the New Worlds Reading Initiative to foster ongoing, positive connections among families, schools, and communities around a shared mission of ensuring all children learn and love to read. A New Worlds Reading Initiative tab has been added to the English Language Arts website to increase participation and for all schools to access the marketing toolkit and flyers. Additionally, all the updates sent to the district have been shared with all schools via Weekly Briefing. Lastly, in collaboration with the Parent Academy, parent workshops and live webinars on literacy and English Language Arts curriculum will be presented to families at schools and community resource centers across the M-DCPS.

8) Assurances (Rule 6A-6.053(9(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), from kindergarten to grade 2.

The district prioritizes the assignment of highly effective teachers, as defined in s. 1012.34(2)(e), Florida Statutes, to grades kindergarten through grade 2 by using a strategic and data-driven approach. Recognizing the critical importance of early literacy and foundational learning, the district evaluates teacher effectiveness through the Instructional Performance Evaluation and Growth System (IPEGS) evaluation. This evaluation includes student learning growth, instructional practice, and professional responsibilities. Teachers who demonstrate excellence in these areas and receive an overall rating of highly effective are given priority placement in K–2 classrooms, where early intervention has the most significant impact. To ensure equity, the district targets the placement of highly effective teachers in high-need schools, which require strong instructional support to close achievement gaps. In addition, district staff work collaboratively with school leaders to review master schedules, verifying that highly effective teachers are strategically assigned to K–2 classrooms. Finally, staffing decisions are reviewed and adjusted annually based on updated evaluation data, student performance outcomes, and school improvement needs to maintain a strong instructional foundation in early grades.

8) Assurances (Rule 6A-6.053(9(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Mr. Jose Bueno, Chief of Staff, Office of the Superintendent	
Signature:	Date: 8/19/25

My Ca.Sa

Middle School

Attachment E
Pupil Progression Plan

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Ms. Mari Tere Rojas, Chair
Ms. Monica Colucci, Vice Chair
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Dr. Dorothy Bendross-Mindingall
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Superintendent of Schools

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Chief Academic Officer
Office of Academics and Transformation

Dr. Alexander Santoyo
Assistant Superintendent
Division of Academics

Student Progression Plan
Table of Contents

Introduction 1

I. General Requirements 4

A. Student Performance Standards and Student Assessment Program 4
Student Performance Standards 4
Student Assessment Program 4
Florida's Statewide Standardized Assessments for Public Schools 5
Participation of Student with Disabilities in the Student Assessment Program 6
Waivers and Exemptions 6
Florida's Assessment for English Language Learners 7

B. Entrance Requirements, Grade Placement Requirements, and Attendance 8
Initial Entry Requirements 8
Health and Immunization Requirements 8
Age of Mandatory Attendance 8
Voluntary Pre-Kindergarten Education Program Entry Requirements 8
Kindergarten Entry Requirements 9
Grade 1 Entry Requirements 9
Promotion of Students That Have Satisfactorily Completed Kindergarten outside of M-DCPS to Grade 1 9
Attendance 10

C. Student Transfers and Registration 10
Student Transfers within the District 10
Student Registration from within the State, Other States, Non-Public Schools, Home Education Programs, Military Families or Other Countries 11
Grade Placement 11
Age Discrepancy 11
Student Chronological Age Assignment 11
Assessing Students 11
Students of Military Families 12
Evaluating Courses on a Student's Record 12
Uniform Transfer of High School Credits 12
Out-of-State Students 13
Out-of-Country Students 13
Out-of-Country Students Placements 13
Out-of-Country Students – Interpreting Educational Records 14
Out-of-Country Students Without Educational Records 14
Students placed in Exceptional Student Education (ESE) 14
Section 504 Students 14
Students from Another State or Foreign Country Entering Grades 11 or 12 15

D. Florida Home Education Program 15

E. Alternative Education and Dropout Prevention Programs 16

F. Placement into an Extended School Year Program for Students with Disabilities 16

G. Optional Participation in Other Educational Opportunities 16

H. Promotion and Retention Policies 17
Promotion 17
Promotion of English Language Learners (ELLs) 17
Promotion of Students with Disabilities 17
Midyear Promotion for K-8 Students 17
Midyear Promotion for Retained Third Grade Students 17
Retention 18
Elementary School Retentions 19
Retention of Kindergarten through Grade 2 Students 19
Retention of Third Grade Students 19
Retention of English Language Learners (ELLs) in the Elementary School Grades 19
Additional Promotion and Retention Information 20
Identification of Students Not Meeting Satisfactory Student Performance Levels on State and District Assessments 20
The Role of Teacher Judgment 21

I. Progress Monitoring 21
Interventions 22
Intensive Courses for Elementary Reading 22
Voluntary Pre-Kindergarten Early Literacy and Elementary Reading Interventions 22
Grades Pre-K through Grade 5 Assessment/Curriculum Decision Trees 22
Interventions for English Language Learners (ELLs) 26
Intensive Acceleration (IA) Course 26
Intensive Acceleration (IA) Course for English Language Learners (ELLs) 27
Middle School Foundational Skills in Mathematics and Intensive Reading Courses 27
High School Foundational Skills in Mathematics, and Intensive Reading and Science Courses 28

J. K-12 Acceleration Options for High Academic Achievement 29
Acceleration Options for Grades K-12 29
Academically Challenging Curriculum to Enhance Learning (ACCEL) Options 29
Credit Acceleration Program (CAP) 29
Assignment to Higher Grade or Higher Level Class 29
Middle School Acceleration Options 30
Recommended High School Courses for Middle School Students 30
High School Acceleration, Academic, and Career Planning Options 31
Advanced Placement (AP) 31

Career and Technical Education 31
Career Pathway 32
Career Dual Enrollment 32
Credit by Examination 33
Dual Enrollment 33
Early Admission 33
Early High School Graduation 33
ACCEL Eighteen (18) Credit High School Graduation Option 34
Career and Technical Education (CTE) Graduation Pathway Option 34
Florida Virtual School (FLVS) 35
International Baccalaureate. Advanced International Certificate of Education and International Studies Programs 35

K. Parental Notification
Written Notification to Parents 36
Interim Progress Reports 36
Notification of Student Progress to Parents by Schools 37
Notification to Parents of Students with Disabilities 37
Notification to Parents of Students in the Voluntary Pre-Kindergarten Education Program of the New Worlds Scholarship Accounts 38
Notification to Parents of Students Exhibiting a Substantial Deficiency in Early Literacy Skills in the Voluntary Pre-Kindergarten Education Program 38
Notification to Parents of Students in Grades K-2 of Retention 38
Notification to Parents of Students in Grades K-3 Exhibiting a Reading Deficiency 38
Notification to Parents of Students in Grades K-4 Exhibiting a Mathematics Deficiency 39
Notification to Parents of Middle Grades (6-8) Students of the Career and Professional Academy Courses and Career-Themed Courses 39
Notification to Parents of the Requirements for a Standard High School Diploma 39
Notification to Parents of Students in Grades 9- 12 for Students Not Meeting Requirements 39
Notification to Parents of Students in Grades 9-12 Who Meet Early Graduation Requirements 40
Notifications to Parents of Student Entering High School of Career Planning Options 40

L. Grading and Reporting Student Progress K-12 40
Kindergarten 40
Code of Development 41
Grades 1–2 42
Academics Grades 42
Grading Students with Disabilities 44
Determining Final Academic Grades for Secondary Students 45
Grade Forgiveness for Secondary Grades/Attendance and Grading 46
Grade Forgiveness in Grades 9-12 46
Grade Forgiveness in Middle Grades 46
Attendance and Grading 46
Conduct Grades 46
Effort Grades 48
Preparing Report Cards 48

- Grade Change Procedures 50
- Report Card Comments 50
- Academic Recognition of High School Graduates 52

M. Special Provisions for the Grading of English Language Learners 52
Monitoring of Academic Progress 52
Meeting Performance Standards 52
Grading English Language Learner ELL Students 53
- Kindergarten 53
- Grades 1-5 54
  - Language Arts/Reading/ESOL 54
  - Content (Mathematics, Social Science and Science) 54
  - Fine Arts and Physical Education 55
  - English for Speakers of Other Languages (ESOL) 55
  - World Language (Grades 2-5) 55
- Grades 6-12 55
  - Language Arts/English Through ESOL Courses (State Required) 55
  - Developmental Language Arts Through ESOL 55
  - Other Courses 55
  - Grouping in ESOL 56

N. Special Provisions for Students with Disabilities (SWD) 57
Instructional Time 57
Placement Decisions for Students with Disabilities 57
Standard vs. Modified Curriculum 57
Elementary 57
Secondary 58
Career and Technical Education Courses 58
Instructional Grouping for Students with Disabilities 59

O. Establishment of Increased Requirements 59

II. VOLUNTARY PRE-KINDERGARTEN SCHOOL REQUIREMENTS 60

A. Required Program of Study 60

B. Interventions for RTI/MTSS 60

C. Early Literacy Deficiency and Parental Notification 61

D. Early Mathematics Skills Deficiency and Parental Notification 64

E. Monitoring Student Progress 66

III. ELEMENTARY SCHOOL REQUIREMENTS 70

A. Required Program of Study 70

B. Virtual or Blended Programs 75

C. Required Topics of Instruction for Elementary Grades 76

D. Reading Deficiency and Parental Notification 80

E. Mathematics Deficiency and Parental Notification 83

F. Good Cause Exemptions for Grade 3 Students 85

G. Successful Progression for Retained Third Grade Students 87

H. Student Performance Expectations and Monitoring Student Progress 89
Assessment, Evaluation, and Monitoring Student Progress 89
Specific Levels of Performance in K-5 90
Specific Levels of Performance for Retention Requirements and Parental Notification for Grades K-2 91
Specific Levels of Performance for Grade 3 Reading 97
Measures Used for Grade 3 Promotion 98

IV. MIDDLE GRADES REQUIREMENTS 99

A. Required Program of Study 99

B. Career and Technical Education (CTE) 103

C. Promotion, Retention and Academic Support for Students 104

D. Required Topics of Instruction for Middle Grades 107

E. Student Performance Expectations and Monitoring Student Progress, Grades 6-8 111

F. Acceleration for High Achievement 113

V. SENIOR HIGH SCHOOL REQUIREMENTS 114

A. Planning for High School and Postsecondary Experiences 114

B. High School Graduation Diploma Options, Designations and Certificates 116

C. Graduation Requirements for High School Students 122

D. Students with Disabilities: Statewide, Standardized Assessments and Course Accommodations 130

E. Concordant and Comparative Scores for the Statewide, Standardized Graduation Assessment 133

F. Senior High School Placement, Grade Promotion and Academic Support 135

G. Required Topics of Instruction for Senior High School 138

H. Scheduling of Students 143

I. Definition of "Credit" 143

J. Additional Information regarding High School and Graduation 144
Acceleration Provisions 144
Career and Technical Student Organizations 144
Community Service 144
Interscholastic Extracurricular Eligibility 144
Science Courses 145
Computer Science 145
Course Code Directory 145
Adult Education Program Credit 145
Establishment of Increased Graduation Requirements by Senior High Schools 146

K. State University System and Florida College System 146

L. Florida Bright Futures Scholarship Program 147

VI. THE ADULT HIGH SCHOOL CREDIT PROGRAM 148

A. Standard High School Diploma for Adult Education Students 148

B. 18 Credit ACCEL Option 151

C. GED® Program 151

D. GED® Underage Waiver Policy 151

E. Performance-Based Exit Option Model D GED® Program 152

F. Graduation Alternative to Traditional Education (GATE) Program 152

VII. APPENDICES

Appendix A:	**ACCEL Options**	155
Appendix B:	**Procedures Associated with Elementary School Retention**	157
Appendix C:	**Standard Diploma Requirements**	160
Appendix D:	**Semester System**	169
Appendix E:	**Grading English Language Learners with Disabilities**	172
Appendix F:	**Grading of English Language Learners**	175
Appendix G:	**Admission/Graduation Requirements for SWD at Post-Secondary**	180
Appendix H:	**Waiver of World Language Credit for Same Second Language Proficiency**	183
Appendix I:	**Comparison of Individual Student Plans**	185
Appendix J:	**End of Course Assessment Waiver for SWD**	189

Introduction

Miami-Dade County Public Schools (M-DCPS) is committed to providing all students with a quality education, inclusive of academic support and enrichment opportunities, as determined by the needs of each student for successful PreK-12 progression and high school graduation. The District's mission defined in School Board Policy 2105- *Mission of the District* further explains the commitment to our students.

Furthermore, the District's 2021-2026 Strategic Plan, *Infinite Possibilities* guides the work of the District, in support of students who are at the center of every decision made in our system as articulated through the:

Vision: Inspired, valued, educated, and empowered students thriving in and beyond the classroom.

Mission: To provide relevant learning experiences that foster life-long curiosity and enable ALL students to achieve their full academic, personal, and civic potential.

Core Values:

- **Excellence**: We pursue the highest standards in academic achievement and organizational performance.
- **Equity**: We foster an environment that serves all students and aspires to eliminate the achievement gap.
- **Student Focus**: We focus on meeting our students' diverse needs and supporting them in fulfilling their potential.
- **Innovation**: We encourage risk-taking, creativity, and adaptability to new ideas and methods that will support and elevate student learning.
- **Accountability**: We celebrate our successes, learn from our failures, and embrace challenges as we strive toward continuous improvement.
- **Joy**: We accept individuals for who they are, encourage them to engage with one another authentically, and cultivate welcoming environments that promote fun and excitement.

The Strategic Plan is organized into five pillars, each with a series of identified priorities and objectives. The *Student Progression Plan* aligns with Pillar I which strives to create relevant , rigorous, and innovative academic opportunities for students.

Pillar I: Relevant, Rigorous, & Innovative Academics

Each student is provided with the knowledge and skills they will need to excel in their future endeavors – whether it be through the pursuit of post-secondary education or a direct transition into the workforce as measured by:

- Ensuring that all students graduate with a relevant, viable post-secondary plan;
- Eliminate the achievement gap while accelerating all students to their full academic potential; and
- Providing equitable access to quality and innovative instructional programs.

The guidelines for student progression are delineated in this *2025-2026 Student Progression Plan for Miami-Dade County Public Schools*, School Board Policy 5410, which provides guidance to teachers, school and district administrators, parents and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next, Pre-Kindergarten through grade 12 and the adult high school credit program. The information presented in this document is derived from requirements set forth by Florida Statutes, Florida Board of Education Rules and policies established by The School Board of Miami-Dade County.

The *Student Progression Plan for Miami-Dade County Public Schools* is amended annually to reflect actions taken by the Florida Legislature, The Florida Board of Education, the Florida Department of Education and The School Board of Miami-Dade County. The Florida Legislature requires that each district school board establish a comprehensive plan for student progression, as outlined in Florida Statutes § 1008.25(2).

Any subsequent changes that would have an impact on this *Student Progression Plan* based upon future interpretations or clarifications of legislation by the Florida Board of Education or the Florida Department of Education will be communicated to appropriate staff by means of memoranda.

Major changes in the 2025-2026 edition:

Changes regarding student progression, assessment, graduation, and required instruction are summarized below:

- Per Florida Statutes § 683.196, establishes Holocaust Remembrance Day as January 27 of each year.
- Per Florida Statutes § 1003.4205, requires districts that provide instruction during Disability History and Awareness Weeks to include specific topics by grade level.

- Per Florida Statutes § 1003.4282:
  - Allows two years of marching band to satisfy either a physical education or performing arts credit, excluding personal fitness or adaptive physical education.
  - Removes the certificate of completion as a graduation option; IEP teams must now reconvene for Students with Disabilities who previously intended to earn this certificate; schools must provide these students with a new form developed by the Florida Department of Education.
  - Allows students to earn credit for both a required graduation course and an equivalent career education course.
  - Requires that the one-half credit in personal financial literacy and money management include instruction in the costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid, scholarships and grants, and student loans.
- Per Florida Statutes § 1003.4321, allows Advanced International Certificate of Education (AICE) courses to satisfy the advanced course option to earn the Seal of Fine Arts.
- Per Florida Statutes § 1003.453, requires districts to provide basic training in first aid and CPR once in middle school and once in high school, which must allow students to practice the psychomotor skills associated with performing CPR and include the use of an automated external defibrillator.
- Per Florida Statutes § 1008.25, requires districts to notify parents of students with a substantial math deficiency in grades K-4 about the New Worlds Scholarship Accounts and the New Worlds Tutoring Program.

I. GENERAL REQUIREMENTS

A. Student Performance Standards and Student Assessment Program

Student Performance Standards: The Florida Department of Education (FDOE) has developed student performance standards in language arts, mathematics, science, social science, the arts, health and physical education, and foreign language that define the skills and standards for each subject. Pursuant to Florida Statutes §1008.25, a student's progression from one grade to another is based on a student's mastery of the standards in English language arts, mathematics, science and social sciences. The state academic standards have been adopted under Florida Statutes § 1003.41, which include Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards (6A-1.09401). Grade progression for Miami-Dade County Public Schools' (M-DCPS) students is based, in part, on a student's mastery of the State's Standards. These grade level standards are included in the *Miami-Dade County Public Schools' District Pacing Guides* that support classroom instruction.

The FDOE has also created the Access Points for students with significant cognitive disabilities who are unable to access the standards with allowable accommodations. As per Florida Board of Education Rule 6A-1.0943, students who are eligible to participate in the Access Points Standards (modified curriculum) must have a statistically significant below average global cognitive score that falls within the first percentile rank (i.e. a standard, full scale score of sixty-seven (67) or under) or in the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a district-determined procedure that has been approved by the Florida Department of Education under paragraph (5)(e) of this rule would be applied. Students who are instructed using the Access Points must meet the criteria for exemption from the general statewide testing programs based on Florida Board of Education Rule 6A-1.0943. Assessments addressing the B.E.S.T. Access Points will be implemented each school year.

Student Assessment Program: In Florida, each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by Florida Statutes § 1008.22, Florida Statutes § 1008.25, Florida Statutes § 1002.67, Florida Board of Education Rule 6A-6.0902, and School Board Policies 2605 and 2623. The primary purpose of the student assessment program is to provide comprehensive progress monitoring and provide student academic achievement and learning gains data to students, parents, teachers, school administrators and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives.

The table on the following page, *Florida's Statewide Standardized Assessments for Public Schools,* lists the statewide assessments required by the Florida Department of Education for Florida's students to assess students' progress.

Each school year, students in Voluntary Pre-Kindergarten through Grade 10 will participate in the Florida Assessment of Student Thinking (FAST), a Coordinated Screening and Progress Monitoring System (CSPM) in English Language Arts/Reading and Mathematics. This system is

comprised of three administrations, in the Fall, Mid-Year, and End-of-Year. The third administration will serve as the statewide, standardized assessments for accountability purposes, required for ELA in Grades 3 – 10 and for Mathematics in Grades 3 – 8; the remaining administrations will be used for progress monitoring to guide instruction. Star Early Literacy, Star Reading, and Star Mathematics serve as the FAST assessments for students in Pre-Kindergarten through Grade 2.

Florida's Statewide Standardized Assessments for Public Schools

State Assessments Required for Florida Students	Subjects Assessed	Grades	Standards Assessed	Computer or Paper Based
Florida Assessment of Student Thinking English Language Arts (FAST ELA)	Reading, Language Arts	3-10	B.E.S.T. ELA	Computer-based*
Benchmarks for Excellent Student Thinking Writing (B.E.S.T. Writing)	Writing	4-10	B.E.S.T. ELA	Computer-based*
Florida Assessment of Student Thinking (FAST Mathematics)	Mathematics	3-8	B.E.S.T. Mathematics	Computer-based*
Statewide Science Assessments (SSA)	Science	5 and 8	State Academic Standards	Computer-based*
B.E.S.T. End-of-Course Assessments (EOC)	Algebra 1 Geometry	6-12 Eligible Students	B.E.S.T. Mathematics	Computer-based*
State Academic Standards EOC Assessments	Biology 1	6-12	State Academic Standards for Science	Computer-based*
	Civics	7	State Academic Standards for Social Sciences	Computer-based*
	U.S. History	9-12 Eligible Students	State Academic Standards for Social Sciences	Computer-based*
Florida Civic Literacy Assessment	United States Government	9-12 Eligible Students	Civic Literacy	Computer-based*
Florida Alternate Assessment (FAA) Performance Task and Datafolio	ELA Mathematics Science Algebra 1 Biology 1 Civics Geometry U.S. History	3-12 Eligible Students	B.E.S.T. Access Points for: ELA Mathematics State Academic Standards Access Points for Science State Academic Standards Access Points for Social Sciences	Paper-based
WIDA ACCESS for Kindergarten	English Language Proficiency	K, ELLs	WIDA	Paper-based
WIDA ACCESS Online		1-12, ELLs		Computer-Based
WIDA Alternate ACCESS		K-12, Eligible ELLs		Paper-Based
FAST (STAR)	Literacy Numeracy Reading Mathematics	VPK-2	Florida Early Learning and Developmental Standards (FELDS) B.E.S.T	Computer-Based*

***Paper-based accommodations will be provided for eligible students with disabilities whose IEP or Section 504 indicates that the students are unable to access the assessment on a computer, even with the available computer-based accommodations.**

Participation of Students with Disabilities in the Student Assessment Program: Each district school board must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation as explained in Florida Statutes § 1008.22. Each student with a disability has the opportunity to participate in the statewide assessment program and any districtwide assessment of student achievement with allowable accommodations, if determined appropriate by the IEP team and recorded on the student's IEP. Students with significant cognitive disabilities in grades 1-12 receive instruction in the Access Points Standards, and those in grades 3 – 10 will be assessed with the Florida Alternate Assessment (FAA).

The *Exceptional Student Education Policies and Procedures* (ESE P&P) explains the requirements for the participation of students with disabilities in state and district assessments and should be reviewed for guidance.

Waivers and Exemptions: Information regarding assessment waivers for students with disabilities is explained in the ESE P&P, to include the following:

- **Waiver of Statewide, Standardized Assessment Results for Students with Disabilities:** Per Florida Statutes § 1008.22(3)(d)(2), criteria for eligibility for an EOC waiver is explained in the ESE P&P. As determined by the IEP Team, students with disabilities who have taken the EOC, FAST, B.E.S.T. and/or FAA at least once may be eligible for an EOC waiver and/or a statewide standardized assessment waiver found on the Exceptional Student Education Electronic Management System (ESE- EMS). Parents (or students at the age of maturity) must approve the waiver requirements determined by the IEP Team, and it is subject to verification for appropriateness by private instructional personnel hired by the parent as provided for in Florida Statutes § 1003.572.

- **Extraordinary Exemptions for Students with Disabilities:** In accordance with Florida Statutes § 1008.212, a student with a disability may be eligible for an extraordinary exemption from participation in a statewide standardized assessment or FAA if the IEP team determines that a circumstance or condition prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by these assessments. The criteria for these exemptions are explained in the ESE P&P and in Florida Board of Education Rule 6A-1.0943.

- **Child with Medical Complexity:** Pursuant to Florida Statutes §1008.22(12), in addition to the exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment. For a child who meets the definition of "medical complexity," if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of three assessment exemption options. These include a one-year exemption, a one-to-three year exemption, or a permanent exemption as explained in Florida Statutes § 1008.22, (12)(b). The criteria for these exemptions are explained in the ESE P&P.

Florida's Assessment for English Language Learners: The *WIDA Assessing Comprehension and Communication in English State-to-State* (ACCESS) is the annual summative English language proficiency assessment that is administered to all Kindergarten through 12th grade ELL students. The assessment is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. WIDA ACCESS monitors ELL students' progress in acquiring academic English. The WIDA ACCESS for Kindergarten is a paper-based test that will be individually administered to Kindergarten ELL students. While WIDA ACCESS Online is a computer adaptive test that will be administered to Grades 1-12 and WIDA Alternate ACCESS assessments for English Language Learners with significant cognitive disabilities in Grades K-12 will be administered as paper-based assessments during the school year.

B. Entrance Requirements, Grade Placement Requirements, and Attendance

Initial Entry Requirements: School Board Policy 5112 - *Entrance Requirements* establishes the admission and registration requirements for students entering school to include specific information regarding initial entry, proof of age, birth certificate, and verification of residence, health, and immunization requirements, etc. The documents required for registration may be viewed at the Admission, Registration and Immunization Requirements website. The Initial Entry Registration Procedures Handbook is an important guide for following the proper initial entry procedures.

Students enrolling from out of state, other districts in Florida, or who are foreign born, must adhere to the same admission and entrance requirements for registration. All students are assigned to attend the school in the school boundary where the parent resides, unless the child has received an assignment to another school through a Parent Choice Student Transfer, Controlled Open Enrollment Transfer, or through Miami-Dade County Public Schools' School Choice & Parental Options.

Health and Immunization Requirements: All children are required to present tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time. As required by Florida Statutes § 1003.22, district school boards must implement the requirements for health and immunizations outlined in statute. For M-DCPS the health and immunization requirements are specified in the Admissions, Registration, and Immunization Requirements website.

Age of Mandatory Attendance: Per Florida Statutes § 1003.21, all children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1st of any school year or who are older than six (6) years of age but have not attained the age of sixteen (16) years, except as otherwise provided in Florida law, are required to attend school regularly during the entire school term. All children enrolling in a District school shall meet the immunization requirements in Florida Statutes § 1003.22, and provide evidence of a physical examination. The documents required for registration may be viewed at the Admission, Registration and Immunization Requirements website. The Initial Entry Registration Procedures Handbook is an important guide for following the proper initial entry procedures.

Voluntary Pre-Kindergarten Education Program Entry Requirements: Children who will attain the age of four years old on or before September 1st of the school year shall be eligible for admission to the Voluntary Pre-Kindergarten Education Program during that school year.

Per Florida Statutes § 1002.53(2), each child who resides in this state who will have attained the age of 4 years on or before September 1 of the school year is eligible for the Voluntary Pre-Kindergarten Education Program during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will

have attained the age of 6 years by February 1 of any school year under Florida Statutes § 1003.21(1)(a)1.

Four-year-old children with birthdays from February 2 through September 1 will be eligible to enroll in the Voluntary Pre-Kindergarten Program that year or postpone to the next year. The law does not affect four-year-olds with birthdays from September 2 through February 1.

All students enrolled in the Voluntary Pre-Kindergarten Education Program must participate in the coordinated screening and progress monitoring program referenced in Florida Statutes § 1008.25.

Kindergarten Entry Requirements: Children who will attain the age of five years on or before September 1st of the school year shall be eligible for admission to public kindergarten during that school year. Entering kindergarten students are to participate in the FAST assessment PM1 to assess their readiness in order to determine whether they are in need of intervention and support pursuant to Florida Statutes § 1008.25.

Grade 1 Entry Requirements: Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which M-DCPS accepts transfer of credits.

Promotion of students that have satisfactorily completed Kindergarten outside of M-DCPS to Grade 1: The assignment of a student to a higher grade should be made on the basis of the student's achievement and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should also be considered. Social promotion, or assignment of grade level based solely on age, is prohibited per Florida Statutes § 1008.25.

M-DCPS' procedures for promotion of a student from kindergarten to first grade, whose birth date falls after September 1, and whose parent presents documentation stating successful completion of kindergarten and promotion to first grade from a private institution, out-of-country or out-of-state are:

- Enrollment of the child into kindergarten for a maximum of ten (10) school days for a period of observation and assessment by the kindergarten teacher to determine readiness for grade 1;
- Recommendation by the kindergarten teacher for student promotion (if appropriate) to first grade;

- Approval by the principal for placement into first grade;
- Completion of Region Center Authorization for Promotion Form - Kindergarten to First Grade (FM-6626);
- Formal notification to the parent that their child is receiving an accelerated grade placement;
- Placement of a copy of the parent's notification in the child's cumulative record folder; and
- The completed Region Center Authorization for Promotion Form - Kindergarten to First Grade (FM-6626), must be forwarded to the Federal and State Compliance Office so that the necessary grade change may be entered into the District Student Information System (DSIS).

Attendance: Regular and punctual school attendance are important to successful student progression. Students who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students withdrawing from school. M-DCPS' attendance requirements are outlined in School Board Policy 5200: *Attendance*. Furthermore, the Federal and State Compliance Office's *Student Attendance Reporting Procedures* should be consulted by school site personnel to ensure compliance with all required guidelines. It is also important to note that Florida Statutes § 1003.02(1)(b), authorizes district school boards to establish policies that allow accumulated unexcused tardies and early departures from school to be recorded as unexcused absences.

C. Student Transfers and Registration

Student Transfers within the District: When placing a student from one school to another within the district, it is the sending school's responsibility to ensure that all student records are complete prior to withdrawing the student. Per Florida Statutes § 1003.25, the procedure for transferring and maintaining records of students who transfer from school to school is prescribed by rules of the State Board of Education. The transfer of records must occur within 5 school days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Per State Board of Education Rule 6A-1.0955, these records include all corresponding documentation and any additional information required by the Florida Model for Harm Prevention and Threat management related to the reporting, evaluation, intervention, and management of threat assessment evaluations and intervention services.

Student Registration from within the State, Other States, Non-Public Schools, Home Education Programs, Military Families or Other Countries

Grade Placement: The grade placement of students registering in M-DCPS from within the state, other states, non-public schools, home education programs, personalized education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made. For middle and high school students, please refer to Florida Board of Education Rule 6A-1.09941, F.A.C., *State Uniform Transfer of Students in Middle Grades and High School,* and additional information beginning on page 12. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring.

Age Discrepancy: In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart:

Student Chronological Age Assignment

Starting July 1, 2025, students who turn the age of 5 or 6 on or before September 1st of that year will be placed according to their age.

Age	2025-2026	Grade
5	2020	Kindergarten
6	2019	1st Grade
7	2018	2nd Grade
8	2017	3rd Grade
9	2016	4th Grade
10	2015	5th Grade
11	2014	6th Grade
12	2013	7th Grade
13	2012	8th Grade
14	2011	9th Grade
15	2010	10th Grade
16	2009	11th Grade
17	2008	12th Grade

Assessing Students: Students registering into the district should be immediately assessed for reading proficiency to determine if intervention is appropriate. This is especially important for grade 3 students. If a student registers after the administration of the statewide, standardized assessment (FAST ELA PM3) in grade 3, prior to the end of the school year, the school must determine whether the student is reading at a level of proficiency. That determination should be

made utilizing previous school records, classwork, the M-DCPS *Grade 3 Reading Student Portfolio* and other assessments.

Students of Military Families: Miami-Dade County Public Schools recognizes the importance of removing barriers to educational success imposed on children of military families. Furthermore, per Florida Statutes § 1003.05(3), enrollment priority is given to students whose parents are on active military duty. The Initial Entry Registration Procedures Handbook provides the guidelines for enrolling students of military families. The Interstate Compact on Educational Opportunity for Military Children, is another useful resource. This compact addresses common problems that affect military-connected children as a result of frequent moves and deployments. Additional information and assistance are available on the Division of Student Services website.

Evaluating Courses on a Student's Record: When evaluating a student's record to determine the remaining credits needed for a high school diploma, retroactive requirements should not be imposed on the student. The *Transcript Review and Course Evaluation (TRACE)* is a system in the District Student Information System (DSIS) that records courses taken from other secondary institutions, courses taken outside of the M-DCPS regular school day (PK-12) and EOC assessments that students pass for purposes of graduation and acceleration.

Uniform Transfer of High School Credits: Uniform procedures must be adhered to as delineated in Florida Statutes § 1003.4282(6), and Florida Board of Education Rule 6A.1.09941, F.A.C., for acceptance of transfer work and credits. If a student enrolls in a Florida public high school from out of country, out of state, a private school, a personalized education program, or a home education program and the student's transcript shows:

- A credit in Algebra 1, the transferring course final grade and credit shall be honored without the assessment results constituting 30% of the student's final course grade. In addition, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. 627 ss. 6301 et seq.
- A credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score.
- A final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 % of the student's final course grade.

Out-of-State Students: A student enrolling from an out-of-state school or home education program must provide all required documentation as indicated by the Federal and State Compliance Office and specified in the Initial Entry section of this document. In addition, the following guidelines apply:

- Any student who enrolls from an out-of-state public school or home education program and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated on the *Student Chronological Age Assignment* table on page 11.
- Any student who registers from out-of-state, a non-public school, or a home education program and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools or home education program within the state from which he or she is transferring and if the transfer of the student's academic credit is acceptable under the policies of the School Board. However, if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated on the *Student Chronological Age Assignment* table on page 11. Prior to admission, the parent must also provide the data required below.

Out-of-Country Students: All out-of-country students shall register at an elementary, middle, or senior high school serving the attendance area approved by the School Board for the actual residence of the parent and a determination will be made subsequently as to the student's accurate grade placement subject to the criteria below.

Out-of-Country Students Placement: Programmatic assessment of out-of-country students takes place at the school, with staff seeking to document what prior school experiences each new student possesses, by using the student's school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Students who have educational records from their home country must be placed in grade level/courses based on these records. Students from foreign countries may be seeking enrollment in a K-12 public school system even though they may have completed all the years of public education in their country. If they have a terminal diploma or certificate equivalent to a high school diploma, the student may enroll in adult education courses (DPS: 95-201, 6/23/1995). However, if a student's records reflect an age discrepancy (only) of two years or more, placement will be according to chronological age as indicated on the *Student Chronological Age Assignment* table found on page 11. Any adjustment resulting in lowering of grade level placement must be thoroughly documented with home language assessment data, e.g., tests, and class work. Any such lower grade level placement for English Language Learners (ELLs) must be reviewed and approved by an ELL committee and submitted for district review to the Chief Academic Officer, Office of Academics and Transformation, or designee. The parent must be informed prior to the grade level adjustment.

Out-of-Country Students-Interpreting Educational Records: In those instances where school site personnel are unable to interpret a transcript from a foreign country, the Foreign Records Department at the Federal and State Compliance Office will provide a detailed interpretation, translation, and conversion of coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed while the records are being evaluated by the Federal and State Compliance Office.

Out-of-Country Students Without Educational Records: Out-of-country students without educational records shall be placed according to the student's age. The student's age as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement. *The Student Chronological Age Assignment* table on page 11 should be consulted for placement.

Out-of-country students registering at the middle or senior high school level cannot be automatically placed in the lowest grade at that level. Principals shall take appropriate steps, in cooperation with the faculty, to assess the student's level of learning in the core content areas and recommend the most appropriate placement for the student. Principals will use testing, faculty interviews, and/or the advice of proper placement given by the Foreign Records Department at the Federal and State Compliance Office. FM 7690 (06-24) GRADUATION REQUIREMENT WAIVER FOR TRANSFERRED STUDENTS form shall be completed when requesting course requirement waivers.

Special care should be exercised to ensure that a student's limitation in their ability to communicate in English is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school. Once the most appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignment are to be evaluated.

Students placed in Exceptional Student Education (ESE): A student placed in Exceptional Student Education (ESE) is one who was previously enrolled as an ESE student in any other school district or agency and who is enrolling in a different Florida school district or in an educational program operated by the Department of Education through grants or contractual agreements in accordance with Florida Statutes § 1003.57. For information about students placed in ESE, see the Exceptional Student Education Policies and Procedures (ESE P&P), which is incorporated by reference into School Board Policy 2460, *Exceptional Student Education.*

Section 504 Students: A 504 student is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida school district. Upon notification that a student is one with an active Section 504 Plan, the receiving school must review the existing Section 504 Plan and must revise it as needed.

Students from Another State or a Foreign Country Entering Grade 11 or 12: Per Florida Statutes § 1003.433, students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which the student is relocating. FM 7690 (06-24) GRADUATION REQUIREMENT WAIVER FOR TRANSFERRED STUDENTS form shall be completed when requesting course requirement waivers.

D. Florida Home Education Program (FHEP)

The Federal and State Compliance Office provides information and guidance to parents who establish and maintain home education programs. The Home Education website is an important resource for families in Miami-Dade County who are interested in a home education program.

Per Florida Statutes § 1002.41, a Home Education program is not a school district program and is registered with the school district for the purpose of complying with the state's attendance requirements under Florida Statutes § 1003.21(1). Home Education students in grades K through 11 may enter M-DCPS at any time throughout the year. Returning students are to be scheduled in sequential and rigorous academic courses based on the transcript, grades or portfolio presented at the time of enrollment.

Home Education students in grade 12 may enroll in school up until the end of the first semester of their senior year, exclusively. Twelfth grade home education students will not be accepted during the second semester of the senior year. Course credits, as presented in the home education portfolio at the time of enrollment at the receiving school, shall be officially validated exclusively at the completion of the 12th grade (second semester), based on the current student course performance at the receiving school. M-DCPS is not authorized to award a regular high school diploma to home education students.

If the student completes course credits in the assigned sequential classes during the second semester of the current year with a final passing grade, the home education course credits, as presented in the portfolio, are to be entered into TRACE with the letter grade of 'P' for pass; however, if the student completes course credit of the current year with a final failing grade, the home education course credits, as presented in the portfolio, are to be entered into TRACE with the letter grade of 'F' for fail.

Home Education students may enroll in a public school on a part-time basis, subject to space and availability according to the school's capacity. This option is also available to students receiving a Personalized Education Program (PEP) scholarship who wish to take courses in a public school if the student contracts for classes on a private pay basis.

E. Alternative Education and Dropout Prevention Programs

Students who have the potential to overcome those deficits which are inhibiting progress, including those students who have been retained for two or more years, may be given an assignment to a special program, e.g., alternative education/dropout prevention/academic intervention program, or special class within the regular school. These students are to be provided instruction designed to continue their progress toward age-appropriate proficiency level objectives and competencies.

A student with disabilities referred for placement into an alternative education program shall have an IEP review prior to that placement. A staff representative of Alternative Education shall participate in that review. This requirement shall not apply to a student served in a youth services program, an agency-based substance abuse program, or an in-school suspension program. A student's academic intervention plan must be consistent with the student's IEP per Florida Statues § 1003.53.

ELLs meeting the eligibility criteria for individual dropout prevention program categories shall be considered for placement and enrollment in the appropriate alternative education program based on student needs. Limited English proficiency shall not be used as a criterion for placement.

F. Placement into an Extended School Year (ESY) Program for Students with Disabilities

For information about the Extended School Year (ESY) Program for students with disabilities, see ESE P&P, which is incorporated by reference into School Board Policy 2460, *Exceptional Student Education*.

G. Optional Participation in Other Educational Opportunities

Parents have the option of allowing their child to take virtual courses in lieu of courses offered at a student's school. Placement in other educational opportunities, such as Florida Virtual School, Miami-Dade Online Academy, Miami-Dade Virtual School, magnet programs, and other Schools of Choice programs, is subject to School Board policies and established procedures governing participation in the particular program. In all such cases students are required to meet the minimum standards established for students in the regular program.

H. Promotion and Retention Policies

Promotion: State and district requirements for promotion are established in this *Student Progression Plan*. Florida Statutes § 1008.25, prohibits social promotion or assignment to a grade level based solely on age or other factors that constitute social promotion. A student's progression from one grade to another is based on a student's mastery of the state academic standards in English language arts, mathematics, science, and social sciences. This statute also requires M-DCPS to set standards that students must meet for promotion to the next grade. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.

Promotion of English Language Learners (ELLs): Promotion for ELLs and ELLs with disabilities with **less than two years in the ESOL program, when feasible and as appropriate,** is to be based on the student's academic performance in the student's home language. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, intervention, report cards, other objective data, and not on diagnostic assessments that require proficiency in English. Promotion for ELLs with **more than two years** in an ESOL program must meet grade level performance as provided in Florida Statutes § 1008.25, and be based on the student's performance in English.

Promotion of Students with Disabilities: The established policy on student promotion is the same for students with disabilities as it is for the general education population. The IEP team does not have the authority to make promotion or retention decisions. ELLs with disabilities follow the promotion and retention procedures established for non-disabled ELLs. IEP/ELL committees have an obligation to convene and review the students' progress and to make recommendations. Florida Statutes related to promotion supersede the authority of the IEP/ELL Committee.

Midyear Promotion for K-8 Students: Any student in grades K-8, with the exception of grade 3, who has been retained, may be assigned at any time during the next school year to the next higher grade upon teacher recommendation, if the principal determines that conditions for promotion have been met and that the student will be able to benefit from instruction at the higher grade.

Midyear Promotion for Retained Third Grade Students: District school boards are required to adopt and implement a policy for the midyear promotion of any student retained in third grade due to a reading deficiency as required by Florida Statutes § 1008.25. As per Florida Board of

Education Rule 6A-1.094222, such midyear promotions of retained third grade students should occur during the first semester of the academic year.

1. To be eligible for midyear promotion, a student must demonstrate that he or she:

   a. Is a successful and independent reader as demonstrated by reading at or above grade level;

   b. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by School Board policy.

For retained third grade students in M-DCPS the Fall (PM1) administration of the FAST ELA assessment will be used to determine reading proficiency for this purpose. Retained third grade students who receive a Level 2 or above on the FAST ELA PM1 and meet the requirements of 1 (a) and (b) may be eligible for the midyear promotion to fourth grade during the first semester of the academic year. Any retained third grade student who has been promoted midyear to fourth grade must continue to be included in the schoolwide system of progress monitoring for the entire academic year and if necessary for additional school years.

Retention: Research indicates that grade retention should not be used as a widespread strategy or remedial action. While most of the research does not support retention, there are instances when a student who does not meet the levels of performance for student progression may be retained. This will provide the student with additional time to master the District and state academic standards in ELA, mathematics, science, and social science that are required for success in the next higher grade. Student progress toward achieving the levels of performance is measured through statewide standardized assessments, District assessments, and other selected indicators, such as classroom work, observations, tests, homework, and portfolios. The level of mastery of each objective and competency will vary from student to student, and all students should demonstrate growth toward mastery of objectives and competencies. Per Florida Statutes § 1008.25, third grade students who do not score a Level 2 or above on the statewide, standardized reading assessment, the FAST ELA administered in the Spring (PM3), may not be promoted to grade 4 unless eligible for a good cause promotion. The good cause promotion criteria for grade three students are explained in the *Elementary Requirements* section of this document beginning on page 85.

In order for a student to be retained, the academic grades in core subjects on a student's report card must reflect the student's inability to meet appropriate levels of performance even when interventions have been delivered and monitored with fidelity. The student should also have been included in the school's system of progress monitoring and parents should be aware of the student's academic deficiencies and the academic support provided by the school. Teachers and administrators have an obligation to provide timely intervention in an effort to prevent retention of students who have the potential to overcome academic deficits in selected areas without repeating an entire year of study. All students, and especially those in primary grades, who exhibit significant risk, must be given intensive intervention as soon as that risk is identified, in order to avoid retention. Students who meet all criteria for grade promotion should

not be retained for other reasons that are beyond the scope of academic progress. Final decisions regarding student promotion and retention are the responsibility of the principal.

Elementary School Retentions: If an elementary school student is to be retained, the retention intervention strategies must be completed as explained in Appendix B. If the school has an extraordinary reason for the inability to complete the required intervention strategies, a *Request for Waiver*, (FM-4370), must be submitted to the Region Superintendent for any student to be retained.

Retention of Kindergarten through Grade 2 Students: Per Florida Statutes § 1008.25, a student in kindergarten through grade 2 may be retained if the student does not meet satisfactory levels of performance in English Language Arts and mathematics as set by the district school board. Specific levels of performance for students in grades K-2 are found in the Elementary Requirements section of this document beginning on page 91.

Retention of Third Grade Students: Per Florida Statutes § 1008.25, to be promoted to grade 4, a student must score a Level 2 or higher on the required statewide, standardized English Language Arts assessment for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring a level 2 or higher on the statewide, standardized assessment for grade required under Florida Statutes § 1008.22, the student must be retained unless eligible for a good cause promotion. The good cause promotions for grade three students are explained in the Elementary Requirements section of this document beginning on page 85.

The *Procedures Associated with Elementary Student Retention* document, found in Appendix B, delineates the actions and codes that are to be used for documenting an elementary student retention.

Retention of English Language Learners (ELLs) in the Elementary School Grades: Retention recommendations for ELLs, **regardless of time in the program and grade level**, require the review and recommendations of the ELL Committee and must include documentation that indicates no academic progress in reading, writing, and mathematics in English or the student's home language as reflected by report card grades. Progress monitoring and interventions, as well as ELL Committee recommendations, must be documented. It should not be solely based on diagnostic assessments that require proficiency in English.

Retention recommendations for ELLs in grades K-2 who have participated in the ESOL program for **less than two years** must be reviewed by the Department of Bilingual Education and World Languages, using FM-7369. These retention recommendations must have documentation that indicates no progress in reading, writing, and mathematics in either English and/or the student's home language.

ELLs in grade 3 who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Florida Statutes §1008.25. Promotion for ELLs in

third grade with less than two years in an ESOL program is to be based on good cause #1 as defined on page 86 Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on Date of Entry into a U.S. School (DEUSS).

Third grade ELLs are eligible for all other exemptions, including good cause #3, alternative assessments, and good cause #4, student portfolio. Promotion for ELLs with **more than two years** in an ESOL program must meet grade level performance standards as provided in Florida Statutes § 1008.25, and be based on the student's performance in English. For these students, the above-mentioned Florida statute supersedes the authority of the ELL Committee.

For the purpose of exemption from mandatory retention of third grade ELLs, under good cause #1, two years means no less than a total of two full calendar years as measured from the date the student entered a U.S. school, *Date Entered U.S. School* (DEUSS) to the date when the statewide standardized assessment scores from the grade three standardized ELA assessment are released. DEUSS date must be used regardless of interruption of instructional services. As per the Florida Department of Education, as of August 3, 2017, schools may consider the good cause exemption is also appropriate for ELLs traveling in and out of the country, **who have NOT had** two years of instruction in an English for Speakers of Other Languages (ESOL) program. To make a good cause decision, an ELL committee should be convened where documentation on the student's English language progress is evaluated. Considerations include:

- Documentation of less than two years **accumulated** time in an ESOL program in the U.S.
- Verification of the DEUSS date (starting point)
- Verification of re-entry dates (code E09, signifying any PK-12 student who enters a Florida school from a country other than the U.S. or U.S. commonwealth/territory)
- Student level of English language proficiency
- Academic experience in both English and the heritage language
- Transcripts from schools outside the United States

Additional Promotion and Retention Information

Identification of Students Not Meeting Satisfactory Student Performance Levels on State and District Assessments: The District provides school-site personnel with access to various reports on student performance data to assist in the identification of students who are not meeting district or state standards in reading, writing, mathematics, science, and social science. School personnel may use these reports, as well as other relevant information, to identify students who need to be part of the school-wide system of progress monitoring.

The Role of Teacher Judgment: The teacher's judgment and the student's work portfolio play a critical role in the evaluation of a student's satisfactory performance and in the identification of a student's area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

I. Progress Monitoring

The academic progress of students must be monitored to ensure that students are mastering the standards for a grade level or course. In accordance with the requirements of Florida Statutes § 1008.25, each Voluntary Pre-Kindergarten Education Program provider and public school must participate in the coordinated screening and progress monitoring system. A student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment (FAST ELA), the statewide, standardized Mathematics assessment (FAST Mathematics), or the Algebra 1 EOC must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

Per Florida Statutes § 1008.25, any student identified with a substantial deficiency in reading (Voluntary Pre-Kindergarten through grade 3) or mathematics (Voluntary Pre-Kindergarten through grade 4), an individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

A student who does not achieve a Level 3 or above on the aforementioned statewide standardized assessments must either be covered by an IEP or be included in a school's

system of progress monitoring. The student's progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) must be monitored using the following assessments:

- FAST ELA, Grades 3-10 and Mathematics, Grades 3-10: Progress Monitoring (PM) 1 and PM2
- Grades K-8: i-Ready Diagnostic Tests (Reading and Mathematics)
- FAST ELA Retakers, Grades 11-12
- Grades 6-12: NWEA MAP Growth Assessment and Code Placement Assessment, and assessments in reading courses
- Enrolled students: Midyear Assessments in Algebra 1 and Geometry

As a function of the school wide system of progress monitoring, instruction and interventions should be adjusted, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards. As part of progress monitoring, parents must be informed of the student's areas of academic need. Please refer to the *Parental Notification* section of this document beginning on page 36 for additional information.

Interventions: Per Florida Statutes § 1008.25, targeted instructional support for students with identified deficiencies in early literacy skills, English Language Arts, early mathematics skills, mathematics, science, and social studies, including students who have been referred to the school district from the Voluntary Pre-Kindergarten Education Program must be provided intervention.

Intensive Courses for Elementary Reading: Supplemental Instruction/Interventions (Tier 2) and Individualized Instruction/Interventions (Tier 3) courses are used to provide academic support to students who score below a Level 3 on the statewide, standardized assessments.

Voluntary Pre-Kindergarten Early Literacy and Elementary Reading Interventions

2025-2026 Pre-Kindergarten through Grade 5
Assessment/Curriculum Decision Trees

All Voluntary Pre-Kindergarten students who score below the 10th percentile on FAST: Star Early Literacy PM2 or PM3 will have an additional 15 minutes during the school day of targeted interventions using Waterford as demonstrated in the Tier 3 Intervention Decision Tree chart located on the following pages.

All Elementary/K-8 schools are required to schedule reading in a dedicated, uninterrupted block of time of at least 90 minutes duration daily to **all K-5 students**. The reading block must include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction to meet individual student needs. Refer to the 2025-2026 ELA Elementary Decision Trees below for placement into reading intervention. Assessment/Student Criteria is listed in priority order. **It is recommended that school sites review multiple student data points for placement into intervention for the 2025-2026 school year**.

Tier 2 Intervention
Course Title: *Basic Skills in Reading*

Grade	Assessment/ Student Criteria*		ESAP Program Codes	Course Title/ Course Number	Curriculum Connection/ Progress Monitoring	Time/ Frequency	Teacher Certification
K	**2024-2025 Data** Below the 25th percentile on VPK FAST: Star Early Literacy (PM3)	**2025-2026 Data** i-Ready Diagnostic Assessment Reading Scale Score at or below 361; **OR** Below the 25th percentile on FAST: Star Early Literacy (PM2)	**Program 71** Standard Subjects **Program 73** ESOL	**Course Title:** Basic Skills in Reading K-2 **Course Number:** 5010020B2	Reading Horizons Discovery K-3 in-program assessments i-Ready Growth Monitoring	150 minutes weekly	Certified Teacher
1	**2024-2025 Data** Below the 25th percentile on FAST: Star Early Literacy (PM3)	**2025-2026 Data** Below the 25th percentile on FAST: Star Early Literacy (PM1 or PM2); **OR** i-Ready Diagnostic Assessment Reading Scale Score: 347-433	**Program 71** Standard Subjects **Program 73** ESOL	**Course Title:** Basic Skills in Reading K-2 **Course Number:** 5010020C2			
2	**2024-2025 Data** Below the 25th percentile on FAST: Star Reading (PM3)	**2025-2026 Data** Below the 25th percentile on FAST: Star Reading (PM1 or PM2); **OR** i-Ready Diagnostic Assessment Reading Scale Score: 419-488	**Program 72** Standard Subjects **Program 73** ESOL	**Course Title:** Basic Skills in Reading K-2 **Course Number:** 5010020D2			
3	**2024-2025 Data** Below the 25th percentile on FAST: Star Reading (PM3)	**2025-2026 Data** i-Ready Diagnostic Assessment Reading	**Program 72** Standard Subjects **Program 73** ESOL	**Course Title:** Basic Skills in Reading 3-5 **Course Number:** 5010024E1			

		Scale Score: 474-510					
4	**2024-2025 Data** Level 2 on FAST Reading PM3 only	**2025-2026 Data** i-Ready Diagnostic Assessment Reading Scale Score: 496-556	**Program 72** Standard Subjects **Program 73** ESOL	**Course Title:** Basic Skills in Reading 3-5 **Course Number:** 5010024F1	Reading Horizons Elevate 4-5 in-program assessments i-Ready Growth Monitoring		
5	**2024-2025 Data** Level 2 on FAST Reading PM3 only	**2025-2026 Data** i-Ready Diagnostic Assessment Reading Scale Score: 542-580	**Program 72** Standard Subjects **Program 73** ESOL	**Course Title:** Basic Skills in Reading 3-5 **Course Number:** 5010024G1			

Tier 2 NOTES:

- The parent of any student who exhibits a deficiency in reading must be notified immediately in writing that his or her child has been identified as having a deficiency in reading, a description of the current services that are provided to the child, and the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. In addition, parents of students identified with a deficiency in reading must be provided a Read-At-Home Plan that the parent can use to help with reading at home. It is recommended that Tier 3 placement be considered if the student is not showing progress in Tier 2 intervention. Refer to the MTSS Manual for additional information.
- For ESOL placement, please refer to the K-5 ESOL Student Decision Tree and WB#48044.
- For ESE student placement into intervention, please refer to the ESE Intervention Scheduling Guide.

Tier 3 Intervention *(in addition to Tier 2 Intervention)*
Course Title: *Functional Reading Skills*

Grade	Assessment/ Student Criteria*		ESAP Program Codes	Course Title/ Course Number (Includes Tier 2 Intervention)	Time/ Frequency (Tier 2+Tier 3 minutes)	Curriculum Connection/ Progress Monitoring	Teacher Certification
K	**2024-2025 Data** 1. Below the 10th percentile on VPK FAST: Star Early Literacy (PM3)	**2025-2026 Data** 1. Retainees; **OR** 2. Below the 10th percentile on FAST: Star Early Literacy (PM1 or PM2)	• **Program 74** Standard Subjects • **Program 75** ESOL	**Course Title:** Functional Reading Skills K-2 ***Standard Subjects & ESOL*** 5010022B1	• 210 minutes weekly Tier 2=150 minutes + Tier 3=60 minutes	• Reading Horizons Discovery K-3 in-program assessments • i-Ready Growth Monitoring	Teacher **must** be reading or reading certified **OR** Instructional personnel pursuant to 1012.01(2).F.S. who possesses a literacy micro-credential.
1	**2024-2025 Data** 1. Below the 10th percentile on FAST: Star Early Literacy (PM3)	**2025-2026 Data** 1. Retainee; **OR** 2. Below the 10th percentile on FAST: Star Early Literacy (PM1 or PM2); **OR** 3. i-Ready Diagnostic Assessment Reading Scale Score at or below 346	• **Program 74** Standard Subjects • **Program 75** ESOL	**Course Title:** Functional Reading Skills K-2 ***Standard Subjects & ESOL*** 5010022C1	• 210 minutes weekly Tier 2=150 minutes + Tier 3=60 minutes		

2	**2024-2025 Data** 1. Student taking Star Early Literacy; **OR** 2. Below the 10th percentile on FAST: Star Early Literacy/ Reading (PM3)	**2025-2026 Data** 1. Retainee; **OR** 2. Student taking Star Early Literacy; **OR** 3. Below the 10th percentile on FAST: Star Early Literacy/ Reading (PM1 or PM2); **OR** 4. i-Ready Diagnostic Assessment Reading Scale Score at or below 418	• **Program 74** Standard Subjects • **Program 75** ESOL • **Program 59** Standard Subjects for Intensive Acceleration (IA) *NEW • **Program 15** ESOL for Intensive Acceleration (IA) *NEW	**Course Title:** Functional Reading Skills K-2 ***Standard Subjects & ESOL*** 5010022D1 5010022D4 **(IA)** ***NEW**	• 210 minutes weekly Tier 2=150 minutes + Tier 3=60 minutes • IA Course: 300 minutes weekly		
3	**2024-2025 Data** 1. Below the 10th percentile on FAST: Star Reading (PM3) 2. Level 1 on FAST Reading PM3 only	**2025-2026 Data** 1. Retainee; **OR** 2. Below the 20th percentile on FAST Reading (PM1 or PM2); **OR** 3. i-Ready Diagnostic Assessment Reading Scale Score at or below 473	• **Program 74** Standard Subjects • **Program 75** ESOL • **Program 59** Standard Subjects for Intensive Acceleration (IA) • **Program 15** ESOL for Intensive Acceleration (IA)	**Course Title:** Functional Reading Skills 3-5 ***Standard Subjects & ESOL*** 5010026E1 5010026E4 **(IA)**	• 210 minutes weekly Tier 2=150 minutes + Tier 3=60 minutes • IA Course: 300 minutes weekly		Teacher must be highly effective **AND** reading endorsed or reading certified for Tiers 1, 2, and 3
4	**2024-2025 Data** 1. Level 1 on FAST Reading PM3 only	**2025-2026 Data** 1. Retainee; **OR** 2. i-Ready Diagnostic Assessment Reading Scale Score at or below 495	• **Program 74** Standard Subjects • **Program 75** ESOL • **Program 59** Standard Subjects for Intensive Acceleration (IA) • **Program 15** ESOL for Intensive Acceleration (IA)	**Course Title:** Functional Reading Skills 3-5 ***Standard Subjects & ESOL*** 5010026F1 5010026F4 **(IA)**	• 210 minutes weekly Tier 2=150 minutes + Tier 3=60 minutes • IA Course: 300 minutes weekly	• Reading Horizons Elevate 4-5 in-program assessments • i-Ready Growth Monitoring	Teacher **must** be reading endorsed **OR** Instructional personnel pursuant to 1012.01(2).F.S. who possesses a literacy micro-credential.
5	**2024-2025 Data** 1. Level 1 on FAST Reading PM3 only	**2025-2026 Data** 1. Retainee; **OR** 2. i-Ready Diagnostic Assessment Reading Scale Score at or below 541	• **Program 74** Standard Subjects • **Program 75** ESOL	**Course Title:** Functional Reading Skills 3-5 ***Standard Subjects & ESOL*** 5010026G1	• 210 minutes weekly • Tier 2=150 minutes + Tier 3=60 minutes		

Tier 3 NOTES:

- In accordance with Section 1008.25(5)(c), F.S., the parent of any student who exhibits a substantial deficiency in reading must be notified immediately in writing that his or her child has been identified as having a substantial deficiency in reading, a description of the current services that are provided to the child, and the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. In addition, parents of students identified with a substantial deficiency in reading must be provided a Read-At-Home Plan that the parent can use to help with reading at home. Additionally, a student may be identified as having a substantial reading deficiency if the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

Intervention for English Language Learners (ELLs): To support English language acquisition and literacy development refer to the 2025-2026 K-5 ESOL Student Decision Tree. It is recommended that school sites review multiple student data points when determining placement into intervention. If the student is not responding to the suggested intervention, an ELL committee meeting must be convened to determine alternative strategies or referral to Response to Intervention.

Intensive Acceleration (IA) Course: Each school, when applicable, shall establish an intensive acceleration (IA) course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
3. Targeted small group instruction.
4. Reduced teacher-student ratios.
5. The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same year.
6. A read-at-home plan.

The Intensive Acceleration (IA) Course must be taught by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under Florida Statutes § 1012.34.

Students will continue receiving a 90-minute uninterrupted English Language Arts Tier 1 block, 30 minutes of writing, 60 minutes of mathematics, special area classes, and a 90-Minute Intensive Acceleration Class that will incorporate Tier 2 and 3 intervention, social science, and science.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. Students can be enrolled in a Grade 4 Intensive Acceleration (IA) course to ameliorate the student's specific reading deficiency and close the achievement gap.

Intensive Acceleration Course (IA) for English Language Learners (ELLs): For ELL students, placement into an Intensive Acceleration (IA) course requires the appropriate ESAP code and is determined on an individual basis.

Middle School Foundational Skills in Mathematics and Intensive Reading Courses: Middle schools may convert the following annual courses to semester courses for academic support purposes.

Number	Title	Repeatability	Credit	Certification
100001002	M/J Intensive Reading 1 Tier 2 – Gr. 6	Yes	Annual: Elective	Reading
100001207	M/J Intensive Reading 2 Tier 2– Gr. 7	Yes	Annual: Elective	Reading
100001408	M/J Intensive Reading 3 Tier 2 – Gr. 8	Yes	Annual: Elective	Reading
1000010P1	M/J Intensive Reading 1 Tier 3 – Gr. 6	Yes	Annual: Elective	Reading
1000012P7	M/J Intensive Reading 2 Tier 3 – Gr. 7	Yes	Annual: Elective	Reading
1000014P8	M/J Intensive Reading 3 Tier 3 – Gr. 8	Yes	Annual: Elective	Reading
1204000T6	M/J Foundational Skills in Mathematics – Gr. 6	Yes	Annual: Elective	Any appropriate Mathematics
1204000T7	M/J Foundational Skills in Mathematics – Gr. 7	Yes	Annual: Elective	Any appropriate Mathematics
1204000T8	M/J Foundational Skills in Mathematics – Gr. 8	Yes	Annual: Elective	Any appropriate Mathematics

High School Foundational Skills in Mathematics, and Intensive Reading and Science Courses: Senior high schools may convert the following annual courses to semester courses for academic support purpose:

Number	Title	Repeatability	Credit	Certification
1000412I1	Intensive Reading 1 Tier 2 – Gr. 9	Yes	Annual: Elective	Reading
1000414I2	Intensive Reading 2 Tier 2 – Gr. 10	Yes	Annual: Elective	Reading
1000412P1	Intensive Reading 1 Tier 3 – Gr. 9	Yes	Annual: Elective	Reading
1000414P2	Intensive Reading 2 Tier 3 – Gr. 10	Yes	Annual: Elective	Reading
1000416T1	Intensive Reading 3 Gr. 11 Retakers	Yes	Annual: Elective	Reading
1000418T2	Intensive Reading 4 Gr. 12 Retakers	Yes	Annual: Elective	Reading
1200400T9	Foundational Skills in Mathematics 9-12 – (Gr. 9 Algebra)	Yes	Annual: Elective	Any appropriate Mathematics
1200400T0	Foundational Skills in Mathematics 9-12– (Gr. 10 Alg. I/Geo Rtks)	Yes	Annual: Elective	Any appropriate Mathematics
1200400T1	Foundational Skills in Mathematics 9-12– (Gr. 11 FSA Retakers)	Yes	Annual: Elective	Any appropriate Mathematics
1200400T2	Foundational Skills in Mathematics 9-12– (Gr. 12 FSA Retakers)	Yes	Annual: Elective	Any appropriate Mathematics
1200400TG	Foundational Skills in Mathematics 9-12 (Gr. 10 Geo Tier 2 & 3 Sel Stu)	Yes	Annual: Elective	Any appropriate Mathematics
170030003	Research 1	No	Annual: Elective	Any Appropriate Science

J. K-12 Acceleration Options for High Academic Achievement

In order to address the needs of students with high academic achievement at the elementary, middle, and high school level, M-DCPS provides options for academically challenging curriculum and academic acceleration. These options, published annually in this document, are routinely communicated to schools and parents.

Acceleration Options for Grades K-12

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options: As per Florida Statutes § 1002.3105, ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under Florida Statutes § 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant Florida Statutes § 1003.492 and 1008.44; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum. Parents may make a request to the school principal for their child to be considered for an ACCEL option. Students must meet specified eligibility requirements. Appendix A *ACCEL Options* explains these requirements as well as procedural requirements for schools.

Credit Acceleration Program (CAP): As per Florida Statutes § 1003.4295, the Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment, an Advanced Placement Examination, or a College Level Examination Program (CLEP). A student who is not enrolled in the course, or who has not completed the course, but attains a passing score on the corresponding EOC assessment, Advanced Placement Examination, or CLEP will be awarded credit. The student's passing scores on the EOC may be "banked" for the accumulation of high school credit. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

Assignment to Higher Grade or Higher-Level Class: Students who meet academic performance criteria may be eligible for assignment to a higher-level class or grade. The assignment of a student to a higher-level class or grade which results in the student's skipping a prerequisite class or grade or part of a grade should be made on the basis of exceptionally

high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced class or grade level. The probable long-range academic, social, and emotional effect of the decision should be considered. The principal has the responsibility for assessing and recommending such assignments, but a child will not be accelerated without parental consent. FM-2228 outlines criteria for promotion. It must be signed by a core academic area teacher, school counselor, school principal, region superintendent and parent in order to advance the student. Once FM-2228 is completed and signed by all parties, the grade level change is a school level function that can be implemented through DSIS. This form must be maintained in the student's cumulative folder.

Middle School Acceleration Options

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class. Up to six credits may be earned (with parental permission) in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship requirements. The recommended courses are listed in the following table, *Recommended High School Courses for Middle School Students*. There are other options for courses that students may take through Florida Virtual School as explained on page 35. If a middle grades student wishes to enroll in more than six high school credits, then the request should be made in accordance with the ACCEL option, beginning on page 29 and in Appendix A, *ACCEL Options*. School counselors should advise students of the potential benefits and risks of taking multiple high school level courses and monitor the high school courses taken at the middle school. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and their parents shall be informed that all high school credit courses taken in middle school will be included in their high school transcript. Factors to be considered in taking high school courses while in middle school include the impact on the students' GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's senior high school record.

Recommended High School Courses for Middle School Students

High School Courses for Middle School Acceleration	Additional Information
Algebra 1 Honors, Pre-AICE Mathematics 1, or IB Middle Years Algebra 1	▪ Credit is contingent upon earning a passing grade in which the EOC results constitute 30% of the final grade. ▪ Passing the Algebra 1 EOC is a graduation requirement.
Geometry Honors, Pre-AICE Mathematics 2, or IB Middle Years Geometry	▪ Credit is contingent upon earning a passing grade in which the EOC results constitute 30% of the final grade.
Physical Science Honors, Pre-AICE Physical Science	▪ Must meet science lab requirements
Biology 1 Honors, Pre-AICE Biology, or IB Middle Years Biology	▪ Credit is contingent upon earning a passing grade in which the EOC results constitute 30% of the final grade. ▪ Must meet science lab requirements
Any high school level Foreign Language 1 & above	

The courses shown in the chart above may be taken at the middle school or high school, or through virtual programs and course providers approved by the Florida Department of Education.

High School Acceleration, Academic, and Career Planning Options

Per Florida Statutes § 1003.02, at the beginning of each school year, each high school shall notify students in or entering high school and the student's parent of the opportunities and benefits through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and early admission; career and professional academies; career-themed courses; the Career and Technical graduation pathway; work-based learning opportunities, including internships and preapprenticeship programs; foundational and soft skills credentialing programs as well as the availability of course offerings through Florida Virtual School courses; and options for early graduation under Florida Statutes § 1003.4281, and provide students and parents with guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students and parents on those options.

Advanced Placement (AP): AP is an acceleration mechanism administered by the College Board providing for college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5-point scale on the corresponding AP exam. [Florida Statutes § 1007.27(5)]

Career and Technical Education: Any career and technical education course authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical centers

operated by the district. The district will provide (on a case-by-case basis), waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers.

Per Florida Statutes § 1001.43, all district high schools are required to host a career fair, either individually on the campus of a high school or as a collaboration between multiple high schools and/or districts at an alternate location. The career fair must be during the school day, held on the campus of the high school or within reasonable driving distance (if not a joint career fair at an alternate location), cater to grades 11 and 12, and allow students to meet or interview with potential employers. The event may integrate Florida's online career planning and work-based learning system.

Career Pathway: Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a postsecondary career. Career Pathway students typically select general programs of study; show interest in career technical fields; earn an industry certification, earn articulated post-secondary credits at select institutions; transition on to a two-year certificate program; or pursue an associate or baccalaureate degree. The Career Pathway program of study provides students with skills and knowledge through a variety of curriculum choices and college credits. The list of authorized Career Pathway courses is included in the M-DCPS Course Code Directory.

Career Dual Enrollment: Career dual enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in Florida Statutes § 1008.44. Career dual enrollment also plays a significant role in determining Concentrator status in Florida's Perkins performance measures.

In a career dual enrollment program:

- Students must have a 2.0 unweighted GPA to be enrolled.
- Students are required to completed at least one (1) secondary aligned course and two (2) career dual enrollment courses or two (2) secondary aligned courses and one (1) career dual enrollment to be considered a Concentrator for CTE accountability purposes.
- Students cannot be enrolled in a career dual enrollment course if they are scheduled to graduate before the completion of the course.
- Students enrolled in a 450-clock hour or more program MUST complete an entry-level examination within the first six (6) weeks after admission into the program.
- The same program must be offered at the Adult Post-Secondary level.

By meeting these criteria, students will contribute to their future career pathway success.

Credit by Examination: Credit by examination is a method by which postsecondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination. These credits are not accepted by the NCAA for athletic eligibility. [Florida Statutes § 1007.27(6)]

Dual Enrollment: Dual Enrollment is an articulated acceleration mechanism open to eligible secondary students (grades 6-12) in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. [Florida Statutes § 1007.271] In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current *FDOE Dual Enrollment Course – High School Subject Area Equivalency List* and *Dual Enrollment Course - High School Area Equivalency List Career Dual Enrollment Credit*. The district must weigh college-level and career dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is found in the M-DCPS Course Code Directory.

All secondary schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on school campus and off school campus dual enrollment courses. School Board Policy 2271-Dual Enrollment Programs outlines the District's policy.

Early Admission: Early admission is a form of dual enrollment through which eligible grade 12 students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. In order to be considered a full-time dual enrollment, early admission student, the student must meet the GPA and college entrance exam criteria and enroll in a minimum of twelve (12) college credit hours but may not enroll in more than fifteen (15) college credit hours per semester.

Early High School Graduation: Students may qualify for early graduation, fewer than eight semesters, as per Florida Statutes § 1003.4281, if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in Florida Statutes § 1003.4282. Schools shall notify parents of students who are eligible to graduate early. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's graduating class, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's graduating class. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

If eligible for a Florida Bright Futures Scholarship Program award under Florida Statutes § 1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

ACCEL Eighteen (18) Credit High School Graduation Option: As per Florida Statutes § 1002.3105, an 18-credit graduation option is available for a student who meets the applicable grade 9 cohort graduation requirements for a standard high school diploma as per Florida Statutes § 1003.4282. For the 18-credit graduation option requirements see below.

- **Students entering Grade 9 prior to the 2023-2024 school year:**
  - There are 3 elective credits instead of the 8 elective credits, and
  - Physical Education is not required.
- **Students entering Grade 9 in the 2023-2024 school year and thereafter:**
  - There are 2.5 elective credits instead of the 7.5 elective credits, and
  - Physical Education is not required.

Career and Technical Education (CTE) High School Graduation Pathway Option (18 credits): A student is eligible to complete an alternative pathway to earning a standard high school diploma through the CTE pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18-credits. A student completing the CTE pathway option must earn:

- At least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

In order for a student to meet the requirements of the CTE graduation pathway, he or she must meet the GPA requirement and:

For students entering Grade 9 prior to the 2023-2024 school:

- Complete 4 credits in English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, 3 credits in social sciences;
- Complete 4 elective credits instead of 8
  - Complete 2 credits in career and technical education course. The courses must result in a program completion and an industry certification; and
  - Complete 2 credits in electives or work-based learning programs; Physical Education is not required. A student may include one-half credit of financial literacy in the two credits of electives.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

For students entering Grade 9 in the 2023-2024 school and thereafter:

- Complete 4 credits in English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, 3 credits in social sciences; .5 credit personal financial literacy
- Complete 3.5 elective credits instead of 7.5
  - Complete 2 credits in career and technical education course. The courses must result in a program completion and an industry certification; and
  - Complete 1.5 credits in electives or work-based learning programs; Physical Education is not required.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

Florida Virtual School (FLVS): Secondary students are eligible to enroll in the FLVS on a part-time basis. The courses offered are teacher-facilitated and are available throughout the state. Courses are based upon the state academic standards or the requirements of The College Board. The courses have been assigned Florida Course Code Directory (FDOE Course Code Directory) numbers and generate full middle and/or high school credit upon successful completion. Schools may view student enrollment online at FLVS's web site through a school account. A complete list of courses is available through FLVS's web site. For high school courses that may be available to middle school students, refer to the list of senior high school courses that may be taken by students in middle school. Parents have the right to choose the FLVS option for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. School counselors should provide academic advisement to ensure that students select appropriate courses and understand all implications for graduation and postsecondary plans. These courses can be scheduled as part of or in addition to the student's regular school day.

International Baccalaureate, Advanced International Certificate of Education and International Studies Programs: The International Baccalaureate (IB) Diploma Program, the Advanced International Certificate of Education Program (AICE), and the International Studies (IS) are programs for which eligible high school students may earn postsecondary credits based on passing corresponding exams. In addition, successful completion of the IB curriculum or the AICE curriculum are two options to earn a Florida standard high school diploma.

K. Parental Notification

Communication between the school and the parent is essential and parental notification of student academic progress is a requirement as indicated in Florida Statutes § 1008.25. For students from homes where a language other than English is spoken, every effort should be made for communication to take place in the parent's language. Guidance for communication with parents is provided in the following sections.

Written Notification to Parents: The parent or adult student must be notified in writing at any time during a grading period when it is apparent that the student may be retained or is doing unsatisfactory work in any course or grade assignment. Parents should also be notified in writing when a student is receiving instruction in an accelerated class or grade placement to include courses taken with Florida Virtual School and/or other district-approved online courses. A copy of this notification should be placed in the cumulative record folder. An acknowledgment of the receipt of such notification should be obtained. Parents must also be provided with results from the state's FAST Progress Monitoring Assessments, available on the Florida Family Portal (Florida Department of Education Family Portal) within two weeks of administration in accordance with Florida Statutes § 1008.25.

Report card grades must clearly reflect the student's level of achievement. The parent must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Any exceptions must be made clear through comments entered on the report card. The parent of any child who is to be retained shall be requested to attend a conference with the principal or designee.

Interim Progress Reports: An interim progress report must be sent home by the teacher to the parent at any time during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort. Interim progress reports will be disseminated to all students at mid-grading period that will reflect earned grade/performance evaluation to this point. Prior to the end of the grading period, if the student shows a decline in performance, a second interim progress report will be issued. It is the teacher's responsibility to award a grade commensurate with the student's performance. Additionally, the teacher shall send an interim progress report to the parents of students whose performance shows a decline prior to the end of each grading period to inform the parents of their child's status. In order to minimize paperwork, the interim progress report shall be transmitted on a standardized checklist type form.

The interim progress report form will include a place for the teacher to indicate that a parent conference is requested. The signature of a middle or senior high school student on the progress report form will not by itself constitute a comprehensive attempt to achieve contact with the parent. When, in the teacher's judgment, a conference with the parent is necessary, further attempts by mail or telephone are encouraged. However, if the parent does not respond to the request for a parent conference, it shall be the responsibility of school personnel to take,

within reason, action to initiate a parent conference. If these actions fail, a conference cannot be forced upon the parent. The form will constitute verification of the original request.

Additionally, at the discretion of the teacher, the parent may be notified by a coded comment on the student report card that a teacher-parent conference is requested. Also, a teacher may issue an incomplete grade in place of the student's academic grade (which must still be reported to the principal) until such time as the parent responds to the request for the teacher-parent conference or until the student transfers or the course is completed.

When a parent has failed to respond to a previous request for a conference, a principal may elect to withhold issuing a report card for one grading period pending a conference with the parent.

Notification of Student Progress to Parents by Schools: Schools are to utilize a collaborative process to notify the parent when it is apparent that a student is not able to achieve at the minimum level expected of the grade. In cooperation with the parent, the teacher shall attempt to provide special assistance for the student. When students are from homes where a language other than English is spoken, such notification (written and oral), as well as important school documents, must be provided in the home language to the extent possible.

In order to assure consistency in reporting unsatisfactory progress to the parent, each school principal shall implement the following procedures:

- Each school will publish in its opening of school bulletin, school newspaper, student handbook, or other communiqués to parents and students the methods and procedures utilized to notify the parent of a student's unsatisfactory progress. The responsibility of the parent in this entire process should be specifically stated. Once the notification of unsatisfactory progress has been provided to the parent through interim reports during the grading period, it is incumbent upon the parent to contact school officials for further assessment of the student's performance.

- Teacher-parent conferences should take place when students are in need of academic improvement and when students are judged to possess unique academic potential. Teacher-parent conferences are recommended when students display a consistent pattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort. Teachers shall afford the parent of every student an opportunity for a teacher-parent conference. Teacher-parent conferences must be conducted in the home language of the parents to the extent possible.

Notification to Parents of Students with Disabilities: Students with disabilities shall continue to receive the report card and a standardized interim progress report form that is received by general education students. In addition, the ESE-EMS Status Report on Goals must be provided to the parent concurrent with the issuance of report cards. The report card provides parents with specific information regarding the students' mastery of the state academic standards. The

ESE-EMS Status Report on Goals provides parents with specific information regarding the student's progress toward mastery of IEP goals.

Notification to Parents of Students in the Voluntary Pre-Kindergarten Education Program of the New Worlds Scholarship Accounts: The parent of any student in a Voluntary Pre-Kindergarten Education Program must be notified in writing of the information about the student's eligibility for the New Worlds Reading Initiative under Florida Statutes § 1003.485 and the New Worlds Scholarship Accounts under Florida Statutes § 1002.411 when providing results from the standardized coordinated screening and progress monitoring pursuant to Florida Statutes § 1008.25.

Notification to Parents of Students Exhibiting a Substantial Deficiency in Early Literacy Skills in the Voluntary Pre-Kindergarten Education Program: Per the requirements in Florida Statutes § 1008.25, the parent of any student in a Voluntary Pre-Kindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring must be notified in writing of specific information related to the student's deficiency, the academic support provided by the school, and the student's eligibility for the Summer Bridge Program as explained in the *Voluntary Pre-Kindergarten Education Program Requirements* beginning on page 60 of this document.

Notification to Parents of Students in Grades K-2 of Retention: Per the requirements in Florida Statutes § 1008.25, the parent of any student in kindergarten through grade 2, who exhibits a substantial deficiency in English Language Arts and mathematics and is retained must immediately be notified in writing. The school must apprise the parent of the retention plan, allow the opportunity for parental input on the retention decision, and provide information on the importance of students mastering early literacy and communication skills in order to be reading at or above grade level by the end of grade 3.

Notification to Parents of Students in Grades K-3 Exhibiting a Reading Deficiency: Per the requirements in Florida Statutes § 1008.25, the parent of any student in kindergarten through grade 3, who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be notified in writing of specific information related to the student's deficiency or the characteristics of dyslexia and the academic support provided by the school, as explained in the *Elementary Requirements* beginning on page 80 of this document.

Notification to Parents of Students in Grades K-4 Exhibiting a Mathematics Deficiency: Per Florida Statutes § 1008.25, the parent of any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be notified in writing of specific information related to the student's deficiency in mathematics and after the initial notification, apprised at least monthly and in writing of the student's progress in response to the interventions as explained in the *Elementary Requirements* beginning on page 83 of this document. Beginning in the 2025-2026 school year, districts are required to notify parents of students with a substantial mathematics deficiency in grades K–4 about their eligibility for the New Worlds Scholarship Accounts (Florida Statutes § 1002.411) and the New Worlds Tutoring Program (Florida Statutes § 1008.366).

Notification to Parents of Middle Grades (6-8) Students of the Career and Professional Academy Courses and Career-Themed Courses: Per Florida Statutes § 1003.4935, the district shall inform students and parents during course selection for middle school of the career and professional academy or career-themed course available within the district.

Notification to Parents of the Requirements for a Standard High School Diploma: In accordance with Florida Statutes § 1003.4282, school districts must notify students and parents, in writing, of the requirements for a standard high school diploma, available diplomas designations, and eligibility requirements for state scholarship programs and postsecondary admissions.

Notification to Parents of Students in Grades 9-12 for Students Not Meeting Requirements (FM 7186): At the end of each semester, the parent of each student in grades 9-12, who is enrolled in the four-year, 24-credit standard graduation program, who has a cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. This notice shall contain an explanation of the strategies that can be implemented to assist the student in meeting the grade point average required for graduation.

Notification to the parent may explain that while a GPA between 2.0 and 2.5 has in the past represented satisfactory student progress, new higher standards assessed by the statewide, standardized assessments may require that the student and the parent be informed that continued good work is necessary to ensure that high school graduation requirements are met. The notice must contain an explanation of the policies and interventions the district has in place to assist the student in meeting the GPA requirement, which may include:

- grade forgiveness policies;
- academic advisement and counseling;
- volunteer and/or peer tutors; and
- school-sponsored help sessions.

Pursuant to district-adopted procedures, assessments of student achievement are required, as necessary, to accurately measure student progress and to report this progress to the parent. Student performance standards for each course in grades 9-12 for which credit toward high school graduation is awarded must correlate to the course requirements of state-adopted course descriptions. Teacher observations, classroom assignments, and examinations may be considered appropriate methods of assessing student mastery.

Notification to Parents of Students in Grades 9-12 Who Meet Early Graduation Requirements (FM 6911): Students may qualify for early graduation, fewer than eight semesters, as per Florida Statutes § 1003.4281, if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in Florida Statutes § 1003.4282. Schools shall notify parents of students who are eligible to graduate early. Students who graduate early may continue to participate in school activities and graduation and will be included in class ranking, honors, and award determinations for their graduating class. A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following graduation if the student applies for the scholarship award no later than August 31 of the graduation year.

Notification to Parents of Students Entering High School of Career Planning Options: Florida Statutes § 1003.02, requires that at the beginning of each school year, students in or entering high school and the students' parents must be notified in a language that is understandable to students and parents, of local career and professional academies; career-themed courses; and options to complete the Career and Technical Education (CTE) Pathway under Florida Statutes § 1003.4282; work-based learning opportunities, including internships, apprenticeships and pre-apprenticeship programs, foundational and soft-skill credentialing programs, including the Florida Ready to Work training and credentialing program under Florida Statutes § 445.06. In addition, students and parents must yearly be given guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise on these options.

L. Grading and Reporting Student Progress K-12

Kindergarten: Instructional staff should use such evaluative devices and techniques, as the electronic grade book, to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student's developmental progress should reflect

the teacher's most objective assessment of the student's social, emotional, and academic achievement.

Code of Development:

E = Excellent progress: Code "E" (90-100%) indicates that the kindergarten student has demonstrated mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a level above that which is expected in the kindergarten program.

G = Good progress: Code "G" (80-89%) indicates that the kindergarten student has demonstrated above average mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a high level in the kindergarten program.

S = Satisfactory progress (Progressing toward grade level expectations): Code "S" (70-79%) indicates that the kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the kindergarten program. The student is performing at a level which will permit him/her to successfully complete the essential objectives of the kindergarten program.

M = Minimal progress: Code "M" (60-69%) indicates that the kindergarten student has mastered the minimal instructional objectives for the kindergarten program. The student consistently performs at the lowest acceptable level in the kindergarten program.

U = Unsatisfactory progress: Code "U" (59% and below) indicates that the kindergarten student has not mastered the minimal instructional objectives for the kindergarten program. The student consistently performs below acceptable levels in the kindergarten program.

When a numerical equivalent to an assigned letter grade of "E," "G," "S," "M," or "U" is used, the following apply and shall be communicated to the student and his/her parents:

Grade	Numerical Value	Verbal Interpretation	Grade Point Value
E	90-100%	Outstanding progress	4
G	80-89%	Above average progress	3
S	70-79%	Average progress	2
M	60-69%	Lowest acceptable progress	1
U	0-59%	Failure	0

Grades 1–12: Instructional staff is to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion.

A student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Students have the right to receive a conduct and an effort grade consistent with their overall behavior and effort.

Specific guidelines for grading student performance and for reporting student progress are provided below:

Academic Grades: Academic grades are to reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled. The grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. As per Florida Statutes § 1003.437, letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle and senior high school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level standards. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be "A," "B," "C," "D," "F," or "I" (I for secondary only). A brief explanation of the grades used in grades 1-12 follows:

A --A grade of "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

B --A grade of "B" (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The "B" student will be progressing at a rate that will enable him/her to have achieved

virtually all of the instructional objectives and competencies established for the subject being graded.

C --A grade of "C" (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

D --A grade of "D" (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

F --A grade of "F" (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

I --A grade of "I" (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal.

When a numerical equivalent to an assigned letter grade of "A," "B," "C," "D," "F," or "I" is used, the following apply and shall be communicated to students:

Grade	Numerical Value	Verbal Interpretation	Grade Point Value
A	90-100%	Outstanding progress	4
B	80-89%	Above average progress	3
C	70-79%	Average progress	2
D	60-69%	Lowest acceptable progress	1
F	0-59%	Failure	0
I	0	Incomplete (secondary only)	0

In grading students, these numerical or letter grades are to be averaged to determine a student's grade for a nine-week grading period. To determine an elementary student's course grade, the letter grades for each of the nine-week grading periods are averaged for a given subject. To determine a secondary student's course grade, the letter grades for the nine-week grading periods are averaged. If a teacher opts to provide an assessment at the end of nine-weeks, the value should not exceed five percent of the grade for annual courses or ten percent of the grade for semester courses.

In grades 1-12, when calculating the grade for a semester or annual course, the following grade point averages are to be used:

Grade	Grade Point Average Range
A	3.50 and above
B	2.50 - 3.49
C	1.50 - 2.49
D	1.00 - 1.49
F	0 - .99

Grading Students with Disabilities: Grading Students with Disabilities - Grades K-12. All teachers, regardless of a student's exceptionality, must assign grades utilizing the same report card as general education students.

The following statements apply to grading students with disabilities who are accessing the state academic standards whose IEP indicates that the student does not meet exemption criteria from state and district tests:

- Grades are to reflect the student's academic progress based on the state academic standards with the use of accommodations for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student's IEP goals, effort or conduct.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject, with appropriate accommodations if indicated on the IEP or section 504 plan.
- No student with disabilities shall be denied the opportunity to earn above average grades because of the provision of accommodations that were deemed appropriate by an IEP/Section 504 team.
- Receiving appropriate accommodations does not ensure average/above average grades.

- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.

The following statements apply to grading students with significant cognitive disabilities who are accessing the Access Points and whose IEP states that the student meets exemption criteria from the statewide standardized assessment and state and district tests:

- Grades are to reflect the student's academic progress on the Access Points.
- The grade must not be based upon the student's effort or conduct.
- Specific information regarding the student's progress toward mastery of the IEP goals is not integrated into the academic grade.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance.
- Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent four times a year, concurrent with the issuance of report cards using the ESE EMS Status Report of Goals.

Students with disabilities who are ELL and are enrolled in basic courses, i.e., language arts, reading, mathematics, social science, and science taught by exceptional student teachers, shall be provided with appropriate second language strategies. Provisions for grading ELL exceptional students are delineated on the chart, Grading English Language Learners with Disabilities. (See Appendix F)

Determining Final Academic Grades for Secondary Students: In authorized annual courses, the student's final grade shall be determined by the teacher as follows: 25 percent value for each of four nine-week grading periods, with a provision for teacher override. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5 percent of the grade for each nine-week grading period. This equates to ten points required to pass an annual course using a 4.0 scale. In secondary courses with mandatory Florida End-of-Course (EOC) assessments, the EOC score must be included as 30% of the final course grade.

In order to pass an annual course, students in grades 9-12, must earn a minimum of 10 grade points, five of which must be earned in the second semester. Students in grades 6-8 must also earn a minimum of 10 grade points, but earning five points in the second semester does not apply. Teacher override (either up or down) can be used. A teacher exercising the override rule must have documentation for such a decision. See Appendix D for an explanation of teacher override. In secondary courses with mandatory Florida End-of-Course (EOC) assessments, the EOC score must be included as 30% of the final course grade.

Grade Forgiveness Policy for Secondary Grades/Attendance and Grading

In grades 6-12, teachers may override the final grade of a semester or an annual course on the electronic gradebook, thus overriding the computation of the grade point average. The grade forgiveness policy is addressed in Florida Statutes § 1003.4282.

Grade Forgiveness in Grades 9-12: For students in grades 9-12, the forgiveness policy for required courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA, but the lower grade will remain on the student's transcript and in the student's permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

Grade Forgiveness in Middle Grades: The only exception to these forgiveness policies shall be made for a student in the middle grades who takes a high school course for high school credit and earns a grade of "C," "D," or "F." In such case, the forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same course or comparable course. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation. [Florida Statutes § 1003.4282]

Attendance and Grading: Students in grades 6-12 who have 10 or more unexcused absences in an annual course or five or more unexcused absences in a semester course will be subject to the withholding of passing final grade(s) ("A" – "D"), pending a student/parent-requested administrative screening and/or review of all absences by the truancy child study team. If all course objectives and competencies have been appropriately mastered by the student, he/she may receive a passing final grade within acceptable grade definitions. For additional information, as well as how attendance affects the grades of K-5 students, refer to School Board Policy 5200, *Attendance*. Schools shall not exempt students from academic performance requirements, such as exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. If a student subject to compulsory school attendance is responsive to truancy child study team interventions and has completed the necessary requirements to pass the current grade as indicated in this policy, the student may not be determined to be a habitual truant and shall be promoted.

Conduct Grades

Conduct grades are to be used to communicate clearly to both students and their parents the teacher's evaluation of a student's behavior and citizenship development. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion. The conduct grading system is as follows:

Kindergarten: Kindergarten conduct grades should be reported in the subject *Conduct* of the grade book on a weekly basis to be averaged each reporting period.

Code E indicates excellent conduct on the part of the student. The student consistently behaves in a manner acceptable for kindergarten-age children and in accordance with classroom, school, and district standards.

Code G indicates good conduct. The student's overall conduct is nondisruptive and meets established classroom, school, and district standards.

Code S indicates satisfactory conduct. The student's overall conduct is generally nondisruptive and within an acceptable range with regard to classroom, school, and district standards.

Code M indicates some improvement is needed. The student occasionally demonstrates unacceptable behavior for kindergarten-age children in accordance with classroom, school, and district standards.

Code U reflects student behavior which needs improvement. The student consistently behaves in a manner unacceptable for kindergarten-age children in accordance with classroom, school, and district standards.

Grades 1-12: Conduct Grade Codes and Descriptions

A -- A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom, school, and district standards.

B -- A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.

C -- A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct.

D -- A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior which is acceptable.

F -- A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

Effort Grades

Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. These grades are independent of academic and conduct grades. In assigning an effort grade, the teacher must consider the student's potential, study habits, and attitude.

Kindergarten: The level of effort may be indicated through various comments on the report card.

Grades 1-12: Three numerical grades are used to reflect effort in grades 1-12.

1 -- An effort grade of "1" indicates outstanding effort on the part of the student. The student will, when necessary, complete a task again in order to improve the results. The student consistently attends to assigned tasks until completed and generally exerts maximum effort on all tasks. The student consistently works to the best of his/her ability.

2 -- An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes assignments on time and usually stays on task. The student usually works at a level commensurate with his/her ability.

3 -- An effort grade of "3" reflects insufficient effort on the part of the student. Little attention is paid to completing assignments well and/or on time or to completing them in a manner commensurate with the student's ability.

Preparing Report Cards

All schools shall use a standard computer-generated report card appropriate for the school level as the primary means of reporting student progress. With the approval of the Regional Superintendent, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card. Report cards are to be issued for all students, K-12, four times a year according to the schedule established in *Opening of Schools-Procedures and Schedules*.

In conjunction with the above requirements, the following guidelines should be adhered to:

- Report card grades are to provide the student and/or student's parent with an objective evaluation of the student's scholastic achievement, effort, and conduct, as well as the student's attendance, including absences and tardiness.
- Students' academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or course.

- If a student in grades 1-5 is functioning below grade level in language arts/reading and/or mathematics, the student will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level." Separate grades must be awarded by the teacher(s) for the subjects of language arts and reading. The assignment of the "Below Grade Level" indicator will be associated with language arts, reading, and mathematics. The appropriate letter grade for working below grade level in reading is "D" or "F."
- Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and their parents are also to be advised of district-wide standards for promotion and graduation as applied to the students' grade placement.
- For students with disabilities, accommodations and supports are to facilitate an accurate demonstration of what the student knows and can do. They should not provide the student with an unfair advantage or change the underlying skills of what is being measured. Furthermore, providing specially designed instruction, accommodations and support do not guarantee a student's success. However, they provide equal access to a Free Appropriate Public Education (FAPE).
- Grades in conduct and effort are to reflect objectively the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students.
- CONDUCT implies the degree to which a student relates to others in socially acceptable ways; EFFORT implies the degree to which students have demonstrated a desire to learn or to engage in learning tasks which should lead to a mastery of educational goals.
- Students are to receive grades in all approved programs in the elementary school with the exception of students enrolled in Elementary Reading Intervention who will receive comment No. 23, "Intervention grade included in reading grade." If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate the student's performance, Comment No. 31, "Insufficient attendance for grade," should be entered on the report card.
- The final report card for the school year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior, attendance, and promotion or non-promotion.
- Students in full-time virtual school programs may not earn conduct or effort grades and will not receive comments on their report card.

Grade Change Procedures: M-DCPS has standardized procedures in the event that a teacher or a principal finds it necessary to change a student's grade. These procedures are to be followed by all schools and apply to all academic, effort, and conduct grades.

- The *M-DCPS Grade Change Request Form, Elementary Schools* (grades K-5), FM-5650 and *Secondary Schools* (grades 6-12), FM-6029, must be used for all grade changes. Specific procedures for initiating and processing requests for grade changes are delineated on the *M-DCPS Grade Change Request Form, elementary and secondary*.
- If the principal of a school finds it is necessary to change a student's grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade, give reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the student's cumulative record folder.
- If a change in grade is made, as described above, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

Report Card Comments: Teachers are to utilize the teacher comments section of the report card to enhance communication with the parent. Comments may be added, deleted, or modified at the discretion of the Superintendent, and/or designee.

Report card codes and comments are as follow:

CODE	COMMENT
01	Receiving bilingual instruction in this subject
02*	Language Arts/Reading grade received within the ESOL grade (ESOL Level 1 only)
03	Please arrange for a parent/teacher conference
04	Understands and accepts responsibility
05	Receiving instruction in English using ESOL strategies
06	Demonstrates qualities of a model student
07	Puts forth maximum effort; very cooperative
08	Requires close supervision
09	Requires special help in following directions
10	Needs improvement in classroom behavior
11	Absences/tardies have seriously affected progress
12	Possesses leadership qualities
13	Is very self-directed; can work independently
14	Fails to complete required assignments
15	Shows excellent class attitude
16	Much improvement shown this grading period
17	Well prepared for class
18	Does not participate

19	Unprepared for class
20**	Working below proficiency level in this class
21*	Working below grade level
22*	Working above grade level
23*	No grade given. Receiving intervention in Reading
24**	Credit withheld due to excessive unexcused absences
25	Dual language instruction is provided in this subject
26	No grade awarded due to student's alternate assignment
27**	Dual enrollment course grade will only be posted at the end of the semester
28	Not used
29	Grade withheld pending parent/teacher conference
30	Online course provided by Florida Virtual: Grade posted at semester end
31	Insufficient attendance for grade
32**	Summer school recommended
33***	Requires Progress Monitoring for this academic year
34	Not used
35**	Met community service requirement
36**	Demonstrates exemplary community service
37	Not used
38	Not used
39**	No grade received because of limitations in evaluating progress
40	Override comment 45
41	Receiving academic assistance in this subject
42	Needs to be supervised when completing homework
43*	Has progressed beyond this level of instruction
44*	Has not progressed to this level of instruction
45	Low academic performance could cause retention in this grade
46	No longer taking this subject
47	Requires assistance and/or prompting to complete tasks
48	Curriculum has been modified
49**	No final grade assigned due to limited time of enrollment
50	Grade earned at other location

Symbols	Report Card Comment Use
*	elementary grades only
**	secondary grades only
***	elementary and secondary: reading and mathematics only

Academic Recognition of High School Graduates: The following honor designations are used by Miami-Dade County Public Schools for academic recognition of high school graduates. The criteria for academic recognition are based on a weighted GPA.

- **Cum Laude:** the upper 15% of the graduating class, excluding the Summa and Magna Cum Laude students, using a weighted GPA or students who have a 4.0 GPA or higher.
- **Magna Cum Laude:** the upper 10% of the graduating class, excluding the Summa Cum Laude students, using a weighted GPA.
- **Summa Cum Laude:** the upper 5% of the graduating class using a weighted GPA.

M. Special Provisions for the Grading of English Language Learners (ELLs)

Monitoring of Academic Progress: All students who are not meeting grade level expectations should be monitored for academic progress by their teacher and in consultation with the parent.

- All ELLs will participate in the assessments for monitoring progress.

In order to ensure ELLs' progress toward meeting grade level expectation in all five areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), recently classified ELLs must be assessed following procedures stipulated in the District's 2025-2026 District Comprehensive Evidence-Based Reading Plan (CERP) by the end of the first nine-weeks in an approved ESOL program.

Meeting Performance Standards: ELLs, including ELLs with disabilities following standard curriculum, are required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved program for less than two complete school years are exempt from having to demonstrate the standards in English for accountability purposes. The statutory requirement is to measure the student's ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

Even though mastery of standards can be demonstrated in the student's home language during the first two years, all ELLs must participate in statewide and district assessment programs, e.g., statewide standardized assessments, EOC, Read 180, and ACCESS for ELLs, as applicable.

Grading of English Language Learner (ELL) Students

Kindergarten: ELLs will follow the same grading codes as non-ELLs. For all marking periods, the Code of Development specified in the report card should be followed, i.e., E - excellent progress; G - good progress; S - satisfactory progress; M - minimal progress; or U - unsatisfactory progress.

- **Language Arts/Reading/ESOL:** Grading is to reflect students' progress within Language Arts/Reading provided in accordance with their special language needs. For ESOL Level 1 students with less than two years in the ESOL program, Comment No. 02, "Language Arts/Reading grade received within the ESOL grade (ESOL Level 1 only)," must be on the report card with an actual letter grade of N/G.
- **Content (Mathematics, Social Science, and Science):** For ESOL Level 1 and Level 2 students receiving instruction in the Curriculum Content in the Home Language (CCHL), Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered. Students who are receiving content area instruction in English using ESOL strategies from a regular classroom teacher must be given an evaluation that realistically reflects their achievement in this area, without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is to be entered.
- **English for Speakers of Other Languages**: Letter grades of E, G, S, M or U are to be given which reflect the students' progress in vocabulary development and in oral communication (listening and speaking).

  Some students (ESOL Levels 1-4) may receive part of their instruction from the regular classroom teacher and the ESOL resource teacher (push-in delivery model). The ESOL grade may reflect performance in some language components, while the language arts grade and/or Reading grade may reflect performance in other components that are provided to meet their special needs. This may require that more than one teacher grade the Language Arts/Reading/ESOL components.
- **Fine Arts and Physical Education:** The Code of Development specified in the report card, i.e., code E, G, S, M, or U is to be given when it reflects the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **World Languages for Schools with Dual Language Programs:** The Code of Development specified in the report, i.e., code E, G, S, M, or U that reflects the students' progress is to be given in oral communication, reading, and writing skills developed in the home language.

Grades 1-5:

- **Language Arts/Reading /ESOL:** For ESOL Level 1 students with less than two years in the ESOL program, comment Number 02, "Language Arts/Reading grade received within the ESOL grade" must be on the report card with an actual letter grade of N/G. The ESOL grade should reflect the students' performance in Language Arts/Reading/ESOL and is to be provided in accordance with the students' special language needs.

  ESOL Level 1 students with more than two years in the ESOL program will receive both an ESOL and Reading/Language Arts grade. The ESOL grade should reflect progress in English language development, i.e., vocabulary, listening, and speaking. The Language Arts/Reading grade should reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled.

  ELLs, ESOL Levels 2- 4, in grades 1-5, receive an ESOL grade, as well as a reading grade and a language arts grade. The ESOL grade should reflect progress in English language development, i.e., vocabulary, listening, and speaking. The Language Arts/Reading grade should reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled. If ELLs are not meeting grade level expectations in Reading, the teacher must enter Comment No. 21, "Working below grade level," and a grade of a "D" or "F" must be given in reading. (See Appendix F *Grading English Language Learners*.) Note that full-time virtual school students will not receive a separate ESOL grade.

  If the regular classroom teacher assigns a letter grade of "A"-"F," the grade must reflect a level of performance consistent with the definition of these letter grades.

- **Content (Mathematics, Social Science, and Science):** For ESOL Levels 1 and 2 students receiving instruction in the Curriculum Content in the Home Language (CCHL), letter grades "A"-"F" with appropriate comments, if necessary, are to be given. Grades reflect the students' progress made in the students' home language. If the instruction is in the home language, then the assessment must be in the home language. Comment No. 01, "Receiving bilingual instruction in this subject," is to be entered.

  ELLs, ESOL Level 1-4 who are receiving instruction in English using ESOL strategies from a regular classroom teacher must be given a grade that realistically reflects their achievement in the content area without interference from their lack of English proficiency. For such students, Comment No. 05, "Receiving instruction in English using ESOL strategies," is entered.

  Students in grades 1-5 who are functioning below grade level in the content area will receive the appropriate letter grade(s) and the teacher must enter Comment No. 21, "Working below grade level."

- **Fine Arts and Physical Education:** Letter grades of "A"-"F" are to be given which reflect the students' progress as a result of instruction provided in such a way that the students' lack of command of the English language does not affect progress.
- **English for Speakers of Other Languages (ESOL):** Letter grades of "A"-"F" are to be given which reflect the students' progress in vocabulary development and in oral communication (listening and speaking).

  For grades 1-5, ESOL Levels 1-4 some students may receive part of their instruction from the regular classroom teacher and the ESOL resource teacher. The ESOL grade may reflect performance in some language components, while the language arts grade and/or Reading grade may reflect performance in other components that are provided to meet their special needs. This may require that more than one teacher grade the Language Arts/Reading/ESOL components.
- **World Language (Grades 2-5):** Letter grades of "A"-"F" that reflect the students' progress is to be given in oral communication, reading, and writing skills.

Grades 6-12

- **Language Arts/English Through ESOL Courses (State Required):** For the Language Arts Through ESOL (1,2,3) for grades 6-8, and English Through ESOL (1, 2, 3, and 4) for grades 9-12, letter grades of "A"-"F" are to be given which reflect the students' progress in meeting the course objectives. If the student is not meeting proficiency level expectations, the teacher must enter Comment No. 20, "Working below proficiency level in this class."
- **Developmental Language Arts Through ESOL (Required):** For M/J Developmental Language Arts Through ESOL in grades 6-8, the Developmental Language Arts Through ESOL in grades 9-12, letter grades of "A"-"F" are to be given, which reflect the students' progress in all modalities of the language: listening, speaking, reading, and writing.
- **Other Courses:** In subject areas such as mathematics, science, and social science, students are given an appropriate letter grade of "A"-"F." If students are receiving instruction in their own language, Comment No. 01, "Receiving bilingual instruction in this subject", is to be entered. If students are receiving instruction in English using ESOL strategies, Comment No. 05, "Receiving instruction in English using ESOL strategies", is to be entered. If the student is not meeting proficiency level expectations, the teacher must enter Comment 20, "Working below proficiency level in this class".

  Grades should be based on performance after instruction that is responsive to students' language needs; students' lack of command of the English language should not be the basis of the grade.

  For ESOL Levels 1 and 2 students, when instruction in social science, science, and mathematics is provided primarily in English using ESOL strategies, it may not always be possible to evaluate the students' progress on the basis of course content mastered. When

that occurs, the teacher should not enter a grade, but should enter Comment No. 39, "No grade received because of limitations in evaluating progress." If appropriate, the same procedure should be followed for the second and third grading periods, with the awarding of a letter grade being postponed until the last grading period. Even though grading may be postponed, there must be documentation, on a nine - week basis, toward achieving the requirements of the course. This option allows students to have a grade entered later and receive credit for the course when their English language proficiency permits an evaluation. For students entering a Miami-Dade County public school after the third marking period and who have not met course requirements because of their late arrival, Comment No. 49, "No final grade assigned due to limited time of enrollment," should be entered in lieu of the final grade. When this option is used, students will not receive credit for that course, and it will have to be repeated.

The existence of these options in no way relieves the school of its responsibility to provide content area instruction in the home language when possible. This instruction may be provided by the Curriculum Content Home Language (CCHL) Paraprofessional. Principals are to make certain that teachers who are working with ELLs are fully aware of the services available at the school site and fully understand and exercise the appropriate options in awarding grades.

Teachers and administrators at all levels are reminded that documentation of ELLs' progress toward completion of the District's Student Progression Plan requirements must take place, whether such instruction is provided through ESOL strategies or through the home language, or some combination thereof. Inherent in this requirement is the assignment of letter grades or other alternative written documents assessing ELLs' progress as set forth in this section, Special Provisions for English Language Learners, or other documentation as may be authorized by the School Board.

- **Grouping in ESOL:** As stipulated in Florida Board of Education Rule, 6A-6.0904, and in the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, all ELLs are entitled to equal access to instruction in English which is equal in amount, sequence, and scope as that provided to non-ELLs. The Language Arts Through ESOL courses are grade level courses, not proficiency level courses.

  ELLs in middle school are to be scheduled in the M/J Language Arts Through ESOL course by grade level and in the M/J Developmental Language Arts Through ESOL course by English proficiency level. In senior high school, ELLs are to be scheduled in the English Through ESOL course by grade level and in the Developmental Language Arts Through ESOL course by English proficiency level. To support the academic achievement of ELLs, schools should make every attempt to schedule the grade level course, not only by grade level, but also by ESOL language level. The goal is to provide grade level instruction that maximizes students' language abilities. All ESOL courses, which count as English credits, are described and listed in the *FDOE Course Code Directory* by grade level. ELL students may not be scheduled into multiple grade combined Language Arts through ESOL (6-8) or English through ESOL (9-12).

The M/J Developmental Language Arts Through ESOL (6-8) and Developmental Language Arts Through ESOL (9-12) courses listed in the *FDOE Course Code Directory* are intended to address the language proficiency needs of ELLs and, as such, students in various grades may be grouped in these courses. Only two consecutive language levels may be grouped together. However, it is recommended that newcomer ESOL Level 1 students be grouped alone if possible. For other proficiency levels, grouping should be as follows: ESOL Levels 1 and 2 or ESOL Levels 2 and 3 or ESOL Levels 3 and 4.

N. Special Provisions for Students with Disabilities (SWD)

Instructional Time: Students with disabilities must be provided the required instructional time for all subject areas and interventions, as that provided to their non-disabled peers.

Placement Decisions for Students with Disabilities: The general education setting should be the first consideration when determining placement for students with disabilities. To the maximum extent appropriate, core instruction should be delivered in the general education classroom to students with disabilities. Placement decisions must be individually made on the basis of each student's abilities and needs. These decisions should not be based on factors such as disabling condition or label, degree of disabling condition, availability of services or space, configuration of the service delivery system, or administrative convenience. Schools must provide evidence that the general education classroom placement is not appropriate for the student, rather than other individuals (parents, teachers) having to demonstrate that the general education classroom is appropriate. The information contained in the IEP for each student should form the basis for the placement decision. (Refer to FDOE BEESS Technical Assistance Paper -*Least Restrictive Environment Considerations Related to Individual Education Plans*)

Standard vs. Modified Curriculum: General education course code numbers must be used for students with disabilities who participate in statewide standardized assessments and do not meet exemption criteria. General education course codes must be used for core subjects.

7000 level core courses (7700, 7800, 7900) listed in the FDOE Course Code Directory are intended only for students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Improvement Act (IDEA) and meet the Florida Alternate Assessment (FAA) criteria.

Elementary: A regular Elementary School Academic Program (ESAP) Code should be used when a student with disabilities accesses the general education curriculum in the general education classroom for all classes. General education courses should be reflected for courses taught in the general education classroom.

A special ESAP Code should be used when a student with disabilities has one or more classes taught by an ESE teacher. The courses taught in the separate/pullout setting should reflect the ESE ESAP program code numbers.

For further information related to course codes for students with disabilities please refer to the current Local Education Agency Implementation (LEA) Guide or the *Department of Exceptional Student Education 2025-2026 ESAP Codes*.

Secondary: General education course codes must be used for students with disabilities who are accessing the state academic standards in a general education class and/or in a separate Exceptional class taught by an ESE teacher. The general education courses taught by an ESE Teacher in an ESE class must be hard-coded line 200. General education course codes used for students in general education classes taught by a general education teacher are not hard-coded line 200. For additional information please refer to the current Local Education Agency Implementation (LEA) Guide.

Career and Technical Education Courses: Students with exceptionalities may be enrolled in general or specialized career and technical courses. Selected career and technical education courses for students with disabilities may be used to satisfy the practical arts requirement for obtaining a standard diploma. Modifications to basic career and technical courses shall not include modifications to the curriculum frameworks or student performance standards. Occupational completion points (OCPs) and modified occupational completion points (MOCPS) will no longer be used as performance measures. However, students with more significant disabilities may continue to access CTE courses with modifications. Modifications to curriculum outcomes should only be considered after all appropriate accommodations have been implemented.

The courses listed under *Career and Technical Education for Students with Disabilities* are designed to meet the specialized career and technical skill needs of students with disabilities. These courses integrate select program standards from Career and Technical Education Programs. The particular outcomes and student performance standards, which the secondary student must master to earn credit, must be specified on an individual basis. These courses are appropriate when it has been determined that accommodations are not sufficient for the successful mastery of general career and technical courses. When modifying vocational courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student individual educational plan (IEP).

When the program is offered at the secondary level, a student may earn multiple credits. Multiple credits may be earned sequentially or simultaneously. A student earns one (1) credit when the student performance standards stated on the IEP are mastered. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan (Transition IEP).

Instructional Grouping for Students with Disabilities (SWD): Under the IDEA Act, students with disabilities are required to have a free appropriate public education (FAPE) and as such are entitled to equal access to instruction which is equal in amount, scope and sequence as that provided to non-disabled students. Unless a school groups non-SWDs into multi-grade combinations in the same course/class, SWDs may not be grouped in this manner. Students with disabilities in a pull-out/resource model should have no more than two consecutive grade levels and one subject area within a single instructional block in order to ensure fidelity of instruction in core curriculum.

O. Establishment of Increased Requirements

Individual schools may establish requirements greater than the prescribed District requirements, subject to the approval of the Regional Superintendent, the Chief Academic Officer and the Superintendent of Schools, or designee. An increase in academic requirements shall not apply to students at the time of the increase. In each instance, the school shall establish school-level procedures for waiving such requirements for students with a demonstrated educational need.

II. VOLUNTARY PRE-KINDERGARTEN SCHOOL REQUIREMENTS

A. Required Program of Study

The required program of study for Voluntary Pre-Kindergarten (VPK) students in Miami-Dade County Public Schools (M-DCPS) reflects State and local requirements and aligns to the Florida Early Learning Developmental Standards (FELDS).

The Voluntary Pre-Kindergarten Program is the largest Early Childhood Education program offered in Miami-Dade County. Voluntary Pre-Kindergarten provides each child an opportunity to perform better in school and throughout life by offering high-quality programs that include developmentally appropriate curricula focusing on early literacy skills, developmental standards, accountability, substantial instruction periods, and a class size of no more than 20 students with two qualified instructors. Voluntary Pre-Kindergarten is offered through multiple options such as Voluntary Pre-Kindergarten Title I, Voluntary Pre-Kindergarten Fee-Supported, Voluntary Pre-Kindergarten Head Start, and Voluntary Pre-Kindergarten Inclusion.

Students who turn four years of age by September 1 and reside in Florida are eligible to receive Voluntary Pre-Kindergarten services. Families with children born between February 2 and September 1 may postpone enrolling their four-year-old until the following year when their child is five. Parents apply for a Certificate of Eligibility (COE) through the state family portal, www.vpkhelp.org. The Certificate of Eligibility applications are managed and reviewed by the local Early Learning Coalition. State funding provides 540 instructional hours which translates to three hours per day for the 180 days of school. The program hours of Voluntary Pre-Kindergarten are from 8:20 AM to 11:20 AM daily. Miami-Dade Public Schools has prioritized early childhood education by expanding program hours through Title I federal funds and grant funds, such as Head Start.

B. Interventions for RTI/MTSS

Per Florida Statutes § 1008.25, any student in a Voluntary Pre-Kindergarten Education Program, who exhibits a substantial deficiency in early literacy skills and/or early mathematics skills based on the results from the midyear or final administration of the coordinated screening and progress monitoring system must be provided intensive, explicit, systematic, and multisensory interventions immediately following the identification of the early literacy skills deficiency and/or early mathematics skills deficiency.

The Department of Early Childhood Programs follows the M-DCPS Multi-Tiered System of Supports (MTSS) framework. Specifically outlined in this framework are guidelines for differentiation of instruction for Voluntary Pre-Kindergarten students showing deficiencies in early literacy and/or early mathematics skills.

The early literacy skills intervention program must do all of the following:

a. Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.

b. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics, including decoding and encoding, sight words, vocabulary, or comprehension.

c. Be implemented during regular school hours.

The early mathematics skills intervention program must do all of the following:

a. Daily targeted small group mathematics intervention based on student need.

b. Supplemental, evidence-based early mathematics skills interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.

The performance of a student receiving early literacy and/or early mathematics skills instruction must be monitored, and instruction must be adjusted based on the student's need.

C. Early Literacy Deficiency and Parental Notification

Per Florida Statutes § 1008.25, a Voluntary Pre-Kindergarten Education Program student is deemed to exhibit a substantial deficiency in early literacy skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring. Per Florida Statutes § 1002.68, each public school must provide a student's performance results from the coordinated screening and progress monitoring to the student's parents within 7 days after the administration of such coordinated screening and progress monitoring. Students exhibiting substantial deficiency in early literacy skills require immediate written notification of specific items to parents.

A Voluntary Pre-Kindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten.

A Voluntary Pre-Kindergarten Education Program student who scores below the 10th percentile on Progress Monitoring (PM) 3 as set forth in Florida State Board of Education Rule 6M-8.620, F.A.C., or who has a non-participation status of "assessment inappropriate," "failed practice," or "non-English speaker" on the final administration

(PM3) of the coordinated screening and progress monitoring shall be referred to the local school district and is eligible to receive early literacy skill instructional support through a summer bridge program the summer before participating in kindergarten. The summer bridge program must meet requirements adopted by the department and shall consist of 4 hours of instruction per day for a minimum of 100 total hours. A student with an individual education plan who has been retained pursuant to Florida Statutes § 1008.25(2)(g) and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

The parent of any student in a Voluntary Pre-Kindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy as described above, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in early literacy including a description and explanation, in terms understandable to the parent, of the exact nature of the students' difficulty in learning and lack of achievement in early literacy skills.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of early literacy deficiency.
- That if the child's early literacy deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in early literacy. The read-at-home plan must provide access to parent resources that are made available in an electronic format, accessible online, and include:
  - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home early literacy tips delivered periodically via text and e-mail, which a parent can use to help improve his or her child's early literacy skills.
  - An overview of the types of assessments used to identify early literacy deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.

  - An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
  - Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
  - A list of resources that support informed parent involvement in decision making processes for students who have difficulty in learning.

Upon the request of a parent, resources meeting the requirements of this section must be provided to the parent in a hardcopy format.

- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. M-DCPS administers the *Grade 3 Reading Student Portfolio* to compile evidence of students' reading mastery, which may be used in promotion decisions for grade three students who may score at Level 1 on the third grade FAST ELA.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. The M-DCPS midyear promotion policy is explained in the *General Requirements* section beginning on page 17.
- Information about the student's eligibility for the Summer Bridge Program.
- Information about the student's eligibility for the New Worlds Reading Initiative under Florida Statutes § 1003.485 and the New Worlds Scholarship Accounts under Florida Statutes § 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications

must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

D. Early Mathematics Skills Deficiency and Parental Notification

Per Florida Statutes § 1008.25, any student in a Voluntary Pre-Kindergarten Education Program provided by a public school is deemed to exhibit a substantial deficiency in early mathematics skills based upon the results of the midyear or final administration of the coordinated screening and progress monitoring. Per Florida Statutes § 1002.68, each public school must provide a student's performance results from the coordinated screening and progress monitoring to the student's parents within 7 days after the administration of such coordinated screening and progress monitoring. Students exhibiting substantial deficiency in early mathematics skills require immediate written notification of specific items to parents.

A Voluntary Pre-Kindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the midyear or final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive intensive early mathematics skills interventions before participating in kindergarten.

Any student in a Voluntary Pre-Kindergarten Education Program identified as having a substantial deficiency in early mathematics skills must:

- Immediately following the identification of the early mathematics skills deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
  - Daily targeted small group early mathematics skills intervention based on student need; or
  - Supplemental, evidence-based early mathematics skills interventions before or after school, or both delivered by a highly qualified teacher of mathematics or a trained tutor.
- The performance of a student receiving early mathematics skills instruction under bullet 1, must be monitored, and instruction must be adjusted based on the student's need.

- A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial early mathematics skills deficiency and initiate intensive early mathematics skills interventions. In addition, a school may not wait until an evaluation conducted pursuant to Florida Statutes § 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490, Florida Statutes, which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
- The early mathematics skills proficiency of a student receiving additional early mathematics skills supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.

The parent of a student who exhibits a substantial deficiency in early mathematics skills must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in early mathematics skills, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of early mathematics skills deficiency.
- Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in early mathematics skills. The home-based plan must provide access to resources that are made available in an electronic format, accessible online, and include:
  - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home early mathematics skills activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's early mathematics skills.

- An overview of the types of assessments used to identify early mathematics skills deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to a student who does not make adequate academic progress.
- An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
- Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
- A list of resources that support informed parent involvement in decision making processes for a student who has difficulty in learning.
- Information about the student's eligibility for the New Worlds Scholarship Accounts under Florida Statutes § 1002.411 and the school district's tutoring services provided by the New Worlds Tutoring Program under Florida Statutes § 1008.366.

Upon the request of a parent, resources meeting the requirements of this section must be provided to the parent in a hardcopy format.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

E. Monitoring Student Progress

The Florida Department of Education, in collaboration with the Office of Early Learning, procures and requires the use of a statewide, standardized coordinated screening and

progress monitoring system for the Voluntary Pre-Kindergarten Education Program and public schools. The system must:

1. Measure student progress in meeting the appropriate expectations in early literacy and early mathematics skills as required by Florida Statutes § 1002.67(1)(a) and Florida Statutes § 1003.41 and identify the educational strengths and needs of students.
2. For students in the Voluntary Pre-Kindergarten Education Program through grade 3, measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension, as applicable by grade level, and, at a minimum, provide interval level and norm-referenced data that measures equivalent levels of growth.
3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in early literacy skills or early mathematics skills, including identifying students with characteristics of dyslexia, dyscalculia, and other learning disorders; and informs instruction. Any student identified by the system as having characteristics of dyslexia or dyscalculia shall undergo further screening. The coordinated screening and progress monitoring system must be computer-adaptive.
4. Provide data for Voluntary Pre-Kindergarten Education Program accountability as required under Florida Statutes § 1002.68.
5. Provide Voluntary Pre-Kindergarten Education Program providers, school districts, schools, teachers, and parents with data and resources that enhance differentiated instruction and parent communication.
6. Provide baseline data to the department of each student's readiness for kindergarten. The determination of kindergarten readiness must be based on the results of each student's initial progress monitoring assessment in kindergarten. The methodology for determining a student's readiness for kindergarten must be developed by the department and aligned to the methodology adopted pursuant to Florida Statutes § 1002.68(4).
7. Assess how well educational goals and curricular standards are met at the provider, school, district, and state levels and provide information to the department to aid in the development of educational programs, policies, and supports for providers, districts, and schools.

Private Voluntary Pre-Kindergarten Education Program providers and public schools must participate in the coordinated screening and progress monitoring system.

1. For students in the school-year Voluntary Pre-Kindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a school year, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year.

2. For students in the summer pre-kindergarten program, the coordinated screening and progress monitoring system must be administered two times, with the first administration occurring no later than the first 10 instructional days after a student's enrollment or the start of the summer prekindergarten program, and the final administration occurring within the last 10 days of the summer pre-kindergarten program pursuant to state board rule.

Per Florida Statutes § 1008.25, any Voluntary Pre-Kindergarten student identified with a substantial deficiency in early literacy skills or early mathematics skills, an individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified early literacy skills or early mathematics skills deficiency.

2. Goals and benchmarks for student growth in early literacy skills or early mathematics skills.

3. A description of the specific measures that will be used to evaluate and monitor the student's early literacy skills or early mathematics skills progress.

4. For a substantial early literacy skills, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.

5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make early literacy skills or early mathematics skills progress.

6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Please refer to the Progress Monitoring section in the *General Requirements*, page 21.

F. Retention of Students with Disabilities

Per Florida Statutes § 1008.25, a parent of a student with disabilities who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program is allowed to retain his or her child in consultation with the individual education plan team.

II. ELEMENTARY SCHOOL REQUIREMENTS

A. Required Program of Study

The required program of study for elementary school grades in M-DCPS reflects State and District requirements, including the state academic standards for elementary education, as contained in the *M-DCPS District Pacing Guides*. The following subject areas of study **are required** for the elementary programs offered in each grade, K-5:

Language Arts/Reading/ESOL	Music
Mathematics	Physical Education
Science	Safety Education
Social Sciences	Curriculum Content in Home Language (CCHL) for English Language Learners (ELLs) Spanish or Haitian Creole
Art	World Languages Grades 2-5
Health	

English Language Arts/Reading/ESOL: In grades K-5, 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading **(Required).** Students in need of Supplemental Instruction/Interventions (Tier 2) in reading will be scheduled for a minimum of an additional 30 minutes daily during the school day as described in the 2025-2026 District Comprehensive Evidence-Based Reading Plan (CERP).

- **English Language Learners (ELLs):** Required to have the same instructional time as non-ELLs for language arts/reading. Teachers providing any portion of the Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.

  The following are delivery models for ESOL:

  - **Pull-out services** are provided by the ESOL Resource teacher for the entire 90-minute instructional block. The ESOL Resource teacher is responsible for assigning the Language Arts/Reading/ESOL grade.

  - **Push-in services** are provided by the ESOL Resource Teacher for a portion of the instructional block, preferably during small group differentiated instruction. The classroom teacher assigns the grade in collaboration with the ESOL Resource teacher.

- **Students with Disabilities:** Students with disabilities are required to have the same instructional time (90 minutes of uninterrupted daily instruction) in reading/language arts only within a single instructional setting. Other subjects may not be taught during the reading/language arts instructional time/block.

  - Students with disabilities who are following the state academic standards must be enrolled in general education courses.

  - Students with disabilities who are following the Access Points (modified curriculum) must be enrolled in access courses (7000 level) regardless of the educational placement.

  - The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Writing: In grades K-5, 150 minutes of weekly writing instruction with a minimum of 30-minute instructional blocks **(Required).**

- Students with disabilities are required to have the same instructional time as their non-disabled peers.

- For Dual Language Programs, (BISO, EFL and IS) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish.

Mathematics: In grades K-5, 60 minutes of consecutive, and uninterrupted, daily instruction in mathematics **(Required).**

- Students with disabilities are required to have the same instructional time as their non-disabled peers.

- For Dual Language Programs, (BISO, EFL and IS) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish.

Science: In grades K-1, 60 minutes per week of science instruction **(Required)**. In grades 2-5, 150 minutes per week of science instruction **(Required)**. This instruction must include a block of scientific investigations using the inquiry approach (science lab) once a week.

- Students with disabilities are required to have the same instructional time as their non-disabled peers.
- For Dual Language Programs, (BISO, EFL and IS) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish.

Social Sciences: In grades K-1, 60 minutes per week of social science instruction **(Required).** In grades 2-5, 120 minutes per week of social science instruction **(Required).**

- Students with disabilities are required to have the same instructional time as their non-disabled peers.
- For Dual Language Programs, (BISO, EFL and IS) a portion of the instruction may be delivered in the target world language, e. g., French, Spanish.

Art: In grades K-1 art instruction will be provided by the classroom teacher through an interdisciplinary model that integrates art throughout the core subject areas of mathematics, language arts, science, and social science **(Required)**. If time is available in the art specialist's schedule, K-1 art instruction will be provided through a collaboration model between the art specialist and the classroom teacher. In grades 2-5/6, 60 minutes a week of art instruction provided by the art education teacher **(Required).**

Music: In grades K-1, music instruction will be provided by the classroom teacher through an interdisciplinary model that integrates music throughout the core subject areas of mathematics, language arts, science, and social science **(Required)**. If time is available in the music specialist's schedule, K-1 music instruction will be provided through a collaboration model between the music specialist and the classroom teacher. In grades 2-5/6, 60 minutes of music instruction provided by the music education teacher every week **(Required)**.

Physical Education: (Florida Statutes § 1003.455) In grades K-1, 150 minutes of weekly instruction of physical education provided by a teacher, 30 minutes daily **(Required).** In grades 2-5/6, 150 minutes of weekly instruction of physical education provided by the physical education teacher, 30 minutes daily **(Required)**

Interventions for RTI/MTSS: In grades K-5, a minimum of 30 minutes of uninterrupted daily intervention is **required** for Supplemental Instruction/Interventions (Tier 2) students in addition to instruction in the 90-minute reading block as defined by the 2025-2026 District Comprehensive Evidence-Based Reading Plan (CERP). Tier 2 Interventions are standards-aligned; include accommodations (IEP, ESOL, or 504); provide systematic, explicit, small group teacher-led instruction matched to student need, targeting gaps in

learning to reduce barriers to students' ability to meet core instruction (Tier 1) expectations; provide multiple opportunities to practice the targeted skill(s) and receive feedback; and occur in addition to core instruction. Intensive, Individualized Instruction/Interventions (Tier 3) are in addition to Supplemental Instruction/Interventions (Tier 2) and are **required** for students which have been identified through the MTSS process based on the 2025-2026 K-5 Assessment/Curriculum Decision Trees. Intensive, Individualized Instruction/Interventions (Tier 3) are standards-aligned; include accommodations (IEP, ESOL, or 504); provide explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occur in addition to core instruction and Supplemental Instruction/Interventions (Tier 2). Per Florida Statutes § 1008.25, Intensive, Individualized Instruction/Interventions (Tier 3) must be provided by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under Florida Statutes § 1012.34. Based on RTI/MTSS, time requirements for these students, including students with disabilities, may be modified in art, music, and social science. A minimum of 30 minutes of instruction each for art and music and 60 minutes for social science per week must be provided. For physical education, per statute, time requirements may be modified for students requiring intervention in Tiers 2 and 3 with a minimum of 60 minutes of instruction required per week.

Intervention for English Language Learners (ELLs): To support English language acquisition and literacy development, refer to the 2025–2026 K–5 ESOL Student Decision Tree. It is recommended that school sites review multiple student data points when determining placement into intervention. If the student is not responding to the suggested intervention, an ELL committee must be convened to determine alternative strategies or consider a referral to Response to Intervention.

An Individual Educational Plan (IEP) Team can consider the provision of Home Language Arts for ELL students with disabilities by selecting the service "Home Language Arts" from the drop-down menu in the Programs for English Language Learners ELL with Disabilities section of the IEP. If the IEP Team determines that the ELL SWD will not be receiving Home Language Arts, the conference notes must be documented with this decision.

Curriculum Content in the Home Language (Spanish and Haitian-Creole): In grades K-5, Curriculum Content in the Home Language (CCHL) is provided, when feasible, for ELLs at Levels 1–2 with less than two years. The following are the delivery models for CCHL teacher (6630):

- **Pull-out services** are provided by the CCHL teacher for the entire instructional block. The CCHL teacher is responsible for assigning the grade. (i.e., for mathematics it must be 60 consecutive, uninterrupted minutes).

- **Push-in services** are provided by the CCHL teacher for a portion of the instructional block. The classroom teacher assigns the grade in collaboration with the CCHL teacher.
- If the classroom teacher is linguistically qualified, CCHL (Mathematics, Science, Social Sciences) support may be provided by the classroom teacher.

An Individual Educational Plan (IEP) Team can consider the provision of Curriculum Content in the Home Language (CCHL) for ELL students with disabilities by selecting the service "Curriculum Content in the Home Language" from the drop-down menu in the Programs for English Language Learners ELL with Disabilities section of the IEP.

Pathways for Bi-Literacy in Elementary Education

- **World Languages-Spanish:**
  - In grades 2-5, 150 minutes weekly of World Languages. **(Required)**

    Time requirements are as follows:
    3 – 50-minute sessions or
    2 – 60-minute sessions and 1 – 30-minute session
  - In grades K–1, EFL, BISO and IS schools should follow the requirements as outlined in the Dual Language Programs section of the Student Progression Plan (see below).

Dual Language Programs

- **Bilingual School Organization (BISO) PreK-8:** BISO schools offer a school-wide dual language program model. This program serves those students who are especially interested in developing their bilingual and bi-literate proficiency in English and one other language. BISO schools follow an instructional schedule where 60% of the day is devoted to instruction in or through English and 40% of the day is devoted to instruction in or through the language other than English. The time for instruction in the several areas of study follows the norms established for all elementary schools with the addition of sixty minutes daily for language arts in the language other than English. Instruction in the curriculum content areas is delivered in or through both languages. Upper academy students at K-8 Centers and middle school students pursue language and literature courses in the language of choice and take an additional course of Humanities instructed in the language other than English. Time requirements are as follows:

  - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language. **(Required)**

- **Extended Foreign Language (EFL) PreK-8:** The EFL program offers a school within a school approach to world language education. The goal of the program is to offer students the opportunity to become proficient in speaking, reading, and writing in English and one other language. At the elementary level, the program is designed for a group of students at each grade level who, after participation in the program for one school year, are enrolled in the subsequent grade level with the ultimate goal of creating a K-5 continuum.

  NOTE: Kindergarten is the entry point for the EFL Program. (Acceptance or Denial Parental Choice letter must be kept in student's cumulative folder).

  All schools implementing Extended Foreign Language (EFL) programs must provide a minimum of 300 minutes per week of instruction in the target world language, focused on language arts, reading, and writing. This instructional time may be partially integrated into content areas such as mathematics, science, or social studies. **(Required)**

- **International Studies (IS) Program K-12:** In the IS program, students pursue an academic curriculum with an international focus that addresses rigorous standards of both US and European Union (EU) educational system. At the elementary level, the program is delivered in an extended day model. In addition to the study of standard subject areas in English, students receive up to three hours of instruction in the language of choice. At the secondary level students pursue studies in literature, mathematics, and the social sciences in the target language and are encouraged to work at the highest levels in Honors and Advanced Placement (AP) courses in English. Time requirements are as follows:
  - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language. **(Required)**

B. Virtual or Blended Instructional Programs

K-5 students enrolled in virtual or blended instruction programs may have modifications to non-core instructional design and presentation. All schedules for these students will comply with Florida Statutes as adopted for the school year. Non-core will be defined, for

these purposes, as anything that is not mathematics, English language arts, reading, science, and social science.

C. Required Topics of Instruction for Elementary Grades

In addition to the aforementioned required subject areas that comprise the elementary grades program of study, required topics of instruction are also part of the curriculum, and they are embedded within elementary school courses. The required topics of instruction are in accordance with Florida Statutes and/or District requirements and reference to Florida Statutes and Board Policies are provided. **Note:** To see the full details for each topic listed in the chart below, click the link(s) in the "Florida Statutes" and/or "School Board Policy" column.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society.	Florida Statutes § 1003.42	★	★	★	★	★	★
The month of September of each year is designated as "American Founder's Month."	Florida Statutes § 683.1455	★	★	★	★	★	★
The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.	Florida Statutes § 1003.42	★	★	★	★	★	★
Civic and Character Education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124; School Board Policy 2290	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
uniform primary and general election ballot described in s. 101.151(9).							
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health Education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, Internet safety, nutrition, personal health, prevention, and control of disease, substance use and abuse prevention, and prevention of child sexual abuse education, exploitation, and human trafficking.	Florida Statutes § 1003.42; School Board Policy 5530; School Board Policy 8462.01; Florida Board of Education Rule 6A-1.094124	★	★	★	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124	★	★	★	★	★	★
The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body.	Florida Statutes § 1003.42	★	★	★	★	★	★
The conservation of natural resources.	Florida Statutes § 1003.42					★	
The nature and importance of free enterprise to the United States economy.	Florida Statutes § 1003.42	★	★	★	★	★	★
The elementary principles of agriculture.	Florida Statutes § 1003.42					★	
Flag Education, including proper flag display and flag salute.	Florida Statutes § 1003.42; School Board Policy 8810	★	★	★	★	★	★
The study of Hispanic contributions to the United States.	Florida Statutes § 1003.42	★	★	★	★	★	★
The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	Florida Statutes § 1003.42	★	★	★	★	★	★
The history, meaning, significance, and effect of the provisions of the Constitution of the United States and	Florida Statutes § 1003.42	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.							
The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	Florida Statutes § 1003.42	★	★	★	★	★	★
The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.	Florida Statutes § 1003.42	★	★	★	★	★	★
The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of antisemitism, as described in s. 1000.05(8), and the prevention of antisemitism.	Florida Statutes § 1003.42; Florida Statutes § 1000.05						★
The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.	Florida Statutes § 1003.42						★
Holocaust Remembrance Day – January 27	Florida Statutes § 683.196						★
The history of the State (Florida).	Florida Statutes § 1003.42					★	
The history of the United States, including the period of discovery, early colonies, the War for independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars,	Florida Statutes § 1003.42	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
and the civil rights movement to the present.							
Kindness to Animals.	Florida Statutes § 1003.42				★	★	★
Pedestrian and Bicycle Safety (Injury Prevention and Safety)	Florida Statutes § 1003.42	★	★	★	★	★	★
To encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.	Florida Statutes § 1003.42	★	★	★	★	★	★
United States Public Law designates September 11 of each year as Patriot Day.	United States Public Law 107-89	★	★	★	★	★	★
9/11 Heroes' Day, September 11 of each year shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.335	★	★	★	★	★	★
The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.	Florida Statutes § 1003.42	★	★	★	★	★	★
"Victims of Communism Day," November 7 of each year shall be suitably observed in the public schools of the state as a day honoring the 100 million people who have fallen victim to communist regimes across the world and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.334	★	★	★	★	★	★
Beginning in the 2026-2027 school year, the history of communism.	Florida Statutes § 1003.42	★	★	★	★	★	★
The study of women's contribution to the United States.	Florida Statutes § 1003.42	★	★	★	★	★	★
Water safety W.H.A.L.E. Tales (Injury Prevention and Safety)	Florida Statutes § 1003.42	★	★	★	★	★	★
Digital Citizenship	School Board Policy 7540.03	★	★	★	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented					
		K	1	2	3	4	5
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147; School Board Policy 5517.01	★	★	★	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★	★	★	★
Disability History and Awareness Instruction	Florida Statutes § 1003.4205	★	★	★	★	★	★

★ Social Sciences ★ Physical Education and Health Literacy ★ Science ★ Student Services

Instruction and supporting materials on the topics enumerated in this section must be consistent with the principles of individual freedom outlined in Florida Statutes § 1003.42(3).

D. Reading Deficiency and Parental Notification

Per Florida Statutes § 1008.25, the parent of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia, based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations, must be notified in writing and the student must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

Students identified with a substantial reading deficiency must have an Individualized Progress Monitoring Plan (IPMP Form 5218) that is designed to address the student's specific reading deficiency and meets the requirements set forth in the statute. Students with qualifying disabilities covered by an Individual Education Plan (IEP) or 504 Plan under Section 504 of the Rehabilitation Act of 1973 are exempt from the requirement to have an IPMP, if the IEP or 504 Plan addresses the student's reading deficiency.

English Language Learners (ELLs) levels1-4 who have been in the program for more than two years should follow the IPMP requirement, and their ELL Plan should be updated to reflect: "*ELL identified with a substantial deficiency in reading, receiving Tier 3 intervention, and requires an IPMP.*". ELLs who have been in the program for less than two years are exempt from the requirement to have an IPMP, as they are still in the process of acquiring the language.

The student's reading proficiency must be monitored and the intervention must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. For strategies to assist students in grades K-3 with reading deficiencies, see the 2025-2026 District Comprehensive Evidence-Based Reading Plan (CERP).

A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to Florida Statutes § 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under Florida Statutes § 1008.22, for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under Florida Statutes § 1008.22, for grade 3, the student must be retained.

The parent of any student, who exhibits a substantial deficiency in reading, as described above, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading including a description and explanation, in terms understandable to the parent, of the exact nature of the students' difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to parent resources that are made available in an electronic format, accessible online, and include:

- Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home reading tips delivered periodically via text and e-mail, which a parent can use to help improve his or her child's literacy skills.
- An overview of the types of assessments used to identify reading deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.
- An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
- Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
- A list of resources that support informed parent involvement in decision making processes for students who have difficulty in learning.

Upon the request of a parent, resources meeting the requirements of this section must be provided to the parent in a hardcopy format.

- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. M-DCPS administers the *Grade 3 Reading Student Portfolio* to compile evidence of students' reading mastery, which may be used in promotion decisions for grade three students who may score at Level 1 on the third grade FAST ELA.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

The M-DCPS midyear promotion policy is explained in the *General Requirements* section beginning on page 17.

- Information about the student's eligibility for the New Worlds Reading Initiative under Florida Statutes § 1003.485 and the New Worlds Scholarship Accounts under Florida Statutes § 1002.411, and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

E. Mathematics Deficiency and Parental Notification

Per Florida Statutes § 1008.25, any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

- Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
  - Daily targeted small group mathematics intervention based on student need; or
  - Supplemental, evidence-based mathematics interventions before or after school, or both delivered by a highly qualified teacher of mathematics or a trained tutor.
- The performance of a student receiving mathematics instruction under bullet 1, must be monitored, and instruction must be adjusted based on the student's need.
- A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics

interventions. In addition, a school may not wait until an evaluation conducted pursuant to Florida Statutes § 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

- The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.

The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
- Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to resources that are made available in an electronic format, accessible online, and include:
  - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home mathematics activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's mathematics skills.
  - An overview of the types of assessments used to identify mathematics deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the

requirements for interventions and supports that districts must provide to a student who does not make adequate academic progress.

  - An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
  - Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
  - A list of resources that support informed parent involvement in decision making processes for a student who has difficulty in learning.
  - Information about the student's eligibility for the New Worlds Scholarship Accounts under Florida Statutes § 1002.411 and the school district's tutoring services provided by the New Worlds Tutoring Program under Florida Statutes § 1008.366.

Upon the request of a parent, resources meeting the requirements of this section must be provided to the parent in a hardcopy format.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

F. Good Cause Exemptions for Grade 3 Students

A student who does not score a Level 2 or higher on the statewide, standardized English Language Arts Assessment for grade 3 must be retained unless good cause is met.
The School Board may only exempt students from mandatory retention, as provided in Florida Statutes § 1008.25(5)(b), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies

to meet the needs of each student so promoted. The district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States. (DEUSS).
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Florida Statutes § 1008.212.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. Students who demonstrate through a student portfolio that they are performing at least at Level 2 on the statewide, standardized English Language Arts assessment. The *M-DCPS Grade 3 Reading Student Portfolio* is in place for all grade three students.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Grade 3 students who are eligible for promotion due to having met good cause criteria may still be retained at the recommendation of the principal with review by Regional Center staff.

A student who is promoted to grade 4 with a good cause exemption shall be provided intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student promoted. The district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

Request for Good Cause Exemptions for Third Grade Students: Request for good cause exemptions from mandatory retention requirements shall be consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Documentation shall only consist of the existing progress monitoring plan, Individual Educational Plan (IEP) if applicable, or ELL Plan if applicable, report card, or student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the Superintendent, or designee. The Superintendent, or designee, shall accept or reject the principal's recommendation in writing.

G. Successful Progression for Retained Third Grade Students

Per Florida Statutes § 1008.25, third grade students who did not score a Level 2 or higher on the statewide, standardized English Language Arts assessment and were retained in grade 3 must be provided intensive intervention in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment . This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Each school district shall:

1. Provide third grade students who were retained because they did not score a Level 2 or higher on the statewide, standardized English Language Arts assessment with intensive instructional services and supports to remediate the identified areas of reading deficiency. This includes participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, evidenced-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. This instruction may include:

    a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
    b. Targeted small group instruction.
    c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
    d. Reduced teacher-student ratios.
    e. More frequent progress monitoring of the reading skills of each student throughout the school year and adjustment of instruction according to student need.
    f. Tutoring or mentoring.
    g Transition classes containing 3rd and 4th grade students.
    h. Extended school day, week, or year.
    i. Before or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under Florida Statutes § 1012.34.

2. Provide written notification to the parent of a student who is retained that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with Florida Statutes § 1008.25 and Florida Statutes § 1002.20 , and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

3. Implement a policy for the midyear promotion of a retained third grade student under Florida Statutes § 1008.25 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the Florida Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the Florida Board of Education must include standards that provide

a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. Additional information about midyear promotion of third grade students is outlined in the *General Requirements* section of this document on page 17.

4. Provide retained third grade students, including students participating in the school district's summer reading camp per Florida Statutes 1008.25 with a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under Florida Statutes § 1012.34.

5. Establish at each school, when applicable, an Intensive Reading Acceleration Course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. Information regarding the M-DCPS Intensive Reading Acceleration Course is explained in the *General Requirements* section beginning on page 26. ELL students that are not eligible for good cause #1 may participate based on ELL committee recommendations. The Intensive Reading Acceleration Course must provide the following:

    a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through context-rich texts.
    b. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
    c. Targeted small group instruction.
    d. Reduced teacher-student ratios.
    e. The use of explicit, systematic, and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
    f. A read-at-home plan.

H. Student Performance Expectations and Monitoring Student Progress

Assessment, Evaluation, and Monitoring of Student Progress: A student's progress toward meeting the state academic standards in reading, writing, mathematics, science, and social sciences must be assessed in order to monitor student progress and provide appropriate instructional programs and/or interventions. The criteria for evaluating student performance and the specific levels of performance for each grade and content area must be considered in this process. The evaluation of each student's progress must be based upon classroom work; progress monitoring assessments; District, school, and classroom tests; and other relevant information. Per Florida Statutes § 1008.25, any

student identified with a substantial deficiency in reading (grades K-3) or mathematics (grades K-4), an individualized progress monitoring plan must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan must, at a minimum, include:

1. The student's specific, identified reading or mathematics skill deficiency.

2. Goals and benchmarks for student growth in reading or mathematics.

3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.

4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.

5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.

6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Please refer to the Progress Monitoring section in the *General Requirements*, page 21.

ELLs who are not meeting District and/or State student performance levels in language arts/reading/ESOL, and/or mathematics and have participated in the ESOL program for more than two consecutive years, must be involved in the schoolwide system for progress monitoring. ELLs who have participated in the ESOL program for less than two years are to participate in the progress monitoring assessments for monitoring progress only. Reading proficiency of recently classified ELLs must be assessed following procedures stipulated in the 2024-2025 District Comprehensive Evidence-Based Reading Plan by the end of the first nine-weeks in an approved ESOL program.

For students with disabilities, the Individual Educational Plan (IEP) will constitute involvement in the schoolwide system for progress monitoring.

Specific Levels of Performance in K-5: Each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, science, and social sciences for progression from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table *Student Performance Standards and Performance Levels, Grades K- 5* on the following chart and/or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored, per the statewide system of progress monitoring.

Student Performance Standards and Performance Levels, Grades K- 5

Subjects	Grades	Performance Standards and Performance Levels
Reading	K	• FAST Star Early Literacy PM3 percentile score at or above the 25th percentile
Reading	1 and 2	• FAST Star Reading PM3 percentile score at or above the 25th percentile
Reading	3	• Grade 3 statewide, standardized ELA assessment (FAST PM3) Achievement Level 2 or higher; or • Mastery of benchmarks on the *Grade 3 Reading Student Portfolio* • Passing score on a Florida Board of Education approved alternative assessment; ITBS (at or above the 50th percentile) or i-Ready (at or above the 50th percentile).
Reading	4 and 5	• Statewide, standardized ELA assessment (FAST PM3) Achievement Level 3 or higher;
Mathematics	K-2	• FAST Star Mathematics PM3 percentile score at or above the 25th percentile
Mathematics	3-5	• Statewide, standardized Mathematics assessment (FAST PM3) Achievement Level 3 or higher (grades 3-5 only). • Students enrolled in Grade 4 Accelerated Mathematics courses will participate in the Grade 5 statewide, standardized Mathematics assessment (FAST, PM3, Achievement Level 3 or higher); • Grade 5 students enrolled in Sixth-grade Accelerated Mathematics courses will participate in the Grade 6 statewide, standardized Mathematics assessment (FAST, PM3, Achievement Level 3 or higher);
Science	5	• Statewide, standardized Science assessment Achievement Level 3 or higher (grade 5 only)

Specific Levels of Performance for Retention Requirements and Parental Notification for Grades K-2: Per Florida Statutes § 1008.25, any student in kindergarten through grade 2 not meeting the District's Specific Levels of Performance below may be retained. This will provide the student with additional time to master the District and state academic standards in ELA and mathematics that are required for success in the next higher grade.

M-DCPS Specific Levels of Performance for Grades K-2 Retention

K-2 Performance Standards Retention Requirements

Florida Statutes 1008.25 requires that each school district establish retention requirements for students in kindergarten through grade 2 based upon each student's performance in English Language Arts (ELA) and mathematics.

Note: Students being considered for retention should be part of the Multi-Tiered Systems of Support (MTSS) process. For more details, refer to the MTSS Manual.

Refer to Appendix B of the Student Progression Plan to access all procedures related to Elementary School Retention.

A sample parental notification letter regarding potential retention is available through the following link:

Sample Parental Notification Letter

Grade	English Language Arts	Mathematics
Kindergarten	• Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Early Literacy **PM 2*** Assessment ***and*** • The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in reading and language arts – **Notification is sent regarding possible retention.** • Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Early Literacy **PM 3*** Assessment- **Possible retention notification is sent, and a conference is held with the parent.**	• Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics **PM 2*** Assessment ***and*** • The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in mathematics – **Notification is sent regarding possible retention.** Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics **PM 3*** Assessment- **Possible retention notification is sent, and a conference is held with the parent.**
First	• Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Early Literacy **PM 2*** Assessment ***and*** • The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in reading and language arts - **Notification is sent regarding possible retention.** • Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Reading **PM 3*** Assessment- **Possible retention notification is sent, and a conference is held with the parent.**	• Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics **PM 2*** Assessment ***and*** • The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in mathematics – **Notification is sent regarding possible retention.** • Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics **PM 3*** Assessment- **Possible retention notification is sent, and a conference is held with the parent.**
Second	• Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Reading **OR** is administered FAST: Star Early Literacy[1] **PM 2*** Assessment ***and*** • The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in reading and language arts - **Notification is sent regarding possible retention.** • Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Reading **OR** is administered FAST: Star Early Literacy[1] **PM 3*** Assessment – **Possible retention notification is sent, and a conference is held with the parent.**	• Initial assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics **PM 2*** Assessment ***and*** • The student has not met satisfactory achievement with on grade-level benchmarks throughout the school year as evidenced through academic grades in mathematics – **Notification is sent regarding possible retention.** • Subsequent determinant assessment measure, student is scoring below the 10th percentile on FAST: Star Mathematics **PM 3*** Assessment- **Possible retention notification is sent, and a conference is held with the parent.**

[1]The STAR Early Literacy should only be administered if the student does not pass the practice items after two attempts.

* School sites should consider multiple student data points when making retention decisions.

Retention of K-2 ELL Students: Retention recommendations for English Language Learners (ELLs) in grades K-2 who have participated in the ESOL program for two years or less must be reviewed by the Department of Bilingual Education and World Languages. These recommendations must include documentation indicating no progress in reading, writing, and mathematics in either English or the student's home language, as reflected by report card grades. The retention of ELLs, regardless of their time in the ESOL program, requires review and recommendations from the ELL Committee. (Student Progression Plan, p. 19; 2025-2028 District ELL Plan, p. 20)

Retention of K-2 ESE Students: Decisions on retaining a student are made outside of the scope of Exceptional Student Education. Special Education is a service that students receive. As such, if a recommendation is being made to retain a Student with a Disability (SWD), the M-Team must review the student's Individualized Education Plan (IEP) to ensure that the established goals across educational domains are appropriate and meaningful for the student based on their current level of performance. In addition, a review of the student's accommodations must take place and revisions made as needed. The M-Team must also consider conducting a Re-Evaluation (RT) team meeting to rule out any contributing factors to the child's lack of progress as it relates to a suspicion of further disability.

The parent of any student in grades K-2, who exhibits a substantial deficiency in reading, as described by the specific level of performance for retention as described above, must be notified in writing of the retention and the following:

- That his or her child has been identified as having a substantial deficiency in reading including a description and explanation, in terms understandable to the parent, of the exact nature of the students' difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to parent resources that are made available in an electronic format, accessible online, and include:
  - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for at-home reading tips delivered periodically via text and e-mail, which a parent can use to help improve his or her child's literacy skills.
  - An overview of the types of assessments used to identify reading deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.
  - An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
  - Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.

  - A list of resources that support informed parent involvement in decision making processes for students who have difficulty in learning.

Upon the request of a parent, resources meeting the requirements of this section must be provided to the parent in a hardcopy format.

- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. M-DCPS administers the *Grade 3 Reading Student Portfolio* to compile evidence of students' reading mastery, which may be used in promotion decisions for grade three students who may score at Level 1 on the third grade FAST ELA.
- The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. The M-DCPS midyear promotion policy is explained in the *General Requirements* section beginning on page 17.
- Information about the student's eligibility for the New Worlds Reading Initiative under Florida Statutes § 1003.485 and the New Worlds Scholarship Accounts under Florida Statutes § 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.

The parent of any student in grades K-2, who exhibits a substantial deficiency in mathematics, as described by the District's specific level of performance for retention as described above, must be notified in writing of the retention and the following:

- That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
- Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to parent resources that are made available in an electronic format, accessible online, and include:
  - Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home mathematics activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's mathematics skills.
  - An overview of the types of assessments used to identify mathematics deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to a student who does not make adequate academic progress.
  - An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsible for implementing the plan.
  - Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
  - A list of resources that support informed parent involvement in decision making processes for a student who has difficulty in learning.
  - Information about the student's eligibility for the New Worlds Scholarship Accounts under Florida Statutes § 1002.411 and the school district's tutoring services provided by the New Worlds Tutoring Program under Florida Statutes § 1008.366.

Upon the request of a parent, resources meeting the requirements of this section must be provided to the parent in a hardcopy format.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or supports, and earlier implementation of the additional interventions or supports described in the initial notification.
The *Procedures Associated with Elementary Student Retention* document, found in Appendix B, delineates the actions and codes that are to be used for documenting an elementary student retention.

Specific Levels of Performance for Grade 3 Reading: The specific levels of performance on the state academic standards in reading for grade 3 must be attained by the end of grade 3 for promotion to grade 4. Only the statewide, standardized ELA assessment (FAST ELA PM3), the *Grade 3 Reading Student Portfolio*, or an approved alternative assessment, may be considered for determining student proficiency. However, District assessments as delineated in the District Comprehensive Evidence-Based Reading Plan and other relevant academic information can and should be considered in the identification of the specific reading deficiencies, in designing the appropriate instructional interventions, and to monitor student progress.

Grade 3 students must score at Level 2 or higher on the FAST ELA PM3 to be promoted to grade 4 unless exempt from mandatory retention for good cause. (Refer to good cause exemptions beginning on page 85 and to specific procedures for retention in the *General Requirements* section beginning on page 18). The levels of performance for the *Grade 3 Reading Student Portfolio* and the alternative assessments listed in the chart below for grade 3 reading have been set by the state as two of the good cause exemptions (Good Cause # 3 and # 4).

Measures Used for Grade 3 Promotion

Assessment	Passing Score
Grade 3 Statewide Standardized English Language Arts (ELA) Reading Assessment - Florida Assessment of Student Thinking - (FAST PM3)	Level 2 or above
Grade 3 Reading Student Portfolio	70% Mastery of each Benchmark
Alternative Standardized Reading Assessments (ASRA)- end of year	
i-Ready Diagnostic #3	50th Percentile or higher
Iowa Test of Basic Skills	50th Percentile or higher
Summer Grade 3 Promotion	
Summer Grade 3 FAST ELA Reading	Level 2 or above
Mid-Year Grade 3 Promotion	
Grade 3 FAST ELA Reading PM1	Level 2 or above

III. MIDDLE GRADES REQUIREMENTS

A. Required Program of Study

Required Courses for Students in Middle Grades: The required program of study for middle grades students in M-DCPS reflects State and District requirements, including the state academic standards for middle grades education, as contained in the *M-DCPS District Pacing Guides*. This program of study includes the required courses in mathematics, English/language arts/ESOL, social sciences, science, physical education, and career and education planning, as well as a range of exploratory/elective areas, including but not limited to music, art, theatre, dance, foreign language, and career and technical education.

Students with disabilities who are following the state academic standards must be enrolled in general education courses. The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Students with disabilities who are following the Access Points (modified curriculum) must be enrolled in access courses (7000 level) regardless of the educational placement.

Students with disabilities who have reached the age of 12 or grade 7, whichever comes first, must be included in a Transition IEP meeting to discuss resources along with secondary and post-secondary options.

Computer Science: Students are provided opportunities for learning computer science. Such courses are integrated into middle and senior high schools, including combination schools in which any of grades 6 through 8 are taught. When scheduling students into Computer Science courses please adhere to the M-DCPS Course Code Directory.

Required Participation in State EOC Assessments: Note that all students must participate in Florida EOCs if they are enrolled in the corresponding courses (Algebra 1, Biology, Civics, and Geometry).The results must constitute 30% of the student's final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. Students who did not take a required Florida EOC when enrolled and received a "NG" instead of a final grade in the course, must take the assessment and have the EOC score included to receive a final grade in the course.

As per Florida Statutes § 1003.4156, ***General requirements for middle grades promotion***, in order for a student to be promoted to high school from a school that includes grades 6, 7, 8, the student must successfully complete the following courses:

- **English Language Arts (ELA): Three middle grades or higher-level courses**.

- **Mathematics: Three middle grades or higher-level courses.**
  - **EOC/High School Credit:** Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the statewide, standardized EOC assessment.

    - **Algebra 1:** To earn high school credit for Algebra 1, a middle grades student must take the statewide, standardized Algebra 1 EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course. A middle grades student is not required to earn a passing score on the Algebra 1 EOC assessment in order to earn high school credit or be promoted to high school. However, students must pass the Algebra 1 EOC assessment (or obtain a comparative score on an approved assessment) in order to earn a standard high school diploma.

    - **Geometry:** To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

- **Social Sciences: Three middle grades courses.**
  - **Civics Course Requirement:** One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Middle grades students must pass the Civics course in order to be promoted to grade 9. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30% of the student's final course grade.

  - **Civics course requirement for incoming transfer students:** A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social sciences or two year-long courses in social sciences that include coverage of civics education.

- **Science: Three middle grades or higher-level courses.**
  - **EOC/High School Credit:** Successful completion of a high school level Biology course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under Florida Statutes § 1008.22. However, to earn high school credit for a Biology 1 course, a middle grades student must take the statewide, standardized Biology 1 EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

- **Career and Education Planning:** Per Florida Statutes § 1003.4156, students are required to complete **one course** of the District and State-Approved Courses in 6th, 7th, or 8th grade. Students enrolled in the career and education planning course, when available, must use Florida's online career planning and work-based learning coordination system.

  - The Career and Education Planning course must result in a completed personalized academic and career plan for the student, that may be revised yearly as the student progresses through middle and high school; must include information on the career and technical education graduation pathway option (Florida Statutes § 1003.4282) and work-based learning opportunities, must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Commerce's economic security report under Florida Statutes § 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements to earn a high school diploma designation (Florida Statutes § 1003.4285); the details of how to earn an accelerated high school diploma under the CTE Graduation Pathway [Florida Statutes § 1003.4282(10)]; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, the Advanced International Certificate of Education Program, dual enrollment (including career dual enrollment), and career education courses, including career-themed courses, internships, preapprenticeship and apprenticeship programs, and course sequences that lead to an industry certification (pursuant to Florida Statutes § 1003.492 or Florida Statutes § 1008.44).

- **Physical Education:** Per Florida Statutes § 1003.455, one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8.

  Beginning in the 2025-2026 school year:

  - Per Florida Statutes § 1003.453, school districts must provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must:

    (a) Allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation; and

    (b) Include the use of an automated external defibrillator.

- The Physical Education course requirement shall be waived for a student who meets one of the following criteria:

  - The student is enrolled or required to enroll in a remedial course;

  - The student's parent requests in writing to the school that the student enroll in another course from among those courses offered as options by the school district; or

  - The student's parent indicates in writing to the school that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Parents are to be notified of the waiver options before scheduling students in physical education. Students may elect additional physical education courses.

Summary of Required Middle Grades Courses: The following table summarizes the general requirements for courses at the middle grades:

Grade	ELA✖	Math	Social Sciences	Science	Physical Ed.	Electives	Totals
6▲	1♦	1*	1	1	.5	1.5	6
7▲	1♦	1*	1	1	.5	1.5	6
8▲	1♦	1*	1	1	.5	1.5	6

♦ Students scoring at Levels 1 and Level 2 on the statewide, standardized assessment for ELA may be enrolled in an intensive reading course in lieu of an elective course.
* Students scoring at Levels 1 and Level 2 on the statewide, standardized assessment for Mathematics may be enrolled in a foundational skills mathematics course in lieu of an elective course.

✖ M/J Language Arts Through ESOL is a required course for all ELLs. ELLs scoring at Levels 1 and 2 on the most recent administration of the statewide, standardized ELA assessment are to be enrolled in a second ESOL course, M/J Developmental Language Through ESOL course.
▲ Students are required to complete one course of the District and State Approved courses which incorporates career and education planning and includes the development of a personalized academic and career plan. This promotion requirement is to be completed in grade 6, 7 or 8.

B. Career and Technical Education

Career and Professional Academy Courses and Career-themed Courses: Per Florida Statutes § 1003.4935, students who complete a middle school career and professional academy or a career-themed course must have the opportunity to earn an industry certificate and high school credit and participate in career planning, job shadowing, and business leadership development activities. The district shall inform students and parents during course selection for middle school of the career and professional academy or career-themed courses available within the district.

Each middle grades career and professional academy or career-themed course must be aligned with at least one high school career and professional academy or career-themed course offered in the district and maintain partnerships with local business and industry and economic development boards. Middle grades career and professional academies and career-themed courses must:

a) Lead to careers in occupations aligned to the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education;

b) Integrate content from core subject areas;

c) Integrate career and professional academy or career-themed course content with intensive reading, English Language Arts, and mathematics pursuant to Florida Statutes § 1003.4282;

d) Coordinate with high schools to maximize opportunities for middle grades students to earn high school credit;

e) Provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle grades students. The virtual instruction courses must be aligned to state curriculum standards for middle grades career and professional academy courses or career-themed courses, with priority given to students who have required course deficits;

f) Provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach;

g) Offer externships; and

h) Provide personalized student advisement that includes a parent-participation component.

Career and Technical Student Organizations (CTSO): Florida Statutes § 1003.4282, enables a student to receive work-based learning credit or credit in electives for completing a threshold level of demonstrable participation **(minimum 135-hours, outside of regular class time)** in extracurricular activities associated with career and technical student organizations. These CTSO experiences and activities must provide the opportunity for students to apply academic and technical content to career experiences. Work-based learning credit or credit in electives for extracurricular activities or supervised agricultural experiences may not be limited by grade level. **For students pursuing a standard diploma through the career and technical education pathway option under Florida Statutes § 1003.4282, the high school credit will satisfy one credit of work-based learning.**

C. Promotion, Retention and Academic Support for Students

In considering the promotion or retention of students, teachers and administrators must consider all available data including standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The student's mastery of the course content in which he/she is enrolled, as determined by the teacher, is a further condition for passing the course. Teachers should continually observe and carefully assess each student's performance throughout the school year to determine if expected achievement levels are being met. Under no circumstances should student performance be judged solely on the basis of a test(s).

Promotion: Students in Grades 6 and 7, who pass four (4) or five (5) courses at each grade level, including language arts or mathematics, are to be placed in the next grade level and double blocked in the regular school year or enrolled in alternative models.

Retention: Students who pass less than 4 courses are retained in the same grade. Interventions must be continued, and progress must be monitored as specified in the schoolwide system of progress monitoring. Prior to a recommendation for a second retention, a student is to be referred to a SST for consideration of placement in an alternative program or initiation of the comprehensive SST collaboration process.

The table below outlines the promotion and placement requirements for middle grades student progression.

Summary of Promotion and Placement Requirements for Middle Grades Students

End of Grade	Courses Passed	Status
6	**All Courses Passed**	**Promoted to Grade 7** Regular 7th Grade Student
6	**4-5 Courses Passed** Must pass language arts* or mathematics and at least 3 other courses	**Promoted to Grade 7** Placed in grade 7 and scheduled to repeat courses not passed, as appropriate.
6	**Less than 4 Courses Passed in Grade 6**	**Retained in Grade 6**
7	**12 Cumulative Courses Passed** 6 courses passed in grade 6 and 6 courses passed in grade 7	**Promoted to Grade 8** Regular 8th grade student
7	**8-12 Cumulative Courses Passed** 4 courses passed in grade 6 including language arts*, mathematics, science, and social sciences. and 4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social sciences, and a course which incorporates career and educational planning.	**Promoted to Grade 8** Placed in grade 8 and scheduled to repeat courses not passed, as appropriate.
7	**7-8 Cumulative Courses Passed**	**Retained in Grade 7**
8	**15-18 Cumulative Courses Passed** Must pass 3 courses each in language arts*, mathematics, science, and social sciences including a course which incorporates career and educational planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.	**Promoted to Grade 9**
8	**14 or Fewer Cumulative Courses Passed**	**Retained in Grade 8**

* M/J Language Arts Through ESOL as appropriate

English Language Learners (ELLs) and Elective Courses: For ELLs scoring at Levels 1 and 2 on the most recent administration of the statewide standardized assessment in ELA, only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL.

Grade Forgiveness Policy: The grade forgiveness policy for students in grades 6-8 is explained under the *General Requirements* section, page 46.

Semester System: There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at midyear or midyear promotions. (See Appendix D)

Middle School Course Recovery Options: Students in grades 6 - 8 may retake failed courses by means of the following middle school course recovery options:

- Students in grades 7 or 8 who have failed a language arts, mathematics, science, or social sciences course are eligible to retake the course in a modified time frame. A student can be promoted to the next grade level, where, in addition to taking the current grade level language arts, mathematics, science, or social sciences course, the student will take the failed course in a concentrated one semester format. The middle school course recovery option can be delivered in either a computer-based or traditional classroom instructional model or a combination thereof.

- Modified/flexible student schedules during the regular school day or placement in alternative models developed by schools to meet these criteria, e.g., Early Bird, Extended School Day.

Academic Support for Middle School Students for English Language Arts and Mathematics: Students who do not achieve a Level 3 or above on statewide, standardized assessments in ELA, mathematics and Algebra 1 must be evaluated to determine the nature of students' difficulties and areas of academic need and be provided academic supports to improve the students' performance. The Florida Department of Education authorizes school districts to establish local policies regarding instructional support, remediation and course enrollment that are in the best interest of students. As such, M-DCPS provides academic support through Intensive Reading and Foundational Skills Mathematics courses for secondary school students because students must pass both the statewide, standardized Grade 10 FAST ELA and the Algebra 1 EOC to graduate from high school. These courses, approved for use in the FDOE Course Code Directory, are in addition to the regular language arts and mathematics courses and are offered as electives.

Parental Opt-Out Procedure for Intensive Reading Classes: A parent may request that their child not participate in the Intensive Reading courses in secondary schools. While it is not the recommendation of the District to remove students from the Intensive Reading courses given the State's graduation requirement of passing the Grade 10 FAST ELA, the Office of Academics and Transformation has a "Parental Opt-Out" Procedure. The Opt-Out Procedure applies to selected secondary students who meet academic grade and test score criteria. If a parent/ guardian of a student who meets the Opt-Out criteria initiates a request to remove their child from the Intensive Reading course, the school shall follow instructions, as delineated in Weekly Briefing 48331, which include having the parent meet with the school's Literacy Leadership Team and sign the District's release form found in Weekly Briefing 48332 acknowledging the District's recommendation. The parental request should be made directly to the principal who must also sign the District release form. The original, signed copy of the letter should be maintained in the student's cumulative folder. Questions from school sites about this Parental Opt-Out Procedure may be addressed with the M-DCPS Department of Secondary English Language Arts at (305) 995-3122.

D. Required Topics of Instruction for Middle Grades

In addition to the aforementioned required subject areas that comprise the middle grades program of study, required topics of instruction are also part of the curriculum, and they are embedded within various authorized middle school courses. The required topics of instruction are in accordance with Florida Statutes and/or District requirements, and reference to Florida Statutes and Board Policies are provided. **Note:** To see the full details for each topic listed in the chart below, click the link(s) in the "Florida Statutes" and/or "School Board Policy" column.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society.	Florida Statutes § 1003.42	★	★	★
The month of September of each year is designated as "American Founder's Month."	Florida Statutes § 683.1455	★	★	★
The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American	Florida Statutes § 1003.42	★ ★	★ ★	★ ★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.				
Civic and Character Education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124; School Board Policy 2290	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, Internet safety, nutrition, personal health, prevention, and control of disease, substance use and abuse prevention, and prevention of child sexual abuse education, exploitation, and human trafficking.	Florida Statutes § 1003.42; School Board Policy 5530; School Board Policy 8462.01; Florida Board of Education Rule 6A-1.094124	★ ★	★ ★	★ ★
The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body.	Florida Statutes § 1003.42	★	★	★
The nature and importance of free enterprise to the United States economy.	Florida Statutes § 1003.42	★	★	★
Flag Education, including proper flag display and flag salute.	Florida Statutes § 1003.42; School Board Policy 8810	★	★	★
The study of Hispanic contributions to the United States.	Florida Statutes § 1003.42	★	★	★
The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	Florida Statutes § 1003.42	★	★	★
The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.	Florida Statutes § 1003.42	★	★	★
The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	Florida Statutes § 1003.42	★	★	★
The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state,	Florida Statutes § 1003.42	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
and its counties, municipalities, school districts, and special districts.				
The history of the United States, including the period of discovery, early colonies, the War for independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present.	Florida Statutes § 1003.42	★	★	★
The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of antisemitism, as described in s. 1000.05(8), and the prevention of antisemitism.	Florida Statutes § 1003.42; Florida Statutes § 1000.05	★	★	★
The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.	Florida Statutes § 1003.42	★	★	★
Holocaust Remembrance Day – January 27	Florida Statutes § 683.196	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Life Skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124	★ ★	★ ★	★ ★
Kindness to animals.	Florida Statutes § 1003.42	★	★	★
The conservation of natural resources.	Florida Statutes § 1003.42	★	★	★
The elementary principles of agriculture.	Florida Statutes § 1003.42	★	★	★
The history of the State (Florida).	Florida Statutes § 1003.42	★	★	

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
To encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.	Florida Statutes § 1003.42	★	★	★
The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.	Florida Statutes § 1003.42	★	★	★
"Victims of Communism Day," November 7 of each year shall be suitably observed in the public schools of the state as a day honoring the 100 million people who have fallen victim to communist regimes across the world and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.334	★	★	★
Beginning in the 2026-2027 school year, the history of communism.	Florida Statutes § 1003.42	★	★	★
United States Public Law designates September 11 of each year as Patriot Day	United States Public Law 107-89	★	★	★
9/11 Heroes' Day, September 11 of each year shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 683.335	★	★	★
The study of women's contribution to the United States.	Florida Statutes § 1003.42	★	★	★
Reproductive Health and Disease Education/Awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.	Florida Statutes § 1003.42; Florida Statutes § 1003.46; School Board Policy 2417	★	★	★
Digital Citizenship	School Board Policy 7540.03	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★
Teen dating violence and abuse prevention, this component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.	Florida Statutes § 1003.42; School Board Policy 5517.03		★	★
The social, emotional, and physical effects of social media, this component must include, but	Florida Statutes § 1003.42	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented		
		6	7	8
need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.				
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147; School Board Policy 5517.01	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★
Disability History and Awareness Instruction	Florida Statutes § 1003.4205	★	★	★

★ Social Sciences ★ Physical Education and Health Literacy ★ Science
★ Student Services ★ English Language Arts

Instruction and supporting materials on the topics enumerated in this section must be consistent with the principles of individual freedom outlined in Florida Statutes § 1003.42(3).

E. Student Performance Expectations and Monitoring Student Progress

Specific Levels of Performance in Grades 6-8: Each student in grades 6-8 must meet specific levels of performance in reading, writing, mathematics, science, and social sciences for progression from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table *Student Performance Standards and Performance Levels, Grades 6-8* on the following chart and/or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored, per the statewide system of progress monitoring.

Student Performance Standards and Performance Levels, Grades 6-8

Subjects	Grades	Performance Standards and Performance Levels
Reading	**6-8**	• Statewide, standardized ELA assessment (FAST PM3) Achievement Level 3 or higher;
Mathematics	**6-8**	• Statewide, standardized Mathematics assessment (FASTPM3) Achievement Level 3 or higher; • Students enrolled in Grade 7 Accelerated Mathematics courses will participate in the Grade 8 statewide, standardized Mathematics assessment (FAST PM3, Achievement Level 3 or higher); • Middle grade students enrolled in Algebra 1 or Geometry will participate in the appropriate End-of-Course assessment instead of the grade-level statewide standardized Mathematics assessment (Achievement Level 3 or higher);
Science	**8**	• Statewide, standardized Science assessment Achievement Level 3 or higher; • Grade 8 students enrolled in Biology 1 will participate in the Biology 1 End-of-Course assessment instead of the Grade 8 statewide standardized Science assessment (Achievement Level 3 or higher)
Social Studies	**7**	• Students enrolled in Civics (Grade 7) will participate in the Civics End-of-Course assessment (Achievement Level 3 or higher).

F. Acceleration for High Achievement

Middle grades students may enroll in selected senior high school courses for the purpose of pursuing a more challenging curriculum. Students should be encouraged to enroll in accelerated/honors mathematics and science courses whenever appropriate. Accelerating in mathematics and science offers students the opportunity to take higher level mathematics and science courses in senior high school. Students should begin this sequence early in order to follow a path leading to the successful completion of four credits of high school mathematics and a minimum of three credits of high school science. Note that middle grades students enrolled in Algebra 1 Honors must pass the EOC assessment to earn a standard high school diploma. For explanations on the acceleration options, see ***Acceleration for High Achievement, General Requirements*** **section beginning on page 29** of this document.

IV. SENIOR HIGH SCHOOL REQUIREMENTS

Miami-Dade County Public Schools is committed to educating students to reach their highest academic potential. The district's goal of student achievement encompasses measuring students' success, in part, by ensuring that students graduate and enter higher education and/or the workforce with the skills and knowledge necessary to be lifelong learners and global citizens of the 21st century.

A. Planning for High School and Postsecondary Experiences

Students entering the ninth grade and their parents should be active participants in planning a high school program that will assist students in reaching their goals for the future. The wide range of courses and programs available in senior high schools will enable students, simultaneously, to prepare for college admission and learn skills for employment immediately after graduation, if they plan effectively.

Notification Requirements: The school district must notify students and parents, in writing, at the beginning of each school year of the requirements for a standard high school diploma; available diploma designations; eligibility requirements for state scholarship programs; opportunities and benefits of accelerated options; eligibility requirements for postsecondary admissions; available local and career and professional academies; career-themed courses; options to complete the Career and Technical Education (CTE) Graduation Pathway; work-based learning opportunities including internships, apprenticeships, and pre-apprenticeship programs, foundational and soft skills credentialing programs, and the Florida Ready to Work training and credentialing program; and provide those students and parents guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise student and parents on those options as per Florida Statutes § 1003.4282, Florida Statutes § 1003.02, and Florida Statutes § 445.06.

Counseling and Advisement: High school students should meet with the school counselor for advisement to ensure that they are on the right path to meet graduation requirements and to make the most of the years in high school and beyond. Students are to be counseled regarding increases in the graduation requirements well in advance of the time such changes impact them. Additionally, students in a standard four-year graduation program, who have attained a cumulative GPA of 2.5 or below, are to be identified and provided assistance, e.g., counseling, academic review, forgiveness policy, credit recovery options, schedule adjustments, and/or tutoring, to help them in achieving and maintaining a GPA that meets or exceeds the requirements for graduation.

Students should be encouraged to enroll in honors, Advanced Placement, and dual enrollment courses, as appropriate. Students should start the sequence of courses early in order to enable them to take the higher-level courses. Students should not be restricted from taking multiple numbers of these courses; however, it is a school-level responsibility to advise and caution students regarding an excessive workload.

Opportunities that will assist students in preparing for life after high school graduation include:

- enrolling in career academy and/or magnet programs;
- attaining industry certifications in Career Technical Education (CTE) programs of study, Florida Statutes § 1003.493;
- earning college or post-secondary technical education credit upon completing select CTE programs;
- attending career fairs to learn about employment opportunities and trends and to explore occupations of interest to them, Florida Statutes § 1001.43;
- learning more about their interests and aptitudes by completing interest and aptitude inventories;
- maintaining a personalized academic and career plan that allows them to reflect on what they have accomplished and plan for the future;
- using software or internet-based computer guidance programs to explore career and college choices and establish personal plans for future course work;
- participating in college readiness courses, designed in conjunction with Florida college faculty;
- participating in work-based learning experiences such as job shadowing internships and on-the-job training experiences to increase awareness of the skills and tasks involved;
- developing a plan for those involved in a special education program to facilitate the smooth transition to postsecondary activities; and
- transition planning for students with disabilities beginning at age 14, or younger, if appropriate, to focus on the student's anticipated course of study in secondary school.

Eligible students should be informed about adult secondary and postsecondary education options available in or near the school district, and the Graduation Alternative To Education Program (GATE), established under Florida Statutes § 1004.933, which offers a unique opportunity for students who want to leave high school to get back on track. Designed for students aged 16 to 21, the GATE provides a pathway to earn valuable career education credentials while also completing a standard high school diploma or its equivalent.

Through the GATE program, students can enroll in a Career and Technical Education (CTE) program and an Adult Secondary Education (ASE) program simultaneously. Eligible Adult Secondary Education (ASE) programs include Adult High School or GED® Preparation. Participants will work towards earning both a high school diploma and a credential from a Career Education Program on the Master Credential list in their chosen career field.

Students have up to three years to complete the GATE program, making it an accessible and flexible option for those looking to re-engage with their education and secure a brighter future. For more information please refer to the Graduation Alternative To Traditional Education (GATE) Program at the Adult Education website.

B. High School Graduation Diploma Options, Designations and Certificates

Diploma Options

Florida students entering high school may select from five options to earn a standard high school diploma. Pursuant to Florida Statutes § 1003.4282, students are allowed to earn credit in both the equivalent, applied, or integrated courses or career education courses and courses required for high school graduation. All of these graduation paths include opportunities to enroll in rigorous courses designed to prepare students for their future academic and career goals. The options are as follow:

- 24-credit standard diploma
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option, (Refer to the *High School Acceleration Options* beginning on page 29 for more information)
- Career and Technical Education (CTE) Graduation Pathway Option
- International Baccalaureate (IB) Diploma curriculum
- Advanced International Certificate of Education (AICE) curriculum

The State's high school graduation requirements, including requirements for students with disabilities, are specified in these sections of Florida Statutes:

- Requirements for a standard high school diploma, Florida Statutes § 1003.4282;
- Standard high school diploma designations, Florida Statutes § 1003.4285; and
- Academically Challenging Curriculum to Enhance Learning (ACCEL) Options, Florida Statutes § 1002.3105

Standard Diploma: Receipt of a standard high school diploma requires:

- Successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum;
- Earning a cumulative grade point average (GPA) of 2.0 on a 4.0 scale, and
- Attaining passing scores on required statewide, standardized assessments or concordant scores, as applicable

The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in Florida Statutes § 1003.01(4), including work-

related internships approved by the Florida Board of Education and identified in the course code directory.

For students entering Grade 9 before the 2023-2024 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through the **Career and Technical Education (CTE) graduation pathway** (Form 4886) by:

- Earning at least 18 credits.
- Earning a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale.
- Earning 4 credits for English Language Arts (ELA) including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score, 4 credits in mathematics including the statewide Algebra I EOC assessment, or earn a comparative score, 3 credits in science, and 3 credits in social sciences.
- Earning 4 elective credits instead of 8
  - Complete 2 credits in career and technical education. The courses must result in a program completion and an industry certification.
  - Complete 2 credits in electives or work-based learning programs; Physical Education is not required. A student may include one-half credit of personal financial literacy in the two credits of electives.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

For students entering Grade 9 in the 2023-2024 school year and thereafter, a student is eligible to complete an alternative pathway to earn a standard high school diploma through the Career and Technical Education (CTE) graduation pathway by:

- Earning at least 18 credits.
- Earning a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale.
- Earning 4 credits for English Language Arts (ELA) including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score, 4 credits in mathematics including the statewide Algebra I EOC assessment, or earn a comparative score, 3 credits in science, and 3 credits in social sciences, .5 credit in personal financial literacy.
- Earning 3.5 elective credits instead of 7
  - Complete 2 credits in career and technical education. . The courses must result in a program completion and an industry certification.
  - Complete 1.5 credits in electives or work-based learning programs Physical Education is not required.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

International Baccalaureate Curriculum/Advanced International Certificate of Education Curriculum: Students who complete an International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) curriculum, take the required IB or AICE exams and meet state assessment requirements, shall receive a standard diploma, and may be eligible for the International Baccalaureate diploma from the International Baccalaureate Organization or an Advanced International Certificate of Education diploma from Cambridge International Examinations.

Superintendent's Diploma of Distinction: In addition to the State's high school diploma options, M-DCPS offers students the opportunity to obtain the Superintendent's Diploma of Distinction. This diploma is awarded to students who meet the requirements of the standard diploma and:

- Complete an academically rigorous program of study, including at least four honors, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), International Studies (IS), and/or dual enrollment courses by the end of the first semester of the senior year;
- Complete a 75-hour community service project; and
- Earn a 3.5 weighted GPA by the end of the first semester of the senior year with no final grades less than a "C."

Diploma and Certificate Options for Students with Disabilities: Per Florida Statutes § 1003.4282 (8), beginning with students entering grade 9 in the 2014-2015 school year, students with disabilities, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to Florida Statutes § 1003.5716, must declare intent to graduate from high school with a standard high school diploma by meeting the same graduation requirements as all students. By January 1, 2026, the Florida Department of Education must create a document for students who cannot earn a standard high school diploma that describes their options and school districts must provide this documentation to those students, including students with disabilities, along with their transcripts. If a student's IEP references earning a certificate of completion, it must be revised at the annual IEP review.

Standard Diploma via Access Courses Cohorts 2014-2015 and Beyond:

- All students with disabilities will work toward a standard diploma.
- Students must demonstrate proficiency on the Grade 10 Florida Alternate Assessment (FAA) in English Language Arts and Access EOC in Access Algebra I.
- For students who do not score proficiently on the FAA and/or Access EOCs, a portfolio of quantifiable evidence of achievement is required for the IEP Team to review for waiver consideration with parental consent.

A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

- Has an Individual Education Plan that prescribes special education, transition planning, transition services, or related services through age 21; and
- Is enrolled in accelerated college credit instruction pursuant to Florida Statutes § 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

Any waiver of the statewide, standardized assessment requirements by the Individual Education Plan team, pursuant to Florida Statutes § 1008.22(3)(c), must be approved by the parent or student at age of maturity and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in Florida Statutes § 1003.572.

Diploma Designations

As per Florida Statutes § 1003.4285, students may earn one or both of the additional diploma designations, Scholar and/or Industry, on their standard high school diploma if they meet requirements. The following designations are in addition to the 24-credit program requirements:

- **Scholar Diploma Designation:** Students Entering Grade 9 in the **2014-2015 School Year and Thereafter:**
  - EOCs: Pass the Geometry, Biology 1*, and U.S. History* EOCs.
  - Earn 1 credit each in the following courses: Algebra II or an equally rigorous course; 1 credit in Statistics or an equally rigorous mathematics course; 1 credit in Chemistry or Physics; a course equally rigorous to Chemistry or Physics; 2 credits in the same Foreign Language, and at least 1 credit in an AP, IB, AICE, or dual enrollment course.
  - *A student is exempt from the Biology I or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.
  - Please refer to the Florida Department of Education's Equally Rigorous Courses for Scholar Designation for a list of State courses that have been identified as equally rigorous to Algebra II.

- **Industry Scholar Diploma Designation:**

  - Meets the standard high school diploma requirements, and
  - Attain one or more industry certifications from the list established per Florida Statutes § 1003.492.

Students with Disabilities and Scholar and/or Industry Scholar Designations: A student with a disability is eligible for a Scholar and/or Industry Scholar diploma designation and the student should have access to enroll in the required courses or programs. The Student's IEP must include a statement of intent to pursue a standard high school diploma and a Scholar and/or Industry Scholar designation, as determined by the student's parent or student at the age of maturity.

Florida Seal of Biliteracy Program: [Florida Statutes § 1003.432]

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

Criteria for Eligibility: The Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility for each designation.

- The **Florida Gold Seal of Biliteracy** - Awarded to students who attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the statewide, standardized Grade 10 English Language Arts (ELA) Florida Standard Assessment (FSA), or earned a score or performance level on any of the examinations approved by the state, or (for languages which are not tested on the nationally recognized examinations) demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid-level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language [Florida Statutes § 1003.432 (8)(b)].

- The **Florida Silver Seal of Biliteracy** - Awarded to students who attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, and earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale, or earn a score or performance level on any of the examinations approved by the state, or (for languages which are not tested on the nationally recognized examinations) demonstrated language proficiency through maintenance of a portfolio of language performance at the Advanced Low

level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language [Florida Statutes § 1003.432 (8)(b)].

Please Note:
Requirements for the criteria for the award of credit (Florida Board Rule 6A-1.09951). A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level on any of the state approved examinations under the Silver Seal designation. Information on the specific examinations can be found at diplomapathways.dadeschools.net.

For more information on graduation requirements, diploma designations, and graduation awards, visit diplomapathways.dadeschools.net.

Florida Seal of Fine Arts Program [Florida Statutes 1003.4321]**:**

The Florida Seal of Fine Arts Program recognizes high school graduates who have met exemplary benchmarks in fine arts. The purpose is to encourage students to develop an exemplary level of proficiency in the performing or visual arts.

The Florida Seal of Fine Arts is awarded to a high school student who earns a standard high school diploma; successfully completes at least three year-long courses in dance, music, theatre or the visual arts with a grade of "A" or higher in each course or earns three sequential course credits in such courses with a grade of "A" or higher in each course; and meets two of the following requirements:

- Successfully completed a fine arts International Baccalaureate (IB), an Advanced International Certificate of Education (AICE), Advanced Placement (AP), dual enrollment or honors course in the subjects listed in the paragraph above with a grade of "B" or higher.

- Participated in a district or statewide organization's juried event as a selected student participant for two or more years.

- Recorded at least 25 volunteer hours of arts-related community service in their community and presents a comprehensive presentation on their experiences.

- Met the requirements of a portfolio-based program identifying the student as an exemplary fine arts practitioner.

- Received district, state or national recognition for creating and submitting an original work of art. The term "work of art" means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

For more information on graduation requirements, diploma designations, and graduation awards, visit diplomapathways.dadeschools.net.

Certificates

International Studies Certificate: Students who complete an International Studies (IS) curriculum and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for a Certificate from the designated country of study.

C. Graduation Requirements for High School Students

The required program of study for senior high school students in M-DCPS reflects State and District requirements, including the state academic standards for high school education, as contained in the *M-DCPS District Pacing Guides*. This program of study includes the required courses in mathematics, English /ESOL, social sciences, science, physical education, and career exploration as well as a range of exploratory/elective areas, including but not limited to music, visual arts, theatre arts, dance, foreign language, and career and technical education.

Graduation requirements are listed per Florida Statutes § 1003.4282, *Requirements for a standard high school diploma*. In addition to meeting the requisite courses/credits and passing the statewide, standardized assessments for graduation, students must earn a cumulative GPA of 2.0 on a 4.0 scale to graduate.

For additional information regarding statewide, standardized assessments refer to the *Student Assessment Program* section beginning on page 4 of this document. Note**:** that all students must participate in Florida EOCs if they are enrolled in the corresponding courses (Algebra 1, Biology, Civics, Geometry, and US History), and the results must constitute 30% of the student's final course grade. Students who did not take a required Florida EOC when enrolled and received a "NG" instead of a final grade in the course, must take the assessment and have the EOC score included to receive a grade in the course.

Graduation requirements for students entering Grade 9 prior to the 2023-2024 school year include the following:

- **Four (4) Credits in English Language Arts (ELA):** The four credits must be in ELA I, II, III, and IV. ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
  Graduation Test Requirement: A student must pass the statewide, standardized Grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.

- **Four (4) Credits in Mathematics:** One of which must be Algebra 1 and one of which must be Geometry.
  - A student may earn two mathematics credits by successfully completing Algebra 1 through two full-year courses (Algebra 1A and Algebra 1B). A certified school counselor or the principal's designee must advise the student that admission to state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.
  - Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry). However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for participation in intercollegiate athletics. A certified school counselor or the principal's designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.
  - A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra 1 and Geometry if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.
  - Please refer to the M-DCPS list of Computer Science Courses that have been identified as substitutions for mathematics. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

  Graduation Test Requirement and EOC: A student must pass the Algebra 1 EOC assessment and the results constitute 30% of the final course grade or earn a comparative score on the designated assessment (refer to page 134 for comparative assessment scores) to earn a standard high school diploma unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. Students must participate in the Geometry EOC and the results constitute 30% of the student's final course grade. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) credits in Science:** One of which must be Biology 1, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component.
  - An industry certification that leads to college credit may substitute for up to one science credit (except for Biology 1).

- A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology 1, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for participation in intercollegiate athletics. The computer science course should be submitted to NCAA by the high school for review in the appropriate core area for eligibility.
- Please refer to the M-DCPS list of Computer Science Courses that have been identified as substitutions for science. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

EOC Requirement: Students must participate in the Biology 1 EOC assessment and the results constitute 30% of the final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) Credits in Social Studies:** One (1) credit in World History; one (1) credit in U.S. History; .5 credit in U.S. Government; and .5 credit in Economics.
  - **EOC Requirement:** Students enrolled in U.S. History must participate in U.S. History EOC assessment, and the results constitute 30% of the final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).
  - **Civic Literacy Assessment Requirement:** Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to Florida Statutes 1007.25(5). ***Students earning a passing score on the Civic Literacy Assessment are exempt from taking the Postsecondary Civic Literacy Assessment required by*** Florida Statutes § 1007.25(5). The Postsecondary Civic Literacy Assessment is an undergraduate degree requirement for students initially entering a Florida College System institution or state university to demonstrate competency in civic literacy.
- **One (1) Credit in Fine or Performing Arts, Speech and Debate, or Career and Technical Education:** A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the FDOE Course Code Directory. Per Florida Statutes § 1003.4282, a student who earns credit upon completion of 1 year of related technical instruction for an apprenticeship registered

with the Florida Department of Education under F.S. Chapter 446 or a preapprenticeship program registered with the Florida Department of Education under Chapter 446 Florida Statutes may use such credit to satisfy the graduation requirements for one (1) credit in fine or performing arts, speech and debate, or career and technical or one (1) elective credit. Beginning in the 2025-2026 school year per Florida Statutes § 1003.4282, completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts.

- **One (1) Credit in Physical Education:** Physical education must include the integration of health. Students must take .5 credit in Personal Fitness and .5 credit in any elective Physical Education course listed in the M-DCPS Course Code Directory.

  Participation in an interscholastic sport (FM 7155 and FM 7691) at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

  Beginning in the 2025-2026 school year:

  - Per Florida Statutes § 1003.453, school districts must provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must:

    (a) Allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation; and

    (b) Include the use of an automated external defibrillator.

- Per Florida Statutes § 1003.4282, completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

- **Eight (8) Elective Credits:** School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. Per Florida Statutes § 1003.4282, a student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education under F.S. Chapter 446 may use such credit to satisfy the graduation requirements for (1) elective credit.

Graduation requirements for students entering Grade 9 in the 2023-2024 school year and thereafter include the following:

- **Four (4) Credits in English Language Arts (ELA):** The four credits must be in ELA I, II, III, and IV. ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
  Graduation Test Requirement: A student must pass the statewide, standardized Grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.

- **Four (4) Credits in Mathematics:** One of which must be Algebra 1 and one of which must be Geometry.
  - A student may earn two mathematics credits by successfully completing Algebra 1 through two full-year courses (Algebra 1A and Algebra 1B). A certified school counselor or the principal's designee must advise the student that admission to state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.
  - Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry). However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for participation in intercollegiate athletics. A certified school counselor or the principal's designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra 1.

  - A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra 1 and Geometry if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.
  - Please refer to the M-DCPS list of Computer Science Courses that have been identified as substitutions for mathematics. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

  Graduation Test Requirement and EOC: A student must pass the Algebra 1 EOC assessment and the results constitute 30% of the final course grade or earn a comparative score on the designated assessment (refer to page 134 for comparative assessment scores) to earn a standard high school diploma unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. Students must participate in the Geometry EOC and the results constitute 30% of the student's final course grade. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) credits in Science:** One of which must be Biology 1, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component.
  - An industry certification that leads to college credit may substitute for up to one science credit (except for Biology 1).
  - A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. ***An identified computer science credit may not be used to substitute for both a mathematics and a science credit.*** However, students who take approved industry certifications to meet high school diploma requirements in mathematics and science may not be eligible for standard State University System (SUS) admissions nor meet NCAA requirements for participation in intercollegiate athletics. The computer science course should be submitted to NCAA by the high school for review in the appropriate core area for eligibility.
  - Please refer to the M-DCPS list of Computer Science Courses that have been identified as substitutions for science. Note: AP Computer Science Principles is the only Computer Science course that is accepted by Florida Bright Futures Requirement for elective credit.

  EOC Requirement: Students must participate in the Biology 1 EOC assessment and the results constitute 30% of the final course grade unless a Student with a Disability

(SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

- **Three (3) Credits in Social Sciences:** One (1) credit in World History; one (1) credit in U.S. History; .5 credit in U.S. Government; and .5 credit in Economics .
  - **EOC Requirement:** Students enrolled in U.S. History must participate in U.S. History EOC assessment and the results constitute 30% of the final course grade unless a Student with a Disability (SWD) has an EOC Waiver through the IEP. *Special note: 30% not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).
  - **Civic Literacy Assessment Requirement:** Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to Florida Statutes 1007.25(5). ***Students earning a passing score on the Civic Literacy Assessment are exempt from taking the Postsecondary Civic Literacy Assessment required by*** Florida Statutes § 1007.25(5). The Postsecondary Civic Literacy Assessment is an undergraduate degree requirement for students initially entering a Florida College System institution or state university to demonstrate competency in civic literacy.

- **One (1) Credit in Fine or Performing Arts, Speech and Debate, or Career and Technical Education:** A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the FDOE Course Code Directory. Per Florida Statutes § 1003.4282, a student who earns credit upon completion of 1 year of related technical instruction for an apprenticeship registered with the Florida Department of Education under F.S. Chapter 446 or a preapprenticeship program registered with the Florida Department of Education under Chapter 446 Florida Statutes may use such credit to satisfy the graduation requirements for one (1) credit in fine or performing arts, speech and debate, or career and technical education or one (1) elective credit. Beginning in the 2025-2026 school year per Florida Statutes § 1003.4282, completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts.

  One (1) Credit in Physical Education: Physical education must include the integration of health. Students must take .5 credit in Personal Fitness and .5 credit in any elective Physical Education course listed in the M-DCPS Course Code Directory.

  Participation in an interscholastic sport (FM 7155 and FM 7691) at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education or the one-credit

requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan.

Beginning in the 2025-2026 school year:

- Per Florida Statutes § 1003.453, school districts must provide basic training in first aid, including cardiopulmonary resuscitation, once in middle school in a physical education or health class and once in high school in a physical education or health class. Instruction in the use of cardiopulmonary resuscitation must:

  (a) Allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation; and

  (b) Include the use of an automated external defibrillator.

- Per Florida Statutes § 1003.4282, completion of two years of marching band satisfies the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

- **Seven and one-half (7.5) Elective Credits:** School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. Per Florida Statutes § 1003.4282, a student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education under F.S. Chapter 446 may use such credit to satisfy the graduation requirements for (1) elective credit.

One-half (.5) Credit in Personal Financial Literacy and Money Management: Beginning with students entering grade 9 in the 2023-2024 school year and thereafter, each student must earn one-half credit in personal financial literacy and money management. Beginning with the 2025–2026 school year, the course must also include instruction on the costs of postsecondary education, including cost of attendance, completion of the Free Application for Federal Student Aid (FAFSA), scholarships and grants, and student loans.

The State's Florida High School Graduation chart, found in Appendix C, summarizes the graduation requirements and other information.

D. Students with Disabilities: Statewide, Standardized Assessments and Course Accommodations

Test Exemptions for Students with Disabilities: Participation in the statewide, standardized assessment programs is mandatory for all students, including students with disabilities. This includes statewide standardized assessments, such as the FAST, and Florida EOCs for all enrolled students; and WIDA ACCESS Online for all eligible ESOL students, including students with disabilities. The decision regarding whether a student will be exempted or tested with or without accommodations is made by the student's IEP team and recorded on the IEP. Students with disabilities who are exempt from the regular standards will be assessed through the Florida Alternate Assessment (FAA) and WIDA Alternate ACCESS, as documented on the IEP.

Students with disabilities are required to take applicable EOC tests one time, after which assessment results may be waived for the purpose of determining the student's course grade and credit if the IEP committee determines an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

All students with disabilities, including ELLs with disabilities and students placed exclusively in programs for the Speech Impaired, Homebound or Hospitalized, or Visually Impaired, must participate in statewide, standardized assessments.

In many instances, students with disabilities will require accommodations and support in order to demonstrate proficiency on state or district assessments. These accommodations and support should also be used during classroom instruction and for classroom testing purposes, as documented on the IEP. The document provided by the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS), Accommodations: Assisting Students with Disabilities (2018), lists appropriate accommodations for students with disabilities.

Testing Accommodations for Students with Disabilities: The IEP or Section 504 plan team makes decisions about accommodations for an individual student with a disability

when they evaluate the impact of the student's disability and need for accommodations in classroom instruction and assessment activities. The following guidelines indicate that accommodations:

- It should be based on objective data.
- Facilitate an accurate demonstration of what the student knows or can do.
- Do not provide the student with an unfair advantage or interfere with the validity of the test.
- The same accommodations are used by the student in classroom instruction and for assessments.
- Are necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.
- Are permitted by the testing protocol for each specific district and/or state assessment.

Parental Rights Regarding the Statewide Standardized Assessments for Students with Disabilities: State mandates for Florida public schools regarding student assessment and accommodations indicate that parents must:

- be notified and provided with information regarding the implication of non-participation, should their child not participate in the assessment;
- be informed when their child is being provided with accommodations in the classroom that are not permitted on state assessments;
- sign consent in order for their child to receive accommodations in the classroom that would not be permitted on state assessments;
- acknowledge in writing that they understand the implications of their child receiving accommodations in the classroom that are not permitted on state assessments; and
- be informed of the potential impact on their child's ability to meet expected proficiency levels in reading, writing, and math when students are provided with accommodations in the classroom that are not permitted on state assessments.

These regulations must be addressed at every IEP meeting.

Waivers for Statewide, Standardized Graduation Tests for Students with Disabilities: Legislation provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. A student with a disability, as defined in Florida Statutes § 1007.02, for whom the Individual Education Plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. IEP teams are to complete the waiver for statewide, standardized assessment on the ESE-EMS system.

In order to be considered for the waiver from the statewide, standardized assessment graduation test requirement, the student must:

- be identified as a student with a disability, as defined in Florida Statutes § 1007.02; have an IEP;
- have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression;
- have taken the Grade 10 statewide, standardized assessment with appropriate allowable accommodations at least once in grade 10; and
- be progressing toward meeting the State's credit/course and 2.0 cumulative GPA requirements and any other district requirements for graduation with a standard diploma.

Certain students with disabilities will be eligible for waivers for EOC assessments after they have taken an assessment at least once. The decision regarding the waiver of the EOC results must be made by the IEP team and documented on the *Waiver of End of Course (EOC) Assessment Results Requirements for Students with Disabilities*, on the District's ESE/EMS platform. The team may convene at any time after the student has taken the assessment at least once and it has been determined that the student failed to earn a passing score on an EOC assessment. The EOC assessment results can be waived if the student meets all of the following criteria:

- be identified as a student with a disability,
- have an active IEP,
- have taken the EOC assessment with appropriate allowable accommodations at least once,
- have demonstrated, as determined by the IEP team, achievement of the course standards (must earn course credit by passing the course).

The EOC waiver does not apply to students who are determined eligible solely for the Hospital/Homebound program or to students with only a 504 plan.

For certain students with disabilities, an IEP Team, under specific circumstances and/or conditions, may request through the Superintendent of Schools to the Commissioner of Education for an exemption from the graduation test requirement for students with disabilities seeking a standard diploma.

Course Accommodations: Course accommodations for students with disabilities which shall be available, based upon assessment of student need, and specified on the student's IEP in both basic (general education) and special education courses include but are not limited to:

- an increase or decrease in instructional time;
- variations of instructional strategies;
- teacher instruction or student response through special communication systems;

- accommodation of content where specific sensory or motor functioning is severely impaired; and
- accommodation of test administration procedures and other evaluation systems to accommodate the student's disability permitted by the testing protocol for each specific district and/or state assessment.

M-DCPS provides students with disabilities with certain adaptations to basic education or CTE courses and programs of study to ensure students with disabilities the opportunity to meet graduation requirements for a standard diploma. Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When adapting CTE courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's IEP. Allowable adaptations to basic or CTE courses may include any of the following:

- the instructional time may be increased or decreased;
- instructional methodology/strategies may be varied;
- special communications systems may be used by the teacher or the student; and
- classroom and district test administration procedures and other evaluation procedures may be adapted to accommodate the student's disability.

The time required to complete grades 9-12 will depend upon the time necessary for the student to earn the required number of credits for the selected diploma option and fulfill other requirements for graduation. Promotion is based upon the same criteria as that of the general education population. Students with disabilities may remain in school until they meet graduation requirements. A student with a disability who has completed the requirements for a standard diploma may defer the diploma and get services, such as dual enrollment, until they are 21.

The potential to defer receipt of a standard high school diploma applies to any student with a disability, as long as the requirements of Florida Statutes § 1003.4282(8)(c), are met.

E. Concordant and Comparative Scores for the Statewide, Standardized Graduation Assessments

All grade 10 students must take the statewide, standardized Grade 10 FAST ELA assessment and students enrolled in Algebra 1 must take the Florida EOC in Algebra 1. However, a student who does not receive a passing score on either assessment may apply a concordant/comparative score achieved on a designated college readiness assessment to meet the high school graduation test requirements per Florida Statutes § 1003.4282. The tables on the following pages show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Reading and Writing section[1]	490
PSAT/NMSQT Reading and Writing section[1]	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged)[2, 3]	18
PreACT Secure English and Reading subject test (averaged)[2, 3]	18
CLT Grammar/Writing and Verbal Reasoning subject test (sum)[3]	39
CLT10 Grammar/Writing and Verbal Reasoning subject test (sum)[3]	39
Available for students who entered grade 9 between the 2020−21 and 2022–23 school years[4]:	
SAT EBRW/Reading and Writing[1]	480
ACT English and Reading subtests (averaged)[2, 3]	18
CLT Verbal Reasoning and Grammar/Writing sections sum[3]	36

[1] The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.
[2] If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number.
[3] The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing subject tests on the CLT and CLT10 are not required to come from the same test administration.
[4] Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores to meet their assessment graduation requirements if they received the score prior to the new concordant/comparative scores becoming effective.

Algebra 1 EOC Comparative Scores[1]

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020−21 and 2022–23 school years[2]:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3

[1] Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.

[2] Students who entered grade 9 in 2023–24 through 2024–25 school years may use these scores, in addition to the scores specified for their cohort, to meet their assessment graduation requirements if they received the score prior to the new concordant/comparative scores becoming effective.

Additional information regarding Concordant and Comparative Scores for High Graduation Tests can be accessed at:

Graduation Requirements for Florida's Statewide Assessments

Alternative Assessment Graduation Pathways for ESOL Students: Florida Statutes § 1003.433(3)(b) provides an alternative graduation pathway for students enrolled in an ESOL program for less than two years and have met all requirements for the standard high school diploma with the exception of passing the statewide, standardized grade 10 English Language Arts assessment. Eligible ELL students must have entered an English for Speakers of Other Languages (ESOL) Program on or after August 1st of the school year in which the student enters Grade 11 (not to exceed two calendar years). The following alternative measures may be applied for eligible students:

- Houghton Mifflin Harcourt (HMH) NWEA MAP Growth and Code Assessment at or above the 'Proficient' performance standard proficiency band (MAP Percentile score of 72 or above) in any of the three designated assessment periods.
- Accessing Comprehension and Communication in English State-to-State for English Language Learners (WIDA ACCESS Online) Composite Overall Proficiency Level of 4.0 or greater AND Reading domain Proficiency Level of 4.0 or greater.
- A Lexile score of 1076 or above on the Achieve3000 LevelSet in any of the three designated assessment periods.

As such, an eligible ELL student with less than two years in the ESOL program would meet ELA Grade 10 graduation test criteria by scoring EITHER at or above the 'Proficient' performance standard proficiency band (MAP Percentile score of 72 or above) on the Houghton Mifflin Harcourt (HMH) NWEA MAP Growth and Code Assessment , OR a Lexile score of 1076 or above on the Achieve3000 LevelSet in any of the three designated assessment periods, OR by scoring a 4.0 or above on both the WIDA ACCESS Online Composite score and the Reading domain score.

F. Senior High School Placement, Grade Promotion and Academic Support

Each student is required to have mastered the appropriate state standards, which are incorporated in the *M-DCPS District Pacing Guides* in order to be eligible for graduation

from M-DCPS. The following table provides the senior high school promotion and retention requirements for students, including SWD: Florida Statutes § 1003.42 and 1008.22, beginning with the 2022-2023 school year, students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except the passage of any assessment required for graduation or alternate assessment, may meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with Board Rule 6A-1.09422, F.A.C.

Summary of Promotion and Placement Requirements for Senior High School Students

End of Grade	Minimum Cumulative Total of Credits for the Four-Year, 24 Credit Standard Program
9	4 credits, which will include one ELA or one mathematics
10	9 credits, which will include: • two ELA, one mathematics, and one science OR • one ELA, two mathematics and one science
11	16 credits, which will include: • three ELA, two mathematics, and two science OR • two ELA, three mathematics and two science
12	24 credits required for graduation

Students with disabilities (SWD): SWD who are following the state academic standards must be enrolled in general education courses. SWD who are following the Access Points (modified curriculum) must be enrolled in access courses (7000 level) regardless of educational placement. The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Students with Disabilities who have reached the age of 14 or the first day of ninth grade, whichever comes first, must be included in a Transition IEP meeting to discuss resources along with secondary and post-secondary options. At that time, a description must be developed that includes a course of study for the student (courses, credits, GPA, community service, and assessments) to assist them in reaching their post-secondary goals. Furthermore, the IEP must include a statement of intent to pursue a standard high

school diploma and a Scholar or Industry Scholar designation as determined by the parent.

Academic Support for High School Students for English Language Arts and Mathematics: Students who do not achieve a Level 3 or above on statewide, standardized assessments in ELA, mathematics and Algebra 1 must be evaluated to determine the nature of students' difficulties and areas of academic need and be provided academic supports to improve the students' performance. The Florida Department of Education authorizes school districts to establish local policy regarding instructional support, remediation and course enrollment that are in the best interest of students. As such, M-DCPS provides academic support through Intensive Reading and Intensive Mathematics courses for secondary school students because students must pass both assessments to graduate high school. These courses, approved for use in the FDOE Course Code Directory, are in addition to the regular language arts and mathematics courses and are offered as electives.

Parental Opt-Out Procedure for Intensive Reading Classes: A parent may request that their child not participate in the Intensive Reading courses in secondary schools. While it is not the recommendation of the District to remove students from the Intensive Reading courses given the State's graduation requirement of passing the Grade 10 ELA FAST, the Office of Academics and Transformation has a "Parental Opt-Out" Procedure. The Opt-Out Procedure applies to selected secondary students who meet academic grade and test score criteria. If a parent/ guardian of a student who meets the Opt-Out criteria initiates a request to remove their child from the Intensive Reading course, the school shall follow instructions, as delineated in Weekly Briefing 48331, which include having the parent meet with the school's Literacy Leadership Team and sign the District's release form (Weekly Briefing 48332) acknowledging the District's recommendation. The parental request should be made directly to the principal who must also sign the District release form. The original, signed copy of the letter should be maintained in the student's cumulative folder. Questions from school sites about this Parental Opt-Out Procedure may be addressed with the M-DCPS Department of Secondary English Language Arts at 305-995-3122.

Grade Forgiveness Policy (FM 7688): The grade forgiveness policy for students in grades 9-12 is explained under the *General Requirements* section of this document beginning on page 46 of this document.

Semester System (FM 7689): There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at midyear or midyear promotions. These are outlined on Florida Statutes § 1003.436, and in Appendix D.

Out of State or Out of Country Transfer Students in 11th or 12th grade (FM 7690): Procedures regarding students who enter a Florida public school at the 11th or 12th grade from out of state or out of country are explained in the *General Requirements* section of this document on pages 13-14.

G. Required Topics of Instruction for Senior High School

In addition to the aforementioned required courses that comprise the high school graduation requirements, required topics of instruction are also part of the curriculum, and they are embedded within various authorized high school courses. The required topics of instruction are in accordance with Florida Statutes and/or District requirements and reference to Florida Statutes and Board Policies are provided. **Note:** To see the full details for each topic listed in the chart below, click the link(s) in the "Florida Statutes" and/or "School Board Policy" column.

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society.	Florida Statutes § 1003.42	★	★	★	★
The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.	Florida Statutes § 1003.42	★	★	★	★
The month of September of each year is designated as "American Founders' Month."	Florida Statutes § 683.1455	★	★	★	★
Civic and Character Education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124; School Board Policy 2290; School Board Policy 5724	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Health education that addresses concepts of community health, consumer health, environmental health and family life including injury prevention and safety, Internet safety nutrition, personal health, prevention, and control of disease, substance use and abuse prevention, and prevention of child sexual abuse education, exploitation, and human trafficking.	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124; School Board Policy 8462.01; School Board Policy 5530	★ ★	★ ★	★ ★	★ ★
The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body.	Florida Statutes § 1003.42	★	★		
The nature and importance of free enterprise to the United States economy.	Florida Statutes § 1003.42	★	★	★	★
Flag Education, including proper flag display and flag salute.	Florida Statutes § 1003.42; School Board Policy 8810	★	★	★	★
The study of Hispanic contributions to the United States.	Florida Statutes § 1003.42	★	★	★	★
The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	Florida Statutes § 1003.42	★	★	★	★
The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.	Florida Statutes § 1003.42			★	★
The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	Florida Statutes § 1003.42	★	★	★	★
The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.	Florida Statutes § 1003.42	★	★	★	★
The history of the United States, including the period of discovery, early colonies, the War for independence, the Civil War, the expansion of the U.S. to its present boundaries, the world wars, and the civil rights movement to the present.	Florida Statutes § 1003.42			★	

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of antisemitism, as described in s. 1000.05(8), and the prevention of antisemitism.	Florida Statutes § 1003.42; Florida Statutes § 1000.05			★	★
The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.	Florida Statutes § 1003.42	★	★	★	★
Holocaust Remembrance Day – January 27	Florida Statutes § 683.196	★	★	★	★
The history of the State (Florida).	Florida Statutes § 1003.42			★	★
To encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.	Florida Statutes § 1003.42	★	★	★	★
The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.	Florida Statutes § 1003.42	★	★	★	★
"Victims of Communism Day," November 7 of each year shall be suitably observed in the public schools of the state as a day honoring the 100 million people who have fallen victim to communist regimes across the world and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate. High school students enrolled in the United States Government class required by s. 1003.4282(3)(d) must receive at least 45 minutes of instruction on "Victims of Communism Day" to include topics such as Mao Zedong and the Cultural Revolution, Joseph Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot	Florida Statutes § 683.334	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
and the Khmer Rouge, and Nicolás Maduro and the Chavismo movement, and how victims suffered under these regimes through poverty, starvation, migration, systemic lethal violence, and suppression of speech.					
Beginning in the 2026-2027 school year, the history of communism.	Florida Statutes § 1003.42				
United States Public Law designates September 11 of each year as Patriot Day.	United States Public Law 107-89	★	★	★	★
9/11 Heroes' Day, September 11 of each year shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.	Florida Statutes § 1003.42	★	★	★	★
The study of women's contributions to the United States.	Florida Statutes § 1003.42	★	★	★	★
Reproductive Health and Disease Education/Awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.	Florida Statutes § 1003.42; Florida Statutes § 1003.46; School Board Policy 2417	★	★		
Digital Citizenship	School Board Policy 7540.03	★	★	★	★
Multicultural Education	School Board Policy 2225	★	★	★	★
Teen dating violence and abuse prevention, this component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.	Florida Statutes § 1003.42; School Board Policy 5517.03	★	★		
The social, emotional, and physical effects of social media, this component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior,	Florida Statutes § 1003.42	★	★	★	★

Required Topic	Florida Statutes and/or School Board Policy	Grades Implemented			
		9	10	11	12
and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.					
Bullying and Harassment Prevention Education	Florida Statutes § 1006.147; School Board Policy 5517.01	★	★	★	★
Sexting Prevention	School Board Policy 5136.02	★	★	★	★
Kindness to Animals	Florida Statutes § 1003.42	★	★	★	★
The conservation of natural resources.	Florida Statutes § 1003.42	★	★	★	★
The elementary principles of agriculture.	Florida Statutes § 1003.42	★	★	★	★
Comprehensive age-appropriate and developmentally appropriate K-12 instruction on Life Skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds.	Florida Statutes § 1003.42; Florida Board of Education Rule 6A-1.094124	★ ★	★ ★	★ ★	★ ★
Develop Leadership Skills, interpersonal skills, organization skills, and research skills; creating a résumé, including a digital résumé; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.	Florida Statutes § 1003.42	★ ★	★	★	★
Sun Safety Education	School Board Policy 5330.02	★	★	★	★
Disability History and Awareness Instruction	Florida Statutes § 1003.4205	★	★	★	★

★ Social Sciences ★ Physical Education and Health Literacy ★ Science

★ Student Services English and/or CTE

Instruction and supporting materials on the topics enumerated in this section must be consistent with the principles of individual freedom outlined in Florida Statutes § 1003.42(3).

H. Scheduling of Students

Each student in senior high school must be scheduled for a minimum of six annual credits per year. Florida Virtual School (FLVS) courses and dual enrollment courses can be applied toward the six annual credits per year requirement. Additionally, a senior needing five credits or less to graduate may be scheduled for only five periods upon approval by the principal and Regional Superintendent, or designee. The approval of the parent is also required. This requirement may be waived for a student with disabilities if a shortened school day has been included in the student's IEP and if the resultant schedule is in accordance with relevant Florida Statutes and Florida Board of Education (FBE) rules. Grades earned through FLVS will be entered into the student's permanent record. Students may not withdraw from a course in progress and enroll in the same or equivalent course through FLVS except for extenuating circumstances.

I. Definition of "Credit"

High School Credit: As per Florida Statutes § 1003.436, for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards.

The "one-half credit earned system" allows for students to receive one-half credit for courses provided on a full-year basis. The hourly requirements for one-half credit are one-half the requirements for a full credit. A student enrolled in a full-year course shall receive one-half credit if the student:

- successfully completes half of a full-year course (either the first or the second half);
- fails to successfully complete the other half of the course; and
- the averaging of the grades obtained in each half would not result in a passing grade.

A student attending a school-sponsored and approved activity directly related to the student's academic program shall be considered as present for instruction.

Credits in High Schools with Block Scheduling: One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.

J. Additional Information regarding High School and Graduation

Acceleration Provisions: M-DCPS provides for the accelerated coursework that allows students to pursue a more challenging program of study. These acceleration options are explained in the *General Requirements* section of this document beginning on page 29.

Career and Technical Student Organizations (CTSO): Florida Statutes § 1003.4282, enables a student to receive work-based learning credit or credit in electives for completing a threshold level of demonstrable participation **(minimum 135-hours, outside of regular class time)** in extracurricular activities associated with career and technical student organizations(CTSOs). These CTSO experiences and activities must provide the opportunity for students to apply academic and technical content to career experiences. Work-based learning credit or credit in electives for extracurricular activities or supervised agricultural experiences may not be limited by grade level. **For students pursuing a standard diploma through the career and technical education pathway option under Florida Statutes § 1003.4282, the high school credit will satisfy one credit of work-based learning.**

Community Service: A community service project, which is described in Community Service Requirement Implementation Instructions Senior High School, incorporated by reference in this School Board Policy 5410 Student Progression Plan, is required for graduation for those students who select a four-year, 24-credit standard program. The school must approve and verify that the student's community service complies with the requirements specified in the Community Service Requirement Implementation Instructions Senior High School. In the implementation of the project, the student is to identify a social problem of interest, develop a plan for personal involvement in addressing the problem, and, through papers or presentations, evaluate and reflect upon the experience. No specific numbers of hours are required for graduation. A community service project is not a graduation requirement for students enrolled in the 18-credit ACCEL option. However, it should be noted that the Florida Bright Futures Scholarship Program requires volunteer service hours, paid work hours, or total combined hours as part of the eligibility requirements for the Florida Academic Scholars Award, the Florida Medallion Scholars Award and the Florida Gold Seal Vocational Scholars Award. Beginning with high school students graduating in the 2022-2023 academic year and thereafter, students may complete 100 hours of paid work, as approved by the School Board to satisfy the volunteer community service hour requirement for any award in the Florida Bright Futures Scholarship Program. Additionally, students should seek advisement regarding community service requirements for certain diploma options, such as the Superintendent's Diploma of Distinction, AICE, and IB, from their school counselor.

Interscholastic Extracurricular Eligibility: Guidelines for student participation in extracurricular activities, as per Florida Statutes § 1006.15, are delineated in School

Board Policy 5845, *Student Activities*, and 2431, *Interscholastic Athletics*. The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day. Student eligibility requirements and rules for participation in interscholastic extracurricular athletics and activities are explained in the District's Student Activities Guidelines. Any student who participates in extracurricular athletics and activities must have a completed, signed *Contract for Student Participation in Interscholastic Competition or Performances*, FM-7155.

Science Courses: Students should strongly consider taking four years of science, to include chemistry and/or physics, along with the required Biology 1 course, in order to remain competitive with their national and international peers.

Computer Science: Students are provided opportunities for learning computer science. Such courses are integrated into middle and senior high schools, including combination schools in which any of grades 6 through 12 are taught. When scheduling students into Computer Science courses please adhere to the M-DCPS Course Code Directory.

Course Code Directory: Any course listed in the current FDOE Course Code Directory, or the M-DCPS Course Code Directory which is appropriate for grades 9 or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation. In selecting their electives, students shall consider a specific career course plan.

Adult Education Program Credit: A student who is eligible may, with prior written approval of the high school principal and acceptance into the adult education high school credit program, earn four courses per school year from the adult education program to apply toward graduation requirements for a high school diploma. The form *Credit Certification for Adult Education* FM-4269 should be used for this purpose. Students can only take courses in the adult education program previously failed in the day school program. During the 2024-2025 school year, the district will offer up to three courses from the adult education high school credit program. Thereafter, during the 2025-2026 school year, the district will offer a maximum of four courses. It should be noted that adult education high school courses taken through the regular adult education program may not be recognized by the National Collegiate Athletic Association (NCAA) as meeting eligibility requirements to participate in college athletics.

Senior high school students may not withdraw from a senior high school class and enroll in the same or equivalent class for graduation credit through adult education in the same academic year except for extenuating circumstances and only by permission of the principal.

A *Credit Certification for Adult Education* form, FM-4269, should be completed for each student who will transfer credits earned in an adult education program to his/her high

school transcript. This form should also be used when the student is no longer enrolled in senior high school but will use the adult education credit(s) to earn his/her diploma.

Establishment of Increased Graduation Requirements by Senior High Schools: Individual senior high schools may not establish graduation requirements greater than the prescribed State requirements for students enrolled in the four-year, 24-credit standard program, subject to the approval of the Regional Superintendent, the Chief Academic Officer and the Superintendent of Schools, or designee.

K. State University System, Florida College System and Career and Technical Colleges and Centers

State University System (SUS) Entrance Requirements: Admission into Florida's State University System is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the Board of Governors Regulations linked below:

- 6.001 General Admissions
- 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

Additional information is available at the State University System of Florida.

Florida College System: Florida's College System includes 28 state colleges that have a general open-door admissions policy for students who have a high school diploma or GED®. These institutions offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit or an equivalent diploma or earned college credit. Additional information is available at The Florida College System.

Career and Technical Colleges and Centers: Florida also offers students 48 technical colleges and 28 state colleges which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and

provide industry-specific education and training for a wide variety of occupations. Additional information is available at Career, Adult and Technical Education and District Postsecondary Institutions.

L. Florida Bright Futures Scholarship Program

The Florida Department of Education's Office of Student Financial Assistance oversees the Florida Bright Futures Scholarship Program. In addition to providing information about this program, this website facilitates application to the program for interested students.

Program Description: The Florida Bright Futures Scholarship Program, as per Florida Statutes § 1009.53, is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within 3 years of graduation from high school. The Bright Futures Scholarship Program consists of four types of awards: the Florida Academic Scholarship, the Florida Medallion Scholarship, the Florida Gold Seal CAPE Scholarship, and the Florida Gold Seal Vocational Scholarship. Each award has specific eligibility requirements and award criteria, which are outlined in the Bright Futures Student Handbook Chapter 1, Chapter 2, and Chapter 3.

Application Process: Students must apply for the scholarship by submitting the *Florida Financial Aid Application (FFAA)* beginning October 1 of their senior year and by no later than August 31 after high school graduation. All eligibility requirements must be met by high school graduation, however scores of ACT®/CLT®/SAT® tests taken through August 31 are accepted for evaluation purposes.

After submitting the FFAA, the student is responsible for tracking the application and award status online and keeping the Office of Student Financial Assistance (OSFA) informed of any demographic or institutional changes and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

V. THE ADULT HIGH SCHOOL CREDIT PROGRAM

A. Standard High School Diploma for Adult Education Students

An adult student in an adult general education program as provided under Florida Statutes § 1004.93 , shall be awarded a standard high school diploma if the student meets the requirements of this section or Florida Statutes § 1002.3105. Grades 9-12 (or equivalent) students in adult high school credit programs must meet essentially the same standards for graduation as those in the four-year, 24-credit standard program. Students who do not receive a specific exemption will be assessed a block tuition rate of $30 per term plus ID and test fees.

For high school graduation course/credit requirements and statewide standardized assessments for graduation, see *Graduation Requirements for High School Students*. For students graduating from the adult education program, refer to the table that follows:

Graduation Assessment Requirements and Passing Score by School Year

Grade 10 ELA				
School Year When Students Entered Grade 9	**Assessment**	**Passing Score**	**Score Scale**	**Score Scale Range**
2022-2023 and beyond	FAST ELA Reading	247	B.E.S.T.	179-308
2021-2022[2]	FAST ELA Reading	246[1]	B.E.S.T.	179-308
Algebra 1				
First Participation in Algebra 1	**Assessment**	**Passing Score**	**Score Scale**	**Score Scale Range**
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325-475
Winter 2022-Fall 2023	B.E.S.T. Algebra 1 EOC	398[1]	B.E.S.T.	325-475

[1] The Alternate Passing Scores (APS) on the B.E.S.T. scale are 246 for the Grade 10 ELA Reading and 398 for B.E.S.T. Algebra 1.
[2] Students who entered grade 9 prior to the 2021-22 school year are also eligible for the alternate passing score.

Alternate Passing Scores

The following table provides the alternate passing scores for FAST and B.E.S.T. assessments. Students whose graduation requirements were for the Florida Standards Assessments (FSA) (or prior) are eligible to use an alternate passing score linked to the passing score on the FSA assessment (including concordant/comparative scores) for the purpose of meeting an assessment graduation requirement.

FAST/B.E.S.T. Alternate Passing Scores

Assessment	Graduation/Assessment Requirement	Alternate Passing Score	Score Scale
FAST Grade 10 ELA Reading	FSA or prior	246	B.E.S.T.
B.E.S.T. Algebra 1	FSA or prior	398	B.E.S.T.
B.E.S.T. Geometry[1]	FSA or prior	401	B.E.S.T.

[1]Earning a passing score on the Geometry EOC is not required for graduation but may be used as a comparative score for the Algebra 1 EOC graduation requirement.

Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C. Tables below show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Reading and Writing section[1]	490
PSAT/NMSQT Reading and Writing section[1]	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged)[2, 3]	18
PreACT Secure English and Reading subject test (averaged)[2, 3]	18
CLT Grammar/Writing and Verbal Reasoning subject test (sum)[3]	39
CLT10 Grammar/Writing and Verbal Reasoning subject test (sum)[3]	39
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years[4]:	
SAT EBRW/Reading and Writing[1]	480
ACT English and Reading subtests (averaged)[2, 3]	18
CLT Verbal Reasoning and Grammar/Writing sections sum[3]	36

[1] The combined score for the SAT or PSAT/NMSQT Reading and Writing sections or the SAT EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.
[2] If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number.
[3] The scores from the English and Reading subject tests on the ACT and PreACT and the Verbal Reasoning and Grammar/Writing subject tests on the CLT and CLT10 are not required to come from the same test administration.
4 Students may meet their assessment graduation requirements if they received the score prior to the new concordant scores becoming effective on August 19, 2025.

Algebra 1 EOC Comparative Scores[1]

Available for students who entered grade 9 in 2022–23 and beyond:	
SAT Math	420
PSAT/NMSQT Math	430
PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16

CLT Quantitative Reasoning	14
CLT10 Quantitative Reasoning	14
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2020–21 and 2022–23 school years[2]:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC Level	Level 3

[1] Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation.
[2] Students may meet their assessment graduation requirements if they received the score prior to the new comparative scores becoming effective on August 19, 2025.

As a result of the COVID pandemic, Florida Department of Education Emergency Order No. 2020-EO-01 and Emergency Order No. 2021-EO-02 established that graduation test requirements were waived for students scheduled to graduate in Spring 2020 and Spring 2021.

Previous Concordant and Comparative scores that were available for earlier cohorts of students have been removed because they are no longer authorized in Florida Department of Education State Board Rule. The only scores available to adult students who have yet to meet an assessment graduation requirement are listed in the graduation requirements chart for Florida's Statewide Assessments linked below.

Additional information regarding Concordant and Comparative Scores for High Graduation Test can be accessed at:

Graduation Requirements for Florida's Statewide Assessments

The one credit in physical education is not required and may be substituted with elective credit, keeping the total credits required for graduation the same. Any course listed within the *FDOE Course Code Directory* in the areas of art, theatre arts, dance, music, speech, or identified CTE courses may be taken by adult secondary education students to satisfy the one required credit in performing arts. However, beginning with the 2009-2010 school year and beyond, adult high school students may enroll in any approved elective course in lieu of the one required performing arts credit. The science lab component may be waived when facilities are not available. The community service graduation requirement is encouraged, but it is not a requirement to earn a standard diploma.

To obtain a standard adult high school diploma, a student must earn the required 24 credits and pass the required statewide, standardized assessments or attain concordant and/or comparative scores. A cumulative GPA of 2.0 on a 4.0 scale is required for all adult high school students. Instructional credits and additional provisions as applied toward a diploma in this program are defined as follows:

- Credits are earned by successful completion of course requirements and attainment of a satisfactory grade on an end-of-course exam.
- One annual credit is the equivalent of two semester credits.
- Students may be assigned to a high school basic skills class as determined by assessment. This class may not be offered as a part of an adult basic education program. A student shall earn only elective credit toward graduation for high school remedial language arts and high school remedial mathematics classes. A maximum of two such credits may be earned.
- The courses or subjects specified below are the minimum required for graduation through the adult education program.
- Students who entered adult high school in 2014-2015 and beyond will need one course within the 24-credit program to be completed through online learning.
- Eligible adult high school program students who had previously earned passing HSCT scores may apply these scores toward the graduation requirement.
- Students who entered adult high school in 2012-2013 and forward will be required to take the respective EOC assessment when taking the Algebra 1, Biology 1, Geometry, and US History course, and the results constitute 30% of the final course grade.

B. 18 Credit ACCEL Option: The 18 Credit (ACCEL) Option for Adult High School graduation requirements are as follows:

- 14 core courses required for standard diploma
- 4 elective credits
- Physical education is not required (adult students are exempt).
- Online course is not required.
- All other graduation requirements for a 24-credit standard diploma must be met.

C. GED® Program: Florida Statutes § 1003.435 requires notifying each candidate for high school equivalency diplomas of adult secondary and postsecondary education options available in or near the school district, including the Graduation Alternative to Traditional Education (GATE) Program under Florida Statutes § 1004.933. The candidate must also be informed of the eligibility requirements and any minimum academic requirements for each available option.

Upon successful completion of the official GED® Test, a candidate shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate. For specific information regarding the GED® program, please refer to the Adult Education website.

D. GED® Underage Waiver Policy: Per the requirements of Florida Statutes § 1003.435, individuals aged sixteen (16) and seventeen (17) years of age must terminate school enrollment prior to taking the 2014 GED® Test. Effective November 1, 2024, the parent or legal guardian of the individual aged sixteen (16) and seventeen (17) years of age must submit a signed and notarized Underage Testing Form and proof of withdrawal from school to the High School Equivalency Diploma Program office via email at GEDAgeWaiver@fldoe.org before the individual can schedule a sub-test of the 2014 GED® Test.

The individual will be notified by GED® when they are cleared to take the 2014 GED® test. Test scores, and any diplomas based on such scores, that are earned by someone under the age of eighteen (18) not in conformance with this rule will be invalidated.

E. Performance-Based Exit Option Model: Currently enrolled high school students at risk of dropping out or of not graduating with their cohort group are eligible to take the GED® Test. If students pass the GED® Test along with other applicable state graduation tests, they are eligible to graduate receiving a State of Florida High School Performance-Based Exit Option Model. Students must meet the following eligibility criteria to access this alternate graduation option:

- are 16 years old and currently enrolled in a PK-12 program;
- are enrolled in courses that meet the high school graduation requirements;
- are over-age for grade, behind in credits, below the 2.0 GPA, and are in jeopardy of not graduating with their cohort group;
- have demonstrated a probability for success on the GED® Test as documented by the GED® Ready, the Official Practice Test (OPT);
- have passed the applicable graduation tests or earned an applicable concordant score along with other applicable state graduation tests;
- have maintained enrollment through their prescribed graduation date;
- have not graduated before the commencement date of the class with whom they entered kindergarten; and
- achieved a minimum 9th grade reading level as documented by an assessment to determine grade level proficiency.
- Students with disabilities will continue to be eligible for FAPE until the end of the school year in which the student turns 22 years of age, if they have not earned a standard diploma,even if they have earned a GED® credential. The only exception includes students with disabilities who successfully utilize the Performance-Based Exit Option Model.

F. Graduation Alternative to Traditional Education (GATE) Program: The GATE Program established under Florida Statutes § 1004.933, is an alternative pathway to education and workforce opportunities for students who have withdrawn from high school

prior to graduation to affirm the unequivocal value of a standard high school diploma as the primary education credential by which students access higher education and workforce opportunities. The GATE program serves to expand opportunities for students to complete high school courses and earn a standard high school diploma.

Parental consent is required for a student under 18 years of age to withdraw from high school prior to graduation.

When a student withdraws from high school prior to graduation, the student has not received the full value of a taxpayer-funded pre-K-12 education and therefore lacks the education credential essential to gainful employment and future educational opportunities. The GATE Program intends to provide an alternative pathway program, waiving tuition and fees for the program for participating students who have not earned a standard high school diploma.

Payment Waiver:
Notwithstanding any other provision of state law, an institution shall waive 100 percent of the registration, tuition, laboratory, and examination fees for a student participating in the GATE Program. A waiver provided under this section after a student's first term shall be provided after state aid is applied.

Instructional materials assigned for use under the GATE Program must be made available to GATE Program students free of charge.

An institution may not require payment by students of instructional materials costs eligible for reimbursement.

To be eligible for participation in the GATE Program, a student must:

1. Not have earned a standard high school diploma or a high school equivalency diploma before enrolling in the GATE Program;
2. Have been withdrawn from high school;
3. Be a resident of this state as defined in s. 1009.21(1);
4. Be 16 to 21 years of age at the time of initial enrollment, provided that a student who is 16 or 17 years of age has withdrawn from school enrollment pursuant to the requirements and safeguards in s. 1003.21(1)(c);
5. Select the adult secondary education program and career education program of his or her choice at the time of admission to the GATE Program, provided that the career education program is included on the Master Credentials List under s. 445.004(4). The student may not change the requested pathway after enrollment, except that, if necessary for the student, the student may enroll in an adult basic education program prior to enrolling in the adult secondary education program;
6. Maintain a 2.0 GPA for career and technical education coursework; and
7. Notwithstanding s. 1003.435(4), complete the programs within 3 years after his or her initial enrollment unless the institution determines that an extension is warranted due to extenuating circumstances.

Subject to the availability of funds, a student who meets the requirements of eligibility and is enrolled in the GATE Program is eligible to receive the stipend specified in s. 1009.895(3).

The district will not impose additional criteria to determine a student's eligibility to receive a waiver as described in Florida Statutes § 1004.933.

In keeping with the requirements of State Board Rule 6A.6.0200, students who are eligible for the GATE program, may access the student application and enrollment form at https://api.dadeschools.net/wmsfiles/61/pdfs/3999.pdf.

Upon receipt of the student's application and enrollment form, the technical college will review the application against the GATE program eligibility criteria and collaborate with the student to identify and select an eligible CTE program. Additionally, the GATE student will receive correspondence pertaining to programs for which eligibility was not met.

If there are extenuating circumstances warranting an extension on the three-year enrollment limit, the GATE student should contact the Director of their Technical College in writing to request the extension along with supporting documentation when available.

Each Technical College will make information available to parents, local workforce boards and other stakeholders through their web pages. Additionally, GATE Program Informational flyers will be delivered to and made available to High Schools and local workforce boards.

APPENDIX A

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

Florida Statutes § 1002.3105

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options,

Florida Statutes § 1002.3105

Pursuant to Florida Statutes 1002.3105, F.S. school districts are required to implement the following ACCEL Options for eligible students: whole-grade promotion and midyear promotion; and subject-matter acceleration resulting in the promotion or acceleration taking place within the same school or to a new school; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under Florida Statutes 1003.4295, which allows students to take End-of-Course (EOC) Examinations, Advanced Placement (AP) or CLEP exams and receive credit for the corresponding high school course(s) if students pass the EOC, AP, and/or CLEP exams. Additional ACCEL Options specified in Florida Statutes § 1002.3105 may be offered by principals at individual schools.

Student Eligibility and Procedures for implementation of ACCEL Options:

Minimum student eligibility requirements to be considered by the principal for participation in ACCEL Options:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to Florida Statutes § 1008.22, reflecting above grade level performance on content standards;
- A student's grade point average should be a 3.0 (unweighted) or above in the core academic subjects of mathematics, science, language arts/reading, and social sciences;
- The student's attendance and conduct record must comply with School Board Policy 5200, *Student Attendance.* A student's conduct record should reflect a 3.0 grade point average for eligibility in an ACCEL Option. School Board Policy 5500, *Student Conduct and Discipline and the Code of Student Conduct*, *Elementary and Secondary*, provide guidance for schools;
- Letter(s) of recommendation from one or more of the student's teachers in core curriculum courses (language arts/reading, mathematics, science and/or social sciences); and
- A letter of recommendation from a school counselor at the student's school.

Parent notification of ACCEL Options and procedures for parents to request consideration for students to participate in ACCEL Options:

- Parents requesting that their child be considered to participate in an ACCEL Option should contact the school counselor or a school administrator;
- Students must meet the minimum eligibility criteria to be considered for ACCEL participation;
- High school students must meet high school graduation criteria including earning required credits to be eligible for graduation;
- In the event of a grade promotion in grades K-8, FM-2228* should be completed and processed at the school; and
- M-DCPS requires FM-7488* to be completed for all students participating in an ACCEL option. The form must be signed by the student, parent, and principal.

*Form 2228 and Form 7488 must be maintained in the student's cumulative folder along with other documentation to include teacher and counselor letters of recommendation, assessment results, and any other information that supports the acceleration or promotion.

APPENDIX B

Procedures Associated with Elementary School Retention

PROCEDURES ASSOCIATED WITH ELEMENTARY SCHOOL STUDENT RETENTION

1. Prior to First Retention

Code

P-1 - Parent Conference - Possible Retention: In this conference, the administrator and/or teacher shall discuss with the student and his/her parent the lack of progress in academic achievement and/or the deficiencies exhibited by the student which will impede success at the next level and the steps to be taken by all those concerned for the student to succeed. If a parent conference is not possible, every effort shall be made to communicate the purpose and the content of the retention prevention plan with the parent through the use of other strategies, e.g., home visits by the school social worker or written communication.

CA - Conference - Teacher/Student: During this session, the teacher shall discuss with the student the specific reasons for retention, e.g., failure to demonstrate mastery of basic skills, insufficient progress in academic achievement, lack of readiness for the next level of instruction, and/or absenteeism. Refer to the actions required by the retention prevention plan.

A9 - Conference - Principal/Teacher - Possible Retention: When it has been determined that a student is functioning at an unsatisfactory level and, therefore, is in danger of being retained, the principal shall meet with the teacher to review instructional materials in relation to the student's reading level, the instructional methodology being used, the teacher/student relationship, and any other variable that may affect the student's progress.

I-4 - Individual Counseling - Possible Retention: A student who is functioning at an unsatisfactory level and is, therefore, in danger of being retained, shall be the recipient of counseling services on a periodic basis. This includes a review of the student's academic growth and emotional/physical well-being in order to determine whether the student needs additional services, e.g., tutoring, alternative education, and/or referral to another agency. These services may be provided by the school counselor or other qualified staff member.

D-3 - Developmental Group Counseling: A student who is functioning at an unsatisfactory level and is, therefore, in danger of being retained, shall be involved in group counseling sessions specifically designed to develop skills for improving academic progress, e.g., study skills, goal setting, decision making, and/or self-concept. These services may be provided by the school counselor or other qualified staff member.

2. Prior to Second Retention

Code

P-1 - Parent Conference - Possible Retention: In this conference, the administrator and/or teacher shall discuss with the student and his/her parent the lack of progress in academic achievement and/or the deficiencies exhibited by the student which will impede success at the next level and the steps to be taken by all those concerned for the student to succeed. It is the intent that a parent conference takes place. However, if a parent conference is not possible, every effort shall be made to communicate with the parent through the use of other strategies, e.g., home visits by the school social worker or written communication. During the conference, the student's academic intervention(s) identified as part of the schoolwide system of progress monitoring must be reviewed and revised as needed.

CA - Conference - Teacher/Student: During this session, the teacher shall discuss with the student the specific reasons for retention, e.g., failure to demonstrate mastery of basic skills, insufficient progress in academic achievement, lack of readiness for the next level of instruction, and/or absenteeism. Refer to the procedures necessary for achieving success and the actions required by the retention prevention plan.

CR - Counseling - Retained Student: The retained student shall be involved in individual or group counseling activities specifically designed to address the needs of the retained students, e.g., study skills, decision making, and/or self-concept. These services may be provided by the school counselor or other qualified staff member.

A-8 - Academic Review - Retained Student: The principal or assistant principal shall meet with the retained student's teachers to assure that the student is involved in an appropriate instructional program, e.g., tutorial programs, alternative education, extended school day, peer tutoring, referral for consideration of Exceptional Student Education, and/or Saturday school.

3. A student is not to be retained a third time in grades 2-5 except on special recommendation of the principal and written approval by the Regional Superintendent.

SUMMARY OF INTERVENTION STRATEGIES

Intervention Strategies	Prior to First Retention	Prior to Second Retention
CA Teacher/Student Conference	✓	✓
A9 Principal Teacher Conference	✓	
I-4 Individual Counseling	✓	
D-3 Developmental Group Counseling	✓	
P-1 Parent Conference – Possible Retention	✓	✓
CR Counseling Retained Student		✓
A-8 Academic Review		✓

Note:

1. Documentation of DSIS intervention strategies is required for students in programs for Speech/Language Impaired and Gifted.

APPENDIX C

Senior High School Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know: Students Entering Grade 9 in 2023-2024 and Thereafter

Academic Advisement – What Students and Parents Need to Know: Students Entering Grade 9 Prior to 2023-2024

FLORIDA DEPARTMENT OF EDUCATION

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. 1008.22, F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **
- An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science*

- One of which must be Biology, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**
- An identified computer science*** credit may substitute for up to one science credit (except for Biology)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

0.5 Credit in Personal Financial Literacy**

1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

7.5 Elective Credits

Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.
****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement
Students Entering Grade 9 in 2023-2024 and Thereafter
What Students and Parents Need to Know

Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

++Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course, takes the respective AP, IB or AICE assessment, and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology
- Geometry
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's State University System (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
  - 4 English (3 with substantial writing)
  - 4 Mathematics (Algebra 1 level and higher)
  - 3 Natural Science (2 with substantial lab)
  - 3 Social Science
  - 2 World Language (sequential, in the same language or other equivalents)
  - 2 approved electives

Florida College System

The 28 colleges of the Florida College System serve more than 850,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

FLORIDA DEPARTMENT OF EDUCATION

Asesoramiento Académico
Estudiantes que ingresan al noveno grado en 2023-2024 y después

Lo que los estudiantes y padres necesitan saber

¿Qué opciones conducen a un diploma estándar?

Finalización exitosa de una de las siguientes opciones:

- 24 créditos
- Currículo de Certificado Internacional Avanzado de Educación (AICE)
- Currículo de Bachillerato Internacional (IB)
- 18 créditos de Currículo Académicamente Desafiante para Mejorar el Aprendizaje (ACCEL)
- Vía de Educación Profesional y Técnica (CTE) (consulte la sección [s.] 1003.4282, Estatutos de Florida [E.F.])

¿Cuáles son los requisitos de evaluación estatal?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Artes del lenguaje inglés (ELA) de grado 10 o una puntuación concordante
- Fin de curso (EOC) de Álgebra 1 o una puntuación comparativa

El equipo del Plan Educativo Individual (IEP) otorga una exención de los resultados de la evaluación para los estudiantes con discapacidades. Además, los estudiantes que han estado inscritos en un programa de inglés para hablantes de otros idiomas (ESOL) durante menos de dos años pueden cumplir con el requisito de ELA de grado 10 al demostrar satisfactoriamente las expectativas de las evaluaciones formativas del nivel de grado.

Consulte los Requisitos de graduación para las evaluaciones estatales de Florida para obtener puntuaciones concordantes y comparativas.

Los estudiantes matriculados en los siguientes cursos deberán participar en la evaluación EOC correspondiente, que constituye el 30 por ciento de la calificación final del curso*:

- Álgebra 1
- Biología
- Geometría
- Historia de EE. UU.

*Nota especial: El treinta por ciento no se aplica si no está inscrito en el curso pero aprobó el EOC (Programa de Aceleración de Créditos [CAP]). (Consulte s. 1008.22, E.F.)

¿Cuál es la diferencia entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 2.5 créditos optativos en vez de 7.5
- Educación Física no es requerido

¿Cuál es la diferencia entre la opción de CTE Pathway y la opción de 24 créditos?

- Se requieren al menos 18 créditos
- 3.5 créditos optativos en vez de 7.5
  - 2 créditos en cursos CTE, deben resultar en la finalización del programa y el certificado de industria
  - 1.5 créditos en programas de aprendizaje basados en el trabajo; no se requiere Educación Física
- No se requieren Bellas Artes y Artes Escénicas, Discurso y Debate, CTE, o Artes Prácticas

Requisitos del diploma estándar de 24 créditos

Disponible para todos los estudiantes, incluidos los estudiantes con discapacidades

4 créditos de ELA

- ELA 1, 2, 3, 4
- ELA honores, colocación avanzada (AP), AICE, IB e inscripción doble pueden satisfacer este requisito

4 créditos de Matemáticas*

- Uno de los cuales debe ser Álgebra 1 y uno del cual debe ser Geometría
- Certificados de industria que conducen a créditos universitarios pueden sustituir hasta dos créditos de matemáticas (excepto Álgebra 1 y Geometría) **
- Un crédito de informática*** identificado puede sustituir hasta un crédito de matemáticas (excepto Álgebra 1 y Geometría)

3 créditos de Ciencias*

- Uno de los cuales debe ser Biología, dos de los cuales deben ser cursos de ciencias igualmente rigurosos
- Dos de los tres créditos del curso requeridos deben tener un componente de laboratorio
- Los certificados de industria que conducen a créditos universitarios pueden sustituir hasta un crédito de ciencias (excepto Biología)**
- Un crédito de informática*** identificado puede sustituir hasta un crédito de ciencias (excepto Biología)

3 créditos de Estudios Sociales

- 1 crédito en Historia Mundial
- 1 crédito en Historia de EE. UU.
- 0.5 crédito en Gobierno de los Estados Unidos
- 0.5 crédito en Economía

0.5 crédito de Educación financiera personal**

1 crédito en Bellas Artes y Artes Escénicas, Discurso y Debate, Educación Profesional y Técnica, o Artes Prácticas*

1 crédito de Educación Física *

- Incluirá la integración de la salud

7.5 créditos optativos

Los estudiantes deben obtener un promedio de calificaciones (GPA) no ponderado de 2.0 en una escala de 4.0 para todos los años del grupo y aprobar evaluaciones estandarizadas a nivel estatal.

*Los cursos elegibles se especifican en el Directorio de los códigos de créditos de Florida.
**Los certificados de industria para los cuales existe un acuerdo de articulación de créditos universitarios a nivel estatal aprobado por la Junta de Educación del Estado puede sustituir por los créditos de matemáticas y ciencias.
*** Un crédito de informática no se puede utilizar para sustituir un crédito de matemáticas y ciencias.
**** Este requisito se agregó para los estudiantes que ingresan al noveno grado en 2023-2024 y después.

Asesoramiento Académico
Estudiantes que ingresan al noveno grado en 2023-2024 y después
Lo que los estudiantes y padres necesitan saber

Designación del diploma académico

Además de cumplir con los requisitos de s. 1003.4282, F.F., un estudiante debe cumplir con los siguientes requisitos:

- Obtener 1 crédito en Álgebra 2 o en un curso igualmente riguroso
- Aprobar el EOC de Geometría
- Obtener 1 crédito en Estadística o un curso de matemáticas igualmente riguroso
- Aprobar el EOC++ de Biología 1
- Obtener 1 crédito en Química o Física
- Obtener 1 crédito en un curso igualmente riguroso a Química o Física
- Aprobar el EOC++ de Historia de EE. UU.
- Obtener 2 créditos en el mismo idioma mundial
- Obtener al menos 1 crédito en un curso AP, IB, AICE o de inscripción doble

**Nota especial: Un estudiante está exento de la evaluación EOC de Biología 1 o Historia de EE. UU. si está matriculado en un curso AP, IB, o AICE Biología 1 o Historia de EE. UU.; toma la evaluación respectiva AP, IB o AICE; y obtiene en crédito universitario mínimo.

Designación de diploma académico de industria

- Cumplir con los requisitos del diploma estándar de escuela secundaria
- Obtener uno o más certificados de industria de la lista establecida (según s. 1003.492, E.F.)

¿Que es CAP?

CAP permite al estudiante obtener créditos de escuela secundaria si aprueba un examen AP, un Programa de evaluación de nivel universitario (CLEP) o una evaluación de curso a nivel estatal sin estar inscrito en el curso. Los cursos incluyen:

- Álgebra 1
- Biología
- Geometría
- Historia de EE.UU.

¿Cuáles son las opciones de graduación adicionales para estudiantes con discapacidades?

Los estudiantes, en colaboración con los padres y el equipo del IEP pueden elegir dos opciones de diploma estándar adicionales disponibles solo para estudiantes con discapacidades. Ambos permiten a los estudiantes sustituir un curso CTE con contenido relacionado por un crédito en ELA 4, matemáticas, ciencias y estudios sociales (excluyendo Álgebra 1, Geometría, Biología 1 e Historia de EE. UU.). Las dos opciones son las siguientes:

- Los estudiantes con una discapacidad cognitiva más significativa pueden obtener créditos a través de cursos de acceso y ser evaluados mediante una evaluación alternativa.
- Los estudiantes matriculados en la opción académica y laboral deben obtener al menos 0.5 crédito a través de un empleo remunerado además de cumplir con los requisitos de graduación del diploma estándar.

Sistema Universitario Estatal

La admisión a las instituciones del Sistema Universitario Estatal (SUS) de Florida es competitivo. Los futuros estudiantes deben completar un curso de estudio riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar sus posibilidades de ser aceptado. Para poder ingresar a una de las universidades públicas de Florida, un estudiante que ingresa a la universidad por primera vez debe cumplir con los siguientes requisitos mínimos (el crédito obtenido por un certificado de industria no cuenta para la admisión al SUS):

- Graduación de la escuela secundaria con un diploma estándar, un GPA mínimo de 2.5 y puntuación de exámenes de admisión que cumplen con puntajes mínimos de los exámenes de preparación para la universidad según el Reglamento 6.008 de la Junta de Gobernadores (BOG)
- 16 créditos de cursos académicos de preparación universitaria aprobados según el Reglamento 6.002 de BOG
- 4 Inglés (3 con escritura sustancial)
- 4 Matemáticas (Álgebra nivel 1 y superior)
- 3 Ciencias Naturales (2 con laboratorio sustancial)
- 3 Ciencias Sociales
- 2 Idioma Mundial (consecutivos, en el mismo idioma u otros equivalentes)
- 2 optativos aprobados

El Florida College System

Los 28 colegios del Florida College System sirven a más de 650,000 estudiantes. Los colegios ofrecen credenciales de fuerza laboral asequibles y aplicables incluyendo programas de certificación, título de Asociado en Ciencias y título de Asociado en Artes, que se transfieren a un programa de licenciatura. Todos los colegios también ofrecen programas de licenciatura para la fuerza laboral en áreas de alta demanda. Todas las instituciones del Florida College System tienen admisiones de puertas abiertas para los estudiantes que obtuvieron un diploma estándar de escuela secundaria o un diploma equivalente, o que obtuvieron créditos universitarios.

Colegios y Centros Profesionales y Técnicos

Florida también ofrece a los estudiantes 49 colegios o centros profesionales y técnicos acreditados en todo el estado, que brindan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y brindan educación y formación específica de la industria para una amplia variedad de profesiones.

Educación Profesional, Técnica y para Adultos
Instituciones postsecundarias del distrito

¿Dónde se encuentra la información sobre ayuda financiera?

La Oficina de Asistencia Financiera Estudiantil del Departamento de Educación de Florida administra una variedad de subvenciones y becas para educación postsecundaria financiadas por el estado.

Oficina de Asistencia Financiera Estudiantil

Para obtener información más detallada sobre los requisitos de graduación, visite la página web del Departamento de Educación de Florida en https://www.fldoe.org/schools/k-12-ublic-schools/sss/graduation-requirements/.

FLORIDA DEPARTMENT OF EDUCATION

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

(See section [s.] 1003.4282, Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Biology
- Geometry
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. 1008.22, F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **
- An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science*

- One of which must be Biology, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**
- An identified computer science*** credit may substitute for up to one science credit (except for Biology)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.
**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.
***A computer science credit may not be used to substitute for both a mathematics and science credit.

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
What Students and Parents Need to Know

Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course, takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology
- Geometry
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's State University System (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the Florida College System serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career, Adult and Technical Education
District Postsecondary Institutions

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

FLORIDA DEPARTMENT OF EDUCATION
Fldoe.org

Asesoramiento Académico
Estudiantes que ingresan al noveno grado antes de 2023-2024

Lo que los estudiantes y padres necesitan saber

¿Qué opciones conducen a un diploma estándar?

Finalización exitosa de una de las siguientes opciones:

- 24 créditos
- Currículo de Certificado Internacional Avanzado de Educación (AICE)
- Currículo de Bachillerato Internacional (IB)
- 18 créditos de Currículo Académicamente Desafiante para Mejorar el Aprendizaje (ACCEL)
- Vía de Educación Profesional y Técnica (CTE)

(consulte la sección [s.] 1003.4282, Estatutos de Florida [E.F.])

¿Cuáles son los requisitos de evaluación estatal?

Los estudiantes deben aprobar las siguientes evaluaciones estatales:

- Artes del lenguaje inglés (ELA) de grado 10 o una puntuación concordante
- Fin de curso (EOC) de Álgebra 1 o una puntuación comparativa

El equipo del Plan Educativo Individual (IEP) otorga una exención de los resultados de la evaluación para los estudiantes con discapacidades. Además, los estudiantes que han estado inscritos en un programa de inglés para hablantes de otros idiomas (ESOL) durante menos de dos años pueden cumplir con el requisito de ELA de grado 10 al demostrar satisfactoriamente las expectativas de las evaluaciones formativas del nivel de grado.

Consulte los Requisitos de graduación para las evaluaciones estatales de Florida para obtener puntuaciones concordantes y comparativas.

Los estudiantes matriculados en los siguientes cursos deberán participar en la evaluación EOC correspondiente, que constituye el 30 por ciento de la calificación final del curso*:

- Álgebra 1
- Biología
- Geometría
- Historia de EE. UU.

* Nota especial: El treinta por ciento no se aplica si no está inscrito en el curso pero aprobó el EOC (Programa de Aceleración de Créditos [CAP]). (Consulte s. 1008.22, E.F.)

¿Cuál es la diferencia entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos optativos en vez de 8
- Educación Física no es requerido

¿Cuál es la diferencia entre la opción de CTE Pathway y la opción de 24 créditos?

- Se requieren al menos 18 créditos
- 4 créditos optativos en vez de 8
  - 2 créditos en cursos CTE, deben resultar en la finalización del programa y el certificado de industria
  - 1.5 créditos en programas de aprendizaje basados en el trabajo; no se requiere Educación Física
- No se requieren Bellas Artes y Artes Escénicas, Discurso y Debate, CTE, o Artes Prácticas

Requisitos del diploma estándar de 24 créditos

Disponible para todos los estudiantes, incluyendo estudiantes con discapacidades

4 créditos de ELA

- ELA 1, 2, 3, 4
- ELA honores, colocación avanzada (AP), AICE, IB e inscripción doble pueden satisfacer este requisito

4 créditos de Matemáticas*

- Uno de los cuales debe ser Álgebra 1 y uno del cual debe ser Geometría
- Certificados de industria que conducen a créditos universitarios pueden sustituir hasta dos créditos de matemáticas (excepto por Álgebra 1 y Geometría) **
- Un crédito de informática *** identificado puede sustituir hasta un crédito de matemáticas (excepto por Álgebra 1 y Geometría)

3 créditos de Ciencias*

- Uno de los cuales debe ser Biología, dos de los cuales deben ser cursos de ciencias igualmente rigurosos
- Dos de los tres créditos del curso requeridos deben tener un componente de laboratorio
- Los certificados de industria que conducen a créditos universitarios pueden sustituir hasta un crédito de ciencias (excepto Biología)**
- Un crédito de informática *** identificado puede sustituir hasta un crédito de ciencias (excepto Biología)

3 créditos de Estudios Sociales

- 1 crédito en Historia Mundial
- 1 crédito en Historia de EE. UU.
- 0.5 crédito en Gobierno de los Estados Unidos
- 0.5 crédito en Economía

1 crédito en Bellas Artes y Artes Escénicas, Discurso y Debate, Educación Profesional y Técnica, o Artes Prácticas *

1 crédito de Educación Física *

- Incluirá la integración de la salud

8 créditos optativos

Los estudiantes deben obtener un promedio de calificaciones (GPA) no ponderado de 2.0 en una escala de 4.0 para todos los años del grupo y aprobar evaluaciones estandarizadas a nivel estatal.

* Los cursos elegibles se especifican en el Directorio de los códigos de créditos de Florida.
**Los certificados de industria para los cuales existe un acuerdo de articulación de créditos universitarios a nivel estatal aprobado por la Junta de Educación del Estado puede sustituir por los créditos de matemáticas y ciencias.
*** Un crédito de informática no se puede utilizar para sustituir un crédito de matemáticas y ciencias.

Asesoramiento Académico
Estudiantes que ingresan al noveno grado antes de 2023-2024
Lo que los estudiantes y los padres necesitan saber

Designación del diploma académico

Además de los requisitos de s. 1003.4282, E.F., un estudiante debe cumplir con los siguientes requisitos:

- Obtener 1 crédito en Álgebra 2 o en un curso igualmente riguroso
- Aprobar el EOC de Geometría
- Obtener 1 crédito en Estadística o un curso de matemáticas igualmente riguroso
- Aprobar el EOC++ de Biología 1
- Obtener 1 crédito en Química o Física
- Obtener 1 crédito en un curso igualmente riguroso a Química o Física
- Aprobar el EOC++ de Historia de EE. UU.
- Obtener 2 créditos en el mismo idioma mundial
- Obtener al menos 1 crédito en un curso AP, IB, AICE o de inscripción doble

** Nota especial: Un estudiante está exento de la evaluación EOC de Biología 1 o Historia de EE. UU. si está matriculado en un curso AP, IB, o AICE Biología 1 o Historia de EE. UU.; toma la evaluación respectiva AP, IB o AICE; y obtiene en crédito universitario mínimo.

Designación de diploma académico de industria

- Cumplir con los requisitos del diploma estándar de escuela secundaria
- Obtener uno o más certificados de industria de la lista establecida (según s. 1003.492, E.F.)

¿Que es CAP?

CAP permite al estudiante obtener créditos de escuela secundaria si aprueba un examen AP, un Programa de evaluación de nivel universitario (CLEP) o una evaluación de curso a nivel estatal sin estar inscrito en el curso. Los cursos incluyen:

- Álgebra 1
- Biología
- Geometría
- Historia de EE. UU.

¿Cuáles son las opciones de graduación adicionales para estudiantes con discapacidades?

Los estudiantes, en colaboración con los padres y el equipo del IEP pueden elegir dos opciones de diploma estándar adicionales disponibles solo para estudiantes con discapacidades. Ambos permiten a los estudiantes sustituir un curso CTE con contenido relacionado por un crédito en ELA 4, matemáticas, ciencias y estudios sociales (excluyendo Álgebra 1, Geometría, Biología 1 e Historia de EE. UU.). Las dos opciones son las siguientes:

- Los estudiantes con una discapacidad cognitiva más significativa pueden obtener créditos a través de cursos de acceso y ser evaluados mediante una evaluación alternativa.
- Los estudiantes matriculados en la opción académica y laboral deben obtener al menos 0.5 crédito a través de un empleo remunerado además de cumplir con los requisitos de graduación del diploma estándar.

Sistema Universitario Estatal

La admisión a las instituciones del Sistema Universitario Estatal (SUS) de Florida es competitivo. Los futuros estudiantes deben completar un curso de estudio riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar sus posibilidades de ser aceptado. Para poder ingresar a una de las universidades públicas de Florida, un estudiante que ingresa a la universidad por primera vez debe cumplir con los siguientes requisitos mínimos (el crédito obtenido por un certificado de industria no cuenta para la admisión al SUS):

- Graduación de la escuela secundaria con un diploma estándar, un GPA mínimo de 2.5 y puntuación de exámenes de admisión que cumplen con puntajes mínimos de los exámenes de preparación para la universidad según el Reglamento 6.008 de la Junta de Gobernadores (BOG)
- 16 créditos de cursos académicos de preparación universitaria aprobados según el Reglamento 6.002 de BOG
- 4 Inglés (3 con escritura sustancial)
- 4 Matemáticas (Álgebra nivel 1 y superior)
- 3 Ciencias Naturales (2 con laboratorio sustancial)
- 3 Ciencias Sociales
- 2 Idioma Mundial (consecutivos, en el mismo idioma u otros equivalentes)
- 2 optativos aprobados

El Florida College System

Los 28 colegios del Florida College System sirven a más de 650,000 estudiantes. Los colegios ofrecen credenciales de fuerza laboral asequibles y apilables incluyendo programas de certificación, título de Asociado en Ciencias y título de Asociado en Artes, que se transfieren a un programa de licenciatura. Todos los colegios también ofrecen programas de licenciatura para la fuerza laboral en áreas de alta demanda. Todas las instituciones del Florida College System tienen admisiones de puertas abiertas para estudiantes que obtuvieron un diploma estándar de escuela secundaria o un diploma equivalente, o que obtuvieron créditos universitarios.

Colegios y Centros Profesionales y Técnicos

Florida también ofrece a los estudiantes 49 colegios o centros profesionales y técnicos acreditados en todo el estado, que brindan la educación y certificación necesarias para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y brindan educación y formación específica de la industria para una amplia variedad de profesiones.

Educación Profesional, Técnica y para Adultos
Instituciones postsecundarias del distrito

¿Dónde se encuentra la información sobre ayuda financiera?

La Oficina de Asistencia Financiera Estudiantil del Departamento de Educación de Florida administra una variedad de subvenciones y becas para educación postsecundaria financiadas por el estado.

Oficina de Asistencia Financiera Estudiantil

Para obtener información más detallada sobre los requisitos de graduación visite la página web del Departamento de Educación de Florida en https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

APPENDIX D

Elements of the Semester System

ELEMENTS OF THE SEMESTER SYSTEM

A modified semester system provides educational benefits to M-DCPS secondary students, especially those at risk of dropping out of school. The school system's modified semester system is consistent with Florida Statutes § 1003.436, which partially states: "In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade."

Personnel in M-DCPS strongly believe that continuous effort, resulting in academic achievement, is essential to progressive scholastic growth. As a result, M-DCPS submitted a waiver to the Florida Department of Education to permit a teacher to override a passing end-of-year grade for an annual course for students who do not earn a minimum of five (5) grade points in the second semester. The waiver was granted; it enables teachers to override a passing end-of-year grade for an annual course by awarding a failing grade despite the fact that the average for the year in an annual course yields a passing grade.

When a student receives credit for an annual course as the result of averaging a failing semester and a passing semester, that student must also meet additional requirements, such as class attendance, homework, participation, and other indicators of performance. Where appropriate, the teacher may continue to use an override or the "incomplete" grade entry.

Advantages of a Modified Semester System

1. Students who fail a course do not have to repeat a 180-day course to receive credit. Under a modified semester system, however, there is no need to develop two master schedules per year and to reschedule all classes during the second half of the school year.
2. The availability of semester courses provides the flexibility necessary to assist students who are having difficulties with certain subjects or with school in general.
3. Flexible promotion schedules benefit students who need either longer or shorter lengths of time to master the basic curriculum. For example, by relaxing entry requirements to the ninth and to the tenth grade, at-risk students are able to receive a more appropriate curriculum but are still responsible for high school completion requirements.
4. Increased opportunities for the advanced student make acceleration possible.
5. Utilization of the state system of course codes (and the district computerized curriculum bulletin) allow semester credit to be granted for partial completion of a course which has been designated as an annual course by the state.
6. The district computerized system permits a teacher to override computer-average grades in all cases except in assigning the grade of "F." This means that a student who is failing a course can demonstrate mastery of course standards and be awarded a passing grade, even though a strict numerical average might not yield one. This eliminates the problem that results when students who are failing a course feel there is no point in trying harder since the final, strictly derived average would still be below passing.
7. The enhancement of various bilingual programs makes it possible for students with limited English proficiency to stay current in subject matter in the home language while learning English. This helps to prevent failure and "out-of-phase" schedules.

8. A student who has amassed sufficient credits to graduate can begin post-secondary experiences at the end of the first semester of the final year. Students can still participate in the graduation ceremony at the conclusion of the school year.
9. Special programs and procedures designed to help at-risk students allow for promotion and scheduling flexibility to meet individual needs. Examples of these are: the forgiveness policy for "D" and "F" grades; adult education; special education strategies, which can be used to help special students meet promotional requirements; and expanded opportunities for students to take adult courses to assist with graduation requirements.

Basic Features of the Modified Semester Plan

The basic features of the modified semester plan are:

1. Student course schedules are developed on a yearly basis.
2. When it is beneficial to students, semester credit is awarded for partial completion of an annual course.
3. When it is in the student's best interest, a student who is failing a course is moved to another related course at a lower level and, subsequently, can receive full credit in the second course upon successful completion.
4. Alternative scheduling mechanisms and programs are formally encouraged.

APPENDIX E

Department of Exceptional Student Education (ESE)
Grading English Language Learners (ELLs) With Disabilities

Department of Exceptional Student Education
GRADING ENGLISH LANGUAGE LEARNERS (ELLs) WITH DISABILITIES
Grades K-5

Grades	ESOL**	Language Arts/ Reading	Mathematics, Science, Social Sciences	Fine Arts and Physical Education	Home Language Art (World Language Spanish/Haitian Creole Language Arts)
Kindergarten	**Levels I, II, III, IV** **Grade:** E, G, S, M, U **Comment:** None	**Reading/Language Arts Level I** **Grade**: None required if student receiving ESOL in General Education **Comment:** 02 **Level I** **Grade:** E, G, S, M, U Required if student receiving ESOL in ESE Program. **Comment:** 05 **Levels II, III, and IV** **Grade:** E, G, S, M, U **Comment:** 05	**Levels I and II receiving instruction in the home language (CCHL)** **Grade:** E, G, S, M, U **Comment:** 01 **Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL)** **Grade:** E, G, S, M, U **Comment:** 05	**Levels I, II, III, IV** **Grade:** E, G, S, M, U **Comment:** None	**Levels I, II, III, IV** **Grade:** E, G, S, M, U **Comment:** None
Grades: 1-5	**Levels I, II, III, IV** **Grade:** A-F **Comment:** None	**Levels I, II, III, and IV** **Grade:** A-F **Comment: 05** **Level I** **Grade**: None required if student receiving ESOL in General Education **Comment:** 02 **Level I** **Grade:** A-F Required if student receiving ESOL in ESE Program. **Comment:** 05	**Levels I and II receiving instruction in the home language (CCHL)** **Grade:** A-F **Comment:** 01 **Levels I, II, III and IV receiving instruction in English using ESOL strategies (CCE/ESOL)** **Grade:** A-F **Comment:** 05	**Levels I, II, III, IV** **Grade:** A-F **Comment:** None	**Levels I, II, III, IV** **Grade:** A-F **Comment:** None

Comment Codes:
01: Receiving bilingual instruction in this subject.
02: Language Arts/Reading grade received within the ESOL grade
05: Receiving instruction in English using ESOL strategies.
**** For ELLs with disabilities being provided instruction in general education,**

Department of Exceptional Student Education (ESE)
GRADING ENGLISH LANGUAGE LEARNERS (ELLs) WITH DISABILITIES
Grades 6-8

*M/J Language Arts (1, 2, 3) Through ESOL And *M/J Developmental Language Arts Through ESOL Level (I-IV)	ESE Reading /Language Arts	**Mathematics, Science, Social Sciences, and, Computer Literacy
Grades: A – F **Comments:** None	**ESOL Levels I-IV** **Grades:** A-F **Comment**: 05	**Grades: A – F** **ESOL Level I, II, II, and IV:** **Comment: 01** - If instruction is in the home language **05** – If instruction is in English, using ESOL Strategies

Grades 9-12

*English (1, 2, 3) Through ESOL And *Developmental Language Arts Through ESOL (Reading) Level (1-4)	ESE Reading /English	**Mathematics, Science, Social Sciences, and, Computer Literacy
Grades: A – F **Comments:** None	**ESOL Levels I-IV** **Grades:** A-F **Comment**: 05	**Grades: A – F** **ESOL Level I, II, II, and IV:** **Comment: 01** - If instruction is in the home language **05** – If instruction is in English, using ESOL Strategies

*** ELLs with disabilities must be enrolled in ESOL courses if being provided instruction in the general education program.**
**** General Education and/or Exceptional Student Education courses (e.g., 7000) ; or being taught in general education or ESE Varying Exceptionalities class.**

Comment Codes:
01: Receiving bilingual instruction in this subject.
05: Receiving instruction in English using ESOL strategies.
49: No final grade assigned due to limited time of enrollment.

APPENDIX F

Department of Bilingual Education and World Languages
Grading of English Language Learners

Department of Bilingual Education and World Languages
Grading of English Language Learners: Grades K-5

Grades	ESOL vocabulary, listening, speaking	Language Arts spelling, grammar, writing	Reading (phonics, phonemic awareness, comprehension)	Mathematics, Science, Social Sciences	Fine Arts and Physical Education	World Language/Home Language Arts (Spanish/Haitian - Creole)
Kindergarten	**Levels I, II, III, IV** **Grade:** E, G, S, M, عغ U **Comment:** None required	**Level I*** (see comment) **Comment:** 02 **Levels II, III, IV** **Grade**: E, G, S, M, U **Comment:** None required *This comment applies to new students with < 2 years in ESOL.	**Level I*** (see comment) **Comment:** 02 **Levels II, III, IV** **Grade**: E, G, S, M, U **Comment**: None required *This comment applies to new students with < 2 years in ESOL.	**Levels I , II, III, IV** receiving Instruction in the home language (CCHL) **Grade:** E, G, S, M, U **Comment:** 01 **Levels I, II, III, IV** receiving Instruction in English using ESOL strategies (CCE/ESOL) **Grade**: E, G, S, M, U **Comment**: 05	**Levels I, II, III, IV** **Grade:** E, G, S, M, U **Comment**: None required	**Levels I, II, III, IV** **Grade:** E, G, S, M, U **Comment:** None required
Grades 1- 5	**Levels I, II, III, IV** **ESOL Grade:** A-F **Comment**: None required **LA Grade:** A-F **Comment**: None required	**Level I*** (see comment) **Comment:** 02 **Levels II, III, IV** **Grade**: A - F **Comment:** None required *This comment applies to new students with < 2 years in ESOL.	**Level I*** (see comment) **Comment**: 02 **Levels II, III, IV** **Grade**: A-F **Comment**: 21 For **Reading**, bubble comment #21 to indicate "below grade level." A grade of "D" or "F" must be given in Reading if student is not meeting grade level standards. *This comment applies to new students with < 2 years in ESOL.	**Levels I and II** receiving Instruction in the home language (CCHL) **Grade:** A-F **Comment**: 01 **Levels I, II, III, IV** receiving Instruction in English using ESOL strategies (CCE/ESOL) **Grade**: A-F **Comment**: 05 If appropriate, for Mathematics, bubble comment #21 to indicate "below grade level."	**Levels I, II, III, IV** **Grade:** A-F **Comment**: None required	**Levels I, II, III, IV** **Grade:** A-F **Comment:** None required A grade of "D" or "F" must be given if student is not meeting grade level standards.

Comment: ESOL Level I students in grades K–5, who have been in the U.S. for less than two years based on their DEUSS dates, receive scaffolded instruction and grades aligned to grade-level standards, supported by ESOL resources. They receive "Comment 02" in Reading and Language Arts with an N/G on the report card at the end of each nine-week grading period. The ESOL grade is a

combination of the ESOL, Language Arts and Reading.

Comment codes:
01: Receiving bilingual instruction in this subject. (CCHL)
02: Language Arts/Reading grade received within the ESOL grade.
05: Receiving instruction in English using ESOL strategies
21: Working below grade level

GRADE	GRADE	NUMERICAL VALUE	VERBAL INTERPRETATION	GRADE POINT VALUE
E	A	90 - 100%	Outstanding progress	4
G	B	80 - 89%	Above average progress	3
S	C	70 - 79%	Average progress	2
M	D	60 - 69%	Lowest acceptable progress	1
U	F	0 - 59%	Failure	0

Department of Bilingual Education and World Languages Grading of English Language Learners

Grades 6-8

M/J Language Arts (1,2,3) Through ESOL **Grades:** A - F **Comments:** 20	Mathematics, Science, Social Sciences, and Computer Literacy
M/J Developmental Language Arts Through ESOL (ESOL I-IV) **Grades:** A - F **Comments:** None required	**Grades:** A-F **Level I and II Student's Comments:** 01, 05, 20, 39, 49 **Level III and IV Student's Comments:** 05, 49

Comment Codes:
01: Receiving bilingual instruction in this subject. (BCC)
05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)
20: Working below proficiency level.
39: No grade received because of limitations in evaluating process. (Awarding of a letter grade may be postponed until the last grading period; however, there must be documentation, on a nine-week basis, towards achieving the requirements of the course.)
49: No final grade assigned due to limited time of enrollment. (When this comment is used, students will not receive credit for that course and it will have to be repeated.)

Department of Bilingual Education and World Languages Grading of English Language Learners

Grades 9-12

English (I, II, III, IV) Through ESOL **Grades:** A - F **Comments:** 20	Mathematics, Science, Social Sciences, and Computer Literacy
Developmental Language Arts Through ESOL (ESOL I-IV) **Grades:** A - F **Comments:** None required	**Grades:** A-F **Level I and II Student's Comments:** 01, 05, 20, 39, 49 **Level III and IV Student's Comments:** 05, 49

Comment Codes:
01: Receiving bilingual instruction in this subject. (BCC)
05: Receiving instruction in English using ESOL strategies. (CCE/ESOL)
20: Working below proficiency level.
39: No grade received because of limitations in evaluating process. (Awarding of a letter grade may be postponed until the last grading period; however, there must be documentation, on a nine-week basis, towards achieving the requirements of the course.)
49: No final grade assigned due to limited time of enrollment. (When this comment is used, students will not receive credit for that course and it will have to be repeated.)

APPENDIX G

Admission and Graduation Requirements for Students with Disabilities at Post-Secondary Career Technical Centers - Guidelines

M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at post-secondary career technical centers operated by the District. The District will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities.

I. GENERAL PROCEDURES

A. Eligibility

To identify persons eligible for waivers, accommodations, and reasonable substitutions due to hearing and vision impairment, dyslexia, or other specific learning disability:

Each career technical center will designate a qualified counselor to serve as the primary contact point for persons seeking waivers, accommodations, and reasonable substitutions. In order to identify qualified persons, all students will be advised of the opportunity to identify a disabling condition that requires special consideration in order to request waivers, accommodations, and reasonable substitutions. In addition, they will be asked to supply documentation to verify the disabling condition. All of this information will be maintained in confidence.

B. Identification of Waivers, Accommodations, and Reasonable Substitutions

To identify waivers, accommodations, and reasonable substitutions as criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability:

M-DCPS adheres to a policy of open admission to career technical centers. The district will establish a committee to periodically review various program requirements and identify potential barriers related to specific disabling conditions.

In-service training for the career technical center faculty and staff will be provided to assist in identifying the need for waivers, accommodations, reasonable substitutions, and in implementing procedures to support M-DCPS policy.

C. Communications

To make designated waivers, exemptions, accommodations, and reasonable substitutions known to affected persons:

The existence of a mechanism for waivers, exemptions, accommodations, and reasonable submissions is located in student handbooks, and faculty handbooks.

D. Process

To make waiver, accommodation, and reasonable substitution decisions on an individual basis:

Following enrollment in any program or course offered at a post-secondary career technical center, a student may request a waiver, accommodation, or a reasonable substitution. The teacher will evaluate the request to determine need.

All teacher decisions regarding waivers, accommodations, and reasonable substitutions will be forwarded to and maintained by the designated counselor.

E. Appeal

To appeal a denial of a waiver, accommodation, and reasonable substitution or to appeal a determination of ineligibility:

A student may appeal the denial of a waiver, accommodation, and reasonable substitution by submitting a request to the designated counselor who will forward it to a school level committee composed of an administrator, counselor, teacher, and department chairperson.

If an appeal is denied at the career technical center it will be submitted to a district review committee composed of administrators representing the Offices of School Operations, Career Technical Education, and Civil Rights Compliance to assure that the student has been afforded due process. The decision of the district review committee is final.

II. RECORD KEEPING

Each request for a waiver, exemption, accommodation, and reasonable substitution will be maintained in the student's permanent record. Records will also be maintained on all decisions regarding requests, approvals, denials, and appeals.

APPENDIX G

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A student may appeal the denial of a waiver, accommodation, and reasonable substitution by submitting a request to the designated counselor who will forward it to a school level committee composed of an administrator, counselor, teacher, and department chairperson.

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APPENDIX H

Waiver of World Language Credit for Same Second Language Proficiency

World Language Credit Requirement Through Demonstration of Proficiency

Pursuant to Florida Statutes § 1003.4285, in order to earn the Scholar designation, a student must complete two credits in the same foreign language. As authorized by the Florida Department of Education, if a student is a native speaker of a language other than English and can demonstrate proficiency, a student may substitute up to two academic credits for the two required credits in the same foreign language. The transcripts of students who demonstrate proficiency in a language other than English should indicate course number 0791920, *World Language Waiver,* which represents the waiver of the world language credit requirement through demonstration of proficiency. Districts may document proficiency through a variety of methods, including:

- Exit tests or assessments used in IB, AP, or AICE programs
- Language placement tests used by the modern languages department at the local college or state university
- Use of a commercially-developed language proficiency test, such as the College Level Examination Program (CLEP), in languages other than English, the Oral Proficiency Interview designed by the American Council on Education, or the SAT II (formerly Achievement Test) designed by the College Board.

Per Florida Statutes § 1007.2615, students taking American Sign Language for foreign-language credit must be advised prior to enrollment in such course that state universities and postsecondary institutions outside of Florida may not accept such credits as satisfying foreign-language requirements.

APPENDIX I

Comparison of Individual Student Plans

Plan Element	Schoolwide System of Progress Monitoring	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners (ELL) Plan
Authority	Florida Statutes § 1008.25	Individuals with Disabilities Education Act and Florida Board of Education Rule 6A-6.03028, F.A.C.	Section 504 of the Rehabilitation Act of 1973	Consent Decree, *LULAC et. al. v. State Board of Education* (1990)
Purpose	To assist the student in meeting state and district expectations for proficiency for promotion in reading, writing, mathematics, and science.	To address the unique educational needs of a student with a disability to ensure a free and appropriate public education. To provide specialized instruction and/or related services.	To provide students with disabilities with equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers.	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students.
Target Audience/ Student Eligibility	Students who do not meet specific levels of performance as determined by the M-DCPS School Board in reading and mathematics for each grade level, or who do not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels.	Students who meet the eligibility requirements under IDEA and Florida Board of Education Rules must have an IEP developed and implemented, per receipt of parental consent for placement.	Students with a current physical or mental impairment, which substantially limits one or more major life activities. The need for a Section 504 Plan is a separate consideration.	Students identified through a home language survey and oral/aural (listening/speaking) and reading/writing (grades 3-12) assessments to be limited English proficient Students identified through a home language survey and oral/aural (listening/speaking) assessments in grades K-2 to be limited English proficient.
Goals	Identification of the desired level of performance in area(s) of deficiency in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary.	Identification of measurable annual goals to address the student's priority educational needs.	n/a	Develop as effectively and efficiently as possible each child's English language proficiency and academic potential. Ensure equal access to programming and comprehensible instruction.

Plan Element	Schoolwide System of Progress Monitoring	Individual Education Plan (IEP)	Section 504 Plan	Limited English Proficient (LEP) Student Plan
Basis	Identify the student's specific area(s) of deficiency in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. Identify the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.	Identify present levels of educational performance (effects of the disability) including strengths of the student and how the disability affects progress in the general education curriculum.	Determination of necessary accommodations and/or related services based on the individual needs of the student	Identification of eligible students through a home language survey and subsequent oral/aural and reading/writing (grades 4-12 only) assessments.
Monitoring	Schools must also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.	Statement of how progress toward annual goals will be measured. Annual goals must be measured quarterly, and the results provided to the parent. A reevaluation meeting must be conducted every three years.	Annual 504 Plans are strongly recommended, and accommodations and/or related services should be reviewed. Periodic re-evaluations are required. For students who are receiving nursing services as part of their 504 Plan, an annual update of the 504 Plan is required.	Until reclassification as English proficient using same or comparable assessment, procedures, or standards as at entry; also, two years post-exit.
Parent Involvement	Schools are to advise parents when students are not meeting levels of performance for the academic grade through various means of communication to include conferences, report card comments, progress reports, telephone calls and others.	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate through the Notification of Meeting and the IEP. Parent input is documented on the IEP and agreement or disagreement with the IEP is entered. Parents are offered a copy of their Procedural Safeguards at each IEP meeting.	Parents are not required by law to be members of the 504 Committee, although best practice dictates that they be involved in the evaluation placement process, and development of the 504 Plan, where applicable. Federal law requires schools to provide parents information regarding the procedural protection provision.	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of English Language Learners on other advisory councils in the district.

Service Delivery	Identification and provision of the instructional and support services to be provided to meet the desired levels of performance.	Identification and delivery of specialized instruction and related services, accommodations, and/or modifications in the least restrictive setting.	Individualized based on the student's required accommodations and/or modifications and/or related services.	Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc.
Combinations	n/a	n/a	n/a	ELL Plan may be combined with an IEP
Plan Element	**Schoolwide System of Progress Monitoring**	**Individual Education Plan (IEP)**	**Section 504 Plan**	**English Language Learners (ELL) Plan**
Other Requirements	District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.	An IEP may suffice for the progress monitoring process, however, students eligible for an IEP may also participate in the schoolwide system of progress monitoring if they are experiencing academic difficulties.	There are no specific requirements for the content of a Section 504 plan; the plan identifies services, accommodations and/or related services to be provided. Students eligible for a Section 504 plan may also participate in the schoolwide system of progress monitoring if they are experiencing academic difficulties.	The ELL Plan may be included in or attached to an existing student's plan, e. g., IEP, or may be a separate document for a given student or students.
FDOE Contacts	School Improvement (850)245-0422	ESE Program Development (850)245-0475	Student Support Services (850)245-7851	Student Achievement Through Language Acquisition (850)245-0417

APPENDIX J

End of Course Assessment Waiver For Students with Disabilities

End of Course Assessment Waiver for Students with Disabilities

Florida Statutes §1008.22 , states that, "A student with a disability, as defined in Florida Statutes § 1007.02, for whom the Individual Education Plan (IEP) committee determines the statewide, standardized assessments under [that] section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable."

At present, there are EOC Exams for Algebra 1, Biology 1, Geometry, U.S. History, and Civics. The EOC assessment results can be waived if the student meets all of the following criteria:

1. Be identified as a student with a disability.
2. Have an active IEP
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards (must earn course credit by passing the course)

If an EOC exam waiver is granted, the final course grade will be recalculated at the school site so that the grade does not reflect performance on the EOC exam.

The EOC waiver does not apply to students who are determined eligible solely for the Hospital/Homebound program or to students with only a 504 plan. The Waiver of End of Course (EOC) Assessment Results Requirements for Students with Disabilities is available through ESE EMS.

Parents or students at the age of maturity must approve any waiver of the statewide, standardized assessment requirements by the Individual Educational Plan (IEP) team. The waiver is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in Florida Statutes § 1003.572.

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964, as amended - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967, as amended (ADEA) - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963, as amended - prohibits gender discrimination in the payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against qualified students with disabilities.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 as a patriotic society.

Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:
School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Assistant Secretary for Civil Rights and/or:

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net
Website: https://tinyurl.com/MDCPS-CRC

For additional information on Section 504 of the Rehabilitation Act of 1973 or any other student disability concerns contact:

Department of Exceptional Student Education
1501 NE 2nd Ave, Suite 407
Miami, Florida 33132
Phone: (305) 995-2037 TDD: (305) 995-2400
Email: ese@dadeschools.net
Website: https://ese.dadeschools.net

Política Antidiscriminatoria

La Junta Escolar del Condado Miami-Dade, Florida, se adhiere a una política de no discriminación en el empleo y en los programas y actividades educativos y se esfuerza afirmativamente por brindar igualdad de oportunidades para todos, tal y como se exige según:

Title VI of the Civil Rights Act of 1964, as amended (El Título VI de la Ley de Derechos Civiles de 1964, según enmendada) - prohíbe la discriminación por motivos de raza, color y origen nacional, con inclusión de la ascendencia compartida o características étnicas reales o percibidas, o la ciudadanía o residencia en un país con una religión dominante o una identidad religiosa distintiva.

Title VII of the Civil Rights Act of 1964 as amended (El Título VII de la Ley de Derechos Civiles de 1964, según enmendada) - prohíbe la discriminación en el empleo por motivos de raza, color, religión, sexo y origen nacional.

Education Amendments of 1972 (El Título IX de las Enmiendas Educativas de 1972) - prohíbe la discriminación por motivos de sexo. M-DCPS no discrimina por motivos de sexo en ningún programa o actividad educativa que opere según lo exige el Título IX. M-DCPS tampoco discrimina por motivos de sexo en las admisiones o el empleo.

Age Discrimination Act of 1975, as amended (Ley de Discriminación por Edad de 1975, según enmendada:) - prohíbe la discriminación basada en la edad en programas o actividades.

Age Discrimination in Employment Act of 1967, as amended (ADEA) (Ley de Discriminación por Edad en el Empleo de 1967, según enmendada) - prohíbe la discriminación por motivos de edad con respecto a personas que tengan al menos 40 años.

Equal Pay Act of 1963, as amended (La Ley de Igualdad Salarial de 1963, según enmendada) - prohíbe la discriminación de género en el pago de salarios a mujeres y hombres que realizan un trabajo sustancialmente igual en el mismo establecimiento.

Rehabilitation Act of 1973 (La Sección 504 de la Ley de Rehabilitación de 1973) - prohíbe la discriminación contra estudiantes calificados con discapacidades.

Americans with Disabilities Act of 1990, ADA (Ley Para Estadounidenses con Discapacidades de 1990) - prohíbe la discriminación contra personas con discapacidades en el empleo, el servicio público, las instalaciones públicas y las telecomunicaciones.

Family and Medical Leave Act of 1993, (FMLA) (La Ley de Licencia Médica y Familiar de 1993) - exige que los empleadores cubiertos proporcionen hasta 12 semanas de licencia no remunerada y con protección laboral a los empleados elegibles por ciertas razones familiares y médicas.

Pregnancy Discrimination Act of 1978 (La Ley sobre Discriminación por Embarazo de 1978) - prohíbe la discriminación en el empleo por motivos de embarazo, parto o afecciones médicas relacionadas.

Florida Educational Equity Act (FEEA) (Ley de Equidad Educativa de Florida) - prohíbe la discriminación por motivos de raza, color, sexo, género, origen nacional, religión, estado civil o discapacidad en la educación pública.

Florida Civil Rights Act of 1992 (Ley de Derechos Civiles de Florida de 1992) - garantiza a todas las personas dentro del estado el derecho de ser libre de la discriminación por motivos de raza, color, religión, sexo, embarazo, origen nacional, edad, discapacidad o estado civil.

Genetic Information Nondiscrimination Act of 2008 (GINA) (Título II de la Ley de No Discriminación por Información Genética de 2008) - prohíbe la discriminación contra empleados o solicitantes de empleo debido a la información genética.

Boy Scouts of America Equal Access Act of 2002 (Ley de Igualdad de Acceso de los Boy Scouts of America de 2002) - ninguna escuela pública negará la igualdad de acceso o una oportunidad justa para que los grupos se reúnan en las instalaciones escolares o en las instalaciones escolares antes o después del horario escolar, ni discriminará a ningún grupo oficialmente afiliado a los Boy Scouts of America o cualquier otro grupo juvenil o comunitario enumerado en el Título 36 a modo de sociedad patriótica.

Los veteranos reciben derechos de reempleo de acuerdo con 38 USC § 4312 (Ley Federal) y la Sección 295.07 (Estatutos de Florida), que estipulan preferencias categóricas para el empleo.

Además:
Las Políticas de la Junta Escolar (School Board Policies) 1362 , 3362 , 4362 y 5517: prohíben el acoso y la discriminación contra estudiantes, empleados o solicitantes de empleo por motivos de edad, estado de ciudadanía, color, discapacidad, origen étnico o nacional, *FMLA*, género, identidad de género, información genética, preferencia lingüística, estado civil, creencias políticas, embarazo, raza, religión, acoso sexual, orientación sexual, antecedentes sociales y familiares y por cualquier otra razón legalmente prohibida. También están prohibidas las represalias por participar en una actividad protegida en relación con los derechos civiles.

Para obtener información adicional sobre el Título IX o si tiene alguna otra inquietud sobre discriminación/acoso, comuníquese con el Subsecretario de Derechos Civiles del Departamento de Educación (U.S. Department of Education Assistant Secretary for Civil Rights):

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Teléfono: (305) 995-1580 TDD: (305) 995-2400
Correo electrónico: crc@dadeschools.net
Sitio web : https://tinyurl.com/MDCPS-CRC

Para obtener información adicional sobre la Sección 504 de la Ley de Rehabilitación de 1973 o cualquier otra inquietud relacionada con la discapacidad de los estudiantes, comuníquese con:

Department of Exceptional Student Education
1501 NE 2nd Ave, Suite 407
Teléfono: (305) 995-2037 TDD: (305) 995-2400
Correo electrónico: ese@dadeschools.net
Sitio web: https://ese.dadeschools.net

Règ Kont Diskriminasyon

Komisyon Konsèy Lekòl Miami-Dade County, Florid aplike règleman kont diskriminasyon nan anplwa ak pwogram/aktivite edikasyonèl li yo, e li fè efò pozitif pou ofri opòtinite egal pou tout moun jan lwa yo mande sa, lè li:

Title VI of the Civil Rights Act of 1964, as amended (Akò 1964 sou Dwa Sivil 'Title VI, jan yo amande li) - entèdi diskriminasyon sou baz ras, koulè, ak orijin nasyonal, ki gen ladan karakteristik reyèl oswa aparan yon moun genyen, ki sanble avèk zansèt li oswa yon gwoup etnik, oubyen sitwayènte oswa rezidans li nan yon peyi ki gen yon relijyon dominan oswa li genyen yon idantite relijye ki distenge li.

Title VII of the Civil Rights Act of 1964, as amended (Akò 1964 sou Dwa Sivil 'Title VII, jan yo amande li) – entèdi diskriminasyon nan anplwa sou baz ras, koulè, relijyon, sèks (fi/gason) oubyen orijin nasyonal.

Title IX of the Education Amendments of 1972 (Amandman 1972 nan Edikasyon Title IX) - entèdi diskriminasyon sou baz sèks (fi/gason). M-DCPS pa diskrimine sou baz sèks nan kèlkeswa pwogram edikasyon oubyen aktivite li opere jan Title IX mande sa. MDCPS pa diskrimine tou sou baz sèks nan kesyon admisyon oubyen anplwa.

Age Discrimination Act of 1975, as amended (Akò 1975 Kont Diskriminasyon sou Laj, jan yo amande li) - entèdi diskriminasyon baze sou laj nan pwogram oswa aktivite li yo.

Age Discrimination in Employment Act of 1967, as amended (ADEA) (Akò 1967 Kont Diskriminasyon sou Laj nan Anplwa jan yo amande li) - entèdi diskriminasyon sou baz laj nan sa ki konsène moun ki gen omwen 40 an.

The Equal Pay Act of 1963, as amended (Akò 1963 sou Egalite nan Salè, jan yo amande li) – entèdi diskriminasyon nan salè pou fi ak gason ki ap fè esansyèlman menm travay la nan menm etablisman an.

Section 504 of the Rehabilitation Act of 1973 (Seksyon 504 Akò 1973 sou Reyabilitasyon) – entèdi diskriminasyon kont elèv kalifye ki gen andikap.

Americans with Disabilities Act of 1990 (ADA) (Akò 1990 sou Ameriken ki gen Andikap) – entèdi diskriminasyon kont moun ki gen andikap nan anplwa, sèvis leta, akomodasyon piblik ak telekominikasyon.

The Family and Medical Leave Act of 1993 (FMLA) (Akò 1993 sou Vakans Medikal ak Fanmi) – mande pou anplwayè ki anba akò sa a bay jiska 12 semèn vankans san peye pou pwoteksyon travay pou anplwaye ki elijib pou sèten rezon familyal ak medikal.

The Pregnancy Discrimination Act of 1978 (Akò 1978 Kont Diskriminasyon nan Gwosès) – Entèdi diskriminasyon nan anplwa sou baz gwosès, akouchman, oubyen kondisyon medikal ki gen rapò ak sa.

Florida Educational Equity Act (FEEA) (Akò sou Egalite nan Edikasyon nan Florid) – entèdi diskriminasyon sou baz ras, sèks (fi/gason), orijin nasyonal, kondisyon marital, oubyen andikap nan edikasyon piblik.

Florida Civil Rights Act of 1992 (Akò1992 sou Dwa Sivil nan Florid) – bay asirans pou tout moun anndan eta a gen libète kont diskriminasyon akoz ras, koulè, relijyon, sèks, gwosès, orijin nasyonal, laj, andikap, oubyen kondisyon marital.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) (Akò 2008 'Title II' sou Absans Diskriminasyon konsènan Enfòmasyon Jenetik) – entèdi diskriminasyon kont anplwaye ak moun ki ap aplike pou travay akoz enfòmasyon jenetik.

Boy Scouts of America Equal Access Act of 2002 (Akò 2002 sou Aksè Egal pou Jèn Gason Eskout nan Amerik la) – Okenn lekòl leta pa dwe anpeche aksè egal, oubyen yon opòtitinite rezonab pou kèk gwoup rankontre sou pwopriyete lekòl yo oubyen nan etablisman lekòl yo anvan oubyen aprè lè lekòl, oubyen fè diskriminasyon kont kèlkeswa gwoup ki afiliye ofisyèlman avèk 'Boy Scouts of America', oubyen nenpòt lòt gwoup jèn oubyen gwoup kominotè ki sou lis 'Title 36' kòm yon sosyete patriyotik.

Veteran gen dwa pou rejwenn travay yo ann akò avèk P.L. 93-508 (Lwa Federal) ak Seksyon 295.07 (Lwa Florid), ki espesifye kesyon preferans kategorik pou anplwa.

Anplis:
Règ Komisyon Konsèy Lekòl 1362, 3362, 4362, ak 5517 - Entèdi arasman e/oubyen diskriminasyon kont elèv, anplwaye, oubyen moun ki ap aplike pou travay sou baz laj, kondisyon sitwayènte, koulè, andikap, etnisite oubyen orijin nasyonal, FMLA, sèks fi/gason, idantite fi/gason, enfòmasyon jenetik, preferans lengwistik, sitiyasyon marital, opinion politik, gwosès, ras, relijyon, arasman seksyèl, oryantasyon seksyèl, ran sosyal ak istwa familyal, oubyen nenpòt lòt baz lalwa entèdi. Yo entèdi tou vanjans kont moun ki angaje l nan aktivite dwa sivil lalwa pwoteje.

Pou plis enfòmasyon sou 'Title IX' oubyen nenpòt lòt kesyon sou diskriminasyon/arasman, kontakte 'U.S. Department of Education Office for Civil Rights' oubyen:

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Telefòn: (305) 995-1580 TDD: (305) 995-2400
Imèl: crc@dadeschools.net
Sit Entènèt: https://tinyurl.com/MDCPS-CRC

Pou plis enfòmasyon sou Seksyon 504 Lwa Reyabilitasyon 1973 oswa nenpòt lòt pwoblèm elèv andikape kontakte:

Department of Exceptional Student Education
1501 NE 2nd Ave, Suite 407
Miami, Florida 33132
Telefòn: (305) 995-2037 TDD: (305) 995-2400
Imèl: ese@dadeschools.net
Sit Entènèt: https://ese.dadeschools.net

Rev. 06/2025

My Ca.Sa

Middle School

Attachment F
Assessment Schedule

FLORIDA STATEWIDE ASSESSMENT PROGRAM
PRELIMINARY 2026–2027 SCHEDULE

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Dates[1]	Assessment
Fall	
August 3–September 25, 2026	**Florida Assessment of Student Thinking (FAST) PM1** Grades K–2 FAST English Language Art (ELA) Reading & Mathematics
August 10–September 25, 2026	**FAST PM1** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
September 8–October 2, 2026	**FAST Retake** Grade 10 ELA Reading Retake
	End-of-Course (EOC) Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
Winter	
November 30, 2026–January 22, 2027	**FAST PM2** Grades K–2 FAST Reading & Mathematics Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
November 30–December 18, 2026	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Spring	
March 29–April 9, 2027	**Writing** Grades 4–10
April 12–May 28, 2027	**FAST PM3** Grades K–2 FAST Reading & Mathematics
May 3–28, 2027	**FAST PM3** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
	Statewide Science Assessment Grades 5 & 8 Science
	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Summer	
July 12–23, 2027	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Grade 3 ELA Reading Grade 10 ELA Reading Retake

[1]School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

Preliminary

FAST Voluntary Prekindergarten (VPK)	
Dates	**Assessment**
Traditional VPK Programs (83 or more instructional days)[2]: • **First Administration (PM1):** within the first 30 instructional days. • **Second Administration (PM2):** in the period of time in a VPK class schedule where at least 40% and no more than 60% of a program's instructional hours have been completed. • **Third Administration (PM3):** within the last 30 instructional days.	FAST Star Early Literacy

[2]For non-traditional school-year and summer VPK programs (82 or fewer instructional days), see the Administration Schedule and guidance for VPK programs available at https://www.fldoe.org/schools/early-learning/providers/fast-star-earlit.stml.

Florida Alternate Assessment (FAA)	
Dates	**Grade Levels and Subjects**
September 21–October 9, 2026	**FAA—Performance Task** Grade 10 ELA Makeup Algebra 1 Makeup
March 1–April 16, 2027	**FAA—Performance Task** Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science EOC Assessment (Civics)
March 8–April 30, 2027	**FAA—Performance Task** Grades 9 & 10 ELA Grades 9 & 10 Writing EOC Assessments (Algebra 1, Biology 1, Geometry, U.S. History)
Data Collection Periods: September–October 2026 November–December 2026 February–March 2027	**FAA—Datafolio** Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science EOC Assessments (Algebra 1, Biology 1, Civics, Geometry, U.S. History)

Preliminary

Other Statewide Assessments	
Dates	**Assessment**
October 2026–April 2027	Preliminary ACT (PreACT)
October 2026	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
November 2–December 18, 2026 March 29–May 28, 2027	Florida Civic Literacy Exam (FCLE)
January–March 2027	National Assessment of Educational Progress (NAEP) *No NAEP assessments scheduled at this time.*
January 11–March 12, 2027	WIDA ACCESS WIDA Alternate ACCESS
March–April 2027	ACT[3]
March–April 2027	SAT[3]
March–April 2027	Classic Learning Test (CLT)[3]
August 2026–May 2027	Armed Services Vocational Aptitude Battery (ASVAB)
May 2027	Advanced Placement (AP) Exams

[3]Districts will select either ACT, SAT or CLT to administer to all Grade 11 students in the district.

Preliminary

My Ca.Sa

Middle School

Attachment G
Proposed Discipline Policy
Student Code of Conduct

Code of Student Conduct

School Operations
School Board Policy 5500

THE SCHOOL BOARD MIAMI-DADE COUNTY, FLORIDA

Ms. Perla Tabares Hantman, Chair
Dr. Steve Gallon III, Vice-Chair
Dr. Dorothy Bendross-Mindingall
Ms. Susie V. Castillo
Dr. Lawrence S. Feldman
Dr. Martin Karp
Ms. Lubby Navarro
Dr. Marta Pérez
Ms. Mari Tere Rojas

Student Advisor
Maria Martinez

Superintendent of Schools
Alberto M. Carvalho

Acknowledgment of Receipt and Review

Each parent/guardian of a student and each student enrolled in Miami-Dade County Public Schools must sign and return this page to the student's school to acknowledge that he/she has accessed the online version or obtained a copy of the *Code of Student Conduct*. In addition, this page serves as acknowledgement that you have reviewed the *Code of Student Conduct* with your child. Each school will maintain records of such signed statements.

The online version of the *Code of Student Conduct* in English, Spanish, and Haitian-Creole can be located in the Parent Portal or by accessing through the following website address:

http://ehandbooks.dadeschools.net/policies/90/index.htm

If you do not have internet access to obtain a copy of the *Code of Student Conduct*, please visit your child's school to obtain a copy.

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Code of Student Conduct* through the Parent Portal or via the internet web address and that I have read and discussed the *Code of Student Conduct* with my child.

_____ _____

Parent's/Guardian's Signature Date

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Code of Student Conduct* through the Parent Portal or via the internet web address and that I have read and discussed the *Code of Student Conduct* with my parent/guardian.

_____ _____

Student's Name Date

RETURN TO THE STUDENT'S SCHOOL WITHIN (5) SCHOOL DAYS UPON RECEIVING NOTIFICATION TO REVIEW THE *CODE OF STUDENT CONDUCT*.

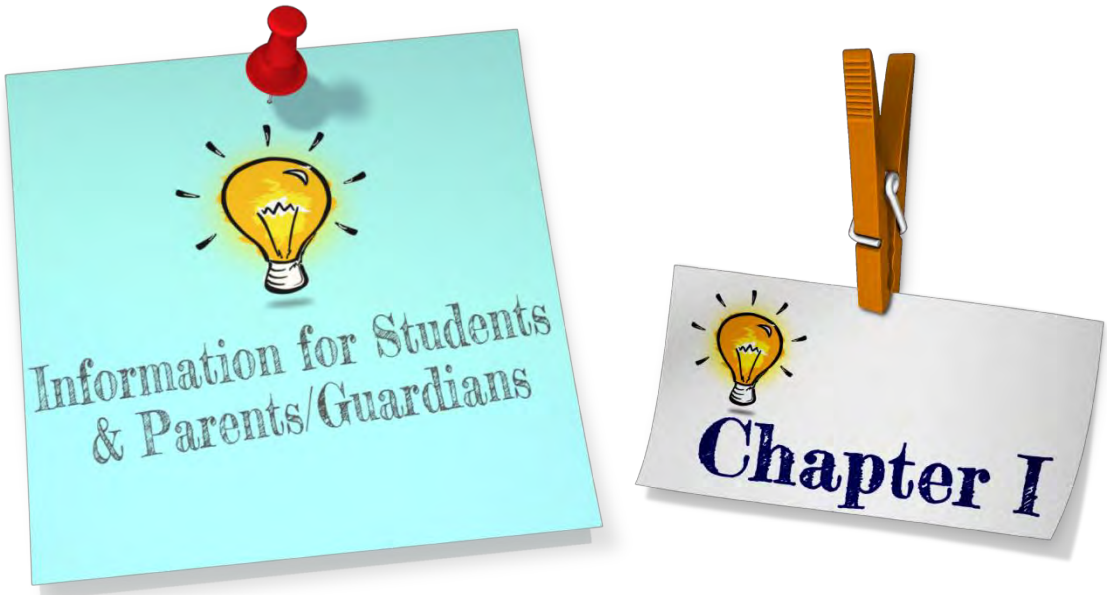
Table of Contents

CHAPTER I - INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS 6
Introduction 7
Scope of Authority 8
Core Values and Examples of Model Student Behavior 9
Values Matter Recognition 10
Ways to Recognize Students for Model Behavior 11
A Synopsis of Model Student Behavior – Level I 12
A Synopsis of Model Student Behavior – Level II 13
A Synopsis of Model Student Behavior – Level III 14
A Synopsis of Model Student Behavior – Level IV 15
A Synopsis of Model Student Behavior – Level V 16
CHAPTER II - BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES 17
BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL I 18
BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL II 19
BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL IV 21
BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL V 22
SAFEGUARDS: PROTECTING THE RIGHTS OF STUDENTS AND PARENTS/GUARDIANS 23
CHAPTER III - STUDENT RIGHTS AND RESPONSIBILITIES 24
Student Rights and Responsibilities 25
Attendance 26
Complaint Procedures 26
Counseling Services 27
Free Speech, Expression and Assembly 28
Grades 29
Knowledge and Observation of Rules of Conduct 29
Marriage, Pregnancy and Parenthood 30
Participation in School Programs and Activities 30
Publications 31
Respect for Persons and Property 31
Right to Learn 32
Search and Seizure 33
Student Government 34

Student Records 35
CHAPTER IV - VITAL ALERTS FOR STUDENTS & PARENTS / GUARDIANS AND FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT 36
Corporal Punishment 37
District Dress Code Policy 37
District Policy Against Bullying and Harassment 37
Implication of Certain Sex Offenses 40
Individuals with Disabilities in Education Act (IDEA): Students with a 504 Plan 40
Off-Campus Conduct 40
Off-Campus Felony Offenses 41
Procedures for Implementing the 45 School Day Alternative Placement Rule for Students With Disabilities 41
Sexting 43
Sexting (1) 43
Sexting (2) 43
Sexting (3) 43
Threats of Violence 44
Under the Influence 44
Use of Medication 45
Use of Technology and Computer Related Offenses 45
Wireless Communication Devices 47
Zero Tolerance Policy 48
FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT 49
Assignment to an Alternative Educational Setting in Lieu of Suspension 49
Denial of Bus Privileges 51
Denial of Bus Privileges for Students with Disabilities 53
Denial of Participating in Social and/or Extracurricular Activities 54
Expulsion 55
Manifestation Determination Procedures 55
Mental Health Services 56
Peer Mediation 57
Work Back Program in Lieu of Expulsion 57
BEHAVIORS THAT MAY RESULT IN CRIMINAL PENALTIES 58

CHAPTER V - MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE 59
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) 60
BEHAVIOR INTERVENTION GUIDE 60
GLOSSARY 67
APPENDIX 91
Best Practices and Suggestions for 92
Rewarding Model Student Behavior 92
The Importance of Developing Time Management Skills 93
Time Management Tips for High School Students 94
Personal Time Management Tool 95
Parent Resources 96

CHAPTER I - *INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS*



Introduction

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. This document helps students take control of their own learning and their ability to positively alter outcomes by employing appropriate personal choices and skills.

The *Code of Student Conduct* is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion. The District promotes the following beliefs:

- All students are valuable and can make worthy contributions to society.
- All students are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance that empower individuals and strengthen society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.
- Suspension and expulsion of students from school programs are a last resort, to be utilized only in the most extenuating circumstances as determined by the principal after other learning-centered corrective strategies have been utilized and with Region/District notification.

Students, parents/guardians, and school employees are encouraged to read the *Code of Student Conduct* and become familiar with its content. Related Board Policies may be found on the Miami-Dade Public Schools Website at http://www.dadeschools.net/schoolboard/rules/ .

Scope of Authority

This *Code of Student Conduct* is used to govern conduct and discipline of all students attending Miami-Dade County Public Schools. It is expected that students obey District rules while on school grounds; while being transported to or from school at public expense while on the school premises for instruction, and for authorized participation in a school-sponsored activity. During such times, all students are subject to the immediate control and direction of teachers, staff members, and/or bus drivers to whom such responsibility has been assigned by the principal.

This *Code of Student Conduct* also applies to students who commit felonies or delinquent acts which would be felonies if committed by an adult, off School Board owned property or whose off-campus conduct creates a substantial disruption to the school environment. Off-campus conduct and conduct outside of school time that violates the District's *Code of Student Conduct* may also be the basis for discipline up to expulsion if it is accomplished through electronic means and substantially disrupts the educational process or orderly operation of a school. Off-campus conduct that poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property may constitute behavior that has a substantial adverse impact on the educational environment requiring disciplinary action.

Students should be advised that violations of the *Code of Student Conduct* may also be violations of Florida law. Thus, students may be subject to school/district level disciplinary actions as well as discipline imposed by local law enforcement authorities. School Resource Officers (SRO) and other law enforcement authorities have the power to conduct investigations independent of those conducted by school personnel for the same incident. Furthermore, the sanctions imposed by the school district for misconduct are separate and distinct from the consequences that may be imposed following the arrest and prosecution of a student for a violation of law originating from the same incident. Please keep in mind that failure of one entity to act does not prevent the other from taking appropriate actions consistent with this *Code of Student Conduct* or with Florida law.

Core Values and Examples of Model Student Behavior

The Miami-Dade County Public Schools District is committed to helping all students in developing the values necessary to participate as caring, responsible citizens in our nation's democracy. Response to Intervention for Behavior (RtIB) is part of a Multi-Tiered System of Supports (MTSS). RtIB/MTSS is a school-wide model that utilizes an evidenced-based, problem solving approach to improve the educational outcome for all students. RtIB/MTSS provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. The following core values were adopted by the School Board on July 26, 1995.

Citizenship	Helping to create a society based upon democratic values including rules of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities and democratic decision-making, **e.g., *obeying classroom and school rules***.
Cooperation	Working together toward goals as basic as human survival in an increasingly interdependent world, e.g., ***being a member of the team on the athletic field***.
Fairness	Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own, e.g., ***treating people the same, regardless of their ethnicity, race, religion, gender, or physical condition.***
Honesty	Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating or lying, **e.g., *doing one's own work when taking a test or working on an individual assignment***.
Integrity	Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong, **e.g. doing the right thing even when no one is watching**
Kindness	Being sympathetic, helpful, compassionate, benevolent, agreeable and gentle toward people and other living things, e.g., ***helping a fellow student who has been injured***.
Pursuit of Excellence	Doing your best with the talents you have, striving toward a goal and not giving up, **e.g., *putting forth one's best effort when taking an exam or doing homework***.
Respect	Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment, **e.g., *practicing acceptable manners in the school cafeteria***.
Responsibility	Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other, **e.g., *performing a community service project***.

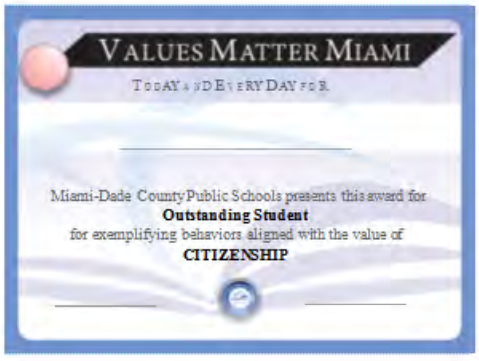
Values Matter Recognition

Values Matter Miami is Miami-Dade County Public Schools' values education initiative which was created to teach and promote the District's nine core values: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. This initiative aims to develop positive student behavior and support schools in creating a culture where everyone is treated with respect, dignity, and kindness.

As part of the Values Matter Miami Initiative, Miami-Dade County Public School employees are asked to nominate students who exemplify the designated value each month. These award nominations allow staff members to recognize and celebrate student behaviors that align with our District's nine core values. Schools are encouraged to host monthly Values Matter Miami celebrations as a way of reinforcing these positive behaviors. District winners are selected from school nominations for each value and winners are recognized at a Districtwide Values Matter Miami Awards Ceremony at the end of the school year.

Values Matter Miami Logo

Values Matter Miami Pin



Values Matter Miami Certificate

Ways to Recognize Students for Model Behavior

ELEMENTARY STUDENTS	SECONDARY STUDENTS
▪ *SPOT*Success recognition ▪ Certificate/trophy/ribbon/plaque/medals ▪ Time for music and dancing ▪ Music while doing schoolwork ▪ Extra computer time/game ▪ Free time at the end of class ▪ Group activity ▪ Class Field Trip ▪ A reward (gift certificate, free admission to a school function) ▪ Outdoor class ▪ Recognition from a local newspaper, media or politician ▪ Recognition by the "Do the Right Thing" program sponsored by the Miami-Dade Police Department ▪ Outdoor reading ▪ Fun walk with the principal or teacher ▪ Note home to parents ▪ Appointed the class messenger ▪ Taking care of the class pet ▪ Eating with the teacher ▪ Selecting prizes from a treasure box ▪ Pencil toppers ▪ Stars, smiley faces or stickers ▪ Paperback books ▪ Extra recess ▪ Sports equipment ▪ Leading of class line to lunch or recess ▪ Recognition during morning announcements or on closed circuit television ▪ Selection as a model student of the month and display photograph in an appropriate location	▪ *SPOT*Success recognition ▪ Certificate/trophy/ribbon/plaque/medals ▪ Gift certificate to local merchants ▪ Free pass to sporting event or play ▪ Walk break for entire class ▪ Guest presenters in class ▪ Class field trip ▪ Praise for good behavior and work ▪ Note home to parents ▪ A call to parents ▪ Recognition by the "Do the Right Thing" program sponsored by the Miami-Dade Police Department ▪ Coupon for prizes and privileges or surprise gift bag with school supplies ▪ Outdoor Class ▪ Recognition from a local newspaper, media or politician ▪ Photo recognition bulletin board ▪ Outdoor reading ▪ Music while doing schoolwork ▪ Extra computer time/game ▪ Sitting with friends ▪ Music concert at school ▪ Pep rally ▪ Paperback book ▪ Magazine subscription ▪ T-shirt/hat/sunglasses ▪ Sports equipment ▪ Prime parking spot ▪ Recognition during morning announcements or on closed circuit television ▪ Recognition in school newspaper ▪ Selection as a model student of the month and display photograph in an appropriate location

A Synopsis of Model Student Behavior – Level I

Level I Behavior affects the orderly operation of the classroom, school functions, extracurricular/co-curricular programs or approved transportation. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
Model students: · understand and follow school rules; · attend school regularly; · request permission for authorization to leave class when needed; · attend all classes; · are prepared for class each day; · use and possess items that are suitable for an educational setting; · adhere to the school dress code; and use approved electronic devices responsibly	*Model students avoid:* · being in an unauthorized location; · cutting class; · arriving at school late; · failing to comply with class and school rules; · possessing items that are inappropriate for the educational setting; · using unauthorized electronic devices; and · violating the school dress code.
Model students: · follow class and school rules including riding and waiting for the school bus; · use conflict management skills to resolve problems peacefully; · use respectful and appropriate language; · show concern for others; and · conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates.	*Model students avoid:* · initiating or participating in a verbal confrontation with another student or staff member; · arriving late to class; · displaying affection inappropriately in public; · leaving school grounds without permission; · using profane or crude language; and · displaying or participating in disruptive behavior.

RELATED CORE VALUES FOR LEVEL I - MODEL STUDENT BEHAVIORS

A Synopsis of Model Student Behavior – Level II

Level II behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
Model students: · speak and act honestly and truthfully; · show respect to others in words, actions and deeds; · develop good study habits; · complete all homework assignments; · participate actively in class; and · show empathy for others.	*Model students avoid:* · cheating or misrepresenting the true facts; · making false accusations; · exhibiting behavior that instigates and provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation; and · talking about others and spreading rumors.
Model students: · speak and act respectfully to all school personnel; · obey all instructions given by persons in authority; · cooperate with administrators, teachers and staff members; · leave school only when given permission; · demonstrate behavior that is civil, respectful, polite and courteous; and · follow school rules.	*Model students avoid:* · refusing to comply with school rules or directives from school staff members; · distributing inappropriate materials; · leaving school grounds without permission from a parent or school official; · joining clubs or organizations not approved by the Miami-Dade County School Board; · using profane or provocative language directed at others; · participating in prohibited sales on school grounds; and · possessing or using tobacco products.
Model students: · show respect for the property of others · demonstrate honesty; · report all acts of vandalism to the proper authorities; and · demonstrate school and community pride.	*Model students avoid:* · taking or concealing the property of others without permission; · destroying or defacing public or private property; and tarnishing the reputation of their school by damaging the property of others.
Model students: · obey instructions; · show respect to people in authority; · care for the feelings of others; and · treat others with respect.	*Model students avoid:* · participating in or encouraging a confrontation with a staff member; · becoming involved in a minor fighting incident; and harassing others by name-calling, gossiping or using gestures that intimidate others.

RELATED CORE VALUES FOR LEVEL II - MODEL STUDENT BEHAVIORS

A Synopsis of Model Student Behavior – Level III

LEVEL III behaviors are more serious than Level II because they endanger health and safety, damage property and/or cause serious disruptions to the learning environment. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
Model students: · show respect, kindness, friendliness toward others; · accept people based on their individual merits; · demonstrate school pride by being active participants in protecting and maintaining the school campus; and · report all acts of violence, harassment or threats to the proper authorities.	*Model students avoid:* · physically hurting or threatening another person; · bullying others by using intimidation or teasing; · using social media to intimidate others; and · initiating or being involved in campus disruptions at school-sponsored events.
Model students: · treat others with respect and compassion; · seek to resolve issues before they escalate; · participate only in clubs and organizations sanctioned by their school; · speak to others using positive and respectful language; and · report all acts of violence, harassment or threats to the proper authorities.	*Model students avoid:* · harassing others by using language or gestures that are demeaning to a person's race, gender, religion etc.; · participating in hazing activities; and · using sexually suggestive comments or gestures to intimidate others.
Model students: · respect the rights and property of others; · respect the laws of society dealing with the possession, use or sale of alcohol and drugs; · maintain a healthy and safe lifestyle; and · make contributions of time and energy to enrich the school environment.	*Model students avoid:* · entering a building or residence without permission from the owner; · removing property from a building or residence without permission from the owner; · possessing, using or selling alcohol; unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering. · displaying or possessing a fake weapon; and · endangering the health and safety of others.

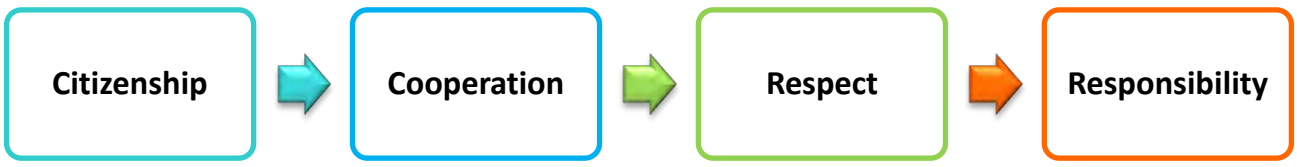
RELATED CORE VALUES FOR LEVEL III - MODEL STUDENT BEHAVIORS

A Synopsis of Model Student Behavior – Level IV

LEVEL IV behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property. These infractions are crimes requiring police involvement.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
Model students: · project a positive and cooperative attitude towards staff members and classmates; · are respectful, kind, friendly and get along well with others; · use conflict management skills to resolve disagreements; · are obedient; and · seek guidance from trusted adults for assistance and direction.	*Model students avoid:* · volatile situations that could escalate into violent actions; · using violent physical actions or threats directed towards staff members; · breaking school rules; and · becoming involved with individuals who do not respect or follow the laws of the community.
Model students: · speak to others using respectful language; · participates only in organizations sanctioned by their school; · demonstrate behavior that is civil, respectful, polite and courteous; and · share materials that are educationally appropriate	*Model students avoid:* · using language or actions that slander others because of their race, gender, color, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, language, pregnancy or disability and family background; · participating in any form of club initiation or activity that creates the risk of harm to others; and · giving, possessing or sharing obscene or lewd materials.
Model students: · speak and act honestly and truthfully; · follows all laws; · show respect for the property of others; · support law enforcement agencies and schools to promote the safety of all staff members and students; · use school resources to resolve or report issues of concern; and · associate only with people who do not use or sell weapons or controlled substances.	*Model students avoid:* · taking the property of others without permission; · committing grand theft by taking property valued at $750.00 or more from others; and possessing, using, distributing or selling any object, controlled substance or weapon that could inflict serious harm or place a person in fear of serious harm.

RELATED CORE VALUES FOR LEVEL IV - MODEL STUDENT BEHAVIORS

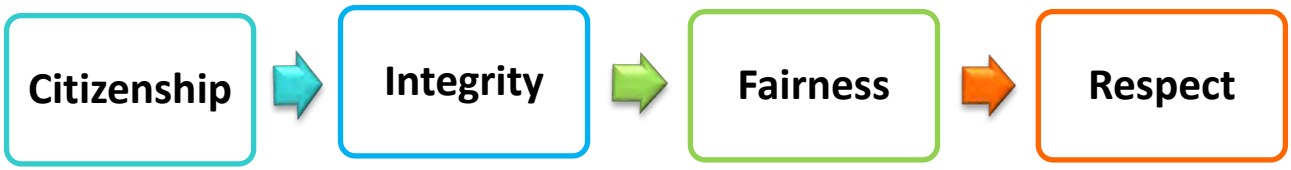


A Synopsis of Model Student Behavior – Level V

LEVEL V behaviors are the most serious acts of misconduct and violent actions that threaten life. These infractions are crimes requiring police involvement.

MODEL STUDENT BEHAVIOR	STRATEGIES FOR MODEL STUDENTS
Model students: · accept responsibility for their own actions; · respect life; · show pride in their school and community; · use adaptive skills for solving problems; · maintain their self-control at all times; · seek assistance from a trusted adult to solve problems or report incidents of concern; and · report any acts of aggression or violence between students or students and staff members to a staff member or law enforcement officer.	*Model students avoid:* · fighting with other students or staff members; · hitting other students or staff members; · speaking disrespectfully to students or staff members; · engaging in or forcing others to participate in sexual acts; · holding people against their will; · threatening to take another person's life; · using weapons; · interrupting the school's learning environment; and · withholding information needed to solve a crime.
Model students: · have respect for life, property and the safety of others; · participate in programs to support law enforcement efforts to ensure safety for all in school and the community; · are law abiding citizens; · cooperate with school officials to create a positive learning environment; · participate in investigations conducted by school staff or law enforcement agencies; and · demonstrate pride in their school and community.	*Model students avoid:* · setting a fire; · interfering with the orderly learning environment; · making a threat to the safety of others; · providing false information; · withholding information needed to solve a crime; and · committing any act that would result in the destruction of property.

RELATED CORE VALUES FOR LEVEL V - MODEL STUDENT BEHAVIORS



CHAPTER II - BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL I

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, extracurricular activities or approved transportation. **LEVEL I** *Disruptive Behaviors* ☐ Confrontation with another student ☐ Cutting class ☐ Disruptive behavior (including behavior on the school bus and at the school bus stop) ☐ Failure to comply with class and/or school rules ☐ Inappropriate public display of affection ☐ Misrepresentation ☐ Possession of items or materials that are inappropriate for an educational setting (See Special Notes #1) ☐ Repeated use of profane or crude language (general, not directed at someone) ☐ Unauthorized location ☐ Unauthorized use of wireless communication devices (See Vital Alerts page(s) **47** ☐ Violation of dress code (See Vital Alerts page(s) **37**)	The principal or designee **must** select at least one of the following strategies from **PLAN I**. Principals may authorize use of **PLAN II** for serious or habitual **Level I** infractions. **PLAN I** ☐ Parent/guardian contact (See Special Notes #2) ☐ Student Conference (See Special Notes #3) ☐ Student, parents/guardians/staff conference ☐ Behavior Plan ☐ Student Contract ☐ Participation in a counseling session related to infraction ☐ Refer to outside agency/provider (See Special Notes #4) ☐ Peer Mediation ☐ Refer to page(s) **59-66** for additional corrective strategies on the RtI:B/MTSS ☐ Reprimand ☐ Detention or other Board-approved in-school program ☐ Restorative Justice Practices Pilot Program (at District approved schools) ☐ Student Court (at District approved schools) ☐ Confiscation of wireless communication devices ☐ Refer to Vital Alerts page(s) **37** for the prescribed corrective strategies for the violation of the dress code. ☐ Revocation of the right to participate in social and/or extracurricular activities ☐ Loss of bus privileges up to 10 days ☐ Replacement or payment of any damaged property (if appropriate) ☐ School Center for Special Instruction (SCSI) or other Alternative Educational Setting (AES) within the school (1-5 days) (See Special Notes # 2, 3 and 5)

SPECIAL NOTES

#1 See Sexual Offenses (Other), Level IV, for obscene or lewd material.

☐ Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.

☐ If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.

☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).

#2 Good faith attempt must be made immediately to contact the parent/guardian by telephone.

#3 When a student is being assigned to SCSI or other AES, they must be given an opportunity to be heard about the incident.

#4 When referring parent(s)/guardian(s) to outside Agencies/ providers for services, schools must adhere to Board Policies 1213.01, 3213.01, and 4213.01 *Request for Outside Providers*.

#5 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail.

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL II

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others. **LEVEL II** *Seriously Disruptive Behaviors* ☐ Cheating ☐ Confrontation with a staff member ☐ Defiance of school personnel ☐ Distribution of items or materials that are inappropriate for an educational setting **(See Special Notes #1)** ☐ Failure to comply with previously prescribed corrective strategies ☐ False accusation ☐ Fighting (minor) ☐ Forgery (Written Misrepresentation): ☐ Harassment (non-protected categories) ☐ Instigative behavior ☐ Joining clubs or groups **NOT** approved by the School Board ☐ Leaving school grounds without permission ☐ Libel ☐ Petty theft (under $750.00) ☐ Possession of and/or use of tobacco products or smoking/vaping devices. (See Glossary). ☐ Prohibited sales on school grounds (other than controlled substances) ☐ Slander ☐ Use of profane or provocative language directed at someone ☐ Vandalism (minor)	The principal or designee **must** select at least one of the following strategies from **PLAN II**. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN. **PLAN II** ☐ Parent/guardian contact (See Special Notes #2) ☐ Student conference (See Special Notes #3) ☐ **Corrective Strategies from Level I** ☐ Participation in counseling session related to the infraction ☐ Refer to outside agency/provider (See Special Notes #4) ☐ Refer to page(s) **59-66** for additional corrective strategies on the RtI:B/MTSS ☐ School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior ☐ Restorative Justice Practices Pilot Program (at District approved schools) ☐ Student Court (at District approved schools) ☐ Assignment to an Alternative Educational Setting (1-10 days with region approval for serious or habitual infractions) (See Special Notes #2, 3, and 5) ☐ A principal may request a District-approved administrative assignment to a long-term alternative educational setting (AES) for students who habitually commit infractions with region endorsement. This action is taken when less severe strategies are deemed inappropriate. (See Special Notes #2, 3, and 5)

SPECIAL NOTES

#1 See Sexual Offenses (Other), Level IV, for obscene or lewd material.

☐ Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.

☐ If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.

☐ Allegations of Bullying and Harassment that are not able to be substantiated after investigation must be reported in SESIR as Unsubstantiated Bullying and Unsubstantiated Harassment.

#2 Good faith attempt must be made immediately to contact the parent/guardian by telephone.

#3 When a student is being assigned to SCSI or other AES, they must be given an opportunity to be heard about the incident.

#4 When referring parent(s)/guardian(s) to outside Agencies/ providers for services, schools must adhere to Board Policies 1213.01, 3213.01, and 4213.01 *Request for Outside Providers.*

#5 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail.

☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL III

BEHAVIORS	*RANGE OF CORRECTIVE STRATEGIES*
LEVEL III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment. **LEVEL III** *Offensive/Harmful Behaviors* ☐ Assault/Threat against a non-staff member ☐ Breaking and Entering/Burglary ☐ Bullying (repeated harassment) **(See Special Notes #1)** (See Vital Alerts page(s) **37-39;76-77**) ☐ Disruption on campus/Disorderly conduct ☐ Fighting (serious) ☐ False Activation of Fire Alarm System ☐ Gambling ☐ Harassment (Civil Rights) **(See Special Notes #2)** (See Vital Alerts page(s) **37-39;77**) ☐ Hazing (misdemeanor) ☐ Improper Activation of Fire Extinguisher ☐ Possession of simulated weapons ☐ Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Vital Alert Under the Influence page(s) **44**.) ☐ Sexting (1) **(**See Vital Alerts page(s) **43;83)** ☐ Sexual harassment **(See Special Notes #2, #3)** (See Vital Alerts page(s) **37-39** and Glossary page(s) **74;84**) ☐ Technology and Computer Related Offense (1) (See Vital Alerts page(s) **45-46**) ☐ Threat/Intimidation **(See Special Notes #8)** ☐ Trespassing ☐ Vandalism (major)	The principal or designee **must** select at least one of the following strategies from **PLAN III**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. Principals may authorize the use of **PLAN IV** for repeated, serious or habitual **Level III** infractions. **PLAN III** ☐ Parent/guardian contact **(See Special Notes #4)** ☐ Student conference (See Special Notes #5) ☐ Assignment to an Alternative Educational Setting (1 - 10 days.) **(See Special Notes #4, 5, and 6)** ☐ **Corrective Strategies from Level I & II** ☐ Permanent removal from class and reassignment to different class (placement review committee decision required) ☐ Suspension (See Special Notes #4, 5, 6 and 7) ☐ Recommendation for expulsion (See page(s) **55**)

SPECIAL NOTES

☐ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).

☐ Allegations of Bullying and Harassment that are not able to be substantiated after investigation must be reported in SESIR as Unsubstantiated Bullying and Unsubstantiated Harassment.

#1 Bullying infractions do not require a SPAR unless incident is Hazing-related.

#2 Harassment Civil Rights and Sexual Harassment do not require a SPAR, but must be reported to the Miami-Dade County Public Schools Office of Civil Rights Compliance at 305-995-1580.

#3 Corrective action for Sexual Harassment may be issued only in accordance with the District's *Title IX Sexual Harassment Manual*.

#4 Good faith attempt must be made immediately to contact the parent/guardian by telephone.

#5 When a student is being assigned to SCSI or other AES, they must be given an opportunity to be heard about the incident.

#6 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail.

#7 Suspension of students from school programs is a last resort, to be utilized only in the most extenuating circumstances as determined by the principal after other learning-centered corrective strategies have been employed and with Region notification.

#8 If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to mental health services identified by the school District.

☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL IV

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
LEVEL IV Behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property. **LEVEL IV** *Dangerous or Violent Behaviors* ☐ Battery (Physical Attack) against a non-staff member ☐ Grand theft (over $750.00) ☐ Hate Crime ☐ Hazing (Felony) ☐ Intent to sell and/or distribute alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering ☐ Motor vehicle theft ☐ Other major crimes/incidents ☐ Robbery ☐ Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Vital Alerts for Under the Influence page(s) **44**) ☐ Sex offenses (other) (including possession and/or distribution of obscene or lewd materials) ☐ Sexting (2) (See Vital Alerts page(s) **43;83**) ☐ Sexual Assault ☐ Technology and Computer-Related Offense (2) (See Vital Alerts page(s) **45-46**)	The principal or designee **must** use the following strategies from **PLAN IV**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. **PLAN IV** ☐ Parent/guardian contact **(See Special Notes #2)** ☐ Student conference (See Special Notes #3) ☐ **Corrective Strategies from Level I-III (See Special Note #4)** ☐ Recommendation for expulsion (See page(s) **55**)

SPECIAL NOTES

☐ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).

☐ Corrective action for Sexual Harassment may be issued only in accordance with the District's *Title IX Sexual Harassment Manual*.

☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).

#2 Good faith attempt must be made immediately to contact the parent/guardian by telephone.

#3 When a student is being assigned to SCSI or other AES, they must be given an opportunity to be heard about the incident.

#4 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail.

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL V

BEHAVIORS	*RANGE OF CORRECTIVE STRATEGIES*
LEVEL V Behaviors are the most serious acts of misconduct and violent actions that threaten life. **LEVEL V** *Most Serious, Dangerous or Violent Behaviors* ☐ Aggravated assault ☐ Aggravated battery against a non-staff member ☐ Armed robbery ☐ Arson ☐ Assault/Threat against M-DCPS employees or persons conducting official business **(See Special Notes #1 & #5)** ☐ Battery (Physical Attack) or Aggravated battery against M-DCPS employees or persons conducting official business **(See Special Notes #1)** ☐ Homicide ☐ Kidnapping/Abduction ☐ Making a false report/threat against the school **(See Special Notes #1 & 5)** ☐ Other major crimes/incidents ☐ Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons. **(See Special Notes #1 & 5)** ☐ Sexting (3) Offense (See Vital Alerts page(s) **43;83**) ☐ Sexual battery ☐ Technology and Computer Related Offense (3) (See Vital Alerts page(s) **45-46**)	The principal or designee **must** use the following strategies from **PLAN V**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. **PLAN V** ☐ Parent/guardian contact **(See Special Notes #2)** ☐ Student conference (See Special Notes #3) ☐ **Corrective Strategies from Level I-IV (See Special Notes #4)** ☐ Recommendation for expulsion (See page(s) **55**)

SPECIAL NOTES

☐ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).

☐ Corrective action for Sexual Harassment may be issued only in accordance with the District's *Title IX Sexual Harassment Manual*.

☐ The possession of firearms or other weapons on school property may result in criminal penalties in addition to expulsion.

☐ This level of infraction may result in an expulsion requiring School Board action.

#1 Mandatory one year expulsion.

#2 Good faith attempt must be made immediately to contact the parent/guardian by telephone.

#3 When a student is being assigned to SCSI or other AES, they must be given an opportunity to be heard about the incident.

#4 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail.

#5 If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to "mental health services" identified by the school district pursuant to 1012.584(4).

☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

SAFEGUARDS: PROTECTING THE RIGHTS OF STUDENTS AND PARENTS/GUARDIANS

All corrective strategies used by school-site administrators must be in compliance with School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

When confronted with an act that may require the imposition of corrective strategies by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students shall not be subjected to any corrective strategies for using a language other than English or because of a disability.

School administrators should communicate with parents/guardians when corrective strategies must be taken against a student.

Parents/guardians and students who disagree with certain strategies and decisions made at the school level have the right to the following formal complaint procedures:

- ☐ a school-level hearing;
- ☐ appeal of school-level decisions to the regional center office; and
- ☐ for alternative education assignments and expulsions, a hearing before an impartial hearing officer.

CHAPTER III - STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities

It is the intent of this chapter to allow students maximum freedom under law, commensurate with the school's responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society.

Students must realize that every right implies a responsibility, and should conduct themselves appropriately on and off campus. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Students are citizens of the greater Miami-Dade Community and represent Miami-Dade Schools at all times.

Attendance

Philosophical Basis:

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to avail themselves of the opportunity for public school education, an education that should help the students develop the skills and knowledge necessary to function in a modern, democratic society.

Rights:	Responsibilities:
☐ Students have the right to information on rules, policies and procedures that clearly define excused absences, unexcused absences, and tardies. ☐ Students have the right not to be penalized in any way for excused absences. Participation in a school-sponsored activity shall be considered an excused absence. ☐ Students have the right to make up classwork within three days of returning to school in the case of an excused absence or absence because of assignment to an AES or suspension.	☐ Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and on time, unless circumstances beyond their control prevent them from doing so. ☐ Students have the responsibility to provide the school an adequate explanation for an absence with appropriate documentation. ☐ Students have the responsibility to request the make-up assignments from their teachers for excused absences upon their return to school and to complete this work within three days.

Complaint Procedures

Philosophical Basis:

When students wish to express dissatisfaction about a situation in the school, they can submit a formal complaint. Schools are responsible for providing mechanisms for the expression and resolution of these complaints.

Rights:	Responsibilities:
☐ Students have the right to a standard procedure for the resolution of formal complaints through a process that includes appropriate lines of communication, a time line, and a method of appeal. ☐ Students have the right to expect that discrimination and formal complaints will be resolved in an expeditious, orderly, and equitable manner. ☐ Formal complaint procedures with the office of Civil Rights Compliance apply to those situations in that students believe themselves to be victims of discrimination based on sex, gender, gender identity and expression, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background,	☐ Students have the responsibility to discuss their complaints informally with the persons involved prior to invoking the formal complaint procedures, unless they feel they are unable to resolve the grievance at the school level. ☐ Students have the responsibility to state the formal complaint clearly, to follow established procedures for resolving a formal complaint, and to accept the decision that is rendered and to file a timely appeal.

Rights:	Responsibilities:
linguistic preference, pregnancy or disability. Formal complaint procedures are also available for situations in which students believe themselves to be victims of harassment, including sexual harassment. *(See Special Note [1]) ☐ Parents/guardians may request a hearing before an impartial hearing officer when a student has been assigned to an alternative placement or expelled.	

SPECIAL NOTE

[1] **Harassment (Civil Rights) and Sexual Harassment do not require a SPAR, but must be reported to the Civil Rights Compliance Office at 305-995-1580.** A student who is the victim of sexual harassment prohibited by Title IX is entitled to file a formal complaint in accordance with the District's *Title IX Sexual Harassment Manual* and request an investigation.

Counseling Services

Philosophical Basis:

Personal concerns can seriously threaten and inhibit the educational development of students. Schools have the responsibility to make relevant and objective information available to students, to provide a comprehensive Student Services program, and to recommend students to agencies equipped with the facilities and resources necessary to offer additional, direct assistance.

Rights:	Responsibilities:
☐ Students have the right to appropriate counseling that addresses their personal and educational needs within a reasonable period of time. ☐ Students have the right of access to counselors who can assist by allocating the time, attention, and assistance without interruptions or cancellation of appointments. ☐ Students have the right to be accurately informed, in a language they can understand, of all support programs available. ☐ Students have the right to request a change of counselor.	☐ Students have the responsibility to schedule appointments in advance unless their problem or concern is an emergency. ☐ Students have the responsibility to keep scheduled appointments in a timely manner and to respect the rights of others in accessing the counselor's services. ☐ Students have the responsibility to use these services for their educational, career, and personal development. ☐ Students have the responsibility to work cooperatively with the administration in seeking this change.

Free Speech, Expression and Assembly

Philosophical Basis:

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted self-expression under the First and Fourteenth Amendments of the United States Constitution. Full opportunity should be provided for students to inquire, to question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those that are controversial, are freely expressed.

Rights:	Responsibilities:
☐ The Pledge of Allegiance is a statement of American ideals, and students shall be protected in their right to affirm their identity with these ideals. However, students who, do not wish to participate in the pledge may, upon written request of their parent/guardian, refrain from participation but may not be disruptive.	☐ Students have the responsibility to act in a manner that preserves the dignity of the occasion.
☐ Students have the right to refrain from any activity that violates the precepts of their religion.	☐ Students have the responsibility to respect the religious beliefs of others.
☐ Students have the right to express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural, or political values.	☐ Students have the responsibility to accept the rights of others to have differing viewpoints and to express themselves on those issues with which they disagree, in a manner that does not infringe upon the rights of others or interfere with the orderly educational process of the school. This should be done in a manner that is not obscene, libelous, or in violation of the school dress code.
☐ Students have the right to petition and survey student opinion in accordance with procedures established by the principal.	☐ Students initiating a petition or survey have the responsibility to ensure its reasonableness and accuracy.
☐ Students have the right to form and express their own opinions on controversial issues without jeopardizing relations with their teachers or the school.	☐ Students have the responsibility to become informed and knowledgeable about controversial issues and to express their opinion respectfully and without disrupting the educational environment or violating school rules.
☐ Students have the right to assemble peacefully on school grounds or in school buildings. Exercise of this right shall be denied only when it substantially disrupts the educational process or orderly operation of a school or poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property.	☐ Students have the responsibility to plan, seek approval of, and conduct activities that are consistent with the educational objectives of the school.

Grades

Philosophical Basis:

Grades, are an indicator of the students' knowledge or skill at any particular time, although they are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, students' academic grades should reflect the teacher's most objective assessment of students' academic achievement. Academic grades should not be used as a threat in order to maintain classroom decorum.

Rights:	Responsibilities:
☐ Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period. ☐ Students have the right to receive an academic grade that reflects their achievement. ☐ Students have the right to be notified when they are performing unsatisfactorily. ☐ Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort. ☐ Students have the right to achieve academic success based upon their own initiative and ability without interference from others.	☐ Students have the responsibility to ask teachers in advance of a graded assignment for an explanation of any grading criteria or practice they may question or that needs clarification. ☐ Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability. ☐ Students have the responsibility to make every effort to improve their performance upon receipt or notification of unsatisfactory performance. ☐ Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process. ☐ Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.

Knowledge and Observation of Rules of Conduct

Philosophical Basis:

The most effective learning takes place in an atmosphere where students, parents/guardians, and school staff are fully aware of the grounds for corrective strategies and the procedures to be followed for violations of the Code of Student Conduct.

Rights:	Responsibilities:
☐ Students have the right to a clear explanation of the *Code of Student Conduct* in understandable language. They have the right to know the consequences of their misconduct.	☐ Students have the responsibility to become familiar with the *Code of Student Conduct* and to observe all school and classroom rules.

Marriage, Pregnancy and Parenthood

Philosophical Basis:

Students who are married, parents/guardians, or expectant parents/guardians do not lose their right to free public education. It is, therefore, the responsibility of the public schools to encourage their continued education through the implementation of positive policies and the development of appropriate educational programs.

Rights:	Responsibilities:
☐ Students who are married, parents or expectant parents have the right to remain in the regular school program, including appropriate extracurricular activities, or to attend one of the specialized programs designed to meet their particular needs. ☐ Students have the right, upon request, to be referred to an appropriate agency for special counseling regarding marriage, pregnancy, and parenthood.	☐ Students have the responsibility to request professional medical advice regarding continued school attendance. ☐ Students have the responsibility to request special counseling regarding marriage, pregnancy, and parenthood.

Participation in School Programs and Activities

Philosophical Basis:

Students learn from one another. Positive association with others may contribute to the overall goals of education. Schools have the responsibility to promote appropriate formal and informal school programs and activities among students.

Rights:	Responsibilities:
☐ Students have the right to organize and participate in associations and extracurricular activities within the school that are organized for any proper and lawful purposes. Group membership cannot be denied any student because of gender, gender identity or expression, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability. ☐ Students have the right to have an elected representative student council appropriate to the school's level, and to take an active part in student activities designed to help make rules that affect their lives in school.	☐ Students have the responsibility to seek prior and proper consent from administrators and other designated school personnel before organizing student associations and for meeting approved criteria for membership in clubs and organizations. ☐ Student council officers and representatives have the responsibility to be aware of school needs and concerns of the student body and to work toward meeting those needs. ☐ Students have the responsibility to participate regularly in their respective organizations, to conduct themselves in an appropriate manner, and to operate according to School Board policies and individual school requirements.

Publications

Philosophical Basis:

The primary liberties in students' lives have to do with the process of inquiry and learning, of acquiring and imparting knowledge, and of exchanging ideas. This process requires that students have the right to express opinions, to take stands, and to support causes publicly or privately. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official school publications, such as school newspapers, should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

Rights:	Responsibilities:
☐ Students have the right to possess, post and distribute any forms of literature that are not inherently substantially disruptive to the school program including, but not limited to, newspapers, magazines, leaflets and pamphlets. ☐ Students have the right to be free from censorship of their publications except within the framework of guidelines previously agreed upon by current students and administrators.	• Students have the responsibility to obey the principal as to how, when and where materials may be distributed. • Students have the responsibility to use only those bulletin boards or wall area designated for use by students and student organizations, to seek approval for distribution of materials, and to accept responsibility for the effect that the posting, publication, or distribution of this literature might have on the normal activities of the school. • Students have the responsibility to refrain from publishing libelous and obscene materials, to seek full information on the topics they write about, and to observe the normal rules for responsible journalism.
Principals may restrict distribution of materials that are primarily commercial in nature or disruptive to the orderly operation of the school.	

Respect for Persons and Property

Philosophical Basis:

Students have an obligation to assume responsibility for their own actions regarding respect for other persons and their property. The school must provide a climate that fosters respect for persons and property.

Rights:	Responsibilities:
☐ Students have the right to be treated with courtesy and respect. ☐ Students have the right to an environment where public or private property rights are respected. ☐ Students have the right to expect safe conditions at school, at bus stops, on the school bus and during school-sponsored activities. ☐ Students have the right to an educational	☐ Students have the responsibility to show respect and courtesy to fellow students, all School Board personnel, parents/guardians and school visitors. ☐ Students have the responsibility for neither taking nor damaging the property of fellow students, school personnel or the school. ☐ Students have the responsibility to respect the privacy and property of persons living in areas surrounding schools and bus stops. Additionally, students have the responsibility to

Rights:	Responsibilities:
setting that is safe, secure and free from harassment and bullying of any kind.	contribute to a safe learning environment by reporting criminal acts and potentially harmful or dangerous situations including bullying or harassment, to an adult. ☐ Students have the responsibility not to bully or harass other students.

Right to Learn

Philosophical Basis:

All students, in accordance with their age, grade level, and maturity, have the right to be involved in their education. Course selection and participation in school activities are an integral part of learning. Students' opinions concerning course materials, content, and relevance are important and deserve analysis and consideration by educators.

Rights:	Responsibilities:
☐ Students have the right of access to clear curriculum descriptions that will help them make more informed choices.	☐ Students have the responsibility to seek clarification, if necessary, from informed persons in the school.
☐ Students have the right to participate in challenging, creative, academic programs at all levels in elementary, middle, and senior high schools.	☐ Students have the responsibility to strive for academic growth by participating to their utmost ability.
☐ Students have the right to study all subjects under qualified instructors in an atmosphere free from bias and prejudice.	☐ Students have the responsibility to contribute to the development of a positive climate in the school that is conducive to wholesome learning and living.
☐ Secondary students have the right to representation on committees that participate in textbook selection and curriculum planning from individual school councils to district level.	☐ Students have the responsibility to respect the rights of others who have differing viewpoints, and become informed and knowledgeable about controversial issues.
☐ Students have the right of equal access to any extracurricular activity.	☐ Students have the responsibility to involve themselves in committees and enrich their classes through participation in implementation and evaluation.
☐ Students with disabilities may be entitled to special services.	☐ Students have the responsibility to request participation in any extracurricular activity.

Search and Seizure

Philosophical Basis:

Students possess the right of privacy as well as freedom from unreasonable search and seizure of person or property guaranteed by the Fourth Amendment of the United States Constitution. That individual's right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

Rights:	Responsibilities:
☐ Students may have a legitimate expectation of privacy; however, your person and/or property, including, but not limited to back packs, purses, devices and vehicles, may be searched if a reasonable suspicion that a search will turn up evidence that you have violated or are violating law, school board policy or school rules exists. Storage places provided by the school, including desks and/or lockers, and the contents within them remain under the control of the School Board and may be the subject of random search. ☐ Except in emergency situations, students have the right to prior notification of any general search of lockers. ☐ Students have the right to use authorized locks on school-owned lockers. ☐ Students have the right to notice that they may be subject to random search for weapons by metal detectors while on school grounds or at school functions at any time. (See Special Note [1])	☐ Students have the responsibility not to carry or conceal any material prohibited by law or by the *Code of Student Conduct*. ☐ Students are responsible for the contents of their lockers, on their person, vehicles, book bags, purses, devices, etc… ☐ Students have the responsibility to adhere to policies governing the use of school lockers.

SPECIAL NOTES

[1] School authorities may search a student's person or property, including vehicles, with or without the student's consent whenever they reasonably suspect that there has been a violation of law, Board policy, or school rules. This authority applies to all situations in which the student is under the jurisdiction of the Board.

Signs that advise students and visitors that they are subject to search for weapons by metal detectors will be posted in prominent locations at each secondary school and adult vocational site.

Student Government

Philosophical Basis:

The respect afforded a student government is a result of its active and constructive involvement in the daily operation of the school. In order to be effective, student government and its concomitant responsibilities suggest that representatives be given an opportunity to participate in those decisions that affect the learning climate of the school. To enhance the deliberating process, Board Policies and individual school policies should be available to students in a specific location. Respected student governments are forums for expression, discussion, and action regarding important issues. All members of the school community share the responsibility for shaping student governments into positive instruments of student involvement.

Rights:	Responsibilities:
☐ Students have the right, under the direction of a faculty advisor, to form and operate a student government within their respective schools.	☐ Student government officers and representatives have the responsibility to be alert to the needs of the school and concerns of the student body, and to work toward addressing them.
☐ Students have the right to recommend and/or confirm members of the faculty to serve as sponsors for their school's student government organization.	☐ Students have the responsibility to secure the prior consent of any faculty member recommended.
☐ Students have the right to seek office in student government or any organization, regardless of gender, gender identity and expression race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability.	☐ Students have the responsibility to conduct election campaigns in a positive, mature manner, with respect shown for their opponents.
☐ Student government officers and representatives have the right to attend official student government meetings during school hours.	☐ Students have the responsibility to participate in meetings regularly and to conduct themselves in an appropriate manner, to demonstrate positive leadership in school government, and to operate within School Board rules and school regulations.

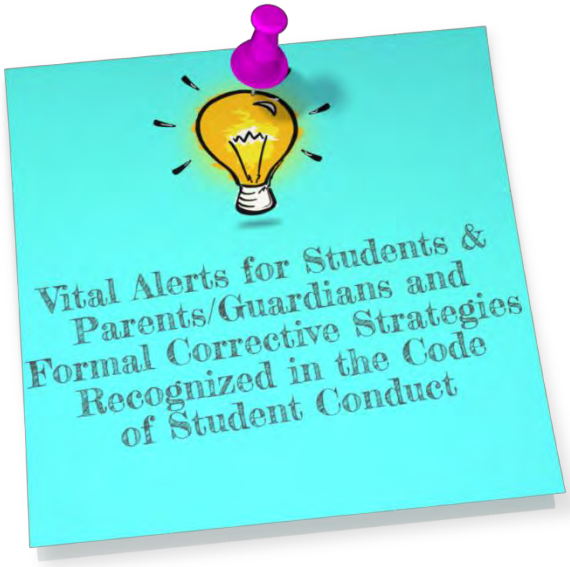
Student Records

Philosophical Basis:

Student records to provide information that can be used to develop the best possible educational program for each student. A student's record contains information useful for advisement, counseling, individual instructional program design, recommendations for advanced study, job placement and other information needed for making appropriate educational decisions. Care must be exercised by the school staff to assure that student records are treated confidentially and that the information is relevant, accurate, and appropriate.

Rights:	Responsibilities:
☐ Parents/guardians and eligible students have the **right** to review student records. ☐ They also have the right to object to information in your student records and must give written permission for anyone to read your records. This permission is called a release. ☐ Parents/guardians and eligible students may request an informal hearing to challenge the content of your educational record(s), if inaccurate, misleading, or otherwise in violation of the privacy and other rights of the student. Contact the school principal regarding hearing procedures. ☐ Parents/guardians and eligible students have the right to restrict the release of directory information. ☐ Students have the right to be protected by legal provisions that prohibit the release of personally identifiable information to unauthorized persons without the consent of the parents/guardians or eligible student. ☐ Your personally identifiable information may not be released to unauthorized persons without the consent of your parents/guardians. For students in grades ten through twelve (10-12), the District may release your name(s) and address(es) to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information, unless the you or your parents/guardians submit a written request not to release such information. ☐ These rights automatically transfer to students as soon as they become 18 years of age (eligible students).	☐ Parents/guardians and eligible students have the responsibility to provide the school with any information that may be useful in making appropriate educational decisions. Parents/guardians and eligible students have the responsibility to meet their financial obligations as it relates to school fees or notify administration if they are not able to meet their financial obligations. ☐ Parents/guardians and eligible students have the responsibility to release information to those persons or agencies who are working actively and constructively for the benefit of the student. ☐ Parents/guardians and eligible students have the responsibility to notify the school of any change of address, telephone numbers, and other pertinent personal data.

CHAPTER IV - VITAL ALERTS FOR STUDENTS & PARENTS / GUARDIANS AND FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT



VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

VITAL ALERT:	*Corporal Punishment*

The use of corporal punishment is prohibited in Miami-Dade County Public Schools. This prohibition extends to parents/guardians on school grounds.

VITAL ALERT:	*District Dress Code Policy*

Students, while on school grounds during the regular school day, must refrain from wearing clothing that (a) exposes underwear or body parts in an indecent or vulgar manner, or (b) disrupts the orderly learning environment.

Any student who violates Board Policy 5511 – *Dress Code and School Uniforms* is subject to the following disciplinary actions:

First (1) Offense: a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.

Second (2) Offense: the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal shall meet with the student's parent or guardian.

Third (3) or subsequent offense(s): a student shall be assigned to an Alternative Educational Setting for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

VITAL ALERT:	*District Policy Against Bullying and Harassment*

Miami Dade County Public Schools (M-DCPS) is committed to providing a safe learning environment for all students and is dedicated to eradicating bullying and harassment by providing awareness and prevention education. Bullying, harassment, and intimidation by students, school board employees, visitors, or volunteers is prohibited and will not be tolerated.

During the investigation of any bullying and/or harassment allegation, the principal/designee or appropriate area/district administrator should take appropriate actions to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable Board Policies, regulations, and statutes.

VITAL ALERT:	*District Policy Against Bullying and Harassment*

Bullying and Harassment Defined[1]

Bullying means systematically and chronically, inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliations; or unreasonably interfere with the individual's school performance or participation that includes a noted power differential.

Bullying may involve, but is not limited to:

1. Teasing
2. Social exclusion
3. Threats
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of Property
11. Cyberstalking
12. Cyberbullying
13. Hazing

Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee who:

1. places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property,
2. substantially interferes with a student's educational performance, opportunities, or benefits, or
3. substantially disrupts the orderly operation of a school.

Bullying and Harassment also includes:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying and harassment by an individual or group with intent to demean, dehumanize, embarrass or cause emotional or physical harm to a student or school employee by:
    a. Incitement or coercion
    b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, computer network, electronic or wireless devices on or off school grounds to bully or harass that jeopardizes student or school employee safety or disrupts the learning environment within the scope of the district school system.
    c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

[1] Florida Statutes, Section 1006.147. Refer to glossary items #50, 51 for definitions of harassment that may apply in other contexts.

VITAL ALERT:	*District Policy Against Bullying and Harassment*

Cyberstalking means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

HOW TO REPORT BULLYING/HARASSMENT ANONYMOUSLY

If you have information regarding bullying/harassment and would like to report this information anonymously, you may do so by:

1. Filing the "Miami-Dade County Public Schools – Bullying and Harassment Anonymous Reporting Form located at the following internet web address: http://forms.dadeschools.net/webpdf/7229.pdf

2. Calling 305-995-CARE (2273)

3. Texting anonymously to 274637 (CRIMES) and type in the words: Be safe and then you report.

4. Submitting an online report by visiting BESAFE at https://new.tipsubmit.com/en/create-report/anonymous/dadeschools.net .

☐ Information and/or resources on bullying and harassment can be found on the Student Services Crisis Management Services website located at http://studentservices.dadeschools.net/crisis/index.asp .

VITAL ALERT:	*Implication of Certain Sex Offenses*

Minors convicted or adjudicated delinquent for certain sex offenses may be required to register with the State of Florida as a sexual predator or sex offender and will suffer the restrictions and embarrassment of this requirement as defined in Sections 943.0435, 943.04354, 943.0515, 985.481, 985.4815, and 775.21. F.S.

VITAL ALERT:	*Individuals with Disabilities in Education Act (IDEA): Students with a 504 Plan*

Behavioral interventions that are used to address actions committed by students who meet the guidelines established by the Individuals with Disabilities in Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 must adhere to federal law, Florida Statues, Florida Board of Education Rules, and Miami-Dade County School Board Policies.

Assignments to an Alternative Educational Setting (AES), Suspensions and Expulsions for more than ten (10) consecutive days and/or a pattern of suspensions and expulsions that exceed ten (10) days in a school year may be considered "changes in placement" for students with disabilities who have a Section 504 Plan or who are enrolled in Exceptional Student Education (ESE) placement under the Individuals with Disabilities Education Act (IDEA). When the student is removed from his/her educational placement for more than ten (10) days, a manifestation determination must be conducted to review the Behavior Intervention Plan (BIP) and consider whether other strategies, interventions, or assessments are appropriate and the student must be provided appropriate educational services in order to provide a free appropriate education. Schools must take into account the student's capacity to understand his or her behavior and the inappropriateness of his or her actions.

Discipline guidelines for IDEA students with disabilities are specified in the District's *Exceptional Student Education Policies and Procedures (SP&P), Board Policy 2260* - and discipline guidelines for Section 504 students with disabilities as outlined in *Board Policy 2260.01 – Section 504 Procedures for Students with Disabilities.*

VITAL ALERT:	*Off-Campus Conduct*

Off campus conduct and conduct outside of school time that violates the district's *Code of Student Conduct* may also be the basis for discipline up to expulsion if it is accomplished through electronic means and substantially disrupts the educational process or orderly operation of a school. Off-campus conduct that poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property may constitute behavior that has a substantial adverse impact on the educational environment requiring disciplinary action.

VITAL ALERT:	*Off-Campus Felony Offenses*

To minimize off-campus acts that might have an adverse impact on the school environment, the District office will send notifications to schools of students who have been taken into custody for and/or are formally charged with an off-campus felony or delinquent act that would be a felony if committed by an adult. The principal may take administrative action against those students who are formally charged if, after an administrative hearing with notice provided to the parent/guardian of the student, it is shown that the incident has an adverse impact on the educational program, discipline, or welfare of the school.

Students and parents/guardians should be aware that felony offenses can have a serious impact on an individual's future, including the following:

- ☐ criminal penalties;
- ☐ loss of scholarship eligibility;
- ☐ loss of voting privileges;
- ☐ loss of employment opportunities; and/or
- ☐ loss of driving privileges.

VITAL ALERT:	*Procedures for Implementing the 45 School Day Alternative Placement Rule for Students With Disabilities*

☐ The IDEA identifies three specific types of conduct that may trigger unilateral placement of a student with a disability in an Interim Alternative Educational Setting (IAES), without regard to whether the behavior is determined to be a manifestation of the child's disability.

☐ A student may be removed to an IAES for not more than 45 school days regardless of whether the behavior is determined to be a manifestation of the student's disability, where the student:

i. carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency;
ii. knowingly possesses or uses illegal drugs*, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or
iii. inflicts serious bodily injury** on another person while at school, on school premises, or at a school sponsored activity.

When a student commits one of the special circumstances listed above, the school where the violation occurred must provide to the parent (1) FM 7063-Notice of 10-Day Temporary Assignment to Pathways: Consideration of Expulsion. Copies of this document must be retained for future meetings.

The school where the incident occurred must immediately place an E5 in the Student Case Management System (SCMS), send FM6562 Rev. (11-05), Expulsion Request to alted@dadeschools.net, and follow up to ensure that the SPAR is in the SCMS as quickly as possible. The student will be assigned to the alternative placement as soon as is possible. Upon placement by the Division of Educational Opportunity and Access (DEOA), the Special Education

VITAL ALERT:	*Procedures for Implementing the 45 School Day Alternative Placement Rule for Students With Disabilities*

(SPED) Department Chairperson or Program Specialist shall contact the assigned school and forward a copy of the student's existing Individual Educational Plan (IEP). The assigned alternative school shall implement the student's current IEP, including all related services upon the student's arrival.

Note: If the student is arrested and sent to the Juvenile Detention Center (JDC), the time at the JDC is not included in the 45 school day timeline at the alternative placement. The student should go immediately to the 45 school day placement upon dismissal from the JDC.

Within 10 school days of the incident, an IEP meeting, which includes a representative from the sending school, must be convened by DEOA to determine if the behavior is a manifestation of the student's disability.

When the behavior is found to be a manifestation of the student's disability, the receiving IAES is responsible for maintaining a record of the number of days the student is enrolled. Ten (10) days prior to the end of the mandatory 45 **school** day placement, the IAES shall notify the sending school and corresponding SPED Center to schedule an IEP meeting. The IEP meeting will be held at the IAES with representatives from the home and/or sending school. The IEP team shall decide the next appropriate placement for the student. The following placements shall be considered:

- ☐ Remain in the Interim Alternative Education Setting under appropriate circumstances
- ☐ Return to sending school
- ☐ Assignment to another school
- ☐ Consider other IEP placement options

SPECIAL NOTE:

** Serious Bodily injury applies only when there is:

- ☐ a substantial risk of death;
- ☐ extreme physical pain;
- ☐ protracted and obvious disfigurement; or
- ☐ protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

VITAL ALERT:	*Sexting*

Board Policy 5136.02 - Sexting, prohibits "sexting" which is the act of sending or forwarding sexually explicit, nude, or partially nude photographs/images through cellular telephones and other electronic media.

Sexting is prohibited and will not be tolerated. The policy *5136.02-Sexting*, Sexting addresses sexting, and will be enforced pursuant the *Code of Student Conduct*.

The levels of sexting offenses are:

Sexting (1)

- A personal, 1-to-1 student-to-student exposure/transmission which is not coerced and not intended for redistribution.

As an example, a student may voluntarily send a provocative sext that includes a nude photograph/image to his/her boyfriend or girlfriend. The Sexting 1 offense is a Level III violation in the *Code of Student Conduct*. The principal must conduct a parent/guardian conference and apply at least one of the additional disciplinary strategies from Level III.

Sexting (2)

- Transmission or re-transmission of a sext to an expanded group of recipients.

As an example, a student who has received a sext proceeds to re-transmit the message to a few other students. A second or multiple offense of a Sexting 1 act also constitutes a Sexting 2 offense. The Sexting 2 offense is a Level IV violation of the *Code of Student Conduct*. The principal/designee must conduct a mandatory parent/guardian conference and apply at least one of the additional disciplinary strategies from Level IV.

Sexting (3)

- Broad exposure/distribution of a sext without consent and/or transmittal with the intent to victimize another individual.

As an example, a student who has received a sexting message posts the photograph/image on a social networking website in order to subject the individual photographed to ridicule, derision, scorn, etc. A Sexting 3 offense is also the repeated commission of sexting Level 1, 2 and/or 3 offenses. A Sexting 3 offense is a Level V violation of the *Code of Student Conduct* because it involves extreme behaviors that seriously endanger the health and well-being of others and/or damages property or character. The principal/designee must conduct a parent/guardian conference and apply at least one of the additional disciplinary strategies from Level V.

All sexting cases require a Student Services Referral (R7).

A first sexting offense committed by a minor is a non-criminal violation punishable by up to eight (8) hours of community service or subject to a $60 fine, and/or required training or instructional classes on the dangers of sexting. A second offense is a misdemeanor and the third is a felony with a possible maximum five (5) year prison sentence.

VITAL ALERT:	*Threats of Violence*

Students are prohibited from making direct or indirect threats of violence against individuals or groups. Even threats made in jest or in exaggeration must be treated as serious threats. Any threat of such violence must be reported immediately to a teacher or school administrator. **A threat to use a dangerous instrument or weapon on school grounds, on school sponsored transportation, or at any school sponsored activity, is prohibited.** All threats of violence (oral, written, electronic, or symbolic) will be reported to law enforcement and investigated by school officials. A student, regardless of age, found to have made a threat of violence shall be referred to mental health services and is subject to appropriate disciplinary consequences, up to and including: assignment to Alternative Educational Setting, suspension**,** expulsion, arrest, and/or prosecution, and may be referred to the school's Threat Assessment Team. When students use social media to threaten other students or school employees which has a direct effect on school property, law enforcement may be requested to conduct a "home visit" and/or law enforcement may be involved which could result in criminal prosecution.

It is unlawful for any person to threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person, and any person convicted thereof commits a felony of the second degree pursuant to F.S. 790.162.

It is unlawful for any person to make a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, other deadly explosive, or weapon of mass destruction pursuant to F.S. 790.166, or concerning the use of firearms in a violent manner against a person or persons, and any person convicted thereof commits a felony of the second degree pursuant to F.S. 790.163.

Any person who writes or composes and also sends or procures the sending of any letter, inscribed communication, or electronic communication, whether such letter or communication be signed or anonymous, to any person, containing a threat to kill or to do bodily injury to the person to whom such letter or communication is sent, or a threat to kill or do bodily injury to any member of the family of the person to whom such letter or communication is sent, or any person who makes, posts, or transmits a threat in a writing or other record, including an electronic record, to conduct a mass shooting or an act of terrorism, in any manner that would allow another person to view the threat, commits a felony of the second degree pursuant to F.S. 836.10.

VITAL ALERT:	*Under the Influence*

The impairment of one's normal faculties, such as walking, talking, etc., as may be evidenced by, but not limited to: bloodshot eyes, slurred speech, odor of alcohol/elicit substance, stumbling, imbalance, drowsiness, flushed face."

Special Note: These observations may be made by a lay (non-expert) witness. An administrator may come to the conclusion that a student is under the influence of alcohol or an illicit substance based on the totality of the circumstances. An administrator should first rule out that the student is having a reaction to food or authorized prescription medication or experiencing a medical condition. See Vital Alert on the next page page(s) **45** – Use of Medication.

VITAL ALERT:	*Use of Medication*

According to the *Board Policy 5330-Use of Medications*, the School Board is not responsible for the diagnosis and/or treatment of student illnesses. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours is permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

Medication includes all medicines including those prescribed by a medical provider and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Written medication authorization (Form 2702) signed by the child's medical provider and parent shall be provided before any prescribed medication or treatment may be administered to any student during school hours. Parents may administer medication or treatment. The child's medical provider and the parent must also authorize in writing any self-medication by the student such as epi-pens and inhalers.

Medication shall not be carried on a student's person in the school except as approved by the principal. Furthermore, no student is allowed to provide or sell any type of over-the-counter medication to another student.

VITAL ALERT:	*Use of Technology and Computer Related Offenses*

Students are encouraged to use computers, networks, and online telecommunication such as the Internet and electronic mail (e-mail). While exercising the right to use available technology, students must be aware of their responsibility as users. Technology advancement has provided students with access and the opportunity to commit offenses that violate the *Code of Student Conduct*.

When using electronic devices for the purposes of learning consistent with the educational objectives of the District during the instructional day, students must comply with *Board Policy 7540.03 – Computer Technology and Networks*.

Technology and computer-related offenses include, but are not limited to:

Technology and Computer Related Offense (1)

- ☐ Accessing or facilitating the access of a computer, electronic device, or networked resource without authorization.
- ☐ Computer use inconsistent with educational usage or goals, or any use that violates applicable copyright laws.

VITAL ALERT:	Use of Technology and Computer Related Offenses

Technology and Computer Related Offense (2)

- ☐ Modifying and/or distributing student data and/or records (including grades) or Personally Identifiable Information (PII) without authorization.
- ☐ Engaging in the disruption or denial of service to a computer, electronic device, or networked resource.
- ☐ The destruction or damage, either virtual or physical, of a computer, electronic device, or networked resource, including any stored data.
- ☐ The introduction of viruses, malware or other illegal/inappropriate software, including unauthorized network monitoring or hacking tools.
- ☐ The act of engaging in surveillance of an individual, including the use of a computer's camera or microphone or unauthorized remote desktop or keystroke logging software.
- ☐ Using a computer, electronic device, or networked resource to access or transmit materials containing profanity, lewd, pornographic, or inappropriate content (including racially/ethnically insensitive or offensive language).
- ☐ Utilizing a computer, electronic device, or network resources to send threats or engage in illegal activities.

Technology and Computer Related Offense (3)

- ☐ Using a computer, electronic device, or networked resource to create access, transmit, or distribute material containing profanity, lewd, pornographic, or inappropriate content and involving a minor.
- ☐ Accessing, modifying and/or distributing student data and/or records (including grades) or Personally Identifiable Information (PII), including but not limited to social security number(s), etc. for financial gain.
- ☐ The destruction, damage, or interruption, either virtual or physical, of any District information system

These are only a few examples of violations committed through electronic means. The school administration will evaluate and determine the appropriate level infraction under the *Code of Student Conduct.*

VITAL ALERT:	*Wireless Communication Devices*

Wireless communication devices include two-way communication devices, such as cellular phones, mobile phones, MP3 players, electronic games, beepers, pagers, portable computers including but not limited to laptops, personal digital assistances (PDA), tablets, eReaders, iPads, personal organizers and similar wireless devices. Possessing a wireless communication device is not a violation of the *Code of Student Conduct*. However, a student shall not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device inappropriately.

When using electronic devices for the purposes of learning consistent with the educational objectives of the District during the instructional day, students must comply with *Board Policy 7540.03 – Student Responsible Use of Technology, Social Media, and District Network Systems*, Student Network and Internet Acceptable Use and Safety.

The following rules must be followed regarding the possession, use, and display of wireless communication devices:

- ☐ Students may only possess, display and use wireless communication devices (i.e. texting, email, telephone etc.) before or after the instructional day.
- ☐ Students must ensure that the telephone capabilities of their devices are turned off during the instructional day (i.e. ringer off, silent mode, etc.)
- ☐ Students shall avoid classroom disruptions, by not displaying, using, or activating the data access portion of their wireless communication devices during the instructional day unless instructed to do so by the teacher and/or authorized school personnel under the Bring Your Own Device initiative outlined in *Board Policy 7540.03*. This includes during class, in the library, during lunch breaks, during class changes and during any other structured activity. Unless using its data access capabilities for instructional purposes as directed by their teacher and/or authorized school personnel as outlined in *Board Policy 7540.03*.
- ☐ Students may not use the broadband capabilities (3G, 4G, etc…) of personal devices for data access during school hours – students may only access data utilizing the school's wireless network during this time.
- ☐ The school is not responsible if a student's wireless communication or any electronic device is lost or stolen.

The possession of a cellular telephone is not a violation of the *Code of Student Conduct*. However, the possession of a cellular telephone that disrupts the educational process, the use of the cellular telephone capabilities during school hours, use of a cellular phone to commit a crime, and the possession or use of a cellular telephone that disrupts or interferes with the safety-to-life issue for students being transported on a Miami-Dade County Public Schools bus, are infractions of the *Code of Student Conduct*.

VITAL ALERT:	*Zero Tolerance Policy*

The School Board enforces the Florida Department of Education Zero Tolerance Policy on school violence, crime, and the use of weapons. As an approach to reducing school violence, the intent of the policy is to provide a safe school climate that is drug-free and protects student health, safety, and civil rights.

This policy requires the school district to impose the most severe consequences provided for in the *Code of Student Conduct* in dealing with students who engage in violent criminal acts, such as:

- ☐ bringing or possessing a firearm or weapon to school, any school sponsored activity, or on school-sponsored transportation; shall also result in a referral for expulsion and mental health services pursuant to Section 1006.13 F.S.
- ☐ making a threat or false report, respectively, involving school or school personnel's property, school transportation, or school-sponsored activity; shall also result in a referral for expulsion and mental health services pursuant to Section 1006.13 F.S.
- ☐ homicide;
- ☐ assault, battery, and culpable negligence;
- ☐ relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses;
- ☐ sexual battery;
- ☐ lewdness and indecent exposure;
- ☐ child abuse;
- ☐ robbery;
- ☐ robbery by sudden snatching;
- ☐ carjacking; and
- ☐ home-invasion robbery

A student may also be referred for mental health services if deemed necessary by the threat assessment team.

The State of Florida Juvenile Justice Reform Act of 1965 requires the School District to link juvenile violent incidents to the action taken by the student's school and the District. The District is required to collect data about violent incidents involving students during each school year and transmit a report to the state. Certain infractions in the *Code of Student Conduct* may result in criminal penalties as well as administrative corrective strategies.

FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT

FORMAL CORRECTIVE STRATEGIES:	Assignment to an Alternative Educational Setting in Lieu of Suspension

A student may be assigned to the following Alternative Educational Settings (AESs) suitable to the Level of Behavior. When the principal utilizes an AES, the student shall be afforded the same due process procedures that are applicable to suspension, including written notice within 24 hours by U.S. mail. Schools must take into account the student's capacity to understand his or her behavior and the inappropriateness of his or her actions.

TEMPORARY REMOVAL FROM CLASS

If a student is disruptive in class, the teacher may request assistance from a school administrator to have the student temporarily assigned elsewhere within the student's regularly assigned school. The principal should consider the teacher's recommendations and ensure that the student is provided with assignments that are relevant to the material being taught in the class from which the student was removed.

OTHER ALTERNATIVES

Other alternatives, including after-school detention, Saturday School, or other programs available at the school, may be utilized.

In the case of a student with a disability, assignment must be appropriate in light of the student's Individual Educational Plan (IEP) or Section 504 Plan. Removal from a particular class should not effectuate a denial of IEP or Limited English Proficient (LEP) services.

RESTORATIVE JUSTICE PRACTICES **(at District Approved Schools)**

Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by a wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative justice practices focus on the infraction and conflict, and utilize various techniques such as peace-making circles, which are designed to repair the harm, heal broken relationships, and address the underlying reasons for the offense.

STUDENT COURT **(at District Approved Schools)**

Student Court is a tribunal for students who have been trained to hear actual cases of school level offenses committed by their peers. Student Court School-Based Program model is for students who violate Level I, Level II and select Level III behaviors of the *Code of Student Conduct*. It provides participating schools with an alternative resource for decreasing the number of in-school and out-of-school suspensions. Student Court is a tribunal for students who have been trained to hear actual cases of school level offenses committed by their peers.

FORMAL CORRECTIVE STRATEGIES:	Assignment to an Alternative Educational Setting in Lieu of Suspension

ASSIGNMENT TO SCHOOL CENTER FOR SPECIAL INSTRUCTION (SCSI)

The principal may assign the student to the School Center for Special Instruction (SCSI), an alternative setting within the student's regularly assigned school. The SCSI should be designed to provide tutorial and guidance services.

When misconduct in a specific class results in an assignment to SCSI, the student may only be removed from the class where the misconduct occurred. Continued or general misconduct can result in removal from all classes if deemed appropriate by the principal.

PERMANENT REMOVAL FROM CLASS

A teacher may remove a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. This includes disobedient, violent, abusive, uncontrollable, or disruptive students. The principal shall be notified immediately and the teacher shall be entitled to receive, prior to or upon return of the student to class, a copy of the Student Case Management Form (SCM) describing corrective strategies taken.

Each school must establish a Placement Review Committee to determine appropriate placement of the student when the teacher has withheld consent for return to the teacher's class. The committee consists of at least two teachers, one selected by the faculty, one selected by the teacher who has removed the student, and one member selected by the principal from the school's staff. The teacher who requested the removal may not serve on the committee. The parent/guardian of the student must be informed of the Placement Review Committee and be provided the opportunity to communicate with the committee on behalf of the student. The committee must render a decision within 5 days after the removal of the student from the classroom and may either: (1) place the student in another class within the student's regularly assigned school, or (2) return the student to the teacher's class. The teacher may appeal the committee's decision to the Superintendent.

SHORT-TERM AES (1- 10 DAYS)

A principal may remove a student from the student's regular school program and assign the student to an AES for one (1) to ten (10) days for persistent disobedience and/or serious misconduct. Principals take this action when they have exhausted informal corrective strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Reassignment from the student's regular school program is appropriate under certain conditions, included but not limited to the following:

The student's presence in school presents a physical danger to the student or others; and/or
A "cooling off" period is needed to relieve tensions and relieve pressure;

A student removed from his or her regular school program has the right to request and obtain make-up assignments for the time he or she was reassigned. It is the responsibility of the student to request make-up work for assignments missed due to a reassignment from the student's regular school program. In the case of a student with a disability, assignment must be appropriate in light of the student's Individual Educational Plan (IEP) or Section 504 Plan. Removal from a particular class should not effectuate a denial of IEP or Limited English Proficient (LEP) services.

FORMAL CORRECTIVE STRATEGIES:	Assignment to an Alternative Educational Setting in Lieu of Suspension

A student removed from his or her regular school program is entitled to be notified of the reason for the reassignment and an opportunity to be heard by the principal/designee. Parents/Guardians must be provided written notice within 24 hours by U.S. mail.

STUDENT SUCCESS CENTER

The Student Success Centers are one type of Alternative Educational Setting that provide a safe-haven in a structured learning environment for referred students (ages 11 and older) exhibiting Level III-IV behavior and (with Region notification) habitual Level II infractions of the *Code of Student Conduct.*

LONG-TERM AES (MORE THAN 10 DAYS)

A principal may request a District-approved administrative assignment to an AES for more than ten (10) days. This action is taken only when less severe strategies are deemed inappropriate. If the nature of the student's behavior warrants, the Superintendent's designee will approve the request and assign the student to one of the alternative educational settings.

In the case of a student with a disability, assignment must be appropriate in light of the student's Individual Educational Plan (IEP) or Section 504 Plan. Removal from a particular class should not effectuate a denial of IEP or Limited English Proficient (LEP) services.

A student removed from his or her regular school program is entitled to be notified of the reason for the reassignment and an opportunity to be heard by the principal/designee and the parents/guardians must be sent written notice within 24 hours by U.S. mail. Furthermore, the student assigned to an AES for more than 10 days is entitled to a hearing.

PATHWAYS

Pathways is one type of Alternative Educational Setting for students in grades 6 – 12 that commit the most serious infractions of the *Code of Student Conduct* (Levels IV and V) may be recommended for expulsion. Students will be assigned to the Pathways Program during the period of time which would have traditionally resulted in a ten (10) day outdoor suspension preceding expulsion. Students will receive academic support, in-house counseling services and receive wrap-around services from community agencies.

FORMAL CORRECTIVE STRATEGIES:	Denial of Bus Privileges

Student misconduct while riding a school bus and/or bus stop is a serious threat to the safety of everyone on the bus as well as other motorists, pedestrians and members of the community. All rules that apply to school grounds and activities also apply when riding the school bus. Parents are responsible for their child's behavior on the school bus to and from school as well as their behavior at the bus stop.

Unacceptable behaviors on a school bus leading to the need for corrective action, that include but are not limited to the following:

FORMAL CORRECTIVE STRATEGIES:	Denial of Bus Privileges

- Disrupting, distracting, or disobeying a bus operator
- Failing to use required safety equipment on the bus
- Standing or getting out of your seat while bus is in motion
- Failing to sit in assigned seat (if applicable)
- Yelling, inappropriate language, spitting outside the bus window, at other students, pedestrians or motorists.
- Use of profanity, fighting or smoking on the bus
- Boarding a bus other than the students assigned bus/route or attempting to leave the school bus at a stop other than the students assigned stop without permission from the school principal/designee
- Having arms, legs or head outside the window of the bus
- Opening an emergency door and/or exiting the bus when it has stopped, unless directed by the bus driver in an emergency
- Threats against the driver, passengers or bus aide on the bus
- Opening emergency exit while bus is in motion
- Throwing objects out of the window of the bus which may or may not cause damage or injury to others
- Throwing objects at any school bus which may or may not cause damage or injury to others
- Vandalism to bus equipment

Possible corrective action may include the following depending on the severity of the offense:

- Verbal or written reprimand from the school principal/designee
- Parent Conference
- Up to ten (10) days suspension from being transported to and from school
- Up to ten (10) days loss of bus privileges for extracurricular activities
- Assignment to AES
- Recommendation for expulsion if the behavior on the bus constitutes a level III – V

Corrective actions will be determined by the school principal/designee with input from the Department of Transportation based on the offense and after all necessary documentation has been submitted by the bus driver or transportation center.

In the case of a student with a disability, suspension of bus privileges must be appropriate in light of the student's Individual Educational Plan (IEP) or Section 504 Plan. A manifestation determination must be conducted for more than ten (10) days of bus suspension for any student who receives transportation as a related service on his or her IEP or Section 504 Plan.

FORMAL CORRECTIVE STRATEGIES:	*Denial of Bus Privileges for Students with Disabilities*

There are certain Federal regulations, Florida Statutes, and Rules of the State Board of Education that pertain to disciplinary measures for SPED students. The transportation privileges for SPED students may be suspended for violations of the *Code of Student Conduct*; however, there are limits to the length of time SPED students may be suspended from riding the bus.

A. Consistent with the school district's *Code of Student Conduct* and to the extent that suspension of transportation privileges would be applied to regular education students, school principals may suspend a SPED student's transportation privileges for not more than ten (10) consecutive school days.

B. School principals may further suspend the transportation privileges of a SPED student for not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those suspensions do not constitute a "change of placement" as defined in Rule 6A-6.03312 of the State Board of Education.

C. Pursuant to Rule 6A-6.03312 of the State Board of Education, a "change in placement" occurs when:

- The suspension is for more than ten (10) consecutive school days, or
- The student has been subjected to a series of suspensions of transportation privileges that constitutes a pattern because the suspensions cumulate to more than ten (10) schools days in a school year, because the student's behavior in previous incidents is substantially similar to the student's behavior that resulted in the series of suspensions, and because of additional factors, such as the length of each suspension, the total amount of time the student has been suspended, and the proximity of the suspensions to one another. The school district determines on a case-by-case basis whether a pattern of suspensions constitutes a "change of placement," and this determination is subject to review through due process and judicial proceedings.

D. Requirements for Manifestation Determination (MD) meetings for transportation related violations:

- All SPED students who have their transportation privileges suspended are required to have a Manifestation Determination (MD) meeting after the sixth (6th) day of suspension **– if the student is unable to attend school as a result** – and for every suspension thereafter in order to determine whether the pattern of removals constitutes a "change of placement," as defined in paragraph (C), above.
- When reviewing the student's conduct, the IEP Team will review all relevant information in the student's file, including any information supplied by the parents of the student, any observations of the student from teachers and Transportation staff, and the student's current IEP.
- The IEP Team shall determine if the misconduct of the student was caused by, or had a substantial relationship to, the student's disability, or whether the conduct was a direct failure of the school district's failure to implement the IEP.

FORMAL CORRECTIVE STRATEGIES:	*Denial of Bus Privileges for Students with Disabilities*

- If the IEP Team determines that the misconduct of the student was caused by, or had a direct and substantial relationship to the student's disability – or that the conduct in question was a direct result of the school district's failure to implement the IEP – the conduct will be determined to be a manifestation of the student's disability and the school district will take immediate steps to remedy those deficiencies.

- If the IEP Team determines that the conduct in question of the student was a manifestation of the student's disability, the IEP Team will either:

    - Conduct a functional behavioral assessment (FBA) and implement a behavioral implementation plan (BIP) for the student, or

    - If a BIP has already been developed, review and modify it as necessary to address the behavior

- If the IEP Team determines that the behavior **was *not* a manifestation of the student's disability**, the school district may implement the relevant disciplinary procedures that would otherwise apply to a student without disabilities, in the same manner and for the same duration providing the student continues to receive services so at to enable the student to participate in the general curriculum and to progress toward meeting the student's IEP goals.

E. **Expulsion.** Expulsion of a student from riding a school bus is the measure of last resort. It may be taken only after repeated suspensions of student's bus riding privileges have failed to result in an improvement in the student's behavior, an/or for the most serious of misconduct offenses. Expulsion of a student from riding a school bus must be approved by the M-DCPS School Board in accordance with *Policy 2460-Exceptional Student Education.*

FORMAL CORRECTIVE STRATEGIES:	*Denial of Participating in Social and/or Extracurricular Activities*

Students may be denied the privilege of participating in social and/or extracurricular activities if they have been disruptive in school or at social and/or extracurricular activities. They may also be denied this privilege if they have been convicted or found to have committed a felony or a delinquent act that would have been a felony if committed by an adult, and a determination has been made that the incident has an adverse impact on the educational program, discipline or welfare in the school. In addition, for senior high school students, any arrest will result in an immediate minimum 10 day prohibition from participation in interscholastic competitions or performance, including practices.

All senior high school students, in order to participate in interscholastic athletics and/or extracurricular activities, commencing with the successful completion of the eighth grade as defined by *Board Policy 5410 - Student Progression Plan,* must meet all academic and conduct eligibility requirements contained in *Board Policy 5845 - Student Activities, Board Policy 5500 - Student Conduct and Discipline,* and those of the Florida High School Athletic Association (FHSAA) and the Greater Miami Athletic Conference (GMAC) Bylaws.

FORMAL CORRECTIVE STRATEGIES:	Denial of Participating in Social and/or Extracurricular Activities

A student's eligibility to participate in any interscholastic athletics and/or extra-curricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to Section 1006.20 F.S.

FORMAL CORRECTIVE STRATEGIES:	Expulsion

A principal may request that the Superintendent recommend to the School Board that a student be expelled in accordance with *Board Policy 5610 - Suspension and Expulsion of St*udents. Principals may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation.

Only the School Board can approve an expulsion. The maximum period of time for an expulsion may not exceed the remainder of the term or school year, the summer session, plus one additional school year of attendance. An expelled student is entitled to due process, including a formal hearing.

FORMAL CORRECTIVE STRATEGIES:	Manifestation Determination Procedures

A Manifestation Determination meeting is held any time a change of placement is being considered for a student with a disability, such as, when the student has been referred to an Alternative Educational Setting (AES), School Center for Special Instruction (SCSI), and/or the Student Success Center or Pathways. A Manifestation Determination is a process by which the relationship between the student's disability and the specific behavior that may result in disciplinary action is examined. Schools must take into account the student's capacity to understand his or her behavior and the inappropriateness of his or her actions.

A. A Manifestation Determination will be made within (10) school days of any decision to change the placement of a student with disability due to a violation of the *Code of Student Conduct*.

   - The IEP Team will meet to review all relevant information in the student's file, including any information supplied by the parents of the student, any observations of the student from teachers, and the student's current IEP. The team will determine whether the conduct in question was the direct result of the student's disability or was the direct result of the school district's failure to implement the IEP.

B. If the IEP Team determines that the misconduct of the student was caused by, or had a direct and substantial relationship to the student's disability – or that the conduct in question was a direct result of the school district's failure to implement the IEP – the conduct will be determined to be a manifestation of the student's disability and the school district will take immediate steps to remedy those deficiencies in one or more of the following ways:

   - Conduct a functional behavioral assessment (FBA) and implement a behavioral implementation plan (BIP) for the student; or

FORMAL CORRECTIVE STRATEGIES:	Manifestation Determination Procedures

- If a BIP has already been developed, review and modify it as necessary to address the behavior; and

- Return the student to the placement from which the student was removed, unless the parents/guardians and school district agree to a change in placement as part of the modification for the BIP.

**This option does not apply to students with disabilities that violate the *Code of Student Conduct* with infractions listed in the 45 School Day Alternative Placement Rule.

C. If the IEP Team determines that the behavior **was *not* a manifestation of the student's disability**, the relevant disciplinary procedures applicable to non-disabled students may be applied to the student in the same manner and for the same duration in which they would be applied to non-disabled students, except that services necessary for a Free Appropriate Public Education (FAPE) will be made available to the student with disability.

D. If the parent(s)/guardian(s) disagrees with the manifestation determination decision made by the IEP Team, the parent(s)/guardian(s) may appeal the decision by requesting a due process hearing.

FORMAL CORRECTIVE STRATEGIES:	Mental Health Services

If a school's Threat Assessment Team determines that a student poses a threat of violence or physical harm to himself or herself or others or significantly disruptive behaviors, a referral may be made to counseling or behavioral health programs.

If an immediate mental health or substance abuse crisis is suspected, school personnel will engage behavioral health crisis resources to provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services.

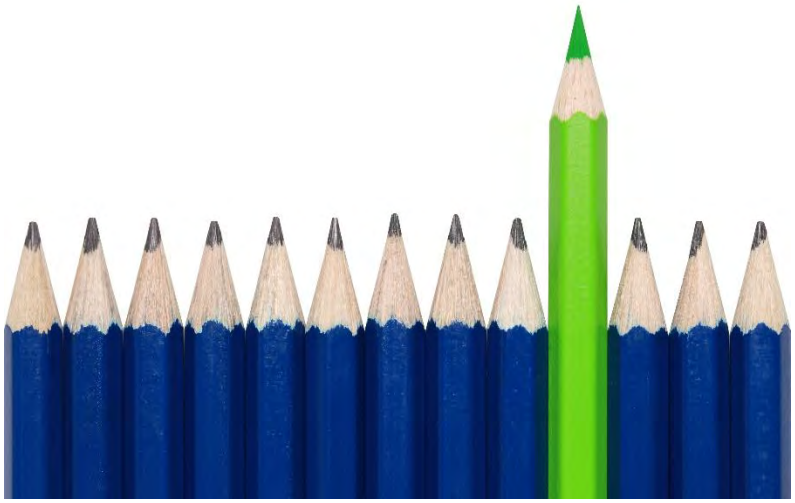
A good faith attempt will be made to notify the student's parent or legal guardian; however, nothing will preclude school district personnel from acting immediately to address imminent threat and/or danger.

FORMAL CORRECTIVE STRATEGIES:	Peer Mediation

The principal may establish a peer mediation program designed to resolve problems addressed in the *Code of Student Conduct*. The establishment and use of this program is solely within the principal's discretion.

FORMAL CORRECTIVE STRATEGIES:	Work Back Program in Lieu of Expulsion

In lieu of expulsion, a Work Back Program consistent with existing guidelines, may be available for students who are presently being recommended to the Board for expulsion, except in certain cases for in which a Work Back Program is not allowed.



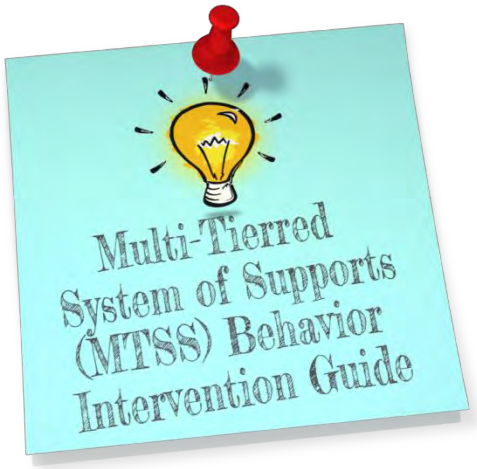
BEHAVIORS THAT MAY RESULT IN CRIMINAL PENALTIES

The following behaviors are grounds for corrective strategies by the school and may also result in criminal penalties:

- ☐ Illegal use, possession, or sale of controlled substances while on school grounds or attending a school function;
- ☐ Use of a wireless communication device in the commission of a crime;
- ☐ Possession of a firearm or weapon while on school grounds, school bus or at a school function, shall also result in a referral for expulsion and mental health services pursuant to F.S. 1006.13;
- ☐ Violence against any district School Board personnel;
- ☐ Disruptive behavior on a school bus, or at a bus stop, or other violation of the School Board's transportation policy;
- ☐ Violation of the School Board's sexual harassment policy;
- ☐ Making a threat or false report involving destructive devices or explosives directed against a school, school personnel property, school transportation, or school-sponsored activity, shall also result in a referral for expulsion and mental health services pursuant to F.S. 1006.13; and
- ☐ Sexting
- ☐ Hazing

Notice of the potential for criminal charges for these offenses is required by Section 1006.07 F.S.; however, students and parents/guardians should be aware that any criminal offense could result in criminal prosecution and penalties.

CHAPTER V - MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE

Multi-Tiered System of Supports (MTSS)
Behavior Intervention Guide

Multi-Tiered System of Supports (MTSS) behavior intervention guide is intended as a resource for all educators to assist in integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students. The MTSS model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier I). However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier II. Finally, at Tier III, a few students with the most severe needs will receive the most intensive and individualized behavioral and / or academic support.

TIER I

Teach Rules/Expectations: Establish a structured system for teaching a student rules and expectations prior to a task/request. Such a system may be verbal, written or pictorial.

- **Verbal:** scheduling five minutes prior to an assignment to review rules and expectations
- **Written:** provide the student with written rules and expectations for a given task
- **Pictorial:** teacher can use picture cards to nonverbally teach/remind students of various rules/expectations

Student Repeats Rules/Expectations Prior to Transition: Establish a system in which a student verbally, or in written form, repeats rules/expectations prior to transition.

- Teachers and student have an agreement specifying that before each class change the student verbally reviews the rules and expectations

Preferential Seating: Change the seating arrangement for a student in order to address his/her specific needs. Possible examples may include:

- The student sits in close proximity to the teacher for hearing, vision, and or attention concerns.

- The student is moved away from negative peer influences and near more positive peer influences.

Parent-Teacher Communication System: Establish a set time and method for communication between parent and teacher regarding the student's behavior and progress.

- Methods for communication might include phone contact, face to face meeting, e-mail or note/letter correspondence.

Personal Connection with Student: Establish set times and methods for providing special attention for a student.

Code of Student Conduct – Secondary

- A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Provide Additional Guidance/Extend Instruction: Provide the student with more specific and or modified instructions, prior to the assignment, in order to assist in general comprehension.

- The teacher may provide additional/individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Increase Frequency of Task Related Recognition: Provide specific and consistent recognition and reinforcement for a student's on-task behavior.

- In lieu of simply expecting that a student engage in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

Visual Schedule: Use for students in need of a structured organizational system, either pictorial or written.

- The schedule is designed to assist the student as he/she progresses through the activities and tasks of the day (i.e. morning bell rings- first class, reading-second class, art, etc.).
- It can also be used to break down a specific task (i.e., open notebook – go to math section- put paper on teacher's desk).

Environmental changes: Make various changes in the environment to accommodate the sensory needs of a student.

- Some examples of this are changing the lighting, re-arranging furniture, or adjusting sound sources.

Use Preferred Activities as Reinforcement: Provide access to a preferred activity (i.e. computer time, art, listening to music, etc.) when a student engages in appropriate behavior.

- The teacher must clearly identify what the preferred activity is, make sure that the identified activity is truly rewarding for the student, establish the circumstances under which the preferred activity will be awarded (i.e. after appropriate behavior has been demonstrated three times), and for how long student will be allowed to engage in the preferred activity.

Personally Greet the Student upon Arrival to Class: Establish a system for spending a personal moment with the student before class, especially with students who may thrive on attention.

- The teacher may want to ask: "How are you today?", "What did you do yesterday after school?", and "How is your family?," etc.

Increase Frequency of Positive Reinforcement: If reinforcement does not occur on a frequent basis, negative/problem behaviors may start to reoccur or increase as a result. When this happens simply increase the frequency of when incentives are delivered.

- A student, who is receiving access to the computer lab for the last half hour of the school day in exchange for demonstrating use of problem solving skills, continues to display episodes of inappropriate behavior. The teacher can increase the frequency of positive reinforcement by allowing two or three opportunities scattered throughout the day to access the computer.

Use of Tangible/Non-tangible Rewards: Use tangible and/or non-tangible reinforcers immediately to reward a student for engaging in positive behavior or good performance. The selected tangible/non-tangible reward must be effective for the student in question and delivered on a consistent basis.

- Tangible: food, stickers, toys, etc.
- Non-tangible: verbal praise, public posting of class work, etc.

Ignore Undesirable Behavior(s): Instead of, or in addition to, reinforcing positive behavior(s), the teacher can ignore undesirable behavior(s). Any time the student engages in an undesirable behavior, the teacher systematically and consistently ignores the student until the behavior ceases.

Establish Logical Consequences for Students: Inform students that engaging in certain problem behaviors will result in specific consequences.

- Out of seat behavior will result in student not earning points on behavior contract. Consequences must be specifically identified to the student and they must be consistently implemented.

Encourage Effort to Display Appropriate Behavior: Provide reinforcement for a student who is trying to display the appropriate replacement behavior, even if he/she is not quite there yet. This practice will encourage the student to "keep up the good work" and eventually demonstrate the replacement behavior

Use of Positive Referrals: Make positive references to the student for engaging in appropriate behavior.

Use Classroom Incentives for Individual Student Accomplishments: Reward an individual student's success by allowing the entire class to benefit.

- Throw a pizza party for the class if the individual student has a good week on his/her behavior contract.

Call Home to Share News of Student Effort/Success: Establish a system for calling the student's parents daily/weekly in order to update them on their child's success and progress.

Use School-Wide Vehicles for Recognition: Recognize student success and/or progress during school announcements, award programs, lunch, assemblies, etc.

Assign Classroom Responsibilities for Student Recognition: Allow student to participate in classroom related responsibilities (i.e. line leader, clean-up after projects, message delivery person, teacher helper, etc.) in exchange for positive behavior.

TIER II

Teach/Model Communication/Social Skills: Teach a student appropriate methods of communication. Students who do not possess effective communication/social skills will often vent their school related frustrations in disruptive and inappropriate ways.

- A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. The concept is to teach the student appropriate ways of expressing their frustrations. The teacher develops a script with the student that addresses his/her specific needs.
- The following is an example of such a script: when the student is having academic difficulty and feeling frustrated, he/she will signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise). The teacher will subsequently respond to the student in order to find out if he/she needs extra instruction, assistance with assignment or a break from work. Extra instruction and assignment assistance can be delivered by the teacher or by an appointed peer tutor. The break may be as simple as a five minute water or bathroom break. As part of the script, the student agrees to resume appropriate work after his/her needs have been met.

- In order to ensure optimal effectiveness, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Task Analysis: Break down and make concrete the difficult tasks to ensure more success. The teacher can teach a student how to break down a task into more simplistic parts.

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gathered during previous steps.

Practice Communication and Social Skills: After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom.

- The teacher may need to establish a verbal or nonverbal prompt with the student (i.e., "now is a good time to use your skills" or tap the student on the shoulder).

Teach Coping Skills: Teach appropriate ways to cope/deal with frustration, anger, embarrassment, etc., when students do not have a repertoire of appropriate strategies to deal with adverse situations.

- The teacher can teach the student methods such as asking for a time out or break, relaxation/breathing exercises, taking five minutes to vent feelings privately with teacher/peer, or engaging in an enjoyable activity (i.e. computer, art, etc.). Suggestions for appropriate coping skills can be written and attached to the student's desk as a reminder.

Teach Positive Self Talk: Students who do not believe they are capable in various academic and/or social situations may become increasingly unmotivated to work, withdrawn, or even disruptive in order to avoid uncomfortable scenarios.

- The teacher and or school counselor can teach the student a repertoire of positive statements such as "I am capable of doing my work", I can make friends in my class", or "If I study my spelling words every day, I will get a good grade on my spelling test".
- The student is taught to repeat such statements as frustrations increase in adverse situations.
- The teacher/counselor may need to provide verbal/nonverbal prompts in order for the student to initiate in the self talk procedures (i.e. "what do you need to tell yourself?" or hand signal).

Remediation in Specific Academic Areas: Students with academic deficits may engage in problem behavior as a way to avoid difficult tasks. Implementing classroom academic interventions for remediation should reduce the need to avoid such tasks. In order to select appropriate academic interventions, refer to the School Support Team (if applicable)

Use of Personal Interests for Motivation: Incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, he/she is more likely to stay engaged for a longer period of time.

- A student who has difficulty staying on task during independent reading assignments will likely become more motivated to complete the assignment if the topic is of his/her choosing. (i.e., if the student likes fishing, the reading assignment can be related).

Teach Alternative Behavior for Sensory Feedback: A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternate (less distracting) behavior to serve the same purpose

- A student that taps his/her pencil on the desk repetitively can squeeze a stress ball instead.

Teach Anger Management/Problem Solving Skills: Students who experience difficulty controlling emotions and/or lack sufficient problem solving skills are likely to engage in inappropriate/disruptive behavior when "pushed to the emotional limit" and/or frustrated. There are several existing methods to teach anger management and problem solving skills, and the school counselor and/or school psychologist are excellent resources for such methods.

Teach Behavioral Self-Control (BSC): Students who are impulsive and/or lack self-control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction, and self-reinforcement.

- When a student is engaged in inappropriate/problem behavior, the following teacher prompts and student responses should take place:

Teacher asks:	**Student responds:**
"What are you doing?"	"I am…"
"What do you need to be doing?"	"I need to…"
"What are you going to do now?"	"I have to…"
"Let me know when you finish."	"I did…"

Social Stories/Comic Book Conversations: This intervention is appropriate for students in need of understanding the social context of various social situations (i.e. standing in line or taking turns)

- A social story or comic book conversation is written specifically for the student and the situation (i.e. Johnny waits for his turn) and must be visually provided for the student.
- The purpose is to lessen the stress of certain social situations for students who may be lacking in social skills and awareness.
- School counselors, school psychologist and autism support teachers are excellent resources for creating social stories.

Encourage Positive Peer Connections: Provide opportunities for student to be in contact with positive peer role models.

- The student can be seated in close proximity and or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and or any other adult involved with the student.

Contract for Grades: Establish a written contract for grades with a student.

- The teacher and student formerly agree that for each reading test grade above a "C," the student will receive 10 additional minutes of computer lab time. The agreement is written in contract form and signed by both teacher and student.

Daily/Weekly Progress Reports: Arrange a system for documenting the student's behavioral progress on a daily/weekly basis.

- The teacher may write a brief note at the end of the day/week to describe the student's overall behavior.
- The teacher develops specific behavior objectives and a form that can be checked-off daily/weekly to show that behavior objectives are met.

Monitoring/Redirection: Establish a system for monitoring a student during tasks.

- Checking a student at 10 minute intervals and or providing redirection when needed i.e., eye contact, proximity, tangible incentives, etc.

Spend Individual Time with Student: When a student engages in appropriate behavior, he/she can be rewarded by arranging a specific time for teacher and student to spend time together. It is necessary to be specific when designing this intervention.

- When the student demonstrates appropriate behavior during morning classroom activities, he/she will be allowed to eat lunch with the teacher.

Reward Competing Behaviors: The concept behind competing behaviors is that a student cannot engage in two "competing" behaviors at the same time. Identify a competing behavior for the problem behavior (i.e. reading aloud and making inappropriate noises) and reward the student each time he/she engages in the competing behavior.

Student Self-Monitoring of Progress: Allow the student to monitor his/her own progress.

- The student can have possession of a progress report and /or behavior contract so that he/she can track their own improvement.

Acknowledge Use of Replacement Behaviors: Reward students for engaging in established replacement behaviors.

- Provide the student with verbal praise each time he/she raises his/her hand to get teacher attention instead of calling out loud for teacher attention.

Develop a Written Behavior Contract: Use of a behavior contract with points, check offs, signatures, or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to take possession of the contracts and track his/her own progress.

TIER III

Choice Making: Allow student to have some degree of control over their school activities.

- The teacher allows the student to choose the sequence of activities (e.g., reading activity first and writing activity second), mode of presentation (i.e. oral, written, demonstration, etc.) learning materials (e.g., pencil/paper, manipulative, computer use, etc.), and or incentives (e.g., tangibles, public attention, access to activity, etc.).

Participation in Extra Curricular Activities: Identify and encourage student to become involved in extra-curricular activities such as sports, art club, music club, etc. The activity should match the individual student's interests and skills.

Student Follow-Up: This involves establishing a system for a "check-in" time during an assignment to ensure that the student fully understands a specific task or request.

- The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Schedule Adjustment: Adjust the daily schedule and/or change the teacher.

- It is possible that a student tends to focus best in the early morning yet all academic classes are scheduled after lunch. In such a case, it would be advantageous for the student's schedule to be adjusted so that academic classes would take place during the morning hours.
- There may be a personality/work style "mismatch" between teacher and student. Changing a student's teacher can make a significant difference.

Peer Mentor/Tutor Opportunity: Allow student to serve as a peer mentor/tutor. This can be effective even when the student him/herself is experiencing difficulties in a given skill area.

- The student can mentor/tutor someone in a lower grade or work group. This can be excellent for improving self-concept, and reinforcing skills in area of difficulty for the student.

Provide Quiet Time Space: Provide a specific time and/or space for quiet or "cool down" purposes.

- If a student becomes easily frustrated during certain academic task, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Identify Appropriate Settings for Behavior(s): Suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting.

- If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e., music class, join the chorus, or provide a specific time during class for the student's to show off their "talent").

Chart and Review Daily Student Successes: Create a simple chart listing the replacement behavior(s) and spaces for check-offs of compliance. The chart can be posted on the student's desk and the teacher will check-off every time the behavior(s) are demonstrated at the end of each day, teacher and student can review the chart.

Recognize Small Steps Approximating the Desired Behavior: When a replacement behavior is complex or involves several steps, it may be necessary to reinforce the student for demonstrating smaller approximations or steps of the replacement behavior. Once behaviors have been broken down into steps and taught to the student, reinforce the student for each approximation of the behavior.

GLOSSARY

All students and parents/guardians must understand that, in addition to taking corrective strategies at the school level, certain criminal and/or disruptive behavior must, by Board Rule, be reported to appropriate police authorities and to the Miami-Dade Schools Police (Board Policy 3210- Standards of Ethical Conduct).

GLOSSARY		
1.	**Administrators:**	Adults in school with executive authority to manage the day-to-day business. They include the principal and assistant principal, among others. *Example: School **administrators** are responsible for making schools run smoothly.*
2.	**Alcohol/Alcohol Use:** **Level III - Behavior**	Mind-altering or mood-altering beverages, including but not limited to beer, wine, wine coolers, vodka coolers, liquors, etc. Possession, use, sale, or distribution of alcohol or controlled substances will result in corrective actions at school and may lead to arrest and criminal penalties. Possession, sale, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. *Example: Consumption of excessive **alcohol** can cause death.*
3.	**Alcohol-related Incident**	An incident is alcohol related if there is evidence that those involved in the incident were caught drinking at the incident or had been drinking, based on testing or investigation of a Law Enforcement Officer at the scene, or if they admit to drinking, or if the incident is somehow related to possession, use or sale of alcohol.
4.	**Alternative Educational Setting (AES)**	A corrective response to behavior where the student is temporarily removed from his or her regular program of instruction and assigned to another educational setting, either within the student's regularly assigned school or to another assigned school, under the supervision of district school personnel, with specific classwork assignments to complete. Assignment to an AES is made by a principal, to an SCSI or Success Center, for a period not to exceed ten (10) school days, or to another school location by the district Office of School Operations/Division of Educational Opportunity and Access (DEOA) upon recommendation of the principal, for a longer period of time. *Example: Behavioral infractions at school might result in assignment to an **Alternative Educational Setting**.*

GLOSSARY		
5.	**Arson:** **Level V - Behavior**	To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. *Example: The girl was arrested for **arson** and expelled because she intentionally started a fire in the restroom.*
6.	**Assault/Threat:** **Level III - Behavior**	An intentional, unlawful threat by word or act to do violence to another, coupled with the apparent ability to do so, and doing some act, which creates a well-founded fear in the other person that such violence is imminent. *Example: The students **assaulted** another girl by sending her notes saying that they would beat her up right after class.*
7.	**Aggravated Assault:** **Level V - Behavior**	An assault with the use of a weapon or with the intent to commit another felony. *Example: Using a weapon to threaten someone or attempt to harm someone is aggravated assault.*
8.	**Battery (Physical Attack):** **Level IV - Behavior**	(Physical attack/harm) An actual and intentional striking of another person against his or her will, or the intentional causing of bodily harm to an individual. *Under Florida law, battery that causes great bodily harm, permanent disfigurement, or permanent disability is called "felony battery." Under the law, battery, felony battery, and aggravated battery are distinguishable.* *Example: The student **battered** the teacher by pushing her against the wall.* **Assault and/or battery committed against a staff member require a mandatory recommendation for expulsion.* *Administrators distinguish battery from fighting by reporting an incident as battery only when force or violence is carried out against a person who is not fighting back or is merely attempting to shield his or her body from attack.*
9.	**Aggravated Battery:** **Level V - Behavior**	A battery where the attacker intentionally or knowingly causes great bodily harm, permanent disfigurement, or permanent disability to another, or use of a deadly weapon. *Example: Using a deadly weapon to injure someone which results in the person being physically disabled to the point where he/she cannot fight back constitutes **aggravated battery*** or where the attacker knew or should have known the victim was pregnant.
10.	**Behavior:**	The way people act or react or the way they conduct themselves. *Example: There is certain **behavior** that is acceptable at school and certain **behavior** that is unacceptable at school. This Code of Student Conduct will help you distinguish between them.*

GLOSSARY		
11.	**Bullying:** **Level III - Behavior**	Repeatedly using hostile, intimidating, domineering, or threatening behavior with the intent or purpose of physically or mentally hurting another individual. Bullying occurs within an interpersonal relationship characterized by an imbalance of power (physical or psychological). Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing acts, by an adult or student that are severe or pervasive enough to create an intimidating, hostile or offensive educational environment. Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offense environment; or unreasonably interferes with the individual's school performance or participation. Bullying includes instances of cyberbullying. See also Board Policy 5517.01 – Bullying and Harassment and pages 37-39. *Example: When the girl repeatedly made fun of another student for being poor, the girl was guilty of **bullying**.*
12.	**Bullying-related Incident**	An incident is bullying related if the incident includes systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interferes with the individual's school performance or participation.
13.	**Burglary/Breaking and Entering:** **Level III-Behavior**	Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein. *Example: The students committed **burglary** when they crawled through the window to steal a camera.*
14.	**Cheating:** **Level II-Behavior**	Using unauthorized answers or sources to receive credit for schoolwork. Some examples are looking at someone else's paper, copying from your notebook when you are supposed to use only your memory, or copying someone else's homework because you did not complete yours. *Example: The teacher accused him of **cheating** when she found answers to the test written on his desk.* **Plagiarism** is a form of cheating when you present another person's words or ideas as your own without giving the originator credit for the information. Some common examples of plagiarism are copying information from a book without using quotation marks and without including a bibliography at the end of the assignment listing the sources used. All information in academic assignments that is not common knowledge must be cited and documented. An example of common knowledge is: Miami is a city in Florida. *Example: She **plagiarized** the information in her report by not giving credit to the author for his ideas.*

GLOSSARY		
15.	**Complaint:**	A verbal or written disagreement or concern about something that is alleged to be unfair. *Example: The student voiced a **complaint** to her assistant principal about the amount of homework her teacher assigned daily.*
16.	**Complaint Procedure:**	A series of steps taken to try to resolve a complaint. *Example: The parent-teacher conference was held as required by the **complaint procedure** process.*
17.	**Confrontation:** **Level I – Behavior** (Student) **Level II – Behavior** (Staff Member)	An argument or squabble. *Example: The student went up to the custodian and caused a **confrontation** by yelling at him when the custodian asked him not to walk on the wet floor.*
18.	**Controlled Substances (Drugs):** **Level III – Behavior** (Possession or Use) **Level IV – Behavior** (Intent to Sale or Distribute | Sale or Distribute)	Mind-altering or mood-altering drugs, including but not limited to marijuana, cocaine, heroin, various pills, etc. Possession, use, sale, and/or distribution of controlled substances will result in corrective strategies at school and may lead to arrest and criminal penalties. *Example: Use of **controlled substances** can be deadly.* ** Chapter 893, Florida Statutes (Drug Abuse Prevention and Control) provides a more extensive list of controlled substances.*
19.	**Corporal Punishment:**	The use of physical punishment by a parent or teacher on a student. The use of corporal punishment is prohibited in Miami-Dade County Public Schools. This prohibition extends to parents/guardians on school grounds. *Example: Slapping or spanking a student is corporal punishment that is not allowed in school.*
20.	**Corrective Strategies/ Disciplinary Actions**	Methods or steps used to help students learn how to follow school rules and to protect the safety of everyone at school. *Example: The teacher used **corrective strategies** to improve his school behavior.*
21.	**Counselor:**	A school employee who is uniquely trained to help students overcome obstacles that may form barriers to learning. *Example: Trust **counselors** are trained to talk with students about their problems.*

GLOSSARY		
22.	**Cutting Class:** **Level I - Behavior**	Not going to class when you are supposed to be in class. *Example: The girls who tried to sign in to school after first period were caught and assigned detention for **cutting class**.*
23.	**Cyberbullying:** **Level III- Behavior**	**Cyberbullying** means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying. *Example: **Cyberbullying** can cause students to get in trouble at school even if they use their home computer.*
24.	**Defiance:** **Level II - Behavior**	Refusing to follow the directions of authority figures within the school, such as administrators, teachers, office workers, custodians, volunteer parents/guardians, cafeteria workers, and others. *Example: He received detention for **defying** the cafeteria manager by refusing to pick up his lunch tray when she told him to do so.*
25.	**Destructive Device:**	Any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage; any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled; any device declared a destructive device by the Bureau of Alcohol, Tobacco, and Firearms; any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of any explosive and which has a barrel with a bore of one-half inch or more in diameter; and ammunition for such destructive devices, but not including shotgun shells or any other ammunition designed for use in a firearm other than a destructive device.

GLOSSARY		
		*Example: Students shall be expelled for bringing to school **destructive devices** that can explode and hurt others.*
26.	**Detention:**	A corrective strategy in which a student must spend time at school, either before or after the regular school day or on a Saturday. *Example: The student served **detention** for one week after school for purposely breaking a window.*
27.	**Disciplinary Actions (Also Referred to as Corrective Strategies):**	Methods or steps used to help students learn how to follow school rules and to protect the safety of everyone at school. *Example: **Disciplinary actions** are taken against students as consequences for violating the Code of Student Conduct and are designed to assist students in improving their behavior.*
28.	**Disruption:** **Level I - Behavior**	Behavior that disturbs the learning and/or safety of others in class, on the school bus and at the bus stop. *Example: The math class could not focus on preparing for FCAT because the girls' constant chatting was **disruptive**.*
29.	**Disruption on Campus/ Disorderly Conduct:** **Level III - Behavior**	Major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation. Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Example: Bomb threat, inciting a riot, initiating a false fire alarm. (Do not use this code for students defying authority, disobeying or showing disrespect to others, using inappropriate language or gestures, or classroom disruption.) *Example: Initiating or participating in a brawl at a school event is a **disruption on campus** that can lead to serious disciplinary consequences.*
30.	**Distribution:** **Level II - Behavior**	Giving out, sharing, dispensing to others. *Example: She was expelled for **distribution** of pills to other students.*
31.	**Drugs:** **Level III – Behavior** (Possession or Use) **Level IV – Behavior** (Intent to Sale or Distribute | Sale or Distribute)	The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. *Example: The misuse of **drugs** can be deadly, especially for young people.*

GLOSSARY		
32.	**Drug Sale / Distribution Excluding Alcohol:** **Level IV – Behavior** (Intent to Sale or Distribute | Sale or Distribute)	The illegal sale or distribution of drugs. The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance. *Example: The student was caught with a bottle of prescribed pills and many small plastic bags which he was going to use for drug **sales and distribution.***
32.	**Due Process:**	A series of steps taken to protect one's rights under the law. For example, students who are expelled have the right to know about the charge made against them, the right to explain their side of the story, and the right to appeal the decision of an administrator. *Example: **Due process** is required by Board Policy when the right to attend school is taken away.*
34.	**Electronic Devices:** **Level I – Behavior** (Unauthorized Use)	Any wireless communications/electronic device that is powered by electricity or a battery, which is not required by the curriculum and includes items such as; to compact disc players, MP3 players, headphones, cellular phones, PDAs, electronic readers, tablets, laptops, cameras and any similar device. *Example: Unauthorized use of **electronic devices** can disrupt the learning process and is not allowed in class.*
35.	**Enforce:**	To compel observance of a law or rule. *Example: All schools must **enforce** Florida's laws, and Miami-Dade County School Board's Policies.*
36.	**Expulsion:**	The most serious disciplinary action that can be taken and defined as the exclusion of a student from a traditional school for the number of school days remaining in the school year in which the incident that gives rise to expulsion takes place and one (1) additional school year. Expulsion of students from school programs is a last resort, to be utilized only in the most extenuating circumstances, after other learning-centered strategies have been employed and with District approval. *Example: The student was **expelled** from school for possessing a gun at school.*
37.	**False Accusation:** **Level II - Behavior**	An untrue and serious statement about a teacher, staff member, or any other person. False accusations are serious when they hurt the professional reputation of others or otherwise get a person in trouble that they do not deserve. *Example: The student's father made a **false accusation** that the teacher had been arrested.*

GLOSSARY		
38.	**False Activation of Fire Alarm:** **Level IV - Behavior**	Any action that causes people to believe that there is a fire or threat of a fire when there is not. *Example: The boys received a suspension for reporting a **false fire alarm**, even though they meant it as a joke.*
39.	**False Imprisonment:** **Level V - Behavior**	To forcibly, by threat or secretly confining, abducting, imprisoning, or restraining another person without lawful authority and against her or his will (F.S. 787.02). *Example: The student locked and blocked the door of the bathroom and would not let the other two students out of the bathroom is considered false imprisonment.*
40.	**False Report/ Bomb Threat:** **Level IV - Behavior**	Any action that causes people to believe that the school is under a serious threat, including but not limited to explosives and weapons of mass destruction. *Example: Students who make **false bomb threat** could be expelled and arrested.* *Sections 790.162 and 790.163, F.S. (Weapons and Firearms), further define the making of a false threat or report.* *Making a false report requires mandatory expulsion not less than one year and may lead to arrest and criminal penalties.*
41.	**Felony:**	A serious crime, often punishable by imprisonment exceeding one year. *Example: Many of the infractions in the Code of Student Conduct are also **felonies** under criminal law and are punishable as such.*
42.	**Fighting (Minor)** **Level II - Behavior**	Lower level fights such as pushing, shoving, or altercations that stop upon verbal command. *Example: The students began to fight, but they stopped when the teacher told them to stop and no one was hurt.*
43.	**Fighting (Serious):** **Level III - Behavior**	When two or more persons mutually participate in use of force or physical violence that requires either 1) physical restraint OR 2) results in injury requiring first aid or medical attention. (Mutual combat, mutual altercation) *Example: Students involved in serious **fighting** that causes injury or requires medical attention will be suspended.*

GLOSSARY		
44.	**Firearms:** **Level V – Behavior**	Any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any such firearm muffler or firearm silencer; any destructive device; or any machine gun. *Example: Students who bring guns to school will be expelled for bringing **firearms** to school.*
45.	**Forgery (Written Misrepresentation):** **Level II – Behavior**	Making, altering, or signing a document with the intent to defraud or signing another person's signature without the person's consent. *Example: The student was not permitted to go on the field trip because she **forged** her mother's name on the permission slip.*
46.	**Freedom:**	The power to make your own decisions. *Example: **Freedom** is usually accompanied by responsibility.*
47.	**Gambling:** **Level III – Behavior**	Participating in games of chance for money and/or other things of value. *Example: Throwing dice for money is **gambling**.*
48.	**Gang-related Incident**	An incident is gang-related if gang affiliation/association caused the incident or was a contributing factor to action that happened during the incident.
49.	**Grievance:**	A formal complaint. *Example: The student's parents/guardians filed a grievance when she was suspended for having make-up in her backpack.*
50.	**Harassment:** **Level II – Behavior**	Conduct directed at a person that causes him/her to feel intimidated or verbally, mentally, or emotionally abused, or that causes him/her substantial emotional distress. Any threatening, insulting or dehumanizing gesture, use of data or computer software, written, verbal or physical conduct directed against a student or school employee that: 1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property. 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits 3. Has the effect of substantially disrupting the orderly

GLOSSARY		
		operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose. *Example: What some people think is "just joking around" might constitute harassment if the person at whom it is directed is distressed by it.* Repeated harassment is bullying.
51.	**Harassment (Civil Rights):** **Level III – Behavior**	Harassment directed at someone because of his or her gender, gender identity, race, color, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, social and family background, language, pregnancy, or disability. *Example: Using racial slurs towards someone who is from a different country is harassment based on a characteristic concerning his civil rights.* For purposes of Title VI, the United States Department of Education, Office for Civil Rights, defines harassment to include conduct based on race, color or national origin, that is sufficiently severe, pervasive and/or persistent that it interferes with or limits a student's ability to participate in or benefit from the services, activities or privileges provided by the District. For purposes of Title IX, the United States Department of Education defines sexual harassment as unwelcome sexual conduct, including conditioning any aid, benefit or service of the school on an individual's participation in unwelcome sexual conduct, sexual assault, dating or domestic violence, stalking, and all forms of sexual harassment that a reasonable person would determine so severe, pervasive, and objectively offensive that it denies a student access to an education program or activity.
52.	**Harassment (Sexual):** **Level III – Behavior**	Refer to "Sexual Harassment" in this glossary for a specific definition.
53.	**Hate Crime:** **Level IV – Behavior**	A crime committed against someone that is motivated all or in part by hostility to the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, and/or national origin, political beliefs, marital status, age, social and family background, linguistic preference or mental/physical disability.

GLOSSARY		
		Hate crimes are similar to harassment (civil rights), but they also involve other serious crimes committed against someone. See "Other Major Crimes/Incidents." *Example: The students committed a hate crime when they beat a student up because of his/her religion.*
54.	**Hate Crime related Incident**	All incidents motivated all or in part by hostility to the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or mental/physical disability.
55.	**Hazing:** **Level III – Behavior**	Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of physical nature, such as whipping, beating, or exposure to elements. *Example: Requiring new students to stay awake for two nights in order to join a club is prohibiting **hazing**.*
56.	**Hazing-related Incident**	An incident is hazing-related if the incident includes any action or situation that endangers the mental or physical health or safety of a student for purposes of initiation or admission into or affiliation with any school-sanctioned organization.
57.	**Hearing:**	A formal proceeding where different sides of a story are presented to a person who makes a decision about what happened and what to do. *Example: My parent and I asked for a **hearing** with the principal when I was suspended for having lip gloss in my backpack.*
58	**Homicide:** **Level V – Behavior**	The unjustified killing of one human being by another (murder, manslaughter). *Example: The student was arrested for **homicide** after when he beat his classmate to death.*
59	**Improper Activation of a Fire Extinguisher** **Level III – Behavior**	To intentionally remove and/or activate a fire extinguisher when there is no actual fire. *Example: The student dared his friend to remove the fire extinguisher and spray the hallway with foam **is improper activation of a fire extinguisher.***

GLOSSARY		
60.	**Inappropriate Items: Level II – Behavior**	Items unsuitable for school because they tend to disrupt the learning environment. *Example: Magazines that feature violent video games are **inappropriate items** for school.*
61	**Inappropriate Public Display of Affection: Level I – Behavior**	Engaging in unsuitable, intimate, sexually-suggestive behavior (like kissing and touching), in agreement with someone else, in places where others are likely to be present, such as hallways, stairwells, classrooms, school buses, etc. *Example: Kissing in the hallway and stairwells is an example of an **inappropriate public display of affection**.* Engaging in this type of behavior in hidden places is also inappropriate, and depending on the circumstances, may constitute a more serious infraction. See **Sexual Offenses (Other)** in this glossary.
62.	**Infraction:**	The breaking of a school policy; a violation; an infringement. *Example: Every **infraction** in the Code of Student Conduct has a range of corrective responses.*
63.	**Injury-related Incident**	Includes all incidents that result in serious bodily injury. Serious bodily injury includes death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
64.	**In-School Suspension/ School Center for Special Instruction (SCSI):**	A corrective response to behavior where the student is temporarily removed from his or her regular program of instruction and assigned to an AES within the student's regularly assigned school, under the supervision of district school personnel, with specific classwork assignments to complete, for a period not to exceed ten (10) school days. *Example: The student was assigned by the principal to the **School Center for Special Instruction (SCSI)** for one day after habitually disrupting the science class over a period of weeks.*
65.	**Instigative Behavior: Level II – Behavior**	Behavior that incites or urges others to do something wrong. *Example: The student **instigated** his classmates to riot by daring them to create a disturbance in the school.*
66.	**Intimidate (Threat/Intimidation):**	To make another person afraid. *Example: The boy tried to **intimidate** another student by threatening to report him to the principal.*
67.	**Kidnapping/ Abduction Level V – Behavior**	Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority (abduction of an individual).

GLOSSARY		
		*Example: After the abduction the **kidnapper** asked for a $10,000 ransom to release the prisoner.*
68.	**Joining Clubs or Groups Not Approved by the School Board:** **Level II – Behavior**	Students must receive prior consent from administrators before organizing school clubs or groups. *Example: A group of students was reprimanded for **joining a gang which was a group not approved by the School Board.***
69.	**Lewd:**	Vulgar, indecent, improper, or naughty and of a sexual nature. *Example: The student called her friend a **lewd and** derogatory word for a body part.*
70.	**Libel:** **Level II – Behavior**	A writing (including computer-typed), picture, sign, or any other form of print that is false and capable of injuring another person's reputation through publication and/or distribution. *Example: Passing around an untrue note about someone might constitute **libel,** and if so, is actionable in civil court.*
71.	**Misrepresentation:** **Level I – Behavior**	An untrue statement or action that is made to deceive or mislead. *Example: The girl misrepresented the truth when she told the teacher that she had completed her homework when she had not.*
72.	**Nicotine Dispensing Devices:**	Any product that can be used to deliver nicotine to an individual by inhaling vaporized nicotine from the product, including, but not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or other similar device or product and any replacement nicotine cartridge for the device or product. *Example: The student was caught using an electronic cigarette which is a nicotine dispensing device.*
73.	**Obscene Material:**	Material that is indecent, lewd, and improper for school. *Example: Adult magazines with pictures of nude people are **obscene materials,** that are not allowed at school.*

GLOSSARY		
74.	**Other Major Crimes/ Incidents:** **Level IV – Behavior** **Level V - Behavior**	Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified (major incidents that do not fit within the other definitions). *Example: Knowingly using counterfeit money in the school cafeteria is an example of an **other major crime/incident**.*
75.	**Pathways:**	Pathways is one type of Alternative Educational Setting for students in grades 6-12 that commit the most serious infractions of the *Code of Student Conduct* (Levels IV and V) may be recommended for expulsion. Students will be assigned to the Pathways Program during the period of time which would have traditionally resulted in a ten (10) day outdoor suspension preceding expulsion. Students will receive academic support, in-house counseling services and receive wrap-around services from community agencies. *Example: The student had committed a Level V behavior and was recommended to the **Pathways** Program.*
76.	**Person Conducting Official Business:**	Any person who is on M-DCPS property or at an M-DCPS sponsored event to work, to assist students or employees, or to perform any function associated with education in Miami-Dade County. *Example: The student was expelled for assaulting a psychologist who was at the school **conducting official business**.*
77.	**Physical Attack (Battery):** **Level IV - Behavior**	Physical attack refers to an actual and intentional striking of another person against his/her will or intentional causing of bodily harm to an individual. *Example: The student slapping another student across the face is considered a physical attack.*
78.	**Possession:** **Level II - Behavior** **Level III – Behavior** **Level V - Behavior**	Having control or ownership. *Example: The drugs in his **possession** were confiscated before his arrest.*
79.	**Property:**	Something that belongs to someone else or a group of people. *Example: My pens, pencils, and paper are my **property**.*
80.	**Profane:** **Level I - Behavior**	Vulgar, crude, indecent. *Example: Cuss words are considered **profanity**.*
81.	**Prohibited Sales on School Grounds: (Other than controlled substances)** **Level II - Behavior**	Sale of items on school grounds without the authority of the principal. *Example: The student selling candy bars and chips in the hallway without the permission of the principal is considered **prohibited sales on school grounds.***

GLOSSARY		
82.	**Provocative:** **Level II - Behavior**	Disrespectful conduct or words that tend to cause anger, rage, or humiliation in the person at whom they are directed. *Example: The student's words "I hate you" were **provocative** and upset the teacher.*
83.	**Reprimand:**	An explanation of how a behavior is inappropriate and a warning of the future consequence for doing it again. *Example: The assistant principal **reprimanded** the student for using profane language and explained to the student how his behavior violated the Code of Student Conduct and advised him of future corrective action if the incident occurred again.*
84.	**Responsibility:**	An expectation, duty, or obligation to behave in a certain way. *Example: As a student, I have a **responsibility** to respect the property of others.*
85.	**Review:**	Reconsider. To check-over or rethink a decision. *Example: I hope our teacher will **review** the failing test grades she gave us last week.*
86.	**Right:**	A privilege; a fair and just claim. *Example: All students have the **right** to a free and appropriate public education.*
87.	**Robbery:** **Level IV - Behavior**	Using force to take something from another. The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and /or by putting the victim in fear. *Example: The student who threatened to harm the boy if he refused to hand over his cell phone, which resulted in the boy handing over his cell phone committed **robbery**.*
88.	**Robbery (Armed):** **Level V - Behavior**	The taking of money or property from another through use of force, violence, assault, or putting in fear and while having a weapon. *Example: The **armed robber** told the cashier that he would use the gun in his pocket unless she gave him all of the money.*
89.	**Sale:** **Level II – Behavior** **Level IV - Behavior**	Distribution or sharing for money or profit in return. *Example: She was expelled for **selling** drugs to other students.*

GLOSSARY		
90.	**School Board Personnel/ School Staff:**	Any employee who works in a school or for the School Board of Miami-Dade County, such as teachers, administrators, counselors, office staff, cafeteria workers, custodians, etc. *Example: **School Board personnel** dedicate their careers to the education and well-being of all students.* • *Violence against school board personnel is grounds for mandatory expulsion and may result in criminal penalties.*
91.	**Sexting:** **Level III – Behavior** (Sexting 1) **Level IV – Behavior** (Sexting 2) **Level V – Behavior** (Sexting 3)	Sexting - sending or forwarding through cellular telephones and other electronic media sexually explicit, nude or partially nude photographs/images. (See Vital Alerts page(s) **38**) Sexting may involve: • Transmission to one or more students • Partially nude or fully nude photographs/images • Possession, without transmittal, of partially nude or fully nude photographs/images • Substantial interference with the academic environment and student performance • Interference with a person's personal and social demeanor *Example: Taking a picture of someone's private parts with or without consent and sending through a cellular phone to share with others is **sexting.***
92.	**Sexual Assault:** **Level IV - Behavior**	An incident that includes a threat of rape, fondling, indecent liberties, or child molestation. Both male and female students can be victims of sexual assault. The threat must include all of the following elements: (1) intent; (2) fear; and (3) capability. *Example: The student pushed the girl against the wall in the stairwell and told her to kiss him or he would hurt her committed a **sexual assault**.*
93.	**Sexual Battery:** **Level V - Behavior**	Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object. *Example: Touching another person's private body parts may constitute **sexual battery**.* • *Also refer to **Sexual Offenses (Other)** for other sexual acts.*

GLOSSARY		
94.	**Sexual Harassment:** **Level III - Behavior**	The United States Department of Education defines sexual harassment as unwelcome sexual conduct, including conditioning any aid, benefit or service of the school on an individual's participation in unwelcome sexual conduct, sexual assault, dating or domestic violence, stalking, and all forms of sexual harassment that a reasonable person would determine so severe, pervasive, and objectively offensive that it denies a student access to an education program or activity. Florida Administrative Code Rule 6A-1.0017 defines sexual harassment as unwanted verbal, nonverbal, or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation, as defined in Rule 6A-19.008, F.A.C. Examples may include but are not limited to unwelcome touching, graphic verbal comments, sexual jokes, slurs, gestures, or pictures, whether in-person or through any other method, including sexual cyber-harassment. *Example: The student was suspended for **sexual harassment** because he repeatedly talked about a female student's private parts, making her feel uncomfortable.*
95.	**Sexual Offenses (Other):** **Level IV - Behavior**	Sexual contact in a lewd manner. A variety of actions can be characterized as sexual offenses at school. *Examples: include, but are not limited to:* • Possessing and/or distributing obscene or lewd materials at school; • Exposing or touching private body parts in a lewd manner; • Touching someone else's body in a lewd manner; • Voyeurism (e.g., secretly looking at or photographing someone in the restroom or locker room without his/her knowledge); • Sexual activity on school grounds between students; • Any type of sexual contact with a student who is under age 16 years old. Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. (Law enforcement must be notified to investigate.) (Lewdness, indecent exposure)

GLOSSARY		
96.	**Slander:** **Level II - Behavior**	Speaking false words that are capable of hurting another person's reputation, community standing, office, trade, business, or means of livelihood. *Example: Starting an untrue rumor about someone might constitute **slander.***
97.	**Smoking:** **Level II - Behavior**	Holding a lighted cigarette (cigar, etc.), drawing in and exhaling the smoke of tobacco, or use of any tobacco product. *Example: **Smoking** cigarettes is unhealthy.*
98.	**SPAR:**	School Police Automated Reporting system for recording infractions that are reported to school police. *Example: Administrators must create a **SPAR** for battery, a serious infraction of the Code of Student Conduct.*
99.	**Stealing/Theft:** **Level II – Behavior** **Level IV - Behavior**	Knowingly obtaining or using the property of another with the intent to temporarily or permanently deprive the owner of its use or benefit. *Example: He **stole** the library book when he slipped it into his backpack and left the library without checking it out.*
100.	**Student Government:**	A group of students chosen by other students to represent the entire student body. *Example: Every year, the **Student Government** Association presents their yearly plan of activities to the school administration.*
101.	**Student Success Center (SSC):**	The Student Success Centers are one type of Alternative Educational Setting that provide a safe-haven in a structured learning environment for referred students (ages 11 and older) exhibiting Level III-IV behavior and (with Region approval) habitual Level II infractions of the *Code of Student Conduct*. *Example: The student was referred to the Student Success Center (SSC) for committing a Level III behavior.*
102.	**Suspension:**	A corrective response to serious behavior where the student is temporarily removed from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal, for a period not to exceed ten (10) school days and remanding of the student to the custody of the student's parent with specific homework assignments to complete. Suspension is a last resort, to be utilized in the most extenuating circumstances, after other learning-centered strategies have been employed and with Region notification. *Example: Serious behavioral infractions at school might result in **suspension** from school.*

GLOSSARY		
103.	**Symbol:**	Something that stands for something else. *Example: Each star in the American flag is a **symbol** for one of the states in our country.*
104.	**Theft/Larceny:** **Level II – Behavior** (Petty Theft) **Level IV – Behavior** (Grand Theft & Motor Vehicle Theft)	The taking of property from a person, building, or a vehicle. The unauthorized taking, carrying, riding away with, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm. *Example: He committed **theft/larceny** when he slipped the library book into his backpack and left the library without checking it out.*
105.	**Theft (Grand):** **Level IV - Behavior**	Stealing something over $750.00 in value. *Example: He was charged with **grand theft** when he stole the school's computer.*
106.	**Theft (Motor Vehicle):** **Level IV - Behavior**	Taking a **motor powered vehicle** without permission. *Example: The student drove the teacher's car from the parking lot without permission and then was arrested for **motor vehicle theft**.*
107.	**Theft Petty):** **Level II - Behavior**	Knowingly obtaining or using the property of another under $750.00 in value with the intent to temporarily or permanently deprive the owner of its use or benefit. *Example: The principal called school police to report the **petty theft** of a student's purse.*
108.	**Threat/Assault:** **Level III – Behavior**	An intentional, unlawful threat by word or act to do violence to another, coupled with the apparent ability to do so, and doing some act, which creates a well-founded fear in the other person that such violence is imminent. *Example: The student was suspended for making a **threat** to kill the teacher, causing her to fear for her life.*
109.	**Threat Assessment Team:**	The Threat Assessment Team is comprised of members with expertise in counseling, instruction, school administration, and law enforcement whom may refer student(s) for mental health services when appropriate. *Example: The student who made a threat against the school was referred for mental health services by the school's Threat Assessment Team.*
110.	**Threat/Intimidation:**	An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g. brandishing a weapon) and verbal threats of

GLOSSARY		
		physical harm which are made in person, electronically or through any other means. *Example: The student made a **threat** through a written letter to the coach threatening to kill him with a knife.*
111.	**Tobacco and Smoking Devices:** **Level II - Behavior**	The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. All uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, nicotine dispensing devices, electronic cigarettes or smoking devices, any other matter or substances containing tobacco or nicotine, including any product designed or manufactured to imitate any of these products regardless of whether it contains tobacco or nicotine, and the possession of papers used to roll cigarettes. *Example: **Tobacco products** are unhealthy.*
112.	**Trespassing:** **Level II - Behavior**	To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event/off campus, without authorization or invitation and with no lawful purpose for entry. *Example: The student was **trespassing** when he entered the school after being warned by the principal that the school was closed.*
113.	**Unauthorized Medication:** **Level III - Behavior**	Any medication prescribed by a medical provider and any non- prescribed (over-the-counter) drugs, preparations, and/or remedies that have not been authorized by the student's physician and/or parent/guardian and that have not been approved by the principal as outlined in Board policy 5330, Use of Medications. *Example: The student was swallowing two aspirins, an **unauthorized medication,** given to her by her best friend in the school cafeteria during lunch.*

GLOSSARY		
114.	**Under the Influence:**	The impairment of one's normal faculties, such as walking, talking, etc., as may be evidenced by, but not limited to: bloodshot eyes, slurred speech, odor of alcohol/elicit substance, stumbling, imbalance, drowsiness, flushed face." *Example: The student appeared to be **under the influence** of alcohol, as his breath smelled of alcohol, he spoke incoherently and he was unable to maintain his balance.* **Special Note**: These observations may be made by a lay (non-expert) witness. An administrator may come to the conclusion that a student is under the influence of alcohol or an illicit substance based on the totality of the circumstances. An administrator should first rule out that the student is having a reaction to food or authorized prescription medication or experiencing a medical condition. See Vital Alert Use of Medication on page(s) **45**.
115.	**Vandalism:** **Level II – Behavior** (Vandalism Minor) **Level III – Behavior** (Vandalism Major)	The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. **Major:** resulting in damages over $1,000.00. **Minor:** resulting in damages under $1,000.00. *Example: The student committed **vandalism** when he spray painted graffiti on the school.*
116.	**Vaping:** **Level II - Behavior**	To inhale and exhale the vapor produced by an electronic cigarette or similar device. *Example: The student was vaping with an electronic cigarette in the stairwell.*
117.	**Vaping-related Incident**	All incidents that involve the use of non-combustible vaping products, including electronic cigarettes, vapes and vape pens, or any electronic nicotine delivery system if the liquid used contains nicotine or a controlled substance.
118.	**Violation/Infraction:**	The breaking of a school policy; an infringement. *Example: For every behavior **violation** there is a recommended corrective strategy.*
119.	**Violence:**	Physical force used to injure, damage, or destroy. *Example: Acts of **violence** include serious fighting, using a weapon to hurt someone, and throwing objects hard enough to injure a person or damage property.*

GLOSSARY		
120.	**Weapons:** **Level V - Behavior**	Any instrument that can be used to inflict serious harm on another person or that places another person in fear of serious harm. Examples include but are not limited to all types of firearms (weapons used to shoot with, such as guns), dart-guns, stun guns, dirks (daggers), knives*, metallic knuckles, clubs, tear gas guns, chemical weapons or devices, bombs, aerosols, and other destructive devices (any item that can explode or cause destruction, such as grenades, mines, rockets, or missiles) and any other object used to inflict harm. This definition does not include simulated weapons. *Although common pocket knives are not classified as weapons under the Florida criminal code, M-DCPS students are prohibited from carrying pocket knives on school property. School Operations/Alternative Education will determine the appropriate disciplinary action to apply based on the item that is confiscated and how it is used. *Example: Everyday objects **such as pens, pencils, thumbtacks, and rubber bands can be weapons** if they are used to seriously harm or attempt to seriously harm someone.* ** Section 790.001, F.S. (Weapons and Firearms), provides a further definition of weapons.*
121.	**Weapons (Simulated):** **Level III - Behavior**	Any instrument that looks like a weapon but is not a weapon. *Example: Toy guns are **simulated weapons**.*
122.	**Weapons Possession:** **Level V – Behavior**	Possession of any instrument or object, as defined by Section 790.001, Florida Statutes, or district code of conduct that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. (Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement 1006.07(2) F.S.; however, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation). (Possession of firearms and other instruments which can cause harm). *Example: The student had a knife in his pocket which constitutes a weapons possession.*
123.	**Weapons Possession, Use, Sale, or Distribution:** **Level V - Behavior**	Having, using, selling, or distributing any instrument or object that can inflict serious harm or place a person in reasonable fear of serious harm. See “weapons” above. **Under Florida’s **Zero Tolerance** law, no person, unless part of one’s law enforcement responsibilities, shall bring upon school property or have in his or her possession, while on school property, any firearms, weapons or other destructive devices as defined in Section 790.001. F.S. this prohibition*

GLOSSARY		
		shall include any firearm or weapon securely encased in a vehicle or other private conveyance on a campus. Possession, use, sale, or distribution of firearms that results in disciplinary action at school may lead to arrest and criminal penalties. Possession, use, sale, and/or distribution of weapons that results in disciplinary action at school may lead to arrest and criminal penalties. *Example: **Weapons** are not allowed in school in order to provide a safe environment for all students.*
124.	**Weapon-related Incident**	All incidents where anyone involved possessed or used a weapon or if the incident was related to possession, use or sale of weapons.
125.	**Witness:**	A person who saw something happen. *Example: I **witnessed** a fight between two students at school.*
126.	**Zero Tolerance:**	A principle that violence will not be tolerated at school, during school activities, on school property, or on school-sponsored transportation. *Example: The **zero tolerance** policy will help keep our schools a safe place for students.*

APPENDIX

Best Practices and Suggestions for Rewarding Model Student Behavior

The District believes in the dignity, worth, and potential of each and every student, and provides opportunities to enable all students to make the dream of education a reality. To encourage and recognize positive model student behavior, students will be rewarded and recognized for striving to do their best, and for respecting other students and teachers.

Studies have revealed that model student behavior improves when students

- know what is expected of them at school;
- believe they have the academic and social skills to achieve;
- are recognized and ~~given~~ praised for doing good work or behaving appropriately;
- feel that there is someone at school who seems to care about them as people; and
- believe there is someone at school who encourages their development.

Studies also indicate the importance of parental support

- Student achievement related to parent support is not limited to the early years, but is significant at all ages and grade levels.
- Children of involved parents achieve more regardless of socioeconomic status, ethnic/racial background, or the parents' educational level.
- Children of involved parents exhibit more positive attitudes and behavior.
- Children of involved parents have fewer instances of alcohol use, violence, and antisocial behavior.
- Children of involved parents have higher grades, test scores and better attendance, and are more likely to graduate from high school and have greater enrollment in post-secondary education.

Research offers some suggestions for schools to clearly communicate expectations for model student behavior

- The school must provide a well-written set of model student behavior expectations for the school.
- The set of expectations is short (generally from 5 to 7 items).
- Students should be involved in the development, refinement, and communication of the expectations of model student behavior.
- The model student behavior expectations are statements of how to achieve model behavior, rather than what not to do.
- Model student behavior expectations are posted prominently throughout the school.
- Model student behavior expectations are emphasized in each classroom (e.g. explicitly taught, reminded, and encouraged).
- Students should be encouraged to remember and repeat statements of model student behavior.

Adapted from G. Roy Mayer (2000) California State University, Los Angeles

"Always bear in mind
that your own resolution to succeed
is more important than any other one thing."

Abraham Lincoln, Former President

The Importance of Developing Time Management Skills

Time management is an important skill for students of all ages. From studying for school to being an adult and working at a job, time management skills are essential to becoming productive. It has been proven that those who manage their time well, whether in school, work, or exercise, develop good study habits and responsible behavior. Effectively prioritizing tasks is the key to achieving goals.

Time management training provides the theory and practice needed to make the best use of time. In order to apply time management principles effectively individuals first have to

- accept time management as a personal responsibility;
- have a strong and motivating vision of what an ideal life would be like if students were in better control of their time;
- have clear and specific goals relating to achievement;
- devise a schedule and follow it in order to make this happen, and stick to the plan; and
- realize that students (and probably other people) will have to change their way of doing things.

When students manage time wisely to achieve their goals, they will feel fulfilled, productive and in control of their lives. Students will be happier, calmer and more effective. If students can achieve this state, they will truly be managing their time to make a difference

"Time is the coin of your life. It is the only coin you have,
and only you can determine how it will be spent.
Be careful lest you let other people spend it for you."

Carl Sandburg (1878-1967)

Time Management Tips for High School Students

It's 10 P.M.—Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

1. Make a "To Do" List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

3. It's Okay to Say "No."

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.

Running on empty makes the day seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it helps.

8. Become a Taskmaster.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

9. Don't Waste Time Agonizing.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

Time Management Tips for High School Students © Copyright 2007 The College Board. All rights reserved. Used with permission. http://www.collegeboard.com/student/plan/college-success/116.html

Personal Time Management Tool

Time Flies When You're...
How do you spend your time? Fill in this worksheet with what you do in a normal school week. Use the results to figure out where you might have some extra time. See how you can improve your schedule.

How many hours a day do you:	Daily Total	Frequency	Weekly Total
Sleep (yes, include naps)?		x 7 =	
Spend in school?		x 5 =	
Study or do homework?		x 7 =	
Watch TV?		x 7 =	
Spend online or on the computer?		x 7 =	
Talk on the phone (or text message)?		x 7 =	
Work at a job?		x 7 =	
Commute to and from work and/or school?		x 7 =	
Participate in extracurriculars (e.g., sports)?		x 7 =	
Prepare and eat meals?		x 7 =	
		x 7 =	
		x 7 =	
		x 7 =	
TOTAL HOURS			

Personal Time Management Tool © Copyright 2007 The College Board. All rights reserved. Used with permission. http://www.collegeboard.com/student/plan/college-success/118.html

Parent Resources

For information regarding resources in the community to assist your child, please call or visit the following:

	Miami-Dade County Public Schools *Parent Portal* http://www.dadeschools.net/parents.asp
	*Miami-**Dade County Public Schools'*** *Office of Parental Involvement* *The Parent Academy* 1450 NE 2nd Avenue, Suite 226 Miami, Florida 33132 305-995-2680 http://theparentacademy.dadeschools.net/
	The Children's Trust 3150 Southwest 3rd Avenue Miami, FL 33129 (305) 571-5700 http://www.thechildrenstrust.org/
	Switchboard of Miami A Community Resource Directory maintained by the Switchboard of Miami - To speak to a Helpline counselor Call **2-1-1** or **305-358-4357** *Online Help Pages* http://www.switchboardmiami.org/
	Florida KidCare 1-888-540-5437 TTY: 1-877-316-8748 Through Florida KidCare, the state of Florida offers health insurance for children from birth through age 18, even if one or both parents are working. http://www.floridakidcare.org/

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:
School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net **Website:** https://hrdadeschools.net/civilrights

Revised 07/2020

My Ca.Sa Middle School

Parent/Student Handbook

2026-2027

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My Ca.Sa Middle School Board of Directors

Board Chair - Mistral Raymond
Vice Chair - Ruben Diaz Valdes
Board Secretary -Marlety Santana
Treasurer -Alejandro D. Gravier
Other Board Members
David Consuegra

Governing Board Meeting Dates

Governing Board Meeting Dates	
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA

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Procedures for Addressing Concerns

Establishing positive relations between the school and its parents and families is of the utmost priority. For this reason, every effort will be made to handle disputes in the most productive manner possible. The following steps have been outlined to facilitate resolution of such issues:

Step 1

Make an appointment to clarify an issue(s) with your student's teacher.

Step 2

Make an appointment to clarify issue(s) with the school administrator and/or board appointed Parent Involvement Representative (see below).

Step 3

Contact Mr. Herman Hernandez, Parent Representative
Email – hhernandez@macsschoolsofeducation.com
Phone: 305-226-8901

Step 4

State concerns at a scheduled Governing Board meeting. All complaints should be provided to the Board in writing (assistance available upon request) via Mr. Hernan Hernandez.

(contact information below) at least 3 days prior to a regular scheduled meeting.

Mr. Herman Hernandez. Email – hhernandez@macsschoolsofeducation.com
Phone: 305 226 8901

Step 5

Contact the Charter School Compliance and Support at your local school district.

Parent Involvement Representatives

Per Florida Statute, Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, a charter school employee, or an individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate representative for each charter school in the district.

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Educational Excellence School Advisory Council (EESAC)

The Education Excellence School Advisory Council (EESAC) is a school-based group intended to represent the school, the community, and those persons closest to the students that shares responsibility for supporting the school's continuous improvement, Florida Statute 1001.452 (1)(a).

ESSAC Meeting Dates	
TBA	TBA
TBA	TBA

**Dates are subject to change, so please call the school or check school calendar*

Welcome to an exciting school year at My Ca.Sa. It will be a great pleasure to work with all of you for the benefit of our students. This handbook is designed to provide you with information that will answer most of your questions. Please read the handbook and discuss appropriate items with your child. We look forward to working with you and your children. If you have any questions regarding the handbook, please do not hesitate to contact us.

Mission

The mission of My. Ca.Sa Middle School is to provide students in grades 6–8 with a rigorous academic program focused on Science, Technology, Engineering, and Mathematics (STEM). Through hands-on, project-based learning and a multi-sensory approach, the school nurtures curiosity, critical thinking, and problem-solving skills. We are committed to educating the whole child—academically, socially, and emotionally—by fostering perseverance, collaboration, and creativity to ensure students are prepared for success in high school, college, and future STEM-related careers.

Vision

The vision of My. Ca.Sa Middle School is to inspire and empower students to become innovative thinkers, lifelong learners, and socially responsible leaders. We envision a dynamic learning community where every student is encouraged to explore, create, and achieve excellence. Through a supportive and inclusive environment, My. Ca.Sa Middle School prepares students to make meaningful contributions to their communities and to the ever-evolving world of science and technology.

The academic program of My Ca.Sa, will engage and prepare students to be socially successful leaders in the community, by embracing the school's core values: (l)leadership, (e)empathy, (a) accountability, (d) dedication, (e)excellence, (r) resilienc

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Leadership Directory

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SCHOOL PRINCIPAL
TBA
Email: TBA

REGISTRAR/OFFICE MANAGER
TBA
Email: TBA

MIAMI-DADE COUNTY PUBLIC SCHOOLS

2026-2027 SCHOOL CALENDAR

ELEMENTARY AND SECONDARY

JULY 2026

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2026

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21[a]	22	23	24	25
28	29	30		

OCTOBER 2026

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2026

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18[a]
21	22	23	24	25
28	29	30	31	

JANUARY 2027

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15[a]
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2027

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2027

M	T	W	T	F
1	2	3	4	5
8	9	10[a]	11	12
15	16	17	18	19
22	23	24	25	26
29[a]	30	31		

APRIL 2027

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2027

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2027

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- New Teachers Report
- Teacher Planning Day
- District-wide Professional Learning Day
- Teacher Planning Day available to opt
- Recess Day (10 and 11.5 month)
- Recess Day
- Beg/End of Grading Period
- Legal Holiday
- Legal Holiday (12-month)
- Available to opt

DAYS IN GRADING PERIOD
1 - 45
2 - 46
3 - 42
4 - 47

180 Days Total

For information on employee opt days, please refer to the back of calendar.

Admissions, Registration, and Placement

LOTTERY AND ADMISSION

ACCEPTANCE PROCEDURES

Any eligible student, as described in Fl. Statute 1002.33(10), who submits an application (prior to posted deadline) shall be considered unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a lottery process. If the number of applicants falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. Please visit our website www.mycasacharterschool.com to learn more about our lottery process.

My Ca.Sa Middle School will comply with Florida's charter school legislation, Fla. Stat. 1002.33(10) (e), which states that schools may give enrollment preference to certain student populations. These populations include:

- Students who are siblings of a student enrolled at the charter school.
- Students who are the children of a member of the Board of Directors of the charter school.
- Students who are the children of an employee of the charter school.
- Students who are the children of an active duty member of any branch of the United States Armed Forces.

Students will be admitted to MY CA.SA, regardless of race, gender, religion or ethnic background. The lottery system is used when more students apply for admission to MY CA.SA can be admitted. If there are fewer applicants than spaces available, MY CA.SA does not need to conduct a lottery.

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REGISTRATION POLICIES & PROCEDURES

All students enrolled at My Ca.Sa must meet the following requirements and provide the following documents:

1. Proof of address in Miami-Dade County (i.e., copy of FPL bill, Internet bill, voter's registration, cable bill, warranty deed, house contract, etc.)
2. Copy of Birth Certificate
3. Previous transcripts and records from last school(s) (if necessary for grade verification)
4. Completed registration packet (including student data card)
5. Signed parent contract
6. Health and Immunization forms (blue and yellow forms)
    - **Immunization requirements Kindergarten – Twelfth Grade**
        - Four or five doses of diphtheria-tetanus pertussis (DTaP) vaccine
        - Three doses of hepatitis B (Hep B) vaccine
        - Three, four or five doses of polio (IPV) vaccine
        - Two doses of measles-mumps-rubella (MMR) vaccine
        - Two doses of varicella vaccine

Withdrawal/Transfer Policies and Procedures

Only the parent who enrolls the student and completed the Emergency Student Data Form (FM-2733) may withdraw or transfer the student. Parent must bring a withdrawal slip from the sending school, Proof of address with name of parent and Proof of parent / guardian identification. Once these forms have been completed transfer/withdrawal will be executed.

Initial Entry Requirements

School Board Policy 5112 - Entrance Requirements establishes the admission and registration requirements for students entering school to include specific information regarding initial entry, proof of age, birth certificate, and verification of residence, health and immunization requirements, etc. Students enrolling from out of state, other districts in Florida, or who are foreign born, must adhere to the same admission and entrance requirements for registration.

Attendance

School Hours

Monday Through Friday
8:30 a.m.-3:30 p.m.

Arrival

Arrival time for students begins 15 minutes prior to the start of school. The school will not be responsible or any students who arrive more than 15 minutes prior to the start of the school day, unless they are enrolled in before care or after care. Students must be in their seat 5 minutes prior to the beginning of the school day. Any students arriving after 8:30 a.m., will receive a tardy pass. Traffic patterns for arrival must be strictly followed during student drop off.

Breakfast will be served from 8:00 a.m. to 8:25 a.m. Students may report to the designated breakfast eating area beginning at 8:00 a.m., if they wish to eat breakfast. There will be no supervision prior to 8:00 a.m. At 8:25 a.m., breakfast services will stop and all students are expected to report to class.

Dismissal

Students not picked up 15 minutes after their designated dismissal time will be considered a late pick up. A charge will incur for students who are not picked up after the 15-minute dismissal period. Please follow all guidelines, and traffic patterns established by My Ca.Sa for dismissal.

Rainy Day Policy:

Arrival: Students will be dropped off at the standard designated area. All available staff will assist with arrivals by using an umbrella to ensure that students stay dry. Tardies will be lifted as needed.

Dismissal: Students will sit in the hallways outside their classrooms and wait inside the building. Teachers will help walk students to their car as they are called out, using umbrellas.

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Before and After School Program

Before care services are offered from 6:30AM to 7:45AM and after care services are offered from dismissal time to 6:30PM. The fees are as follows:

Monthly Before and Aftercare Fees				
	One Student	**Two Student**	**One Student Both (Before & After)**	**Two Students Both (Before & After)**
Registration	**$65**	**$120**		
Before Care	**$80**	**$150**	**$245**	**$480**
After Care	**$195**	**$380**		
Mini Care	**$65**	**$120**		
Late Pickup Fee	**$25 first 5 minutes after closing, addition $1 per minute after 5 minutes**			

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Attendance Policy

Parent/Guardians should contact the office if their child is going to be absent from school. When a student returns to school after an absence, a note MUST be brought from home within the first three days they have returned, otherwise, the absence will be considered unexcused. Acceptable excuses for students' absences are: illness, a death in the family, a school-sponsored event or activity that has been previously approved or a religious holiday. Parents will be required to meet with the administration for any students who has **5 or more unexcused** absences in one nine-week grading period. Ten or more unexcused absences in any grading period will result in truancy procedures and students will follow district discipline procedures. Any student arriving after 8:00 a.m., will receive a tardy pass. Students shall not be released within the final 30 minutes of the school day without previous written notice.

Tardy Policy

Students who are tardy to school must report the Attendance Office to secure an admit. After 5 unexcused tardies in a grading period the administration will convene an attendance meeting with the parent.

Make-up Work Policy

Make-up work shall be accepted for full credit and grade for excused and unexcused absences. All make-up work must be submitted within three days after the return to school.

Academics

Student Progression Plan and Placement Policy

The guidelines for student progression are delineated in the 2022-2023 Student Progression Plan for Miami- Dade County Public Schools, School Board Policy 5410, which provides guidance to teachers, school and district administrators, parents and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next and kindergarten through grade 12. The Florida Legislature requires that each district school board establish a comprehensive plan for student progression, as outlined in Florida Statutes§ 1008.25(2). Specific case by case promotion, placement and retention information is explained in detail in the MDCPS- e-handbook "Student Progression Plan" (SPP). MY Ca.Sa in agreement with its Board of Directors and MDCPS as the authorizing agent for MY Ca.Sa adheres and opts to follow the District SPP which can be found in detail at **handbooks.dadeschools.net/policies/93.pdf**.

Grade Placement

The grade placement of students registering from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, afteran evaluation of the student's record has been made.

Age	2023-2024	Grade
5	2018	Kindergarten
6	2017	1st Grade
7	2016	2nd Grade
8	2015	3rd Grade
9	2014	4th Grade
10	2013	5th Grade
11	2012	6th Grade
12	2011	7th Grade
13	2010	8th Grade
14	2009	9th Grade
15	2008	10th Grade
16	2007	11th Grade
17	2006	12th Grade

Age Discrepancy

In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age. Below is a chronological age placement table. This is the AVERAGE placement according to age. Promotion and retention guidelines found in School Board Policy 5410 affect a student's placement. More detailed information can be found at handbooks.dadeschools.net/policies/93.pdf.

Academic Grades

Academic Grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The academic grade must not be based up on the student's effort and/or conduct.

Grade	Grade Point Average Range
A	3.50 and above
B	2.50 - 3.49
C	1.50 - 2.49
D	1.00 - 1.49
F	0 - .99

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Effort

Effort grades are used to communicate to parents and students the teacher's evaluation of the student's effort as it relates to instruction and learning. The teacher considers the student's potential, study habits, and attitude.

(1)- Outstanding Effort-The student works to the best of his/her ability by participating, completing assignments, and exerts maximum effort.

(2)- Satisfactory Effort- The student demonstrates an acceptable amount of effort by often participating, completing tasks, and usually works at an acceptable level of his/her ability.

(3)-Insufficient Effort-The student does not demonstrate participation, the completion for task, or on time submissions, and works at an unacceptable level in accordance to his/her ability.

Conduct

Conduct grades are used to communicate to parents and students the teacher's evaluation of a student's behavior and citizenship development, as well as demonstration that the student is taking ownership of My Ca.Sa's core values.

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Conduct Grade	Interpretation
A	Outstanding
B	Above Average
C	Average
D	Improvement Needed
F	Unacceptable

INTERIM PROGRESS REPORT / REPORT CARD SCHEDULE

Grading Period	Progress Reports Sent to Parents By:
1	TBA
2	TBA
3	TBA
4	TBA

Grading Period	End of Grading Period	Report Cards Available in the Portal No Later Than
1	TBA	TBA
2	TBA	TBA
3	TBA	TBA
4	TBA	TBA

Promotion and Placement Requirements

Each student in grades 6-8 must meet specific levels of performance in reading, writing, mathematics, science and social sciences for progression from one grade to another. If a student fails to meet specific levels of performance on District and State assessments, as specified in the table *Student Performance Standards and Performance Levels, Grades 6-8* on the following chart and/or if the teacher judges that the student is not proficient, the student must be provided with appropriate interventions, and student progress must be monitored, per the schoolwide system of progress monitoring. Beginning in the 2022-2023 school year, students in VPK through Grade 10 will participate in the Florida Assessment of Student Thinking (F.A.S.T.), a Coordinated Screening and Progress Monitoring System (CSPM) in English Language Arts/Reading and Mathematics. This system is comprised of three administrations, in the Fall, Mid-Year, and End-of-Year.

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Student Performance Standards and Performance Levels, Grades K- 5

State Assessment Required for Florida Students	Subject Assessed	Grades	Standards Assessed	Computer or Paper Based
Florida Assessment of Student Thinking English Language Arts (F.A.S.T. ELA)	Reading, Language Arts, Writing	3-10	B.E.S.T. ELA	Computer Based****
Florida Assessment of Student Thinking Mathematics (F.A.S.T. Math)	Math	3-10	B.E.S.T Math	Computer Based****
Statewide Science Assessments (SSA)	Science	5 and 8	State Standards	Paper Based
Florida Standards Alternate Assessment (FSAA) Performance Task and Data folio	ELA Mathematics Science	3-12 Eligible Students	Access Points for: ELA, Math State Academic Standards for Science	Paper Based
State academic standards EOC Assessments	Biology 1, Civics, U.S. History	6-8	State Academic Standards	Computer-Based

****Paper-based accommodations will be provided starting in PM3

Home Learning

Home Learning Assignments are an important part of learning. Developing the habit of nightly study requires parental help and guidance. This is another way to reinforce what was learned in the classroom and a means of allowing the parents to be a part of our curriculum goals.

Teachers use the following time schedule as a guide when assigning home learning:

- Grades K, 1 30 minutes
- Grades 2, 3 45 minutes
- Grades 4, 5 60 minutes

These times are a guide and are based on the average child's ability and concentration. Some home learning assignments may take less time and others may take a little more time. Also, these times do not reflect the additional thirty (30) minutes required for reading. Reading is a universal skill that relates to all subjects.

Multi-Tiered Systems of Supports (MTSS)

My Ca.Sa will provide a system of multi-tiered support as required for students. Interventions will be provided as a resource for all educators to assist in integrating academic and behavior support services into a fluid system of multi-tiered support for students. The MTSS model for instruction is based on the principle that academic and behavior supports are first provided at the universal level to effectively address the needs of all students (this is known as Tier 1). However, not all students respond to the same curricula and teaching strategies. As a result there may be some students, with identified needs who will receive supplemental or targeted instruction and intervention at Tier II. In Tier III, students who need support in addition to Tier II support services, will receive more intensive and individualized behavioral and/or academic support.

Special Education

My Ca.Sa ensures that all students suspected of having a disability are identified, evaluated, and provided appropriate, specially designed instruction and related services, if it is determined that the student meets the state's eligibility criteria and the parent/guardian consents to initial placement.

Students with disabilities who are eligible and require special education will have an Individual Educational Plan (IEP). The IEP describes the student's strengths and weaknesses and documents the services and supports the student needs to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment(LRE).

The IEP is a working plan that must be developed by the IEP team at least once every 12 months and reviewed, when appropriate, to revise and address any lack of expected progress toward annual goals, or to consider any new information that has been provided through re-evaluation or by the parent/guardian.

Parent involvement in the special education process is very important. Parents will be asked to participate in the IEP process each year and to consider the need for their child's re-evaluation at least once every three years.

The Individuals with Disabilities Education Act (IDEA) states that parents of a child with a disability have certain procedural safeguards. The *Summary of Procedural Safeguards for Parents of Students with Disabilities* documents all the information about the rights of parents. This notice of procedural safeguards is made available to the parent/guardian, at a minimum, upon initial referral; or the parent's request for evaluation; upon theschool district's refusal to conduct an initial evaluation that the parent/guardian has requested; upon each notification of an IEP meeting; upon consent for re-evaluation; upon the school district's receipt of a request for a due process hearing; and any other time the parent/guardian may request to receive a copy.

Other rights that are presented in the procedural safeguard document include, but are not limited to, the right of prior written notice; informed consent; participation in meetings; records, independent educational evaluation, mediation, state complaint; local education agency complaint; due process hearings; resolution meetings; due process; attorney fees; discipline; and private school placement.

As the parent of a child with disabilities, you are a very important member of the team that plans your child's education. Be informed and get involved. If you have any questions, please contact your child's school. Staff from the special education department and your child's student service provider will help to answer your questions. Additional information may also be found at http://ese.dadeschools.net/.

Lunch Program

The National School Lunch and School Breakfast Program provides free and reduced priced meals for children unable to pay the full price. Applications must be filled out on a yearly basis. Once the application is approved, meal benefits begin and will continue throughout the school year in which the application is approved and extends for approximately the first two weeks the following year.

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Breakfast and lunch will be served in the cafeteria. Students are not allowed to bring sodas, candy or gum to school. Due to allergies, we are not accepting any food/sweets brought from the outside to share with students during birthdays or special occasions. Since we are trying to promote healthy eating habits, we request that fast food not be brought to school. Parents are not allowed to drop off lunch in the middle of the day. Students are required to bring in their lunch in the morning or purchase lunch from the cafeteria.

Cafeteria Conduct

Students should eat in an atmosphere that is pleasant and conducive to good habits. It is recommended that parents discuss good cafeteria manners with your child. We promote the following during meals: use low voices, raising their hand if they need something, and remain seated during the lunch period at the assigned table.

Clubs/Activities

My Ca.Sa Middle School will provide extracurricular activities and clubs based on student interest.

Accidents

Parents will be notified immediately in case of illness or an accident. In case you cannot be located, the school will use the name and telephone number of your emergency contact. It is imperative that the emergency contactis accurate. 911 will be called for critical injuries that require the type of care that school personnel cannot offerthe student, and the parent or emergency contact will be notified. An accident report will be completed and filed for everyday accidents. You are requested to notify the office of any accident or injury, your child has hadbefore returning to school. Please notify the office of any accident or injury going from school, or during schoolhours if you have not been informed by his/her teacher. An accident report will be filed by the classroom teacher or other personnel witnessing the accident.

Medications

Miami-Dade County School Board policy prohibits school personnel from administering any prescribed medication without parental consent and a medication authorization form signed by the child's physician and parent(s). Students may not keep medication in their book bags. Teachers are not authorized to administer medication in the classroom. All medication must be administered in the office by trained personnel and only after an *Authorization for Medication Form* has been submitted. This form is available in the office and must bekept on record. This form must be filled out by the pediatrician or family doctor. Medication must be brought toschool in the original container with a label that clearly displays the following information: the child's name; dosage; name of the drug; physician's name; and the name and phone number of the pharmacy that filled the prescription.

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School Safety and Security Policy

Safe School Officer

For the protection and safety of students, school personnel, visitors and property, the governing board of My Ca.Sa will partner with law enforcement agencies when it is in session and from bell to bell. The Governing Board of My Ca.Sa will collaborate with the sponsoring school district to obtain access to all the safe-school office options available under this section. The school will obtain for the protection and safety of students, school personnel, visitors and property within the school.

Threat Assessment Team

My Ca.Sa will adopt the policies for the establishment of the Threat Assessment Team at the school, the duties of the team will include the coordination of resources, assessment, and intervention with individuals whose behavior may pose a threat to the safety of the students or school staff consistent with the model policies developed by the Office of Safe Schools. These policies include procedures for referrals to mental health services identified by the school and/or sponsoring school district pursuant to s.1012.584(4), when appropriate,

the team will follow procedures for behavioral threat assessments utilizing the school security risk assessment tool, the instrument developed pursuant to s. 1001.212(12).

FortifyFL

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to the appropriate law enforcement agencies and school officials. FortifyFL was created and funded by the 2018 Florida Legislature as part of the Marjory Stoneman Douglas High School Public Safety Act. To submit a tip please visit https://getfortifyfl.com/Tip.html .

Emergency Evacuation/Procedures

Your child's safety is one of our major concerns; therefore, we need to be prepared for the unexpected. We hold monthly fire drills, monthly lockdowns, and extreme weather procedures to prepare us for the possibility.

Under extreme circumstances we would need to evacuate the building. Depending on the situation, the local police will determine the location. Under no circumstances will parents be allowed to pick up their child at school during an evacuation period. Our goal is to evacuate the entire building safely. Please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child. For this reason, it is imperative that if at any time during the school year there is a change in home/cell phone numbers, that you notify the school immediately to advise.

The media is always helpful with disseminating information regarding evacuations and procedures as well. Students will only be released to the people identified on the emergency contact form. Please bring proper identification (a picture ID) when picking up your child.

Fire Drills

Ten fire drills will take place according to the Miami-Dade County Public School Policy and Emergency Procedures. At the sound of the emergency bell, students must stop what they are doing andfollow the teacher's instructions. They must clear the building promptly by the prescribed route. Any student who is in the hallway or the restroom at the sound of the emergency bell must proceed to the nearest exit and locate the teacher. Students, teacher, and staff must remain outside the building until permission is given to re-enter.

Active Assailant Plan

My Ca.Sa's primary concern is the safety and well-being of our students and staff. The Active Assailant Plan has been created to provide school personnel with the necessary skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in our schools and/or surrounding community. The school will have a site-specific plan to address all types of critical incidents. This plan will address the individual needs of the school and provide guidelines for devising methods of communicating with the staff, students, parents/guardians, and the media during a critical incident or an emergency. Some of the protective action procedures include monthly emergency drills; each school will conduct one fire drill and two emergency drills, one being an active shooter drill. The Schools will practice the evacuation of students/staff from the building, evacuation of the disabled and, if necessary, the relocation of students/staff from the school campus, lockdown procedures and holding, obtaining medical assistance, and/or reunifying student with parents.The school, as needed, will provide students and families with the counseling services by the crisis response team.

Emergency Drills

Emergency Drills shall be performed in K-12 educational facilities monthly. Each month, the school will conduct an Active Assailant Drill for a total of 10 per year. Also on an alternating schedule,the school will conduct a Bomb Threat Drill or Barricaded Subject Drill per month for a total of 10 per year (5 of each).

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Closing of School

In the event of an emergency for the closing of a school for any cause, such as weather is only at the discretion of MiamiDade County Public Schools, as such if MDCPS cancels school due to a natural disaster or any other reason, then My Ca.Sa will also be closed.

Field Trips

As a learning experience, planned field trips may be scheduled throughout the school year. Parents may be asked to assist the teacher as chaperone. Chaperone's may not have other children accompany them. Please note that all chaperones will need to be cleared as volunteers. **All parent chaperones must be cleared prior to the field trip.** Participation in field trips is a privilege. Students serve as representatives of the school; therefore, they may be excluded from participation in a trip, at the discretion of the school.

School Visitors

Visitors including parents are ***NOT*** permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be cleared by completing the volunteer application. Parents will be checked in by using Raptor which screens visitors, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students. Anyone who fails to follow these procedures will be considered a trespasser and is subject to arrest.

Volunteer Policy

N/A

Parent Responsibilities

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Parents are welcome to join the EESAC and if interested should email the principal.

ESSAC Meeting Dates	
TBA	TBA
TBA	TBA

**Dates are subject to change, so please call the school or check school calendar*

Parents are required to attend parent teacher conferences at least twice each year. Parents are encouraged to attend all four family engagement events (open house, stem night, literacy night, math night) as well as the monthly Coffee with the Principal zoom meetings.

Returned Checks

Returned checks to My Ca.Sa are charged a $30.00 returned check fee. Payment for thereturned check and the $30.00 fee must be made within 7 days of notification from the school.

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Textbooks

All textbooks needed by students for school and homework assignments are furnished by the school. The school will also provide the materials and equipment requested by teachers for classroom instruction. School provided materials and equipment, including books must not be written in, damaged or lost. Charges will be made for damaged or lost books and/or materials.

Communication

Parent school communication is crucial to a student's academic success, this will allow everyone to be properly informed of your child's needs. We ask that you contact the school immediately if:

- The information in your emergency contact card has changed (contact phone numbers, person(s) authorized or not authorized to pick up the student, important student health data, address change)
- Any change in school transportation
- If your child will be out of school for an excess amount of days due to a serious medical circumstance.
- If your child will be out of town for a number of school days.

Parent/Teacher Communication

It is important that you schedule a conference with your child's teacher to discuss any concerns you may have regarding your child's learning. Conferences may be scheduled before or after school hours. Your child's teacher may also agree to schedule a conference during his/her planning. Teachers are expected to respond to parent concerns within 24 hours. The school will implement Class Dojo, as the means of communication between school and family. Your child's homeroom teacher will provide a class code. Class Dojo is the preferred method of communication to schedule parent/teacher conferences.

Parent Portal

Parent/Guardians of all Miami-Dade County Public School students, including employees have access to the Parent Portal. To access the information in the portal, you must first have a parent user account. In order to establish your parent user account, you will need a pin, that will be provided to you by My Ca.Sa. By setting up your parent user account you will be able to view your child's information, including grades, attendance, and bus route information, and have access to the Parent Resource link.

Conflict Resolution

For issues involving an individual teacher or class, parents may address their concerns, following the diagram below. All requests will be answered within 24 hours. However, whenever possible, parents should direct their concerns to the classroom teacher before requesting a conference with an administrator.

Student Behavior Policy

School Discipline

We believe that all children can learn and succeed in school provided they have access to a nurturing, safe and structured environment, a challenging and interesting curriculum, and qualified teachers who genuinely care about a child's performance and wellbeing. We achieve these criteria of a safe environment through the school wide adoption of a consistent, fair, and equitable discipline plan, as well as the school's core values.

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Disciplinary actions are listed below:

- 1st offense: A verbal warning issued
- 2nd offense: A behavior notification form will be sent home to the parents
- 3rd offense: Parent/Teacher conference
- 4th offense: Administration reserves the right to issue disciplinary action based on the severity of the violation and the MDCPS Code of Student Conduct.

Code of Student Conduct

My Ca.Sa will implement the Miami-Dade County Public Schools (M-DCPS), Student Code of Conduct. My Ca.Sa and Miami-Dade County Public Schools (M-DCPS) is committed to providing a safe teaching and learning environment for students, staff, and members of the community. The Code Of Student Conduct identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. It advocates a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. Students and parents/guardians can access the English, Spanish and Haitian/Creole versions of the document on the M-DCPS Website located at: http://www.dadeschools.net/ or you may request a copy from your child's school. MY Ca.Sa will follow the guidelines in the M-DCPS Student Code of Conduct, as it relates to disruptive behaviors, and corrective strategies.

Bullying and Harassment Policy

Harassment is prohibited between members of the My Ca.Sa school community, including communication of any form between students, parents, faculty and/or staff, and any third parties directly or indirectly. We are committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an atmosphere must be free of intimidation, fear, coercion, and reprisal. It is an expectation that all students and employees shall use all equipment and programs for the intended educational purpose. We are committed to protecting students and employees from bullying, harassment or inappropriate uses of computers or programs to participate in bullying behavior. Bullying,harassment, and threat of any kind **will not be tolerated** and shall be just cause for disciplinary action. Conduct that constitutes bullying or harassment, as defined herein, is prohibited. Bullying, harassment, and cyber stalking are defined as inflicting physical or psychological distress, and/or Communicating words, images or language using electronic mail that causes emotional distress and for which there is no legitimate purpose. Any action by astudent or parent deemed inappropriate will be fully investigated by the appropriate school administrator and or **proper authorities.** My Ca.Sa will always commit to providing a safe learning environment for all students.

My Ca.Sa is dedicated to eradicating bullying and harassment in its schools by providing awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. My Ca.Sa policy is consistent with F.S.1006.147 where Bullying and Harassment is prohibited. This statute may also be cited as the "Jeffrey Johnston Stand Up for All Students. Please go to the following link for full policy.
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/Sections/1006.147.html

Zero Tolerance Policy (F.S.1006.13)

My Ca.Sa, has a policy of zero tolerance for crime and victimization. My Ca.Sa shall promote a safe and supportive learning environment in schools by protecting students and staff from conduct that poses a threat to school safety. Please go to link below for full policy.
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1006.13,+F.S.&URL=1000-1099/1006/Sections/1006.13.html

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Unauthorized Items

Items such as candy, gum, pets, toys, large amounts of money, gum, candy, IPODs/MP3 Players, roller skate sneakers, weapons, any electronic game or device, playing cards, personal cameras or video recorders are not allowed. The school will confiscate any items not permitted in school until the end of the school year. Please check your children's book bags to assure compliance.

Cell Phones

Possession of a cellular telephone is not a violation of the Code of Student Conduct. However, the possession of a cellular telephone which disrupts the educational process, would be a violation of the Code of Student Conduct. Cell phones may not be visible during the school day, and must be left in the student's bag.

Internet Use Policy

Access and use of the internet is a privilege not a right, and its use must support the educational objectives of the school. Students must always get permission from their teachers prior to using the internet. In addition, the school prohibits the transmission of materials such as copyrighted material, threatening or obscene material or material protected by trade secret, which violates local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, or solicitation.

Uniform Policy

A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. MY CA.SA reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines with support from their parents/guardians. All students shall wear a school uniform daily. Please see the school website for uniform guidelines.

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Student ID/Lanyard Policy

For the safety and security of students, all students will be given a student ID with student's photo and lanyard. All students are required to always wear the student ID with lanyard on school property. Students must leave their ID badge in a designated area assigned by the teacher each day. ID badges will remain in the classroom at the end of each day. This ID is also used for the purpose of purchasing lunch. Students are not allowed to alter or deface their ID badge or wear the ID badge of another person. Students may purchase a new student ID for a fee during the school year as needed.

COVID19-Protocols

Symptom Identification, Positive Case Identification, Contact Tracing, and Assessing School

If a student is sick, they must stay home. Additionally, parents should check for common COVID-19 symptoms. Symptoms among children include fever, headache, sore throat, cough, fatigue, nausea/vomiting, and diarrhea. If a child has a temperature over 100.4 degrees (without fever-reducing medication), the parent/caregiver should wait fifteen (15) minutes and recheck the temperature to confirm if it remains elevated. If a student is sick including presenting with a temperature above 100.4 degrees and experiencing COVID-19 symptoms they must stay home, contact their health care provider, and the parent must notify the school immediately. In the case that a student begins to exhibit COVID-19 like symptoms during school hours, the school will have a designated isolation room so that they are not interacting with other students. A staff member will be assigned to stay with the student and monitor the student's symptoms. The parent or guardian will be notified and asked to pick the student up as soon as possible. The isolation room will also be sanitized immediately after each use.

In the event a student or staff member tests positive for COVID- 19, or other specified communicable disease, the school site will initiate a contact investigation to determine who may have been exposed to this student or staff member. These types of cases will be reported accordingly to the Florida Department of Health in Miami-

Dade County. Any school- wide or classroom closures will be determined in collaboration with the Florida Department of Health in MiamiDade County. MY CA.SA will follow guidance from the Florida Department of Health in Miami-Dade County for any school-wide or community notification that is deemed necessary. If a school closure is necessary, cleaning and sanitation protocols will be implemented. Schools and classrooms will reopen after the risk of exposure has been fully evaluated.

Student's Rights

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, when they occur, they will result in time out, exclusion from participation in class activities, fieldtrips, suspension, or other disciplinary action. Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the administration. At no time may parents approach any student/parent directly. All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence,harassment or other verbal or physical conduct against a student or employee will NOT be tolerated.

NON-DISCRIMINATION STATEMENT: In accordance with federal and state anti-discriminatory laws My Ca.Sa will not discriminate against a student in its school's admission, educational programs, and activities on the basis of race, ethnicity, national origin, creed, religion, gender, age or disability

FAMILY RIGHTS & PRIVACY ACT

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The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content ofeducation records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights; ensure privacy with respect to such records and reports; and receive notice of their rightswith respect to education records. Only authorized individuals having legitimate educational interest will have access to a student's education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved a directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Examples are:

- date and place of birth, parent's address, and where parents can be contacted in emergencies;
- grades, test scores, courses taken, academic specializations and activities, and official letters regardinga student's status in school;
- special education records; disciplinary records;
- medical and health records that the school creates or collects and maintains;
- documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and personal information such as a student's identification code, Social Security number, photograph, or other information that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records. Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 30 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of

education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

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Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not
discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS alsodoes not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of agewith respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and menperforming substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities inemployment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid,job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy,childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, maritalstatus, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because ofrace, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination againstemployees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity forgroups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (FloridaStatutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, geneticinformation, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in aprotected activity is also prohibited.

For **additional information** about Title IX or any other discrimination/harassment concerns, contact the U.S. Departmentof Education Asst. Secretary for Civil Rights or:

My Ca.Sa Middle School
EDUCADE MANAGEMENT INC.
Phone: 786-391-1430
Email: INFO@EDUCADEMANAGEMENT.CODISM

DRAFT

My Ca.Sa

Middle School

Attachment H
Articles of Incorporation

N22000007193

(Requestor's Name)

(Address)

(Address)

(City/State/Zip/Phone #)

☐ PICK-UP ☐ WAIT ☐ MAIL

(Business Entity Name)

(Document Number)

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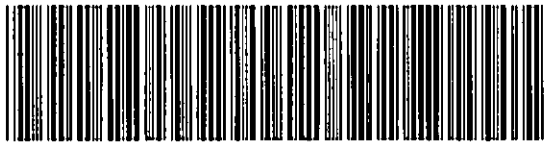

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2022 MAY 17 AM 5:07
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

RODRIGUEZ-ALBIZU LAW

Charles D. Barnett, Esq.
759 SW Federal Highway, Suite 203
Stuart, FL 34994
Direct Dial: (561) 622-6655
E-mail: cbarnett@ralawpa.com
www.ralawpa.com

May 9, 2022

Department of State
Division of Corporations
P. O. Box 6327
Tallahassee, FL 32314

Re: MACS Schools of Education, Inc.

Dear Sir or Madam:

Enclosed is an original and one (1) copy of the Articles of Incorporation and a check for $70 payable to the Florida Department of State.

If you have any questions or comments, please let me know.

Sincerely yours,

Charles D. Barnett

Charles D. Barnett

Enclosures

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2022 MAY 17 AM 5:0
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

ARTICLES OF INCORPORATION

OF

MACS SCHOOLS OF EDUCATION, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

1. The name of the corporation is MACS Schools of Education, Inc. ("Corporation").

2. The mailing address and principal office address of the Corporation is 14850 SW 26th Street, Suite 213, Miami, FL 33185.

3. The purposes for which the Corporation is organized are:

A. To establish and operate a charter school as defined in the laws of the State of Florida. The charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public.

B. To do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to the laws of the State of Florida for the purpose of accomplishing any of the purposes of the Corporation.

C. The purpose for which this Corporation is organized shall be limited to those which are strictly charitable and educational. In no event shall this Corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code; or (2) of a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as hereinafter amended, and the applicable rules and regulations thereunder.

D. The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

E. The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Internal Revenue Code, as hereafter amended, and the applicable rules and regulations thereunder.

F. No compensation shall be paid to any officer, director trustee, creator, or organizer of the Corporation or substantial contributor to it except as a reasonable allowance for services actually rendered to the Corporation.

G. The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

4. The Corporation shall have all the powers granted to not-for-profit corporations under the laws of the State of Florida which are necessary or convenient to effect any and all purposes for which the Corporation is organized. In no event, however, shall the Corporation have or exercise any power which would cause it not to qualify as a tax-exempt organization under Section 501(c)(3) or Section 170 of the Internal Revenue Code, as hereafter amended, and the applicable rules and regulations thereunder; nor shall the Corporation engage directly or indirectly in any activity which would cause the loss of such qualification. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of any private individual.

5. The period of its duration is perpetual.

6. The date and time of the commencement of the corporate existence shall be the time of filing of Articles of Incorporation by the Department of State.

7. The affairs and business of the Corporation are to be conducted by a Board of Directors of such number as the members of the board may select from time to time so long as there are at least three directors. The directors shall be elected as stated in the bylaws.

The first Board of Directors consisting of four directors is as follows:

Jamarca Sanford
14850 SW 26th Street, Suite 213
Miami, FL 33185

Ray Garcia
14850 SW 26th Street, Suite 204
Miami, FL 33185

Jennexis Castellanos
14850 SW 26th Street, Suite 213
Miami, FL 33185

Alejandro D. Gravier
396 Alhambra Circle, Suite 900
Coral Gables, FL 33134

9. The name and address of the incorporator is:

Charles D. Barnett
575 North Lake Way
Palm Beach, FL 33480

DATED: May 4, 2022, at Palm Beach, Florida.

Charles D Barnett

CHARLES D. BARNETT

The name and address of the registered agent is Charles D. Barnett, 575 North Lake Way, Palm Beach, FL 33480. I certify that I am familiar with and accept the responsibilities of Registered Agent.

Charles D Barnett

CHARLES D. BARNETT

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2022 MAY 17 AM 5:07

SECRETARY OF STATE
TALLAHASSEE, FLORIDA

My Ca.Sa

Middle School

Attachment I
501(c)(3) Tax-Exempt Status

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:
03/10/2023
Employer ID number:
88-3349413
Person to contact:
Name: Jennifer Wu
ID number: 10060
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
May 17, 2022
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053606004232

MACS SCHOOLS OF EDUCATION INC
14850 SW 26TH STREET SUITE 213
MIAMI, FL 33185

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools
You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

My Ca.Sa

Middle School

Attachment J
Governing Board By Laws

AMENDED AND RESTATED
BYLAWS
OF
MACS SCHOOLS OF EDUCATION, INC.

ARTICLE I. NAME

The corporation shall be known as MACS SCHOOLS OF EDUCATION, INC., a Florida not-for-profit corporation.

ARTICLE II. MEMBERSHIP

The corporation shall have no Members.

ARTICLE III. PURPOSES

The purposes for which the corporation is organized are:

In particular, to: establish and operate charter schools as defined in the laws of the State of Florida. The charter schools shall be organized so that they present a system of formal instruction of their curriculum to a regularly enrolled student body through their faculty for the benefit of the general public.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the corporation to do or exercise under and pursuant to Chapter 617, Florida Statutes.

The purposes for which this corporation is organized shall be limited to those which are strictly charitable. In no event shall this corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986; or (2) of a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as hereafter amended (the "Code"), and the applicable rules and regulations thereunder. Provided, however, that: (i) no part of the net earnings of the corporation shall inure to the benefit of any member of the corporation or other individual; (ii) no substantial part of the corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation; (iii) the corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office; and (iv) the corporation shall not conduct its business or affairs in such a manner as to discriminate against any person on the basis of race, color, religion, sex, or age. It is the specific intention of the incorporator that the purposes and application of the corporation be as broad as permitted by Section 617.0301 of the Florida Not For Profit Corporation Act, but only to the extent that the corporation qualifies as a tax exempt organization within the meaning of Section 501(c)(3) and Section 170 of the Code.

The corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the corporation engage in subversive activities.

The corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Code of 1986, and the applicable rules and regulations thereunder.

No benefits shall be solicited or received by, nor shall any compensation be paid to any officer, director, trustee, creator or organizer of the corporation or substantial contributor to it, pursuant to Section 112.313 of the Florida Statutes.

The corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE IV. BOARD OF DIRECTORS

SECTION 1. FUNCTION. All corporate powers shall be exercised by or under the authority of the Board of Directors of the corporation, and the business and affairs of the corporation shall be managed by the Board of Directors.

SECTION 2. QUALIFICATIONS. The members of the Board of Directors must be natural persons who are 18 years of age or older, and are to be residents of this state. By majority vote of the Board of Directors, the Directors may, from time to time, establish additional qualifications and requirements for Directors, by written policy and procedure; such written policies and procedures shall be maintained with the books and records of the corporation.

SECTION 3. COMPENSATION. Directors, as such, shall not receive any compensation for their services as members of the Board of Directors.

SECTION 4. NUMBER.

The corporation shall have at least three (3) Directors but shall not have more than nine (9) Directors. The initial Board shall consist of five (5) members of whom three (3) shall be founding members ("Founding Members") and two (2) shall be governing board members. The number of Directors may be increased or decreased from time to time by two-thirds (2/3rds) vote of the Board of Directors of the corporation; provided, however, that the Board of Directors shall consist of not fewer than three (3) Directors and no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director. Upon opening of the school, at least one Director shall be a parent or legal guardian of a current student. One Director shall be designated as the School Advisory Committee Director ("SAC Director").

SECTION 5. DUTIES OF THE BOARD.

A The Board of Directors shall transact all business of the corporation, determine the policies of the corporation and in general assume responsibility for the guidance and the affairs of the corporation. The duties of the Board of Directors include, but are not limited to setting policy, establishing procedures, approving budgets, approving selection of the principal and overseeing and managing the financial and administrative management of the School. The Board of Directors shall be responsible for making or executing the School's performance standards, supervising ongoing accounts, overseeing financial reporting and meeting state and district requirements and providing annual programs and accountability reports. A Director shall perform his/her duties in said capacity, including his/her duties as a member of any committee of the Board of Directors upon which he/she may serve, in good faith, in a manner he/she reasonable believes to be in the best interests of the corporation and with such care as an ordinarily prudent person in a like position would use under similar circumstances. The Board of Directors will have the ultimate responsibility for the School's finances. The Board of Directors will promote financial efficiency by aligning responsibility and accountability and will approve financial processes and procedures which are in accordance with all local, state, and federal laws. The Board of Directors will review and approve a preliminary annual budget prior to the beginning of the fiscal year. During the Board meetings, the Board of Directors will be presented with the school's monthly financial reports, for their review.

In performing his/her duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) one or more of the officers or employees of the corporation whom the Director reasonably believes to be reliable and competent in the matters presented;

(b) counsel, public accountants or other persons as to matters that the Director reasonably believes to be within such person's professional or expert competence; or

(c) a committee of the Board of Directors upon which the Director does not serve, duly designated in accordance with a provision of the Articles of Incorporation or these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence.

A Director shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause the reliance described above to be unwarranted.

A person who performs his/her duties in compliance with this section shall have no liability by reason of being or having been a Director of the corporation.

B. The Founding Members will see to the successful roll out of the School and transition to new members as appropriate within the first 1 year of the board's inception. If necessary, the Founding Members will serve longer, but they will not serve beyond the term limits stated herein.

SECTION 6. ELECTION AND TERM.

(a) Members shall hold office until their successors are elected and qualified or until their earlier resignation, removal from office or death. Terms may be set by the Board as deemed appropriate. SAC Directors shall have a one (1) year term. SAC Directors are limited to serving a single, one (1) year term, unless the term is expressly renewed by unanimous vote of the remainder of the Directors. At each succeeding annual meeting of the corporation, the successors of the Directors will be elected by plurality vote of all votes cast at such meeting. Directors so elected shall hold office for a term expiring at the annual meeting held in the third year following the year of their election. Election of Directors of the corporation need not be by written ballot unless requested by the Chairman or by a majority of the Directors present in person at a meeting at which Directors are to be elected.

(b) The Board of Directors may in its discretion establish a nominating committee to interview the candidates provided by the SAC and/or to nominate the candidates to fill the other Board seats. Otherwise the Board of Directors shall serve as the nominating committee.

SECTION 7. RESIGNATION. The resignation of a Director shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice. If a Director resigns in the middle of his/her term, a successor for the unexpired term shall be selected by the Board of Directors except the SAC Director shall be nominated by the SAC and selected by the Board of Directors.

SECTION 8. REMOVAL OF DIRECTORS, OFFICERS AND OTHER EMPLOYEES. Any officer and/or employee may be removed by a majority vote of the Board of Directors whenever, in the judgment of the Board of Directors, the best interests of the corporation will be served thereby. Any Director may be removed at any time by a two-thirds (2/3rds) majority vote of the Board of Directors for any reason.

SECTION 9. VACANCIES. Any vacancy occurring on the Board of Directors, including that created by reason of an increase in the number of Directors, may be filled by appointment of a majority vote of the members of the Board of Directors. A Director elected to fill any vacancy shall hold office only until the next annual meeting of Directors.

SECTION 10. QUORUM AND VOTING. The presence of not less than one-third (1/3) of all the Directors shall be necessary at any meeting to constitute a quorum to transact business. The act of a majority of Directors present at a meeting when a quorum is present shall be the act of the Board of Directors. If at any meeting there shall be less than a quorum, a majority of those present may adjourn the meeting to a place and time indicated and a copy of such adjournment action shall be delivered by hand or by U.S. Mail to all members of the Board of Directors. Any means of communication by which all

Directors participating may simultaneously hear each other and participate in discussions during the meeting, including the use of telephonic and electronic devices (hereafter "Remote Communication"), shall be permitted. A Director participating in a meeting by Remote Communication is deemed to be present in person and entitled to one (1) vote at such meeting.

(a) The corporation implements reasonable means to verify that each person deemed present and authorized to vote by means of Remote Communication is an active member of the Board of Directors; and:

(b) The corporation implements reasonable measures to provide such members of the Board of Directors with a reasonable opportunity to participate in the meeting and to vote on matters submitted to the Board of Directors, including an opportunity to communicate and to read or hear the proceedings of the meeting substantially concurrent with the proceedings.

If a member of the Board of Directors votes or takes other action by means of Remote Communication, a record of that board member's participation in the meeting must be maintained by the corporation in accordance with Florida Statutes, Section 617.1601.

SECTION 11. PLACE OF MEETINGS. The annual meeting, and any special meeting, of the Board of Directors must be held within Miami-Dade County of the State of Florida.

SECTION 12. MEETINGS. The Board of Directors shall meet a minimum of four times each fiscal year in January, March, June and September (Regular Meetings) at the time and place designated by the Board of Directors of the corporation. During the first year that the school is in operation, the Board of Directors shall meet at least monthly at the time and place designated by the Board of Directors of the corporation. The Annual Meeting shall be held during the month of January and shall be the January meeting of the Board of Directors. Notice of the Annual Meeting and all other Regular Meetings shall be given by the Secretary to each Director at least five (5) days before the meeting, unless each Director shall waive notice thereof before, at, or after the meeting.

SECTION 13. SPECIAL MEETINGS. Special Meetings of the Board of Directors shall be held at such other times as shall be determined by the Chairman or by a majority of the Directors. Notice of any Special Meeting shall be given by the Secretary to each Director at least two (2) days before the meeting unless each Director shall waive notice thereof before, at or after the meeting.

SECTION 14. PRESUMPTION OF ASSENT. A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporation matter is taken shall be presumed to have assented to the action taken unless the Director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

SECTION 15. PUBLIC MEETINGS OF THE BOARD OF DIRECTORS. Notwithstanding anything to the contrary in these bylaws, the Board of Directors of the corporation shall conduct its activities and its meetings (regular and special) in accordance with the Florida Open Meetings Laws (also Florida Sunshine Law) as set forth in Article I, Section 24 of the Florida Constitution as it may exist from time to time and in Florida Statutes Chapter 286.011 as amended or restated from time to time. Notice of all meetings shall be provided as set forth in such laws.

SECTION 16. DIRECTOR CONFLICTS OF INTEREST. A Conflict of Interest is described as: "an actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This "actual or appearance of a bias" in the decision making process is based upon the dual role of a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity. A conflict of interest shall include, but not be limited to, a violation of Florida Statute §112.313(7) as it applies to members of the Board of Directors. In no event may a member of the Board of Directors have or hold any employment or contractual relationship with any business entity or other entity doing business with the corporation except as provided in Section 112.313(12)(g) of the Florida Statutes concerning qualified banks. In no event may a member of the Board of Directors have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her duties as a member of the Board of Directors.

The Board of Directors shall adopt such conflict of interest policy and other policy as they deem proper and necessary for the operation of the corporation.

SECTION 17. EXECUTIVE AND OTHER COMMITTEES. The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may designate from among its members an executive committee consisting of the Officers set forth in Article VI below, and one at-large Director. The Executive Committee will handle the affairs of the corporation as necessary between meetings of the Board of Directors.

The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may designate from among its members one or more other committees each of which, to the extent provided in such resolution, shall have and may exercise all the authority of the Board of Directors, except that no committee shall have the authority to:

(a) fill vacancies on the Board or any committee thereof, or

(b) adopt, amend or repeal the Bylaws.

Each committee must have two (2) or more members who serve at the pleasure of the Board of Directors. The Board of Directors, by resolution adopted in accordance with this section, may designate one (1) or more Directors as alternate members of any

such committee, who may act in the place and stead of any absent member or members at any meeting of such committee.

SECTION 18. POWER TO ELECT OFFICERS. The Board of Directors, at their annual meeting, shall elect a Chairman, Vice-Chairman, Secretary and Treasurer. The Board of Directors shall have the power to appoint such other officers and employees as the Board of Directors may deem necessary for the transaction of the business of the corporation. The Board of Directors shall have the power to fill any vacancy in any office, occurring for any reason whatsoever.

SECTION 19. DELEGATION OF POWERS. For any reason deemed sufficient by the Board of Directors, the Board of Directors may delegate any power or duty of any officer or Director to any other officer or Director.

SECTION 20. ANNUAL REPORTS. The Chairman and Treasurer shall present their respective reports of the operation of the corporation for the preceding year, at the annual meeting of the year of the Board of Directors.

ARTICLE V. MANAGEMENT OF CORPORATION'S ASSETS

The assets of the corporation shall be held, managed and invested by the Executive Committee of the Board of Directors, however, at no time may said assets be used or administered other than in furtherance of charitable purposes, within the meaning of Section 501(c)(3) of the Code. All investments of funds of the corporation shall be first approved by the Board of Directors.

ARTICLE VI. OFFICERS

SECTION 1. OFFICERS. The officers of the corporation shall consist of a Chairman, Vice-Chairman, Secretary and Treasurer, each of whom shall be elected annually by the Board of Directors at the January regular meeting of the Board of Directors, and shall serve until their successors are chosen and qualify. Such other officers and assistant officers and agents as may be deemed necessary may be elected or appointed by the Board of Directors from time to time.

Any two (2) or more offices may be held by the same person. The failure to elect a Chairman, Vice-Chairman, Secretary or Treasurer shall not affect the existence of the corporation.

SECTION 2. CHAIRMAN. The Chairman of the corporation shall:

(1) preside at all meetings of the Board of Directors;

(2) be a member ex-officio of all committees;

(3) perform all other duties usually pertaining to the office of Chairman;

(4) No individual may serve as Chairman for more than two (2) consecutive full terms.

SECTION 3. VICE-CHAIRMAN. The Vice-Chairman of the corporation shall:

(1) in the absence or on the death, inability or refusal to act of the Chairman, preside at all meetings of the Board of Directors;

(2) be a member ex-officio of all committees;

(3) be given those powers and duties determined by the Board of Directors;

(4) in the absence or on the death, inability or refusal to act of the Chairman, perform all other duties usually pertaining to the office of Chairman.

SECTION 4. SECRETARY.

(a) The Secretary of the corporation shall:

(1) record the minutes of all meetings;

(2) produce the minutes for approval of the Board at the next Board meeting unless deferred;

(3) send a duplicate copy of the minutes to all members of the Board of Directors;

(4) have custody of the seal of the corporation;

(5) ensure that notices of all meetings required by statutes, Bylaws or resolutions is provided;

(6) take the attendance record at meetings;

(7) maintain committee reports;

(8) perform such other duties as may be delegated to him or her by the Board of Directors.

(b) Any of the above duties may be delegated to the management company or another appropriate party as allowed by the Board of Directors.

SECTION 5. TREASURER.

(a) The Treasurer of the corporation shall:

(1) be custodian of all funds and securities of the corporation and collect interest thereon;

(2) keep a record of the accounts of the corporation and report thereon at each regular meeting of the Board of Directors;

(3) make a report at the annual meeting and special reports when requested;

(4) deposit all moneys of the corporation in the name of MACS SCHOOLS OF EDUCATION, INC. in a financial institution selected and designated by the Board of Directors subject to withdrawal for authorized purposes, upon the joint signatures of two (2) of the officers of the corporation, one (1) of whom shall be the Treasurer (or the Secretary in the absence of the Treasurer) and the other of whom shall be the Chairman (or the Vice-Chairman in the absence of the Chairman);

(5) give bond in such amount as the Board of Directors may require, the corporation to pay the premium for such bond;

(6) see that all government agency reports and returns are prepared and filed.

(b) Any of the above duties may be delegated to the management company or another appropriate party as allowed by the Board of Directors.

SECTION 6. ASSETS AND AUDITORS.

A. All securities and other valuable papers shall be placed in a safety deposit box or vault, designated by the Board of Directors, which may be opened only upon the joint signatures of two (2) of the officers of the corporation.

B. The Treasurer's accounts and records shall be audited from time to time by a firm of certified public accountants at the expense of the corporation.

SECTION 7. RESIGNATION. The resignation of an officer shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice.

ARTICLE VII. CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

SECTION 2. LOANS. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

SECTION 3. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. DEPOSITS. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE VIII. LOANS TO DIRECTORS AND OFFICERS

Loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, may not be made by the corporation to its Directors, officers or employees, or to any other corporation, firm, association or other entity in which one or more of its Directors, officers, or employees is a Director, officer or employee or holds a substantial financial interest, except a loan by one corporation which is exempt from federal income taxation under Section 501(c)(3) of the Code. A loan made in violation of this Article is a violation of the duty to the corporation of the Directors or officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan may not be affected thereby.

ARTICLE IX. PAYMENT OF DIVIDENDS AND DISTRIBUTION OF INCOME TO DIRECTORS AND OFFICERS PROHIBITED

A dividend may not be paid, and any part of the income or profit of the corporation may not be distributed, to its Directors or officers.

ARTICLE X. INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS

SECTION 1. ACTION AGAINST PARTY BECAUSE OF CORPORATE POSITION. The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action,

suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the corporation) by reason of the fact that he is or was a Director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees inclusive of any appeal), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such claim, action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct unlawful. The termination of any claim, action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

SECTION 2. ACTION BY OR IN THE RIGHT OF CORPORATION. The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he is or was a Director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a Director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection with the defense or settlement of such claim, action, or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation unless and only to the extent that a court of competent jurisdiction (the "Court") in which such claim, action, or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the Court shall deem proper.

SECTION 3. REIMBURSEMENT IF SUCCESSFUL. To the extent that a Director, officer, employee, or agent of the corporation has been successful on the merits or otherwise in defense of any claim, action, suit, or proceeding referred to in Sections 1 or 2 of this Article X, or in defense of any claims, issue, or matter therein, he may be indemnified against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection therewith, notwithstanding that he has not been successful (on the merits or otherwise) on any other claim, issue, or matter in any such claim, action, suit, or proceeding.

SECTION 4. AUTHORIZATION. Any indemnification under Sections 1 and 2 of this Article X (unless ordered by the Court) shall be made by the corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee, or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit, or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, or by independent legal counsel in a written opinion.

SECTION 5. ADVANCED REIMBURSEMENT. Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the corporation as authorized in this Article.

SECTION 6. INDEMNIFICATION NOT EXCLUSIVE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, rule of law, provision of Articles of Incorporation, Bylaws, agreement, vote disinterested Directors, or otherwise, both as to action in his official capacity and as to action in another capacity, while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person. Where such other provision provides broader rights of indemnification than these Bylaws, said other provision shall control.

SECTION 7. INSURANCE. The corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE XI. BOOKS AND RECORDS

SECTION 1. BOOKS AND RECORDS. The corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees.

The books, records and minutes of the corporation may be in writing or in any other form capable of being converted into written form within a reasonable time.

ARTICLE XII. FISCAL YEAR

The fiscal year of the corporation shall be determined by the Board of Directors.

ARTICLE XIII. RULES OF ORDER

"Robert's Rules of Order Newly Revised" shall be the parliamentary authority for all matters of procedure not specifically covered by these Bylaws.

ARTICLE XIV. SEAL

The Board of Directors shall provide a corporate seal that shall be circular in form and shall be affixed in conjunction with the execution of documents by the corporation, as required by law.

ARTICLE XV. AMENDMENTS TO THE BYLAWS

The Bylaws of the corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered, amended or repealed by a majority vote of the Board of Directors; provided that notice of such proposed amendments shall be hand delivered, mailed, and/or e-mailed to each board member at the mail or e-mail address provided to the board by the member at least (30) days prior to the meeting during which the proposed amendments will be considered for approval.

ARTICLE XVI. DISSOLUTION AND/OR TERMINATION OF CHARTER

When a charter is not renewed or is terminated, any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the Miami-Dade County School Board. Capital outlay funds provided pursuant to Florida Statute §1013.62 (concerning Charter School Capital Outlay Funding) or its successor Statute) and federal charter school program grant funds that are unencumbered shall revert to the Department of Education to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all Miami-Dade County School Board property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Miami-Dade County School Board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, Miami-Dade County School Board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the Miami-Dade County School Board's request, until any appeal status is resolved. Further, upon the liquidation or dissolution of the corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the corporation and the distributions provided for above, shall be distributed to, and only to, an organization qualified as tax exempt under Section 501(c)(3) of the Code engaged in educational activities in the State of Florida. No part of the assets or the net earnings, current or accumulated, of the corporation shall inure to the benefit of a

private individual.

THE UNDERSIGNED HEREBY adopts and approves the foregoing Amended and Restated Bylaws of MACS SCHOOLS OF EDUCATION, INC.

Adopted: _____.

MACS SCHOOLS OF EDUCATION, INC.

(CORPORATE SEAL)

By: _____

Title: Board Chair

AMENDMENT TO

BYLAWS

OF

MACS SCHOOLS OF EDUCATION, INC.

Pursuant to Section XV of the Bylaws, the Bylaws are hereby amended as follows:

Section 10 of Article IV is amended to read in its entirety as follows:

SECTION 10. QUORUM AND VOTING. The presence of not less than fifty percent (50%) of all the Directors shall be necessary at any meeting to constitute a quorum to transact business. The act of a majority of Directors present at a meeting when a quorum is present shall be the act of the Board of Directors. If at any meeting there shall be less than a quorum, a majority of those present may adjourn the meeting to a place and time indicated and a copy of such adjournment action shall be delivered by hand or by U.S. Mail to all members of the Board of Directors. Any means of communication by which all Directors participating may simultaneously hear each other and participate in discussions during the meeting, including the use of telephonic and electronic devices (hereafter "Remote Communication"), shall be permitted. A Director participating in a meeting by Remote Communication is deemed to be present in person and entitled to one (1) vote at such meeting.

(a) The corporation implements reasonable means to verify that each person deemed present and authorized to vote by means of Remote Communication is an active member of the Board of Directors; and

(b) The corporation implements reasonable measures to provide such members of the Board of Directors with a reasonable opportunity to participate in the meeting and to vote on matters submitted to the Board of Directors, including an opportunity to communicate and to read or hear the proceedings of the meeting substantially concurrent with the proceedings.

If a member of the Board of Directors votes or takes other action by means of Remote Communication, a record of that board member's participation in the meeting must be maintained by the corporation in accordance with Florida Statutes, Section 617.1601.

This Amendment to the Bylaws was duly adopted by a majority vote of the Board of Directors at a meeting held on February 26, 2025.

Dated: FEBRUARY 27, 2025.

MISHAL RAYMOND, Chair

My Ca.Sa

Middle School

Attachment K
Governing Board Code of Ethics and Conflict of Interest Policy

MACS GOVERNING BOARD CODE OF ETHICS

The MACS (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she shall:

Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

My Ca.Sa

Middle School

Attachment L
Board Member Information Sheets, Resumes, Statement of Assurances

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: Mistral Raymond

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Mistral (First) _____ (Middle) Raymond (Last)

Home Address: 1107 6th Avenue Drive West (Street Number)

Palmetto (City) FL (State) 34221 (Zip Code)

Home Phone: (813) 841-0441 Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: mraymond@macsschool ofeducation.com

Member's Employment: SSECC (Employer Name) Consultant (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? They are older

Will you be able to attend regularly scheduled board meetings? Yes x No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☒ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☒ Community Service	☐ Education	☐ Finance
☒ Fund Raising	☐ Law	☐ Management
☒ Marketing	☐ Personnel	☐ Public Relations
☒ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. MR I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

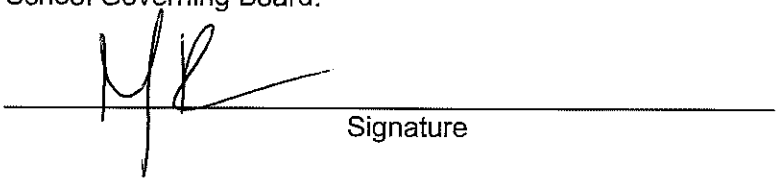
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/2/25

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: Ruben Diaz

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Ruben (First) _____ (Middle) Diaz Valdes (Last)

Home Address: 4256 SW 57TH AVENUE (Street Number)

Miami (City) FL (State) 33155 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: (305) 812-3242

Email Address: Rdiaz@macsschools ofeducation.com

Member's Employment: Elec Plumb Enterprise (Employer Name) President (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: Marlen (First) _____ (Middle) Diaz (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? They are in college

Will you be able to attend regularly scheduled board meetings? Yes x No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☒ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

[x] Community Service	[x] Education	[ ] Finance
[x] Fund Raising	[ ] Law	[x] Management
[x] Marketing	[x] Personnel	[ ] Public Relations
[x] Parent Involvement Programs	[ ] Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes [ ]	No [x]
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes [ ]	No [x]
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes [ ]	No [x]
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes [ ]	No [x]
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes [ ]	No [x]
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes [ ]	No [x]
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes [ ]	No [x]
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes [ ]	No [x]
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes [ ]	No [x]
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes [ ]	No [x]
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes [ ]	No [x]
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes [ ]	No [x]

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ *initial* I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2. _____ *initial* I am currently charged with one or more crimes.

3. RDV *initial* I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

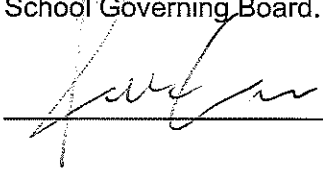
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/11/2025

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: Alejandro Gravier

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Alejandro (First) D. (Middle) Gravier (Last)

Home Address: 1700 Country Club Prado (Street Number)

Coral Gables (City) FL (State) 33134 (Zip Code)

Home Phone: _____ Work Phone: (305) 509-5796

Fax Number: _____ Cellular Number: (305) 310-8473

Email Address: agravier@graviergrp.com

Member's Employment: HLB Gravier LLP (Employer Name) Partner (Title/Position)

Employer Address: 285 Sevilla Ave (Street Number)

Coral Gables (City) FL (State) 33134 (Zip Code)

Spouse's Name: Adriana (First) _____ (Middle) Gravier (Last)

Spouse's Employment: N/A (Employer Name) N/A (Title/Position)

Employer Address: N/A (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? Not of age

Will you be able to attend regularly scheduled board meetings? Yes X No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☒ Master's Degree

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☒ Community Service	☐ Education	☒ Finance
☒ Fund Raising	☐ Law	☒ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
initial

2. _____ I am currently charged with one or more crimes.
initial

3. ADG I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

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I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

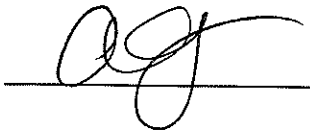
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/11/2025

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: David A. Consuegra

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: David (First) Andres (Middle) Consuegra (Last)

Home Address: 4102 Laurel Ridge Cir (Street Number)

Weston (City) FL (State) 33331 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: dconsuegra@macsschoolsofeducation.com

Member's Employment: Florida Panthers (Employer Name) Manager (Title/Position)

Employer Address: 1 Panther PKWY (Street Number)

Sunrise (City) FL (State) 33323 (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? Do not have any

Will you be able to attend regularly scheduled board meetings? Yes X No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☒ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☒ Finance
☒ Fund Raising	☐ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. DC I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

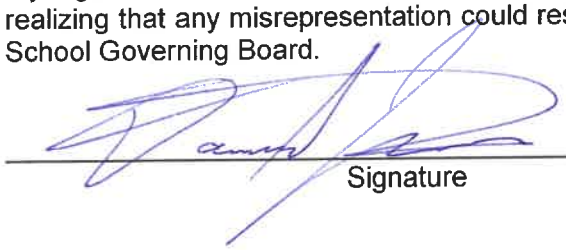
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/04/2025

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: My ca.sa charter school

NAME OF THE GOVERNING BOARD MEMBER: Marlety Santana

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL
COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: My ca.sa charter school

Title/Prefix: [X] Mrs. [ ] Mr. [ ] Ms. [ ] Miss [ ] Dr. [ ] Other _____

Name: Marlety (First) _____ (Middle) Santana (Last)

Home Address: _____ (Street Number)

Port Saint Lucie (City) FL (State) 34983 (Zip Code)

Home Phone: (786) 261-3423 Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: marlety87@gmail.com _____

_____ _____ _____

Member's Employment: Natera (Employer Name) Revenue Cycle Management Analyst (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: Edwin (First) _____ (Middle) Santana (Last)

Spouse's Employment: All suncoast electric (Employer Name) Lead electrician (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

Will you be able to attend regularly scheduled board meetings? Yes _X_ No ____

Please check your highest education level:

[ ] High School/GED [ ] Associate's Degree [ ] Master's Degree

[ ] Trade/Business School [X] BA or BS Degree [ ] MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☑ Finance
☐ Fund Raising	☐ Law	☑ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☑ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☑

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. MS I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

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I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

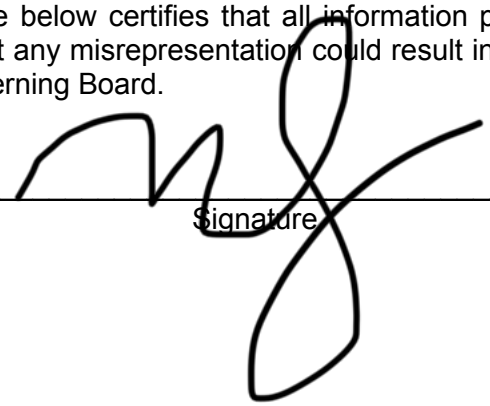
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



_____ 11.11.25

Signature Date

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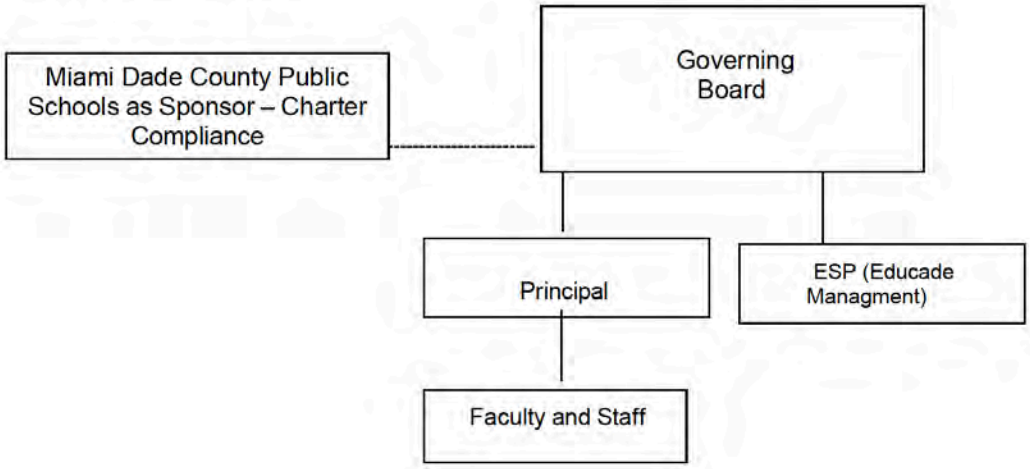
Middle School

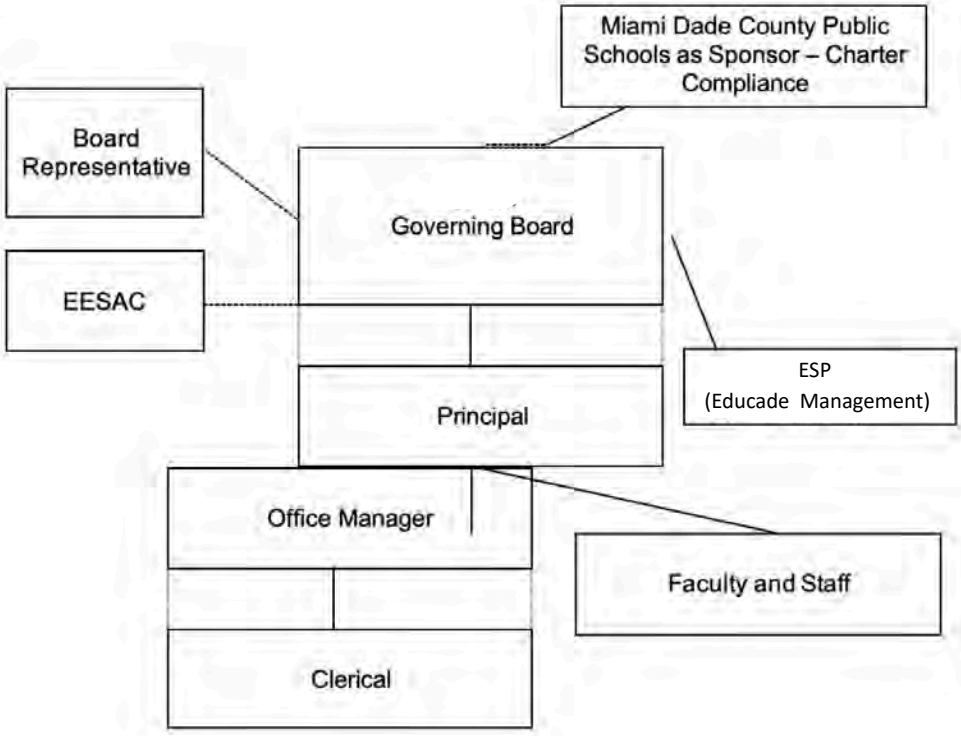
Attachment M
Organization Charts

My Ca.Sa Middle School
Organizational Charts

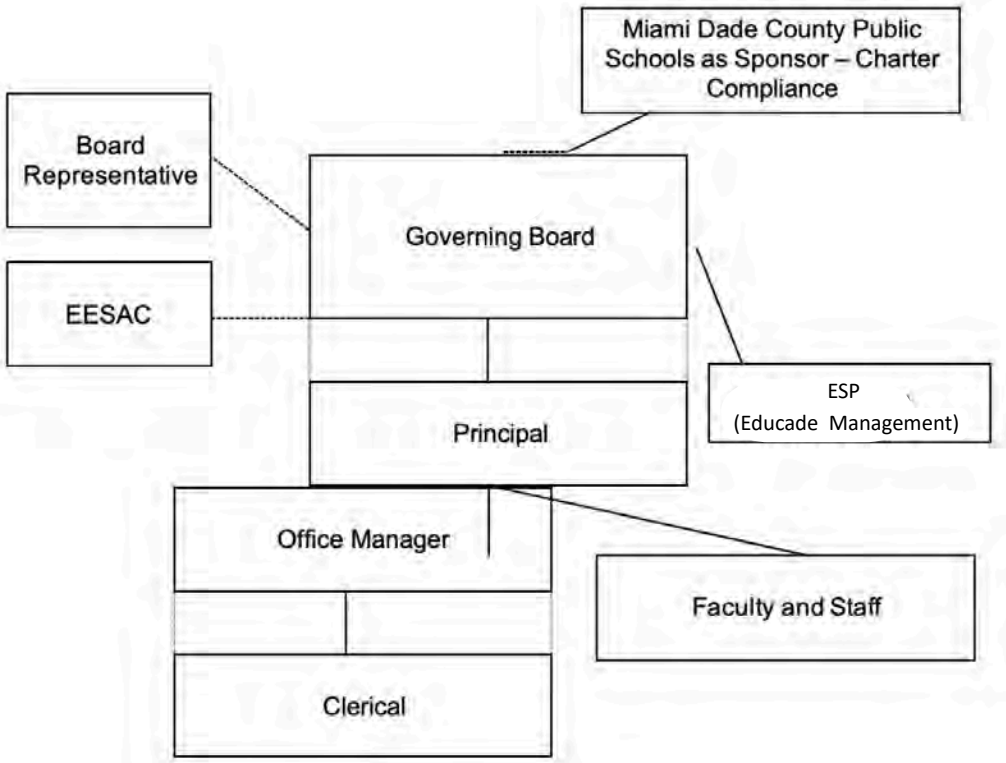
PRE-OPERATIONAL YEAR



YEAR 1



End of Full Charter Term (full capacity)



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Attachment N
Job Description for the School Leader

PRINCIPAL JOB DESCRIPTION

POSITION TITLE: Principal

CONTRACT YEAR: Twelve Months

REPORTS TO: Board of Directors

SUPERVISES: All Administrative, Instructional, and Non-Instructional Staff

POSITION SUMMARY

The Principal provides the instructional leadership, operational oversight, and strategic direction necessary to ensure high-quality teaching and learning for all students. The Principal is responsible for cultivating a safe, nurturing, and academically rigorous environment aligned to the mission, vision, and goals of the school.

INSTRUCTIONAL LEADERSHIP

The Principal will:

• Lead the development, implementation, and continuous refinement of the instructional program.
• Ensure curriculum and instruction align with Florida's B.E.S.T. Standards and state Course Code Directory requirements.
• Use data to guide instruction, interventions, and schoolwide instructional priorities.
• Oversee assessment administration, data analysis, and reporting of student performance outcomes.
• Lead the School Improvement Plan process and ensure alignment to organizational goals.
• Ensure horizontal and vertical alignment of curriculum and instructional materials.
• Promote high expectations for teaching, learning, and student achievement.

SCHOOL CULTURE & CLIMATE

The Principal will:

• Foster a positive, respectful, and inclusive school culture focused on student success.
• Implement schoolwide behavior systems, discipline policies, and attendance procedures.
• Serve as the final decision-maker for student discipline in accordance with policy and statute.
• Maintain visibility and accessibility across the campus and during school events.
• Promote safe, orderly learning environments and ensure crisis procedures are in place.
• Recognize and celebrate student and staff accomplishments.

OPERATIONS, COMPLIANCE & SAFETY

The Principal will:

• Oversee daily school operations, schedules, registration, and student accounting.
• Monitor and maintain all facilities, equipment, and supplies to ensure cleanliness and safety.
• Ensure compliance with state statutes, sponsor policies, accreditation standards, and charter requirements.
• Manage the school budget, oversee financial records, and allocate resources responsibly.
• Maintain accurate records and ensure timely submission of all reports.
• Coordinate use of school facilities for internal and external events.

TALENT MANAGEMENT & HUMAN RESOURCES

The Principal will:
• Recruit, interview, hire, and retain highly qualified staff.
• Supervise, evaluate, and develop all personnel in accordance with policy.
• Implement new teacher support, onboarding, and mentoring programs.
• Address staff performance concerns professionally and support improvement.
• Delegate responsibilities appropriately and build strong staff teams.
• Serve as a mentor to aspiring school leaders.

FAMILY & COMMUNITY ENGAGEMENT

The Principal will:
• Build strong partnerships with families, community organizations, and local leaders.
• Communicate effectively with all stakeholders regarding school goals, performance, and expectations.
• Collaborate with the School Advisory Council and Parent-Teacher Association.
• Respond to parent concerns promptly and professionally.
• Promote family engagement activities and community involvement.

DATA-DRIVEN DECISION MAKING & CONTINUOUS IMPROVEMENT

The Principal will:

• Analyze schoolwide data to drive instructional decisions and operational priorities.
• Make information accessible to staff and stakeholders.
• Monitor progress toward goals and adjust strategies as needed.
• Lead a collaborative school improvement process.
• Use research-based practices to inform policies, programs, and instructional decisions.

FACILITIES, FINANCE & RESOURCE MANAGEMENT

The Principal will:
• Oversee maintenance, custodial operations, and campus safety protocols.
• Monitor expenditures and ensure fiscal responsibility.
• Establish and maintain partnerships that support the school's mission.
• Ensure the master schedule supports student needs and staff capacity.

PROFESSIONAL RESPONSIBILITIES

The Principal will:
• Model professionalism, ethical conduct, and high expectations.
• Participate in governing board meetings and provide timely updates.
• Stay current with research, legislation, and best practices in school leadership.
• Uphold the school's mission, vision, and strategic goals in all decisions.

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Attachment O
School Leader Qualifications

My Ca.Sa Middle School
Principal Qualifications

The School is looking for the following minimum qualifications in its school leader:

- A master's degree (higher degrees preferred)
- A progressive background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the school
- Appropriate certification in Educational Leadership in the State of Florida
- Documented experience in working with School Advisory Councils or educational boards
- Leadership capabilities that are aligned to implementing the Florida Standards
- Knowledge of the needs of the student population the school will serve
- References from previous supervisors that demonstrate a positive administrative experience
- Documented excellent communication skills
- Capacity to meet or exceed the Florida's Principal Leadership Standards

In addition, the Governing Board will seek out a candidate who demonstrates the following qualities:

- Accountability to the Board, students, families, and community
- Leadership- guiding students and staff towards success
- Commitment to the students, staff, and Board
- Compassion for the School community
- Decisiveness- Tough decisions are made based on what is best for the students regardless of the popularity of the decision
- Dependable- Board, staff, students, and family can depend on the Principal to support, encourage, and defend them
- Knowledgeable in academics, business management, and operations management
- Endurance- having the inner and physical strength needed to open and run a new school
- Flexibility- understanding the importance of being flexible and will assess and reassess the situation and take appropriate action
- Goal Oriented- setting academic, financial, and operational goals and work towards meeting those goals
- Honesty is paramount for the Principal
- Initiative to commit wholeheartedly to self-evaluation and data analysis and develop clear strategies for improvement
- Visionary- develop high expectations and determination for achieving student success
- Perseverance to persistently improve teaching and learning
- Wisdom-develop and implement effective professional development for teachers and administrators
- Analytical- expertly utilize assessments and track student progress
- Resourcefulness- promote opportunities for learning in and out of the classroom for all students
- Inclusive- foster relationships with parents, business and the community to support pupil learning and progress

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Middle School

Attachment P
Job Descriptions
Administrative Positions and Leadership Roles

OFFICE MANAGER

Job Description:

Assist the Principal in maintaining all business records of the school and in implementing and executing business administrative processes as needed.

Qualifications:

- Bachelor's degree in Business Administration or other related field
- 3 years' experience in business administration or financial management

Responsibilities:

- Maintain all invoices and checks pursuant to the approved filing system
- Ensure all contracts, warranty, purchasing documentations, and business records are appropriately filed and stored using the filing system adopted by the Board
- Maintain inventory records and tag capitalized items
- Oversee school's clerical and custodial staff
- Maintain all financial records
- Responsible for collecting and depositing all monies at the school site following the written internal cash flow procedures as determined by the Board
- Receive and process all invoices, ensuring they have proper administrative approval and are properly coded
- Ensure a division of responsibilities and additional fiscal accountability
- Assist in preparation of financial statements
- Work with the Principal to ensure adherence to the Governing Board approved budget
- Reconcile daily deposits to cash receipts logs
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Principal

CLERICAL

Job Description:

Support the Principal and Office Manager in performing clerical and administrative functions

Qualifications:

- High School diploma or equivalent
- Associate Degree preferred
- Computer skills

Responsibilities:

- Attend to School visitors
- Compose correspondence, meeting agendas, and minutes; makes copies; prepares packets
- Assist with scheduling
- Prepare specialized reports
- Complete daily lunch counts
- Process monthly attendance
- Organize and maintains documents
- Answer telephone; arranges conference calls and meetings; arranges travel
- Assist faculty and staff with administrative needs and supplies
- Assist Principal and Office Manager as needed
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Office Manager

REGISTRAR

Job Description:

Support the Principal and Office Manager in performing clerical and administrative functions

Qualifications:

- High School diploma or equivalent
- Associate Degree preferred
- Computer skills

Responsibilities:

- Demonstrate knowledge of clerical methods, procedures, and business office practice; must be computer literate. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.
- Process required forms and information to enroll new students and discuss the process with students and parents.
- Maintain cumulative folders and permanent record cards in a secure manner.
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Process withdrawal and transfer of students and verify that student obligations are settled.
- Assist in determining credits for corresponding grade levels.
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Principal.
- Review students' immunization forms to verify adherence to governmental requirements.
- Operate standard office equipment such calculator, Computer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job.
- Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal or designee.
- Attendance- Manage all student and employee attendance and substitutes.
- Fluent with ISIS and all its functions

Reports to Office Manager

CUSTODIAN

Job description:

Maintain a sanitary, clean, orderly, and safe facility

Qualifications:

- Ability to perform physical labor
- Able to lift up to 30 pounds of weight

Responsibilities:

- Clean school facility
- Arrange furniture as needed for use
- Order, inventory and maintain cleaning supplies
- Change light bulbs and provide light maintenance work
- Prepare school for daily activities- opening and closing of school gates, doors, and fences.
- Maintain facility to minimize property loss and liability
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Office Manager

IT Specialist

Qualifications:

- High School Diploma or an equivalent recognized certificate
- A minimum of 15 semester hours in computer or digital electronics and technology or at least two years' experience operating and maintaining microcomputers and related peripheral equipment in various operating environments, or equivalent combination of acceptable training and experience

Responsibilities:

- Maintain the efficient operation of the computer networks and equipment within the School
- Perform routine maintenance, trouble-shoots, and fix problem with terminals, printers, Smart boards, projectors, or laptops with the School
- Manage and trouble shoot problems with the School or department network
- Load software, install programs, and/or remove software from the network and individual computers
- Instruct school personnel in the use of computer software
- Ensure that the school computers only have properly licensed software loaded on them; maintain licensing information in a database
- Relocate equipment and software as needed; complete installation and make connections necessary for proper operation
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Office Manager

FOOD SERVICES

Qualifications:

- High school diploma or an equivalent recognized certificate.

Responsibilities:

- Monitor and audit daily POS terminal information collected for daily meal plans.
- Maintenance of the National School Lunch and Breakfast Program related to federal and state regulations.
- Process and maintain accurate records for the free and reduced-price lunch
- Order and coordinate catering services, food quantities, deliveries and inventory of food and supplies.
- Set up food serving lines, stream tables and/or serve meals
- Store food and supplies in accordance with food and nutrition health guild lines.
- Follow approved housekeeping and safety practices to ensure that sanitary and safe conditions are maintained in the kitchen, food serving areas and dining areas
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Office Manager

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Middle School

Attachment Q
Job Descriptions and Qualification Requirements for the School's Teachers

INSTRUCTIONAL COACH

Qualifications:

- Bachelor's Degree; Master's Degree preferred
- ESOL certified or endorsed
- Minimum of 3 years successful teaching experience in elementary Reading and Math
- Experience working with adult learners, coaching teachers, and developing and implementing professional development

Knowledge/Skills/Abilities:

- Possess knowledge about the Florida Standards
- Demonstrate mastery of all state competencies
- Adopt and embody the school's values
- Support the mission of the school
- Expert knowledge of multi-sensory learning and whole child approach
- Expert knowledge of research-based strategies
- Possess strong written and oral communication skills
- Maintain a positive disposition
- Demonstrate initiative
- Serve as a role model
- Adhere to the M-DCPS CRRP
- Follow school policies and procedures

Responsibilities:

- Hold high student expectations
- Support teachers in collecting and analyzing student data and developing action plans based on student needs
- Assume role of Professional Development Liaison
- Develop and implement Professional Development for teachers and staff
- Provide individualized support for teachers, including coaching and modeling
- Assist with school-wide administration of District and State Assessments
- Promote school-wide literacy reform
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Principal

TEACHER

Qualifications:

- Bachelor's Degree
- Florida Certification in assigned subject area
- ESOL certified or endorsed (this qualification may be waived in special situations, but is highly discouraged- any teacher hired without this qualification will need to obtain an endorsement or certification within the META training timeline or may be terminated)

Knowledge/Skills/Abilities:

- Possess knowledge about the Florida Standards
- Demonstrate mastery of all state competencies
- Adopt and embody the school 's values
- Support the mission of the school
- Maintain a positive disposition
- Demonstrate initiative
- Serve as a role model
- Follow school policies and procedures

Responsibilities:

- Create and maintain a safe and positive classroom environment
- Hold high student expectations
- Implement the curriculum
- Address students' needs
- Analyze data
- Communicate openly and effectively and work cooperatively with parents and coworkers
- Maintain classroom management
- Evaluate the effectiveness of instruction and modify accordingly
- Implement a variety of research-based strategies
- Attend PD and implement strategies and processes learned
- Implement the Florida Continuous Improvement Model
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Principal

ESE/ESOL TEACHER

Qualifications:

- Florida Certification in assigned subject area
- Bachelor's Degree
- Certification or endorsement in specialization (ESE/ESOL)

Knowledge/Skills/Abilities:

- Possess knowledge about the Florida Standards
- Demonstrate mastery of all state competencies
- Adopt and embody the school 's values
- Support the mission of the school
- Maintain a positive disposition
- Demonstrate initiative
- Serve as a role model
- Follow school policies and procedures

Responsibilities:

- Comply with individual plans (IEP/ELL/504)
- Assist in preparation of individual plans
- Create and maintain a safe and positive classroom environment
- Hold high student expectations
- Implement the curriculum
- Address students' needs
- Analyze data
- Communicate openly and effectively and work cooperatively with parents and coworkers
- Maintain classroom management
- Assist with assessments
- Evaluate the effectiveness of instruction and modify accordingly
- Implement a variety of research-based strategies
- Attend PD and implement strategies and processes learned
- Implement the Florida Continuous Improvement Model
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Principal

SCHOOL COUNSELOR

Qualifications:

- Master's Degree and certification in Guidance and Counseling, Social Work, and/or Psychology
- Experience in a school setting preferred

Knowledge/Skills/Abilities:

- Adopt and embody the school 's values
- Support the mission of the school
- Expert knowledge of research-based strategies
- Possess strong written and oral communication skills
- Maintain a positive disposition
- Demonstrate initiative
- Serve as a role model
- Adhere to the M-DCPS CRRP
- Follow school policies and procedures

Responsibilities:

- Develop and provide a comprehensive guidance and counseling program to meet the needs of all students
- Support student mental health services
- Evaluate and monitor students while monitoring their wellness
- Adhere to guidelines set in the M-DCPS Mental Health Assistance Allocation Plan
- Provide staff and parents with information regarding community resources and support services
- Participate in on-going professional development
- Adhere to all District and School procedures and policies as well as Federal and State laws
- Perform related work as required

Reports to Principal

PARAPROFESSIONAL

Qualifications:

- Associate Degree
- Experience working with age appropriate children preferred

Knowledge/Skills/Abilities:

- Bilingual in English/Spanish preferred
- Communicate openly and effectively
- Work cooperatively with coworkers
- Follow written and verbal directions
- Demonstrate basic English and math skills
- Adopt and embody the school 's values
- Support the mission of the school
- Maintain a positive disposition
- Demonstrate initiative
- Serve as a role model
- Follow school policies and procedures

Responsibilities:

- Provide extra support to students as needed, with a focus on those identified as ESE or ELL
- Assist teacher in preparing materials for instruction
- Support a safe and positive classroom environment
- Hold high student expectations
- Address students' needs
- Analyze data
- Assist with administering assessments
- Attend PD and implement strategies and processes learned
- Perform related work as required

Reports to Principal

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Middle School

Attachment R
Personnel Policies

EXHIBIT A

My Ca.Sa Middle School Employee Manual

(3.1) Equal Opportunity Employment

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions about employment shall be in compliance with applicable state and federal laws.

The organization is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

(3.2) Employment Non-Discrimination and Non-Harassment

MACS Schools of Education (MACS) does not discriminate against anyone, to general operations of the organization, and to any basis prohibited by applicable law or regulation.

MACS is committed to an environment in which all individuals are treated with respect and dignity. We believe that everyone has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the organization expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment. Thus, the organization does not and will not tolerate discrimination against or harassment of or by our employees, students, vendors, or other person. The term "harassment" includes, but is not limited to, slurs , jokes, and other verbal, graphic, or physical conduct relating to an individual's race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or any other protected status. "Harassment" may include a range of subtle and not so subtle behaviors and includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a

harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing-up against, hugging, cornering, kissing, fondling, or any other similar physical contact.

Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical or illegal favors; or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment, or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, lay off, termination, pay or other form of compensation, and selection for training.

Verbal and written abuse or unwelcome kidding including, but not limited to, that which is sexually- oriented, including same-sex harassment; commentary about an individual's body, sexual prowess or sexual deficiencies; inappropriate comments about race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.

Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attentions, comments, interruptions, or other communications, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment that reduces productivity or time available to perform work- related tasks or otherwise interferes with work performance.

Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts or attentions, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.

The distribution, display, or discussion of any written or graphic material including calendars, posters , cartoons, or names, that belittles or shows hostility or aversion toward an individual, his/her relatives, friends or associates or a group because of race, color, religion, sex (including

same sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in any form of discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual's employment, continued employment, or future advancement will be affected in any way by entering, or refusing to enter into, a personal relationship. Such conduct is a direct violation of this policy.

Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace, such as business trips, business meetings and business- related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge.

(3.2.1) Retaliation is Prohibited

MACS prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

(3.2.2) Reporting Procedures and Investigation

MACS strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender' s identity or position. Individuals who believe they have experienced conduct they believe is contrary to the organization' s policy or who have concerns about such matters should file their complaints with the Principal or any Member of the Governing Board or the Board's designee, whereupon the matter will be discreetly and thoroughly investigated. The organization will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established, the prompt reporting of complaints or concerns is strongly urged so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

(3.2.3) Responsive Action

Conduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the organization believes appropriate under all the circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible considering all the circumstances, with appropriate corrective action being taken. The registering of a complaint will in no way be used against that individual, nor will it have an adverse impact on their employment status. A record of the complaint and findings will become a part of the complaint investigation record and that file will be maintained separately from the personnel files.

(3.2.4) Conclusion

Individuals who have questions or concerns about this policy may talk with the Principal or any member of the Governing Board.

Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that

the organization is aware of your problem! It is your responsibility to bring this information to the attention of the organization so the issue can be resolved.

(3.2.5) Training

New employee orientation training shall include a component on the harassment policy. All administrators are responsible for assuring that their staff members are familiar with the policy on harassment and that new employees are oriented as necessary throughout each school year. As part of the review of the Code of Student conduct at the beginning of the school year, this policy will be discussed in student classes, school advisory councils, and parent and teacher associations. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student conduct and advised of this policy.

(3.3) Personnel Records

Personnel records shall be maintained in accordance with State and Federal Laws. The following records for each employee shall be maintained in a secure file:

- Evidence of successful completion of required education
    - Diploma
    - Transcripts
- Florida Teaching Certificate, certificate of law for the position
- Employee assessments
- Signed contract (if required)
- Signed loyalty oath if required by the State of Florida or the Federal Government
- Withholding allowance certificate (W-4)
- Copy of Social Security Card
- Benefits enrollment documentation
- Background verification (results of School District fingerprint test)
- Letters of reprimand and information regarding any disciplinary action taken
- Personal Data Sheet
- Employment Eligibility Verification (I-9 Form)
- Arrest and Conviction Record
- Drug-Free Workplace Policy

It is the responsibility of the employee to obtain and submit these documents:

- **Florida Certificate:** the employee must submit the original. A copy shall be made to keep within the file, and the original shall be returned to the employee.
- **Health Certificate:** Prior to initial employment and re-employment following a termination, some employees may be required to submit a certificate of health signed by a licensed medical practitioner attesting to the employee's freedom from contagious and infectious diseases and other physical and medical impairments which would prevent the applicant from performing the duties for whom an employment contract is required.
- **Contracts:** Each employee shall sign the offered contract and submit it to the school office within the specified time.
- **Certificate Extensions/Additions:** Other official correspondence with the state. Department of Education and any other documents which may be requested shall be copied in the school office. Copies shall be retained, and the originals shall be returned to the employee.
- **Criminal Records:** The school shall determine if the prospective employee has an arrest/conviction record.

Personnel records shall be open for inspection and copying consistent with Florida law, Chapter 119 and Federal laws. Social Security numbers will not be disclosed to the public. Evaluations shall be confidential and not open to the public until the end of the school year immediately following the school year in which the evaluation was made. The following payroll deductions are not open to the public: credit union cards, W-4's, tax shelter information, tax levy, court records.

(3.4) Compensation and Benefits

Instructional and administrative staff members shall be salaried (exempt) employees. Annually the Governing Board will evaluate the salary schedule to make necessary adjustments that are in alignment with state and federal law and the organization's annual budget.

(3.4.1) Salaried Employees

All contracts offered by the organization will be at-will contracts specifically stating that either the organization or employee may choose to cancel that contract at any time with or without cause.

(3.4.1.1.2) Probationary Contract

Employees newly hired by the organization shall be offered a one-year probationary contract in accordance with Florida Statute 1012.335. The probationary license may only be issued once to an employee unless the employee was rehired after a break of service for which an authorized leave of absence was not granted.

(3 .4.1.1.3) Annual Contract

After completing one successful year on a probationary contract, and conditional upon the employee holding the appropriate state certification from the Department of Education and having not received two consecutive annual performance ratings of unsatisfactory, nor three consecutive needs improvement or unsatisfactory performance ratings.

(3.4.1.2) Salary Schedule

Given that all employees shall only receive annual contracts, all academic employees will be paid under the performance salary schedule as defined in Florida Statute 1012.22(1)(c).

(3.4.1.2.1) Initial Placement

The Governing Board will annually establish a starting salary and incremental amount based upon criteria established by the board for determining the initial placement of new employees on the salary schedule. This approval will be conducted as part of the development of the Corporate Budget. The initial placement will be based on the employee's qualifications as of their first day of work.

Experience credit on the instructional salary schedule will be granted for all verified public-school experience in accordance with state law. If public school credit is less than eight (8) years full -time private school experience may also be granted up to a maximum of eight (8) total years.

(3.4.1.2.2) Adjustments for Returning Employees

Employees returning to the school after having completed an annual evaluation will receive annual adjustments in accordance with the amounts established by the Governing Board. The annual amounts are subject to change based on the annual budget, and shall only apply to the

employee's Base Salary, not to any supplemental amounts the employee receives. The adjustments shall be calculated as follows:

- **(3.4.1.2.2.1) Highly Effective:** Employees having received a "Highly Effective" rating as part of their annual evaluation shall receive the highest possible annual salary adjustment, as defined by the Governing Board.
- **(3.4.1.2.2.2) Effective:** Employees having received an "Effective" rating as part of their annual evaluation shall receive an adjustment equal to 50 percent of the adjustments awarded to the Highly Effective Employees.
- **(3.4.1.2.2.3) Other Rankings:** Employees not receiving either Highly Effective or Effective will not be eligible for a performance adjustment and will only be given the cost of living adjustment if one is established by the Governing Board.

(3.4.1.2.2.4) Cost of Living Adjustment

The Governing Board may approve a cost-of-living adjustment for all employees. The cost of living adjustment will be applied to all employees on the schedule equally and can be no more than 50 percent of the amount awarded to employees rated as "Effective" in their annual evaluations.

(3.4.1.3) Salary Supplements

An employee's placement on the salary schedule shall constitute the employee's base pay. In addition to the base pay, the Governing Board may annually approve supplements to be paid to employees, which are annual additions to the base salary for specific qualifications or duties. The supplement does not become part of the employee's continuing base salary. A schedule of possible supplements will be considered by the Governing Board in the establishment of the Salary Schedule and Corporate Budget.

(3.4 .1. 3.1) Degree Supplements

A degree utilized for salary purposes must have been awarded by an institution, which was accredited at the time the degree was awarded or must have been validated by an accredited institution as covered under Department of Education procedures for implementation of applicable State Board Rule. It is the employee's responsibility to provide all applicable transcripts.

(3.4.1.4) Paid Time Off

Employees will be granted Paid Time Off (PTO) within the contract/agreement with the organization.

(3.4.1.4.1) Approval

PTO requests must be approved by the employee's immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

(3.4.1.4.2) Overuse of PTO

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated, and the employee will be expected to pay back over-used PTO.

(3.4.1.4.3) Unused PTO for Employees

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated, and the employee will be expected to pay back over-used PTO. Any unused PTO will be forfeited at the end of the school year.

(3.4.1.5) Pay Calculations

Salaried employees of the organization shall be paid year-round, even though the services the employee provides to the organization is less than a full year. To clarify the calculations and methodology used by the organization, the Governing Board shall adopt a "Compensation Manual" identifying the specific formulas to be used when calculating employee amounts. This compensation manual will consider the following policies:

(3.4.1.5.1) Contract Days

Draft

Each year the Principal shall ensure a calendar is created specifically identifying the number of contract days for all salaried employees. This calendar should identify all the paid versus unpaid days for each employee class.

(3.4.1.6.2) Pay Periods

The organization shall pay employees twice per month, resulting in a total of 24 pay periods per year. The actual amount each employee will be paid for the fiscal year will be divided by the remaining pay periods that year.

(3.4.1.6.3) Salary Employees Daily Rates

The Principal shall ensure that a daily rate is calculated and communicated to each employee. This daily rate shall be their employee's annual salary amount divided by the contract days in the fiscal year. The daily rate shall be used to calculate the actual amount each employee earns for services provided to the school in the event the employee leaves the organization prior to the end of the school year or is required to take unpaid leave. The daily work schedule for salaried positions shall be **7:30 a.m.-3:30 p.m.**

(3.4.2) Hourly Employees

Non-instructional and non-administrative employees shall be paid hourly. Hourly rates will be set by the Governing Board of the school and in accordance with state and federal law.

(3.4.2.1) Initial Compensation

Hourly employees shall be offered a specific hourly rate based on the rates paid to similar employees at other local schools.

(3.4.2.2) Paid Time Off

All full-time employees are eligible. Temporary, part-time and PRN employees are not eligible. PTO accumulates in relation to all regular hours you work. PTO does not accumulate on overtime hours or on hours not worked, such as when you are using PTO or are on a leave of absence. You may begin using your PTO at any time after it accumulates, however you may

not use PTO in advance of any accumulation of it. PTO may be used for any personal reason, subject to the conditions outlined below.

PTO must be requested and approved at least two (2) weeks in advance of the intended absence, except in cases of unexpected illness or emergency, in which case appropriate documentation is required. In all cases, PTO requests must be submitted to and approved by the Principal, and documentation of such approval must be obtained no later than the date the Employee returns to work following the absence.

PTO is non-transferable and non-compensable; therefore, unused PTO will not be paid out upon termination or at the end of the contract term.

(3.4.2.2.1) Approval

PTO requests must be approved by the employee's immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

(3.4.2.2.2) Unused PTO for Hourly Employees

Hourly employees are encouraged to use their PTO time during the fiscal year in which it accrues (July 1 – June 30). Any unused PTO will be forfeited at the end of the school year.

(3.4.2.3) Vacation

Hourly employees who normally work during the following times will be provided holiday pay for the following days. The amount to be paid will be based on the annual average hours worked per day, which is calculated by finding the sum of hours in the work agreement with the employee divided by 52, divided by 5.

Paid Holidays Time

- *Labor Day – Monday, September 1, 2025*
- *Veterans Day – Tuesday, November 11, 2025*
- *Thanksgiving Day – Thursday, November 27, 2025*
- *Christmas Day – Thursday, December 25, 2025*
- *New Year's Day – Thursday, January 1, 2026*
- *Martin Luther King Jr. Day – Monday, January 19, 2026*
- *Presidents' Day (Washington's Birthday) – Monday, February 16, 2026*

- *Memorial Day – Monday, May 25, 2026*

(3.4.2.4) Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description.

Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. In determining whether non-exempt employees are entitled to overtime pay, only actual hours worked in a given workday or workweek will be considered. All overtime work must be previously authorized by the Principal. The organization provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees' subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) but not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay. Workweeks begin each Sunday at 12:01a.m.

(3.4.3) Benefits

The organization provides a comprehensive Benefit Plan which may vary from year to year as determined by the Governing Board.

(3.4.3.1) Eligibility

Regular employees who work at least thirty (30) hours per week including job-share employees are eligible for benefits, per individual contracts.

- **Initial Enrollment:** Enrollment and change forms are due in the office within thirty (30) calendar days of hire or change of eligibility status. Coverage becomes effective the first day of the month following thirty (30) days of employment in an eligible benefit status.

- **Open Enrollment:** The Board provides an annual open enrollment period during which an employee may add, cancel, or change coverage. If no action is taken by the employee to change coverage, previous coverages will continue for the next calendar year.

(3.4.3.2) Organizational Contribution

The organization contributes toward the cost of certain employee benefits each pay period during the school year in which a paycheck is earned. In any period during which a paycheck is not earned, the employee will owe both the organization contribution amount and the normal insurance deductions. Organizational contribution amounts vary and are determined by the Board annually.

(3.4.3.3) Termination of Coverage

Insurance coverage ends the last day of the month in which an employee no longer meets eligibility requirements or terminates employment.

(3.4.3.4) Leaves of Absence

While on an **approved unpaid leave of absence**, including suspension without pay, employees are required to pay the full cost of all insurance plans—this includes both the employee's regular contribution and the portion normally paid by the organization—in order to maintain continuous coverage. Payment must be received by the appropriate parties no later than the first day of each month. Failure to make timely, full payment will result in the cancellation of coverage effective at the end of the grace period allowed by the plan administrator.

In the case of a **suspension without pay**, which is considered an unpaid leave of absence, the employee may choose to continue insurance coverage under the same terms by paying the full premium. If the employee is **reinstated**, the organization will refund the employer-paid portion of premiums for the period of suspension. If the employee is **not reinstated**, insurance

coverage will terminate at the **end of the month in which dismissal occurs**. If the employee does **not elect to continue coverage** during the suspension and is reinstated, insurance will be reinstated on the **first of the month following reinstatement**, with the employee resuming their **regular premium contributions**.

(3.4.3.5) Worker's Compensation

The organization provides Workers' Compensation benefits pursuant to Florida law.

(3.4.4) Additional Compensation (3.4.4.1) Compensation for Additional Responsibilities

From time to time employees may take on additional responsibilities beyond that covered within their contract. The Governing Board may authorize stipends or additional funds to be paid for such activities as described below:

- **(3.4.4.1.1) Non-Exempt Employees:** Employees who are not exempt from wage and hour laws will be paid their typical hourly rate based on the amount of time spent on the tasks. Efforts should be taken to avoid overtime in the completion of the additional tasks. If overtime is unavoidable, the approval of funds to cover the activities should take the additional cost of overtime into consideration.
- **(3.4.4.1.2) Exempt Employees:** Stipends for additional responsibilities will typically be paid in one lump sum on the date authorized by the Governing Board, unless another arrangement is authorized by the Board.

The Governing Board shall annually approve a schedule of stipends to pay for additional responsibilities above the typical job responsibilities. The schedule should include the task for which the stipend is offered, when the stipend will be paid, and the amount which will be paid.

Examples of activities for which stipends might be offered include tutoring outside of school hours, coaching extracurricular activities, providing additional services on behalf of the school.

If multiple employees share a responsibility of a task approved by the board (i.e. coaches who are sharing coaching responsibility), the Principal may authorize the stipend to be split appropriately between the employees.

Draft

(3.4.4.2) Employee Bonuses: The Governing Board may from time to time elect to assign employee bonuses if the annual budget allows for such bonuses to be made. All bonuses must be approved by the Governing Board and be applied uniformly amongst employees of similar employee categories.

(3.4.4.2.1) Performance Based Bonuses: If the Board of Directors elects to provide Performance Based Bonuses, the Governing Board will establish an objective measure for how the bonuses will be applied. The performance criteria for the employees must be clearly defined by the employee category (i.e. 'Classroom Teacher,' 'Administrator', etc.). The criteria should be objective and easily measurable. The criteria should be established as early in the fiscal year as possible. If the available funds do not allow the organization to fully fund the bonus schedule as defined by the Governing Board, all amounts will be prorated to match the available funds equally among all benefits to be awarded.

(3.4.4.2.2) Other Bonuses: If the Governing Board elects to give a bonus that is not Performance Based, the bonuses must be delivered uniformly among all employees within the employee category. Bonuses to individual employees are not allowed unless using the performance-based buses described above.

(3.4.5) Miscellaneous (3.4.5.1) Reclassification

Employees who complete educational degrees or obtain a professional teaching certificate that would necessitate a move on the salary schedule or hourly rate are required to provide appropriate documentation to the Principal. Such changes to the salary shall only be made three times during the year: at the start of the fiscal year, at the start of the school year, at the start of the second semester of the school year.

(3.4.5.2) Retroactive Payments

When salary and benefit agreements are reached, any approved retroactive payments due employees will be paid only to those in active pay status on the date of Board approval.

Draft

(3.4.5.3) Return of Overpayments

If an employee is overpaid due to an error, resignation, or any other reason, the Organization is entitled to recover any overpayment.

(3.4.45) Payroll Withholdings

The organization shall withhold taxes from each employee's pay according to the law. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Principal to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Principal or designee. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee' s responsibility to report any changes in filing status to the Principal or designee and to fill out a new W-4 form.

(3.5) Employee Evaluations (3.5.1) Intent

It is the intent of the organization that assessments of personnel be used for two reasons: 1) Determining the suitability for retention of the continuing and professional service of contract personnel; and 2) Method of assisting staff in their professional development to best impact the education of students and operation of the school. The organization acknowledges and agrees to follow all legal requirements as set forth in Florida Statute as they apply to charter schools.

(3.5.2) Evaluation System

(3.5.2.1) Professional Staff Members

The Principal will recommend to the Governing Board an evaluation system in compliance with Florida Statute for evaluating instructional and administrative personnel. The evaluation system adopted by the Governing Board will meet all requirements of Florida Statute section 1012.34. Specifically:

The system must incorporate student performance data in the final calculation Utilize continuous quality improvement models; and

Performance data utilized must be obtained from multiple sources.

(3.5.2.2) Support Staff Members

The Principal will develop and implement an evaluation matrix and form to be used for the evaluation of all support staff members which will provide feedback and guidance to support staff in alignment with the intent of this policy.

(3.5.3) Performance Indicators

The final result of the evaluation system will result in one of the following annual performance levels:

- Highly Effective
- Effective
- Needs Improvement (or for employees in their first three years of employment 'Developing')
- Unsatisfactory

(3.5.4) Annual Evaluation

Each staff member will receive a written annual evaluation each year, and the evaluation shall be presented to the employee by May 15 of each year.

(3.5.4.1) Student Performance Data

Professional staff members shall have a portion of their annual evaluation based upon student performance indicators, as required by Florida law. If the student performance data is not available prior to the due date of the annual evaluations, the evaluations may be amended to incorporate the data once it becomes available.

(3.5.4 .2) Individual Writing Evaluation

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Each employee shall be notified at the start of each year who their immediate supervisor is who will be writing their annual evaluation. Teachers and support staff will be supervised by an administrative member of the staff. The Principal will be evaluated by the Governing Board.

(3.5.4.3) Miscellaneous

Following the completion of the evaluation, the supervisor shall meet with the employee to discuss the evaluation. Employees may provide a written response to the evaluation as a permanent attachment to the evaluation. Employees will be expected to sign the evaluation; however, the signature does not necessarily indicate consent with the findings, only that the employee has received a copy of the evaluation. If the employee refuses to sign the document, the supervisor shall provide a written amendment documenting the date the evaluation was discussed with the employee and that the employee refused to sign the document acknowledging its receipt.

(3.5.4.4) Unsatisfactory Evaluations

If an employee has received an unsatisfactory performance assessment or concerns exist throughout the year such as following a formal observation, the supervisor shall confer with the employee and shall make specific recommendations for actions the supervisor believes should result in improvement. The supervisor and employee shall develop a plan, which will be shared with the Principal of the organization. The plan shall include a prescribed period of time in which the corrective actions must be completed. If the employee has received an unsatisfactory evaluation, the employee shall be placed on a 90-day probationary period in which the employee shall receive assistance and training to correct the deficiencies noted in the evaluation.

(3.6) Dual Employment

An employee may provide services regarding a non-school developed curriculum or program or participate in programs sponsored by other agencies when approved in writing by the Principal or his designee. An employee who chooses to request temporary paid leave when engaged in such activities must remit to the organization any remuneration (honorariums, stipends, consultant service fees, etc.) received. In addition, the employee shall remit any

travel expense reimbursement provided by the sponsoring agency to the organization when the organization is liable for travel expenses authorized by the approved request.

An employee may not retain such compensation without utilizing personal leave chargeable to Paid Time Off (PTO), or personal leave without pay. An employee wishing such compensation must request the leave through the submittal and approval of the prescribed forms. The organization will not be responsible for workers' compensation or liability protection or any benefits for employees on personal leave.

An employee providing consultation concerning a curriculum developed by the organization or an individual school operated by the organization, must remit to the School any remuneration received.

(3.7) Substitutes

The organization will utilize only qualified substitutes for all employee groups. The Principal or designee will develop procedures for reporting absences, assigning substitutes and developing a substitute compensation plan.

Substitute teachers shall meet all legal requirements for substitute teachers. The rate of compensation shall be according to the annual school budget approved by the Governing Board. Records shall be kept by the Principal concerning the number of days taught by substitutes and the amount of funds expended. The Governing Board shall be informed concerning this data at periodic intervals.

Staff members who require substitutes are responsible for making arrangements for substitutes themselves. A list of potential substitutes will be supplied to staff members annually.

(3.8) Leaves
(3.8.1)General Medical Leave (Including Pregnancy and Illness)
(3.8.1.1) Eligibility

General Medical Leave is separate from PTO or other leave pursuant to the School's paid time-off policy.

Full-time employees who have completed their initial introductory (probationary) period are eligible for unpaid General Medical Leave not to exceed 12 continuous weeks.

Exceptions to this full-time employment requirement may be made where required by law to accommodate pregnancy related disabilities, on-the-job injuries or illness, or to accommodate an employee with a disability under the Americans with Disabilities Act.

You may request a General Medical Leave of Absence when you are unable to work due to a medical condition and you have exhausted (or are expected to exhaust) all available PTO, yet you are still unable to return to work.

(3.8.1.2) Duration

General Medical Leave, if granted, is granted only for the period of inability to work due to a medical condition, not to exceed 90 days during any "rolling" 12-month period (measured backward from the date the General Medical Leave sought by the employee would begin).

(3.8.1.3) Request and Approval

Requests for General Medical Leave should be submitted to the Principal.

Requests for General Medical Leave must be accompanied by a Certification of Health Care Provider form (available from the Principal) whenever such leave is foreseeable. In cases where the leave is not foreseeable, a Certification of Health Care Provider must be provided within fifteen (15) calendar days of the request or as soon as reasonably practicable.

Properly supported and timely requests for General Medical Leave from eligible employees will be considered on a case by case basis subject to the educational requirements of the students, the business needs of the school and the durational limits stated above.

(3.8.1.4) Reports on the Employee's Status and Intent to Return to Work

If an employee is on approved General Medical Leave, the employee is required to keep the organization advised of his or her status and intent to return to work. While on leave, the employee must contact the Principal every two (2) weeks to inform the School of the employee's status and intent to return, unless other reporting arrangements have been expressly made. The employee's failure to keep the organization advised of his or her status and intent to return to work may be considered a resignation from employment.

(3.8.1.5) Continuing Medical Coverage

While on a personal or medical unpaid leave of absence, the employee's medical coverage will continue during the length of the leave not to exceed 12 continuous weeks.

(3.8.1.6) Other Benefits

While on a personal or medical unpaid leave of absence the organization will continue the employee's medical coverage to the extent normally paid monthly by the organization. However, during the unpaid leave of absence the organization will not continue to make payments towards the employee's other benefits, such as, but not limited to, retirement, dental coverage, vision, or disability benefits.

(3.8.1.7) Appeal

If an employee's request for personal or medical unpaid leave is denied by the Principal, an employee may appeal the decision to the Personnel Committee by submitting a written request to the Principal within five (5) business days.

The Personnel Committee will endeavor to schedule a meeting with the employee within five (5) business days. A decision to overturn the Principal's decision must be made by a majority of the Personnel Committee present.

{3.8.2) Military

If you enter military service while working for the organization, you will not lose your status as a regular employee. You will be given an unpaid leave of absence for the duration of your initial tour of duty and your time in the service will count toward your length of service with the organization. If you are a member of a reserve component of the armed forces, you will be granted unpaid leaves necessary to fulfill the requirements of this affiliation. You may use your vacation time instead of leave time for this purpose if you prefer, but you are not required to do so.

If you apply for reemployment within the time specified by federal law following an honorable discharge from the service, you will be given employment comparable to the position you previously held.

Draft

(3.8.3) Personal Leave of Absence without Pay

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a personal leave of absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case- by-case basis by the Principal. The decision to approve or disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the affect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

Any planned salary increases for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

Due to the nature of our business, the organization cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought.

When an employee is ready to return from a leave of absence without pay, the organization will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available, the organization will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies the Superintendent that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

Draft

(3.8.4) Jury Duty

If an employee is called for jury duty during a period you are regularly scheduled to work, you are not required to use PTO to cover your absence. When you are not impaneled for actual service and only on call, you shall report back to work unless authorized by your supervisor to be absent from your work assignment.

(3.8.5) Bereavement

When a death occurs in a regular full-time employee's immediate family, that employee may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled workday. The organization reserves the right to require verification of the need for the leave. For the purposes of this policy, immediate family is defined as the employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild.

Should additional time off be needed, the employee may make arrangements with the Superintendent for additional PTO or unpaid days off.

(3.9) Employee Behavior (3.9.1)
Hours of Duty (3.9.2)
Professional Conduct

Employees shall not use the classroom, nor any other part of school facilities, as a platform for making disparaging remarks against students, parents, teachers or administrators. Conduct contrary to this policy may constitute grounds for disciplinary action up to and including dismissal.

(3.9.2.1) Ethical Standards

All employees are required to comply with SBE Rule GB-1.001, Code of Ethics of the Education Profession in Florida and SBE Rule GB-1.006, Principles of Professional Conduct for the Educational Profession in Florida.

(3.9.2.2) Reporting Requirements

It is the duty of all employees to promptly report to the Principal or the Board Chairperson any alleged misconduct by any employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action. The report may be made verbally, however, the Principal or Board Chairperson may request written an explanation, which the employee shall be required to provide.

(3.9.2.3) Investigation

The Principal shall investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student. If the allegation is made against the Principal, the Board Chairperson may contact the authorizing school district to assist with investigating the situation.

Upon receiving a complaint of misconduct, a prompt preliminary investigation will be undertaken to determine if a reasonable basis exists. If the allegation warrants further investigation, the employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students or shall be placed on administrative leave with pay pending the outcome of the investigation.

Information related to the alleged misconduct shall be confidential during the investigation.

(3.9.2.4) Legally Sufficient Complaint

The Principal or Board Chairperson shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the school became aware of the subject matter of the complaint. A complaint is legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

(3.9.2.5) Resignation or Retirement In lieu of Termination

The organization, or any of its employees, shall not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or administrators, or personnel or administrators who resign in lieu of termination , based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel with employment references or discuss the personnel's performance with prospective

employers in another educational setting, without disclosing the personnel's or administrators' misconduct.

(3.9.2.6) Training

All employees shall be offered the opportunity to go through training on the Code of Ethics and Principles of Professional Conduct. Annually employees will be reminded of the reporting requirements of this policy and participate in a refresher discussion regarding the Code of Ethics and Principles of Professional Conduct.

(3.9.2.7) Confidentiality

Employees, volunteers, and board members are bound by ethical and legal codes to protect the confidentiality and privacy of our students and their families and to protect and maintain the confidentiality of all information related to them. Confidential communications include conversations, grades, progress, reports, forms, correspondence, and computer- generated communications with, about or involving in any way any students or their families.

(3.9.3) Professional Standards

Employees are expected to observe certain standards of job performance and good conduct. When performance or conduct do not meet organizational standards, the school will endeavor when it deems appropriate to provide the employee a reasonable opportunity to correct the deficiency. If, however, the employee fails to make the correction, he or she will be subject to discipline, up to and including termination.

The rules set forth below are intended to provide employees with notice of what is expected of them. Necessarily, however, such rules cannot identify every type of unacceptable conduct and performance. Therefore, employees should be aware that conduct not specifically listed below but which adversely affects or is otherwise detrimental to the interests of the school' s other employees, students or parents may also result in disciplinary action.

Draft

(3.9.3.1) Job Performance

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

- Below-average work quality or quantity;
- Poor attitude (for example, rudeness or lack of cooperation);
- Excessive absenteeism, tardiness, or abuse of break and lunch privileges;
- Failure to follow instructions or School procedures; or
- Failure to follow established safety regulations.
- Failure to supervise students, including recess time, playground use and while transitioning from one area of the building to another.
- Use of cell phones for personal reasons such as texting, emailing and phone conversations during instructional time.

(3.9.3.2) Misconduct

- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering Organization's records, including the application for employment;
- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on Organization property or while conducting School business;
- Gambling on School premises or while conducting organization business;
- Failure to abide by the staff uniform policy as outlined in the Faculty and Staff Dress Code Policy.
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on organization property or while conducting organization business; [or]
- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of organization, its employees, students, parents or property; or
- Refusing to submit to testing for drugs and/or alcohol.

Draft

(3.9.3.3) Attendance

In addition to the general rules stated above, employees may be disciplined for failing to observe the following specific requirements relating to attendance:

Reporting to work on time, observing the time limits for rest and lunch periods, and obtaining approval to leave work early; and

Notifying the Principal in advance of anticipated tardiness or absence.

(3.9.4) Discipline Procedure

Except as set forth elsewhere in the organization's policies, discharge for poor performance ordinarily will be preceded by an oral warning and a written warning.

The organization reserves the right to proceed directly to a written warning for either misconduct or performance deficiency, or to terminate for misconduct without resort to prior disciplinary steps, when the organization deems such action appropriate.

(3.9.4.1) Suspension and/or Dismissal of Instructional and Administrative Support Personnel during Contract Period

Suspension of instructional and administrative personnel during the contractual period shall be by the Principal. Whether such suspension will be with or without pay will be at the discretion of the Principal.

The Principal (or designee) shall promptly notify each employee in writing who has been suspended or dismissed and set forth the basis for suspension or dismissal.

(3.9.S) Employment at Will

Nothing in this Guideline is intended to alter the at-will status of employment with the organization.

Draft

(3.9.6) Conflicts of Interest

No employee or directors of the organization shall solicit students, employees, or the organization for the selling of goods and services, other than as part of a school or PTA/PTO activity.

No employee shall accept any gift, favor, or service of value from companies or organizations that now are engaged in, or are being considered for, doing business with the organization, with the exception of the PTA/PTO.

Expenses for trips to evaluate products or equipment shall be paid by the organization if previously approved by the Principal or designee. However, once equipment is purchased or leased, personnel may attend training sessions at the expense of the organization if training is included as a service within the purchase or lease price and is approved by the principal.

When a seminar, training, or educational meeting or session is provided by an industry representing more than one company and offered at no cost, or at reduced or partial costs, to staff, and the resulting knowledge or training is judged by the Principal (or designees) to be in the organization's interest with no advantage or obligation given to an individual company, and to be no conflict of interest, the principal (or designee) may authorize attendance .

No employee shall accept other employment which might impair the employee's independence of judgment in the performance of duties for the organization.

Violation of this policy may constitute grounds for dismissal from employment.

(3.9.7) Financial Obligations

Employees are expected to handle their personal financial obligations in such a manner as to prevent the involvement of the organization.

(3.9.8) Political Activities

Employees are not allowed to conduct activities supporting or denouncing individual political candidates or views which conduct activities for the organization. The use of organizational resources for political activities is strictly prohibited. Should an employee choose to campaign for and hold an elective public office, the Principal will ensure proper safeguards are put into place to ensure that the campaign or elected duties do not interfere with the role the employees play at the organization.

(3.9.9) Academic Freedom

It is the rightful duty of a qualified teacher to encourage within students a never-ending search for truth in its many forms. Such a search may inevitably lead to areas of controversy. It is the belief of the organization that discussion of such issues, dealing with local, state, national and international affairs, shall be encouraged. Free, logical, and intelligent dialogue within the classroom is a necessity in the search for truth. Such freedom of expression should be viewed, not simply as a constitutional guarantee, but as a fundamental necessity for the successful practice of scholarship in a free society. All sides of such controversial issues shall be presented where reasonable and feasible in the judgment of the teacher and principal.

It is recognized that the application of this principle in a K-12 program differs somewhat from its application at higher educational levels. Teachers shall consider the relative level of maturity of their students and their need for guidance in the study of such issues to arrive at objective and balanced views.

Teacher use of potentially controversial materials: It is the responsibility of the teacher (or other instructional staff member) that intends to use materials that may be considered offensive to reasonable persons within the community, to notify the Principal of the potentially controversial materials. It is the Principal' s responsibility to ensure that the materials used are at grade level or below, and appropriate and consistent with the Sunshine State Standards. If the materials are potentially controversial, a notice will be sent home to the parents giving them the opportunity to allow their student to do an alternative project.

(3.9.10) Reporting Legal Infractions

All employees are required to promptly notify the Principal if they are arrested or given a Notice to Appear for any criminal offense, including driving under the influence (DUI) and other criminal traffic offenses and local ordinance violations punishable by any period of incarceration, or charged in any way with such offenses. If the employee in question is the Principal, he or she shall report said legal infraction(s) to the Chairman of the Board. Once a report has been made, the supervisor shall determine whether this offense could make the employee ineligible for employment under§ 1012.315, F.S., and take such actions as are deemed necessary.

Draft

(3.9.11) Whistleblower Policy

The organization requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the organization. As representatives of the organization, such individuals must practice honesty and integrity in fulfilling their responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical arid open work environment, to ensure that the organization has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers , employees, and volunteers of the organization to raise serious concerns about the occurrence of illegal or unethical actions within the organization before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the organization have a responsibility to report any action or suspected action taken within the organization that is illegal, unethical or violates any adopted policy of the organization. Anyone reporting a violation must act in good faith, without malice to the organization or any individual at the organization and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

(3.9.12) Occupational Safety

The organization is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every employee. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

Draft

It is the policy of the organization that accident prevention shall be considered of primary importance in all phases of operation and administration. The organization's administration is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices.

Failure to comply with or enforce the organization's safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

(3.9.12.1) Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on the organization' s premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

(3.10) School Rights (3.10.1) Employment of Relatives

No prospective employee shall be hired in which a close relative holds an administrative or supervisory position that directs an employee directly or indirectly.

No prospective employee shall be hired without disclosure of a close relative holding any position within the school or as a member of the Governing Board.

If a close relative is employed by the organization. Both parties shall agree in writing to maintaining professional conduct while on duty or at school related activities.

If the close relative is a member of the Governing Board, the Board member shall abstain from any motions that directly involve employment matters or financial gain for the specific relative employee.

Close relatives shall be defined as the first degree of kindred: husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree.

(3.10.2) Pre-Work Physical Examinations

Pre-work physical examinations are required of some employees, as mandated by Florida Law, and as prescribed by these policies.

(3.10.3) Initial Appointment

Except as otherwise provided for in Florida Statute, applicants for teaching positions must be eligible for a Florida Certificate and qualified for the positions for which they are recommended.

Appointments shall be made only by the Principal. The organization may offer contracts to outstanding applicants as early as November in anticipation of openings for the following school year. Priority shall be given to the employment of elementary teachers who are competent to teach reading and/or mathematics skills and concepts. Teachers who profess such competencies but do not or cannot demonstrate them, whether deliberately or not, may be terminated at the discretion of the Principal. The organization may require newly appointed teachers to participate in staff development activities up to 40 hours in reading, language arts, mathematics, science and social studies. Such training shall be given outside regular school hours at no cost to the teacher.

An adjunct instructor may be employed on an annual, daily, or part-time hourly basis, and shall not be eligible for a professional services contract.

Employment decisions shall be made by the Principal, subject to guidelines and requirements set forth by the Governing Board and to the annual budget.

(3.10.3 .1) Background Screening

Prior to employment, candidates must be screened by the organization using the Department of Education's electronic screening tools. The school shall also check each reference from the prospective employee's previous employers and character references when provided and reasonably feasible. All employment candidates that pass the screening shall undergo a level 2 background check with the school district to ensure they are eligible for employment under§ 1012.315, F.S.

(3.10.3.2) Initial Probationary Period

Employees shall be subject to an initial probationary period of ninety (90) calendar days. Should the employee be discharged for unsatisfactory performance during such initial probationary period, as provided in Section 443.131, Florida Statutes, the School will not be liable for any unemployment compensation benefits.

(3.11) Employee Rights and Responsibilities (3.11.1) Professional Education

The organization and the school district conduct various types of professional development opportunities which shall serve to increase the efficiency of all staff members, instructional, administrative and supportive. Staff members are expected to participate in such professional education activities. Days and times designated as pro-ed or training must be used as such unless the Principal agrees to another use of the time in writing.

(3.11.2) Copyrights and Patents

In those instances, in which a product is clearly outside the job description of an employee, the results of those employee's work are the employee's private property. Organization employees have the privilege to do research, write articles, pamphlets and books, and to present papers before learned societies, to enter into contracts for the publication of their works, to procure copyrights and patents for their products, and to receive royalties that may accrue to them because of the sale of such works. Such work may not interfere with the performance of the employee's regular or assigned duties.

When such a product relates to the employee's work assignment , and the employee desires to obtain a copyright or patent, a written outline of the project and a statement of the employee's intent to acquire a copyright or patent shall be presented to the Principal who shall have sixty (60) days to determine whether the school shall have an interest in such a product. If, at the end of such a sixty (60) day period, the employee has received no such statement from the Principal, the employee shall be free to consider such a product as personal property. In the event the Principal informs the employee that the organization has an interest in such a product, the employee and the organization may enter into whatever contractual agreement(s) may be in their mutual interests.

(3.11.3) Reproduction of Copyrighted Materials

Organization employees are expected to be familiar with and adhere to the provisions of the copyright laws currently in force under Title XVII of the United States Code. Any reproduction of copyrighted materials shall be done either with permission of the copyright holder or within the bounds of the "fair use" doctrine of the copyright law; otherwise, the individual employee responsible for reproduction may be liable for breach of copyright under existing laws.

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(3.11 .4) Transporting Students

Unless an employee is transporting a student at the direction of the Principal, during an emergency, or during an officially approved trip in accordance with organization procedures, such transportation shall be furnished at the employee's own risk or liability. The organization does not expect employees to transport students except when such transportation is provided during an emergency or an officially approved trip. An employee who provides such transportation except for an emergency or during an officially approved trip shall be acting outside the scope of that employee' s employment.

Each employee must provide a copy of a valid driver's license and proof insurance to the organization prior to transporting any student for any reason.

(3.11.5) Smoking of Tobacco Products on School Property

The purpose of this policy is to comply with the "Florida Clean Indoor Air Act" in protecting the public health, comfort and environment by creating areas in all school facilities that are free from tobacco smoke. No person may be in possession of a lighted cigarette, lighted pipe, lighted cigar, or any other lighted tobacco product, in any school facility, including the outside grounds, or within 100 feet of any building or area used by the organization. No areas for smoking shall be designated on the organization's property, or within 100 feet of any building or area used by the organization. Students and staff members found in possession of tobacco products will face disciplinary actions as described within this policy manual. Other adults found in possession may be restricted from access to organizational property based on the circumstances of the incident.

(3.11.6) Drug-Free and Alcohol-Free Workplace

This policy is derived from, and complies with, the Drug-Free Workplace Act of 1988. Additionally, the purpose of this policy is to comply with the Federal Highway Administration (FHWA) regulations for the establishment and implementation of anti-drug programs in the motor carrier industry as set forth in Title 49 of the Code of Federal Regulations (CFR) Parts 391 "Qualifications of Drivers" and 394 “Notification and Reporting of Accidents." These parts of the CFR include, by reference, the requirements of 49 CFR Part 40 "Procedures for Transportation Workplace Drug Testing Programs" which apply to all Department of Transportation regulated

industries and set forth the procedural requirements for testing, from urine sample collection through analysis and verification of test results .

(3.11.6.1) Prohibition

Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, being under the influence of, or use of alcohol and/or a controlled substance (as defined in Chapter 893 of the Florida Statutes): in the workplace; or during the workday; or when on duty; or in the presence of students or students' families as part of any work-related activities. Violation of this prohibition shall result in appropriate disciplinary action up to and including termination and referral for prosecution.

(3.11.6.2) Drug-Free and Alcohol-Free Workplace

A drug-free and alcohol-free workplace shall be maintained. Each employee shall be given a copy of this policy as part of this Policy Manual. Additionally, each employee shall be notified that, as a condition of employment, the employee will abide by the terms of this policy and notify the employer of any criminal drug and/or alcohol statute conviction for a violation occurring in the workplace no later than five days after such conviction. The employer will initiate certification/revocation proceedings pursuant to Section 1012.795 F.S. for certificated employees convicted of criminal charges. Within thirty (30) days of notification, appropriate personnel action against such an employee shall be taken, up to and including termination. Employees can also be required to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

(3.11.6.3) Drug and Alcohol Testing

The organization retains the right to perform testing for Drugs and Alcohol at the following times:

- **Pre-employment testing:** All individuals whom the organization intends to hire on a permanent or temporary basis may be tested at the discretion of the organization.

- **Reasonable Suspicion Testing:** When a covered employee's conduct or appearance is directly observed as indicative of being under the influence of a drug or alcohol during on- duty time.
- **Post-Accident Testing:** As soon as practicable following an accident, a driver (unless deceased) shall be tested for alcohol and controlled substances when any person involved in the accident has been fatally injured or the covered employee received a citation for a moving traffic violation arising from the accident. Testing will be conducted not later than thirty-two (32) hours after the accident for drugs and not later than eight (8) hours after the accident for alcohol. For the purpose of this rule an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.
- **Follow-Up Testing:** As part of or as a follow-up to counseling or rehabilitation the covered employee is subject to unannounced follow -up drug or alcohol testing. The covered employee shall be subject to a minimum of six (6) follow-up drug or alcohol tests in the first twelve (12) months.
- **Random Testing:** Random testing can be performed at any point in time at the discretion of the Principal.
- **Return to Duty Testing:** Before a covered employee returns to duty requiring the performance of a safety-sensitive function after engaging in a prohibited conduct the covered employee shall undergo a return -to-duty test. In the event a return-to- duty test is required, a substance abuse professional (SAP) must also evaluate the covered employee and the employee must participate in any assistance program prescribed.

(3.11.6.4) Testable Substances

Individuals shall be tested for the following drugs: marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), alcohol, and all other illegal or controlled substances. Covered employees who engage in prohibited drug and/or alcohol related conduct must be immediately removed from duties. Such removal shall be affected for the following, in addition to other actions deemed dangerous or improper by the Principal.

Using alcohol while performing safety-sensitive functions.

When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post -accident alcohol test, whichever comes first.

Refusing to submit to a drug or alcohol test required by post-accident, reasonable suspicion or follow-up test requirements.

Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drug, except when instructed by a physician who has advised the covered employee that the drug does not adversely affect the covered employee's ability to safely operate a CMV .

Reporting for duty, remaining on duty or performing a safety-sensitive function, if the covered employee tests positive for drugs.

(3.11.6.5) Disciplinary Consequences If Positive Results

Disciplinary action up to and including termination may be instituted against covered employees who have violated the standards of conduct cited in this policy. Nothing will preclude the organization from seeking prosecution for violation of this policy where the Board deems appropriate. An employee who receives a positive drug test result or an alcohol test result (.04 or greater concentration) from a required test during on-duty time will be immediately suspended without pay and recommended for dismissal. An employee who refuses to submit to a required alcohol or controlled substances test will be immediately suspended and recommended for dismissal. Refusal to submit to an alcohol or controlled substances test is defined as: (1) failing to provide adequate breath for testing without a valid medical explanation after the employee has received notice of the requirement for breath testing; (2) failing to provide adequate urine for controlled substances testing without a valid medical explanation after the employee has received notice of the requirement for urine testing; or (3) the employee engaging in conduct that clearly obstructs the testing process. The employee will be provided with the name(s) of a qualified substance Abuse Professional (2) (SAP) and resources available from which the employee may choose to seek assistance.

An offer of employment will be withdrawn for any individual who receives a positive drug test result or who receives a result showing an alcohol concentration of .02 or greater on a required pre-employment test.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Disciplinary action will be taken in accordance with these policies.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required post- accident test shall be removed from performing any safety-sensitive function for a minimum of twenty- four {24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Any covered employee who is cited and found guilty of a violation because of involvement in an accident will also receive a letter of reprimand. Disciplinary action for subsequent incidents will be taken in accordance with these policies.

An employee who is convicted of felony driving under the influence (DUI) or any drug related offense will be recommended for dismissal. As used in this policy, conviction is defined as a finding of guilt, a plea of guilt, a plea of Nola Contender, or entering a Pre- Trial Intervention (PTI) program, whether there is a formal adjudication of guilt.

(3.11.6.6) Confidentiality

The laboratory may disclose test results only to the Principal. Any positive results which the organization justifies by acceptable and appropriate medical or scientific documentation to account for the result as other than the intentional ingestion of an illegal drug will be treated as a negative test result and may not be released for identifying illegal drug use. Test results will be protected under the provision of the Privacy Act, U.S.C. Section 552 a et seq., and Section 503(e) of the Act, and may not be released in violation of either Act. The School may maintain only those records necessary for compliance with this order. Any records of the organization, including drug test results, may be released to any management official for purposes of auditing the activities of the organization, except that the disclosure of the results of any audit may not include personal identifying information on an employee.

The results of a drug test of an employee may not be disclosed without the prior consent of such employee, unless the disclosure would be:

To the Principal, who has authority to take adverse personnel action against such employee; To any supervisory or management official within the organization having authority to take adverse personnel action against such employee.

Pursuant to the order of a court of competent jurisdiction or where required by the organization to defend against any challenge against any adverse personnel action.

Any covered employee who is the subject of a drug or alcohol test shall, upon written request, have access to any records relating to the employees' drug test, the results of any relevant certification, review or revocation of certification proceedings as referred to in 49 CFR Part 40 of this Act. Except as authorized by law, an applicant who is the subject of pre-employment drug testing, however, shall not be entitled to this information.

All drug testing information specifically relating to individuals is confidential and should be treated as such by anyone authorized to review or compile program records. To efficiently implement this order and to make information readily retrievable, the Superintendent shall maintain all records relating to reasonable suspicion testing, suspicion of tampering with evidence, and any other authorized documentation necessary to implement this order. Such shall remain confidential and maintained in a secure location with limited access. Only authorized individuals who have a "need to know" shall have access to the m.

(3.11 .7) Teacher Certification Standards (3.11.7.1) Applicable Standards

In the absence of Florida Statutes or State Board of Education Rules mandating teacher certification requirements, the Principal is directed to establish and keep in force procedures for appropriate certification guidelines. The provision of the Standards shall apply to all teaching certificates issue d for grades K-1 2. When state-mandated certificates are available, all such certificates issued by the organization shall become null and void.

(3.11.7.2) Certification Renewals

Professional staff members are required to maintain their state educator certification in accordance with Florida regulations. Staff members are responsible for the completion and submission of all applicable forms and fees for the certification renewals. Once a professional staff member has renewed their certification, they must provide a copy of the certification to their supervisor.

(3.11.8) Familiarity with Statutes, Rules and Policies

All instructional personnel are expected to be familiar with Florida Statutes, State Board of Education Rules, and Policies of the School, which have reference to their responsibilities as educators. When in doubt about the existence or applicability of any such statute, rule or policy, personnel should check with the Principal. Copies of Florida Statutes and State Board of Education Rules can be obtained from county law libraries, courthouses, and the Internet.

(3.11.9) Outside Services and Compensation During Contracted Hours and Tutoring

During designated school work hours, the Employee shall not render services, whether in person or by electronic means, for any other person, business, or entity, whether paid or unpaid, without prior written authorization from the Employer (MACS Schools of Education, DBA My Ca.Sa Middle School)

Employees of My Ca.Sa Middle School are strictly prohibited from financial overlap by participating in clubs, extracurricular activities, or other compensated programs during their contracted work hours. All such activities, including but not limited to private tutoring, school-based clubs, and income-generating opportunities offered by the School, must be conducted outside of the Employee's contracted hours.

Private tutoring of students enrolled in the employee's designated classroom, may not be conducted. The tutoring of other students, those not enrolled in the employees' class, can be privately tutored, on site with prior administrative approval, and must be outside of the contractual hours (7:30a.m-3:30 p.m). The School shall bear no responsibility for such tutoring arrangements and will not market, promote, or endorse any private tutoring services offered by employees.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

(3.11.10) Membership in Organizations

Membership in any organization shall not be a condition for employment by the organization.

(3.11.11) Professional Development Trade Hours

To encourage instructional and administrative staff members to participate in outside professional development activities, the school agrees to offer Professional Development Trade Days [PDTD) to employees. Periodically throughout the year professional development days are scheduled, staff members may utilize accumulated PDTD so that they may not report to work on some professional development days or be allowed to leave early on early release days. If a staff member wants to participate in a professional development activity outside of their normal work hours, and count the training as a PDTD, the employee will ask the Principal for permission to attend the training as a PDTD. The Principal has the discretion to allow or disallow the training to be used as PDTD. The Principal also has the option to disallow specific professional development days to be missed by staff members if the offering on that day is important to the mission of the school.

(3.11.12) Reappointment or Non-Reappointment of Certified Personnel Not Under Continuing Contract

Teachers with annual contracts will receive notification by May 15 if they are being asked to return the following school year.

(3.12) Resignations (3.12.1) Instructional Staff

Instructional employees who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the Principal as early as possible, but no later than June 1. Letters of resignation shall be submitted to the Superintendent/CEO/designee. The letter should state reasons and an effective date for the resignation.

It is the practice of the organization to release individuals who resign for good cause prior to July 1 of each year. After July 1, a certificated employee may resign, however, the organization reserves the right to pursue any and all legal options available to it and may require monetary restitution from the employee for any funds the employee may have received for the new fiscal year.

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(3.12.2) Support Staff

Support staff who wish to resign should address a letter of resignation to the Principal. The letter should state reasons and an effective date for the resignation. The organization requests employees provide fourteen (14) days written notice prior to resignation whenever possible.

(3.13) Reduction in Force (3.13.1) Instructional Staff

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, school reorganization or the financial condition of the School, the organization will act to retain the most qualified teachers best able to serve the needs of the School's students. Seniority will not be the primary consideration for which staff members will be retained.

(3.13.2) Support Staff

The organization is authorized to reduce the number of support staff when in the Principal ' s sole discretion factors including, but not limited to, decreases in student enrollment, School reorganization or financial reasons necessitate such reduction. In making such staff reductions, the organization will seek to retain those staff members best able to serve the needs of the School's students.

(3.14) Travel and Entertainment Expenses (3.14.1) Prior Approval

The charter school recognizes that employees who travel far from home to represent the charter school's business interests must forgo their living accommodations and may forfeit personal time. Accordingly, the charter school will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. However, these items are not intended to be perquisites and the charter school reserves the right to deny reimbursement of expenses that are considered lavish or extravagant. Prior to any travel or entertainment being conducted on the organization's behalf the employee must first obtain the prior approval of the Principal if the person making the request is the Principal permission should be obtained from the Board Chairperson.

(3.14.2) Travel Arrangements

All arrangements required for business travel are to be made by the individual participating in the travel. The Principal shall provide a form which will collect all pertinent travel information. For maximum savings on airfares, this form should be completed 30 days in advance unless this is not possible due to the nature of the trip. Unless otherwise agreed to by the Principal all expenses shall be paid by the employee to be reimbursed by the organization afterwards. The organization discourages the use of cash advances to pay for travel expenses. However, should a cash advance be necessary under special circumstances and the Principal approves such, all receipts must be submitted for the funds advanced. Any amount not covered by the receipts shall be returned to the school upon the conclusion of the travel. If the funds are not returned, they shall be deducted from the employee's paycheck. Direct billing to the charter school from hotels, restaurants, etc. are not permitted.

(3.14.3) Expense Guidelines

Expenses will be paid in accordance with the expense reimbursement policy located in section seven (7) of this Policy Manual.

(3.14.4) Expense Report Preparation and Reimbursement

All business travel and entertainment expenditures incurred by employees are reimbursed through the use of a standard Expense Report attached to the Travel Arrangements form which shall be made available by the Principal. Expense reports should be completed and turned in within two weeks of return or incurrence of expenses. Expense report forms must be filled out and totaled completely. Use the appropriate headings and total daily. Required receipts for items charged must be attached to the report. Any questions regarding completion of the report should be directed to the Principal or bookkeeper for the organization.

Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursements, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization has been obtained, and any unusual items are properly explained and documented. Authorized expense reports will

be reimbursed by check, normally within two weeks after receipt by the bookkeeper or designee.

(3.14.5) Local Travel Reimbursement Report Preparation

All local travel expenditures incurred by employees on behalf of the organization are reimbursable if approved by the employee's supervisor. Employees should complete an Expense Report to request reimbursement for these expenses. Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

(3.15) Staff Teams

The Principal shall designate specific teams of staff members to accomplish various tasks throughout the year. The following are required staff teams that will be set each year, and the Principal may appoint others on an as needed basis:

(3.15.1) School Advisory Team

The advisory team will consist of representatives from various teams of staff members throughout the organization. The advisory team will advise the Principal as part of a decision-making process to ensure staff participation in decision making.

(3.15.2) Staff Behavior Team

The behavior team will review the school' s behavior policy, matrix, and consequences annually and advise the Principal on necessary changes to these documents. The behavior committee shall also serve as an appeal board when a parent wishes to appeal a referral or decision made by administrator, as outlined elsewhere within this policy. The team shall comprise at least five members in addition to the Principal. A staff member shall be appointed as chair, who shall not be the Principal.

(3.15.3) School Based Leadership Team

The School Based Leadership Team shall be a group of experienced educators who come together to brainstorm researched based interventions to assist specific students and student groups who are struggling. The school-based leadership team is further defined in the Teaching and Learning section of this policy manual.

(3.15.4) Master Schedule Team

The master scheduling team shall annually meet with the Principal to provide advice on the development or modification to the school's master schedule.

Draft

Employee Handbook Acknowledgment Form

EXHIBIT A

I acknowledge that I have received a copy of the **My Ca.Sa Middle School Employee Handbook**. I understand that it is my responsibility to read and comply with the policies, procedures, and guidelines contained in the handbook and any revisions made to it.

I understand that the contents of this handbook do not constitute a contract of employment and that My Ca.Sa Middle School reserves the right to modify, revoke, suspend, terminate, or change any or all policies, procedures, and benefits, in whole or in part, at any time, with or without notice.

If I have any questions regarding the information contained in this handbook, I will seek clarification from my supervisor or the Human Resources Department.

By signing below, I acknowledge that I have read, understood, and agree to abide by the terms outlined in the Employee Handbook.

Employee Name (Print): _____

Employee Signature: _____ **Date:** _____

Position/Title: _____

Supervisor Signature: _____ **Date:** _____

Draft

My Ca.Sa

Middle School

Attachment S
Student Enrollment Application

2026–2027 Student Admissions Application / Solicitud de Admisión 2026–2027

My Ca.Sa Charter School does not discriminate on the basis of race, national origin, gender, marital status, ethnicity, or disability. Applications may be submitted online or using this paper form.

Student Information

Incoming Grade Level / Nivel del grado entrante:

_____

Student's First Name / Primer nombre:

_____

Student's Middle Name / Segundo nombre:

_____

Student's Last Name / Apellido:

_____

Date of Birth (MM/DD/YYYY) / Fecha de nacimiento:

_____

Gender / Género:

_____

Has the student attended a public school before? (Yes/No):

_____

Current School / Escuela actual:

_____

Current Student ID # (if applicable):

_____

Address / Dirección

Street Address:

_____

Parent / Guardian Information

Parent/Guardian Name 1:

_____

Email 1:

_____

Phone 1:

_____

Parent/Guardian Name 2:

_____

Email 2:

_____

Phone 2:

_____

Sibling Information

Does your child have a sibling currently attending My Ca.Sa Charter School? (Yes/No):

_____

Sibling name (if applicable):

_____

Name of parent completing application:

_____

Signature

Parent/Guardian Signature: _____Date: _____

My Ca.Sa

Middle School

Attachment T
Evidence of Demand for the School

Middle School (Grades 6th through 8th) Survey

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The respondent's email (**guadalupepantaleonrios@gmail.com**) was recorded on submission of this form.

Email *

guadalupepantaleonrios@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Elena Díaz

Student Name/Nombre de Estudiante *

Liam Diaz

Phone Number/Numero de Telefono *

3059223082

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [ ] Kindergarten
- [x] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

También nos gustaría conocer su opinión sobre las opciones de programas educativos. Por favor, tome unos minutos para responder las preguntas a continuación (seleccione todas las que correspondan. Tenga en cuenta que esto no es un compromiso para ofrecer estos programas; estamos evaluando el interés de los padres).

- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
- [ ] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [x] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- [x] Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
- [x] STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- [ ] Sports-Deportes
- [ ] Dance-Danza
- [ ] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [x] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [x] Basketball
- [x] Soccer-fútbol
- [ ] Tennis-Tenis
- [ ] Volleyball-Voleibol

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The respondent's email (**anadaygomez001@gmail.com**) was recorded on submission of this form.

Email *

anadaygomez001@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Anaday Gomez

Student Name/Nombre de Estudiante *

Lauren Ramirez

Phone Number/Numero de Telefono *

3058151079

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [ ] 3rd Grde
- [ ] 4th Grade
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- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
- [x] Pre Law-Leyes
- [x] Visual/Performing Arts-Artes Visuales y Escénicas
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- [x] Dance-Danza
- [x] Cheerleading
- [ ] Chess Club-Club de Ajedrez

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- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [ ] Basketball
- [ ] Soccer-fútbol
- [x] Tennis-Tenis
- [x] Volleyball-Voleibol

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The respondent's email (**ismarayhernandez@yahoo.com**) was recorded on submission of this form.

Email *

ismarayhernandez@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Ismaray

Student Name/Nombre de Estudiante *

Robert Molina

Phone Number/Numero de Telefono *

3059756580

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
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- [x] Basketball
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The respondent's email (**elizabethreyes0415@yahoo.com**) was recorded on submission of this form.

Email *

elizabethreyes0415@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Elizabeth Reyes

Student Name/Nombre de Estudiante *

Meghan Guerrero

Phone Number/Numero de Telefono *

7864879990

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**lajaruquena@live.com**) was recorded on submission of this form.

Email *

lajaruquena@live.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Merlin Bello

Student Name/Nombre de Estudiante *

Jacob Alvarez

Phone Number/Numero de Telefono *

(786) 459-2791

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**arcelisbet@gmail.com**) was recorded on submission of this form.

Email *

arcelisbet@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lisbet Arce

Student Name/Nombre de Estudiante *

Marian Mora

Phone Number/Numero de Telefono *

7866316424

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**jhonssylopez@gmail.com**) was recorded on submission of this form.

Email *

jhonssylopez@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Jhonssy lopez

Student Name/Nombre de Estudiante *

Alexandra Vargas

Phone Number/Numero de Telefono *

7868567569

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- [ ] Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
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- [ ] Sports-Deportes
- [ ] Dance-Danza
- [x] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [ ] Basketball
- [ ] Soccer-fútbol
- [x] Tennis-Tenis
- [x] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**kgarciauna@gmail.com**) was recorded on submission of this form.

Email *

kgarciauna@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Katia García

Student Name/Nombre de Estudiante *

Gerald García

Phone Number/Numero de Telefono *

7862034910

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [x] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

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- [ ] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
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The respondent's email (**lidisneyandyosiel@yahoo.com**) was recorded on submission of this form.

Email *

lidisneyandyosiel@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lidisney Carrazana

Student Name/Nombre de Estudiante *

Niyah C Veloz

Phone Number/Numero de Telefono *

7865270981

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**filmstv.romina@gmail.com**) was recorded on submission of this form.

Email *

filmstv.romina@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Giselle tapia pinon

Student Name/Nombre de Estudiante *

Sophia beltran

Phone Number/Numero de Telefono *

786-230-4196

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**leshlydiaz@gmail.com**) was recorded on submission of this form.

Email *

leshlydiaz@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Leshly Diaz

Student Name/Nombre de Estudiante *

Mia Ann Becerra

Phone Number/Numero de Telefono *

561-729-4230

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**syradukharan@yahoo.com**) was recorded on submission of this form.

Email *

syradukharan@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Syra Dukharan

Student Name/Nombre de Estudiante *

Ayesha Dukharan

Phone Number/Numero de Telefono *

3054985608

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**yaimarapajan6@gmail.com**) was recorded on submission of this form.

Email *

yaimarapajan6@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yaimara

Student Name/Nombre de Estudiante *

Anthony

Phone Number/Numero de Telefono *

2399613389

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**lilianareyes38@hotmail.com**) was recorded on submission of this form.

Email *

lilianareyes38@hotmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Liliana Reyes

Student Name/Nombre de Estudiante *

Bianca Sofia Cespedes

Phone Number/Numero de Telefono *

3057339972

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**guzlizandra@yahoo.com**) was recorded on submission of this form.

Email *

guzlizandra@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lizandra falcon

Student Name/Nombre de Estudiante *

Savannah falcon

Phone Number/Numero de Telefono *

7865014636

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**lisbetcruz06@icloud.com**) was recorded on submission of this form.

Email *

lisbetcruz06@icloud.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lisbet

Student Name/Nombre de Estudiante *

David

Phone Number/Numero de Telefono *

7863932253

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [x] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

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- [ ] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
- [x] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- [ ] Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
- [x] STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Sports-Deportes
- [x] Dance-Danza
- [ ] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [x] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [x] Basketball
- [x] Soccer-fútbol
- [ ] Tennis-Tenis
- [ ] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**jennygonzalez@live.com**) was recorded on submission of this form.

Email *

jennygonzalez@live.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Jenny Gonzalez

Student Name/Nombre de Estudiante *

Valentina García

Phone Number/Numero de Telefono *

7865015957

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [x] Kindergarten
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- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

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- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
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- [x] Soccer-fútbol
- [x] Tennis-Tenis
- [x] Volleyball-Voleibol

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The respondent's email (**teresaguillen09@yahoo.com**) was recorded on submission of this form.

Email *

teresaguillen09@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Teresa Guillen

Student Name/Nombre de Estudiante *

Josiah Grana

Phone Number/Numero de Telefono *

7863749425

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

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- [ ] Softball-Sóftbol
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- [x] Soccer-fútbol
- [ ] Tennis-Tenis
- [ ] Volleyball-Voleibol

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The respondent's email (**daygvega@gmail.com**) was recorded on submission of this form.

Email *

daygvega@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Daylyn Gonzalez Vega

Student Name/Nombre de Estudiante *

Victor Gonzalez

Phone Number/Numero de Telefono *

305 494 1479

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Chess Club-Club de Ajedrez

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- [x] Baseball-Béisbo
- [ ] Softball-Sóftbol
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- [ ] Soccer-fútbol
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The respondent's email (**cindygonzalez466@gmail.com**) was recorded on submission of this form.

Email *

cindygonzalez466@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Cindy Gonzalez

Student Name/Nombre de Estudiante *

Delilah Chavez

Phone Number/Numero de Telefono *

7864787782

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**brudysjarvis669@gmail.com**) was recorded on submission of this form.

Email *

brudysjarvis669@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Brudys Jarvis Scull

Student Name/Nombre de Estudiante *

Juan Enrique Pedroso Jarvis

Phone Number/Numero de Telefono *

786 928 0523

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

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- [ ] Chess Club-Club de Ajedrez

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The respondent's email (**garciayunelis@yahoo.es**) was recorded on submission of this form.

Email *

garciayunelis@yahoo.es

Parent/Guardian Name/Nombre de Padre/Guardian *

Mabel García

Student Name/Nombre de Estudiante *

Matthew Rodriguez

Phone Number/Numero de Telefono *

7864316724

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Volleyball-Voleibol

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The respondent's email (**matos_ami@yahoo.com**) was recorded on submission of this form.

Email *

matos_ami@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Aminta Matos

Student Name/Nombre de Estudiante *

Mia Garcia

Phone Number/Numero de Telefono *

7866833720

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Basketball
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- [x] Tennis-Tenis
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The respondent's email (**anniurkaalonso@yahoo.com**) was recorded on submission of this form.

Email *

anniurkaalonso@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Anniurka alonso

Student Name/Nombre de Estudiante *

Alaia perez

Phone Number/Numero de Telefono *

7863396397

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [ ] Business-Negocios
- [x] Pre Law-Leyes
- [x] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- [ ] Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
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- [ ] Sports-Deportes
- [ ] Dance-Danza
- [ ] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [x] Softball-Sóftbol
- [ ] Basketball
- [ ] Soccer-fútbol
- [ ] Tennis-Tenis
- [x] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**marianitaolazo@yahoo.come**) was recorded on submission of this form.

Email *

marianitaolazo@yahoo.come

Parent/Guardian Name/Nombre de Padre/Guardian *

Mary ann

Student Name/Nombre de Estudiante *

Valentina Feu

Phone Number/Numero de Telefono *

7864244802

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [ ] Kindergarten
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- [x] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
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- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
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The respondent's email (**naivyborges@yahoo.com**) was recorded on submission of this form.

Email *

naivyborges@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Naivy Borges

Student Name/Nombre de Estudiante *

Lily Arias

Phone Number/Numero de Telefono *

6039602020

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**Sanchez101417@gmail.com**) was recorded on submission of this form.

Email *

Sanchez101417@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Stephanie Sanchez

Student Name/Nombre de Estudiante *

Lukas Ernesto Sanchez

Phone Number/Numero de Telefono *

7867174900

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**karisinparis@gmail.com**) was recorded on submission of this form.

Email *

karisinparis@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Karis Perez

Student Name/Nombre de Estudiante *

Sophia Critzer and Ronnie Critzer

Phone Number/Numero de Telefono *

305-924-2520

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**glendyprincess@gmail.com**) was recorded on submission of this form.

Email *

glendyprincess@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

GLENDA DIAZ FALAGAN

Student Name/Nombre de Estudiante *

Oliver Gonzalez

Phone Number/Numero de Telefono *

7868594089

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- ☐ Softball-Sóftbol
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The respondent's email (**misley.rodriguez@yahoo.com**) was recorded on submission of this form.

Email *

misley.rodriguez@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Misley

Student Name/Nombre de Estudiante *

Nathan

Phone Number/Numero de Telefono *

3054944604

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**surimamujica5@gmail.com**) was recorded on submission of this form.

Email *

surimamujica5@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Surima Mujica

Student Name/Nombre de Estudiante *

Hermione Mulet

Phone Number/Numero de Telefono *

239-233-6500

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**keilanfife@gmail.com**) was recorded on submission of this form.

Email *

keilanfife@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Keilan Fife

Student Name/Nombre de Estudiante *

Nikole Rodriguez

Phone Number/Numero de Telefono *

3057133011

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**keilanfife@gmail.com**) was recorded on submission of this form.

Email *

keilanfife@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Keilan Fife

Student Name/Nombre de Estudiante *

Lukas Rodriguez

Phone Number/Numero de Telefono *

3057133011

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- ☑ Kindergarten
- ☐ 1st Grade/Primer Grado
- ☐ 2nd Grade/Segundo Grado
- ☐ 3rd Grde
- ☑ 4th Grade
- ☐ 5th Grade

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- ☐ Financial Literacy-Educación Financiera
- ☑ STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☑ Business-Negocios
- ☑ Pre Law-Leyes
- ☐ Visual/Performing Arts-Artes Visuales y Escénicas
- ☐ Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

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- ☑ STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☑ Sports-Deportes
- ☐ Dance-Danza
- ☐ Cheerleading
- ☐ Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- ☐ Baseball-Béisbo
- ☐ Softball-Sóftbol
- ☐ Basketball
- ☑ Soccer-fútbol
- ☐ Tennis-Tenis
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The respondent's email (**pinoanelys@gmail.com**) was recorded on submission of this form.

Email *

pinoanelys@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Anelys Pino

Student Name/Nombre de Estudiante *

Bryan Rodriguez/Ronaldo Morales

Phone Number/Numero de Telefono *

7869087778

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ( ) Yes/Si
- (•) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**kashereap@gmail.com**) was recorded on submission of this form.

Email *

kashereap@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Kashere Persaud

Student Name/Nombre de Estudiante *

Bradly Dyal

Phone Number/Numero de Telefono *

3058126126

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**yanetcalzadilla@hotmail.com**) was recorded on submission of this form.

Email *

yanetcalzadilla@hotmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

yanetsi Calzadilla

Student Name/Nombre de Estudiante *

Nick Fiffe

Phone Number/Numero de Telefono *

7863514427

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**yorelis83@yahoo.com**) was recorded on submission of this form.

Email *

yorelis83@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yorelis montejo

Student Name/Nombre de Estudiante *

Daphne cardenas

Phone Number/Numero de Telefono *

3059154772

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

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The respondent's email (**dayblue_09@yahoo.com**) was recorded on submission of this form.

Email *

dayblue_09@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Daymara Boucle

Student Name/Nombre de Estudiante *

Daleyza acosta

Phone Number/Numero de Telefono *

786-586-9739

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**maggy012@ymail.com**) was recorded on submission of this form.

Email *

maggy012@ymail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Maidelit Castaneda

Student Name/Nombre de Estudiante *

Saint Alonso

Phone Number/Numero de Telefono *

305-9624005

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**lisioli0387@gmail.com**) was recorded on submission of this form.

Email *

lisioli0387@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lisandra Bravo

Student Name/Nombre de Estudiante *

Oliver

Phone Number/Numero de Telefono *

9047239496

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**barriosamanda91@gmail.com**) was recorded on submission of this form.

Email *

barriosamanda91@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Amanda

Student Name/Nombre de Estudiante *

Thiago Loynaz

Phone Number/Numero de Telefono *

7869308481

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- ☐ 4th Grade
- ☐ 5th Grade

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- ☑ Financial Literacy-Educación Financiera
- ☐ STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☐ Business-Negocios
- ☐ Pre Law-Leyes
- ☐ Visual/Performing Arts-Artes Visuales y Escénicas
- ☐ Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

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- ☑ STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☑ Sports-Deportes
- ☑ Dance-Danza
- ☑ Cheerleading
- ☑ Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- ☐ Baseball-Béisbo
- ☑ Softball-Sóftbol
- ☐ Basketball
- ☑ Soccer-fútbol
- ☐ Tennis-Tenis
- ☐ Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**kashereap@gmail.com**) was recorded on submission of this form.

Email *

kashereap@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Kashere Persaud

Student Name/Nombre de Estudiante *

Bradly Dyal

Phone Number/Numero de Telefono *

3058126126

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [x] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

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The respondent's email (**blahacaldera@gmail.com**) was recorded on submission of this form.

Email *

blahacaldera@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Alexandra

Student Name/Nombre de Estudiante *

Vanessa and Samantha Almanza

Phone Number/Numero de Telefono *

786-867-8861

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**d.elizabeth.almonte@gmail.com**) was recorded on submission of this form.

Email *

d.elizabeth.almonte@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

D Elizabeth Almonte

Student Name/Nombre de Estudiante *

Isabel Garcia

Phone Number/Numero de Telefono *

7862529398

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**yorelis83@yahoo.com**) was recorded on submission of this form.

Email *

yorelis83@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yorelis montejo

Student Name/Nombre de Estudiante *

Daphne cardenas

Phone Number/Numero de Telefono *

3059154772

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [ ] Cheerleading
- [x] Chess Club-Club de Ajedrez

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- [x] Softball-Sóftbol
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The respondent's email (**raghab90@gmail.com**) was recorded on submission of this form.

Email *

raghab90@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Fatma Abusalah

Student Name/Nombre de Estudiante *

Lyth Sulieman

Phone Number/Numero de Telefono *

3052815311

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**dm_7sumpter@hotmail.com**) was recorded on submission of this form.

Email *

dm_7sumpter@hotmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Diliana Sumpter

Student Name/Nombre de Estudiante *

Alaina Hernandez

Phone Number/Numero de Telefono *

305-763-0960

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**Nicecarsforsale45@gmail.com**) was recorded on submission of this form.

Email *

Nicecarsforsale45@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Sandy Hernandez

Student Name/Nombre de Estudiante *

Alaina Hernandez

Phone Number/Numero de Telefono *

305-216-7927

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Basketball
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The respondent's email (**surimamujica5@gmail.com**) was recorded on submission of this form.

Email *

surimamujica5@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Surima Mujica

Student Name/Nombre de Estudiante *

Hermione Mulet

Phone Number/Numero de Telefono *

2392236500

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

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- ☐ Softball-Sóftbol
- ☐ Basketball
- ☐ Soccer-fútbol
- ☐ Tennis-Tenis
- ☑ Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**janesita24@gmail.com**) was recorded on submission of this form.

Email *

janesita24@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Janeth

Student Name/Nombre de Estudiante *

Axel

Phone Number/Numero de Telefono *

7862638310

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [x] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

También nos gustaría conocer su opinión sobre las opciones de programas educativos. Por favor, tome unos minutos para responder las preguntas a continuación (seleccione todas las que correspondan. Tenga en cuenta que esto no es un compromiso para ofrecer estos programas; estamos evaluando el interés de los padres).

- [ ] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
- [ ] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- [x] Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
- [x] STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Sports-Deportes
- [ ] Dance-Danza
- [ ] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [x] Basketball
- [x] Soccer-fútbol
- [ ] Tennis-Tenis
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The respondent's email (**victoriagarcia20232@gmail.com**) was recorded on submission of this form.

Email *

victoriagarcia20232@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Angela Escobar

Student Name/Nombre de Estudiante *

Victoria Garcia

Phone Number/Numero de Telefono *

786-237-8136

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- ☑ Kindergarten
- ☐ 1st Grade/Primer Grado
- ☐ 2nd Grade/Segundo Grado
- ☐ 3rd Grde
- ☐ 4th Grade
- ☑ 5th Grade

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- ☑ Financial Literacy-Educación Financiera
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- ☑ Baseball-Béisbo
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The respondent's email (**helenfernandezz17@gmail.com**) was recorded on submission of this form.

Email *

helenfernandezz17@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

helenfernandezz24@yahoo.com

Student Name/Nombre de Estudiante *

Dylan Roque

Phone Number/Numero de Telefono *

786-294-5592

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**lilianareyes38@hotmail.com**) was recorded on submission of this form.

Email *

lilianareyes38@hotmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Liliana Reyes

Student Name/Nombre de Estudiante *

Bianca S Céspedes

Phone Number/Numero de Telefono *

3057339972

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**lesleyjm31@gmail.com**) was recorded on submission of this form.

Email *

lesleyjm31@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lesley Moreira

Student Name/Nombre de Estudiante *

Lazaro Lorenzo Moreira

Phone Number/Numero de Telefono *

3059028332

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Soccer-fútbol
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- [ ] Volleyball-Voleibol

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The respondent's email (**yeline.santana@yahoo.com**) was recorded on submission of this form.

Email *

yeline.santana@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yeline Santana

Student Name/Nombre de Estudiante *

Anyeline Herrera

Phone Number/Numero de Telefono *

7866414357

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**syradukharan@yahoo.com**) was recorded on submission of this form.

Email *

syradukharan@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Syra Dukharan

Student Name/Nombre de Estudiante *

Ayesha Dukharan

Phone Number/Numero de Telefono *

3054985608

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

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- [x] Financial Literacy-Educación Financiera
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The respondent's email (**jenne.castellanos@hotmail.com**) was recorded on submission of this form.

Email *

jenne.castellanos@hotmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Jennexis Sanford

Student Name/Nombre de Estudiante *

Jamarca D Sanford

Phone Number/Numero de Telefono *

7862583766

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**yesy0690@gmail.com**) was recorded on submission of this form.

Email *

yesy0690@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yesenia

Student Name/Nombre de Estudiante *

Bella

Phone Number/Numero de Telefono *

3053026454

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [ ] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [x] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

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- [ ] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
- [ ] Pre Law-Leyes
- [x] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

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- [x] Sports-Deportes
- [x] Dance-Danza
- [ ] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [x] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [x] Basketball
- [ ] Soccer-fútbol
- [ ] Tennis-Tenis
- [ ] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**grethelopez@yahoo.com**) was recorded on submission of this form.

Email *

grethelopez@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Grethel

Student Name/Nombre de Estudiante *

Celeste Reyes

Phone Number/Numero de Telefono *

7869012731

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**eliraydeg@gmail.com**) was recorded on submission of this form.

Email *

eliraydeg@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Elirayde Gonzalez

Student Name/Nombre de Estudiante *

Angela Suarez Gonzalez

Phone Number/Numero de Telefono *

5025424059

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**ziniafernandez10@gmail.com**) was recorded on submission of this form.

Email *

ziniafernandez10@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Zinia Fernandez

Student Name/Nombre de Estudiante *

Emmanuel Hidalgo

Phone Number/Numero de Telefono *

3053390838

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**rachelcarlini@hotmail.com**) was recorded on submission of this form.

Email *

rachelcarlini@hotmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Rachel Carlini

Student Name/Nombre de Estudiante *

Emmaluna Guerrero

Phone Number/Numero de Telefono *

3057649995

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**lisioli0387@gmail.com**) was recorded on submission of this form.

Email *

lisioli0387@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lisandra Bravo

Student Name/Nombre de Estudiante *

Oliver Perez

Phone Number/Numero de Telefono *

904 723 9496

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**hanna2019cardenas@icloud.com**) was recorded on submission of this form.

Email *

hanna2019cardenas@icloud.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Hanna Corredor

Student Name/Nombre de Estudiante *

Salome Duarte Corredor

Phone Number/Numero de Telefono *

7866841711

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**guadalupepantaleonrios@gmail.com**) was recorded on submission of this form.

Email *

guadalupepantaleonrios@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Elena Díaz

Student Name/Nombre de Estudiante *

Liam Díaz Pantaleon

Phone Number/Numero de Telefono *

3059223082

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**odediany@gmail.com**) was recorded on submission of this form.

Email *

odediany@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Odeyny naranjo

Student Name/Nombre de Estudiante *

Danna Fuentes Naranjo

Phone Number/Numero de Telefono *

7866248808

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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- [ ] Chess Club-Club de Ajedrez

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Estoy más interesado(a) en los siguientes deportes:

- [x] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [ ] Basketball
- [x] Soccer-fútbol
- [ ] Tennis-Tenis
- [x] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

We are excited to announce that we are considering opening a Middle School (Grades 6th through 8th grade). We need your help to confirm that the majority of our existing Elementary parents, wish us to grow to include 6th, 7th, and 8th grade. Please fill out the survey below.

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The respondent's email (**yiseloxo25@gmail.com**) was recorded on submission of this form.

Email *

yiseloxo25@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Giselle Orasma

Student Name/Nombre de Estudiante *

Kylie Consuegra

Phone Number/Numero de Telefono *

7764260426

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [ ] Kindergarten
- [x] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

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- [ ] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [ ] Business-Negocios
- [x] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

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- [x] Chess Club-Club de Ajedrez

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The respondent's email (**elizabethreyes0415@yahoo.com**) was recorded on submission of this form.

Email *

elizabethreyes0415@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Elizabeth

Student Name/Nombre de Estudiante *

Meghan

Phone Number/Numero de Telefono *

7864879990

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**glendyprincess@gmail.com**) was recorded on submission of this form.

Email *

glendyprincess@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Glenda Diaz Falagan

Student Name/Nombre de Estudiante *

Oliver Gonzalez

Phone Number/Numero de Telefono *

7868594089

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**anadaygomez001@gmail.com**) was recorded on submission of this form.

Email *

anadaygomez001@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Anaday Gomez

Student Name/Nombre de Estudiante *

Lauren Ramirez

Phone Number/Numero de Telefono *

3058151079

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**garciayunelis@yahoo.es**) was recorded on submission of this form.

Email *

garciayunelis@yahoo.es

Parent/Guardian Name/Nombre de Padre/Guardian *

Mabel García

Student Name/Nombre de Estudiante *

Matthew Rodriguez Garcia

Phone Number/Numero de Telefono *

7864316724

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**brudysjarvis669@gmail.com**) was recorded on submission of this form.

Email *

brudysjarvis669@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Brudys Jarvis Scull

Student Name/Nombre de Estudiante *

Juan Enrique Pedroso Jarvis

Phone Number/Numero de Telefono *

+1 561 481 4822

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**saudyclaudy@gmail.com**) was recorded on submission of this form.

Email *

saudyclaudy@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Saudy Rodriguez

Student Name/Nombre de Estudiante *

Amira Rodriguez

Phone Number/Numero de Telefono *

3059859934

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**yaimarapajan6@gmail.com**) was recorded on submission of this form.

Email *

yaimarapajan6@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yaimara

Student Name/Nombre de Estudiante *

Anthony Garcia

Phone Number/Numero de Telefono *

2399613389

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**Giselletapiapinon@gmail.com**) was recorded on submission of this form.

Email *

Giselletapiapinon@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Giselle Tapia Pinon

Student Name/Nombre de Estudiante *

Sophia Beltran

Phone Number/Numero de Telefono *

786-230-4196

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [ ] Kindergarten
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- [ ] 2nd Grade/Segundo Grado
- [x] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

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- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [ ] Business-Negocios
- [x] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

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- [x] Sports-Deportes
- [ ] Dance-Danza
- [x] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [ ] Basketball
- [ ] Soccer-fútbol
- [ ] Tennis-Tenis
- [x] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**yenice2916@gmail.com**) was recorded on submission of this form.

Email *

yenice2916@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yenice Lorenzo

Student Name/Nombre de Estudiante *

Mia Isabella Aguiar

Phone Number/Numero de Telefono *

7862698657

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**daygvega@gmail.com**) was recorded on submission of this form.

Email *

daygvega@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Daylyn Gonzalez

Student Name/Nombre de Estudiante *

Victor Gonzalez

Phone Number/Numero de Telefono *

3054941479

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**liset6334@gmail.com**) was recorded on submission of this form.

Email *

liset6334@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Liset Ramírez Ruiz

Student Name/Nombre de Estudiante *

Leidy Pino Ramírez

Phone Number/Numero de Telefono *

3053329113

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**Kgarciauna@gmail.com**) was recorded on submission of this form.

Email *

Kgarciauna@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Katia Garcia

Student Name/Nombre de Estudiante *

Gerald Garcia

Phone Number/Numero de Telefono *

7862034910

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**jeisa.valle@gmail.com**) was recorded on submission of this form.

Email *

jeisa.valle@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Jeisa

Student Name/Nombre de Estudiante *

Jalie Quesada

Phone Number/Numero de Telefono *

7862109376

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**loryc0524@gmail.com**) was recorded on submission of this form.

Email *

loryc0524@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Loraine Calana

Student Name/Nombre de Estudiante *

Sebastian Castillero

Phone Number/Numero de Telefono *

3057669157

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**mache143@hotmail.com**) was recorded on submission of this form.

Email *

mache143@hotmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Maria Jose Moreira

Student Name/Nombre de Estudiante *

Alexander Rivas

Phone Number/Numero de Telefono *

3057965588

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**ambarrosario2710@gmail.com**) was recorded on submission of this form.

Email *

ambarrosario2710@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Ambar Estevez

Student Name/Nombre de Estudiante *

Penelope Estevez and Juliette Estevez

Phone Number/Numero de Telefono *

7862638444

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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- [x] Cheerleading
- [x] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [x] Softball-Sóftbol
- [ ] Basketball
- [x] Soccer-fútbol
- [ ] Tennis-Tenis
- [x] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

We are excited to announce that we are considering opening a Middle School (Grades 6th through 8th grade). We need your help to confirm that the majority of our existing Elementary parents, wish us to grow to include 6th, 7th, and 8th grade. Please fill out the survey below.

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The respondent's email (**yenice2916@gmail.com**) was recorded on submission of this form.

Email *

yenice2916@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yenice Lorenzo

Student Name/Nombre de Estudiante *

Sebastian Aguiar

Phone Number/Numero de Telefono *

7862698657

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [ ] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [x] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

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- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [ ] Business-Negocios
- [ ] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [x] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

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- [x] Chess Club-Club de Ajedrez

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The respondent's email (**krivero@ymail.com**) was recorded on submission of this form.

Email *

krivero@ymail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Karen Rivero

Student Name/Nombre de Estudiante *

Khalessi D'errico

Phone Number/Numero de Telefono *

7867976279

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**yadyrat31627@gmail.com**) was recorded on submission of this form.

Email *

yadyrat31627@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yadyra Trevino

Student Name/Nombre de Estudiante *

Sebastian Lopez

Phone Number/Numero de Telefono *

7867070183

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] 3rd Grde
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- [ ] Softball-Sóftbol
- [x] Basketball
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The respondent's email (**karisinparis@gmail.com**) was recorded on submission of this form.

Email *

karisinparis@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Karis Perez

Student Name/Nombre de Estudiante *

Ronnie Critzer

Phone Number/Numero de Telefono *

305-924-2520

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**naivyborges@yahoo.com**) was recorded on submission of this form.

Email *

naivyborges@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Naivy

Student Name/Nombre de Estudiante *

Naivy Borges

Phone Number/Numero de Telefono *

6039602020

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**anaelis.travis85@gmail.com**) was recorded on submission of this form.

Email *

anaelis.travis85@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Anaelis Travieso Sardinas

Student Name/Nombre de Estudiante *

Christopher Torres

Phone Number/Numero de Telefono *

7869707534

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**anniurkaalonso@yahoo.com**) was recorded on submission of this form.

Email *

anniurkaalonso@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Anniurka alonso

Student Name/Nombre de Estudiante *

Alaia perez

Phone Number/Numero de Telefono *

786-339-6397

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**lgluri0903@yahoo.com**) was recorded on submission of this form.

Email *

lgluri0903@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Laura Gonzalez

Student Name/Nombre de Estudiante *

Austin Perez and Leah Perez

Phone Number/Numero de Telefono *

3055625482

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**xmailynsitax@yahoo.com**) was recorded on submission of this form.

Email *

xmailynsitax@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Mailyn Morffi

Student Name/Nombre de Estudiante *

Hailey Fuertes

Phone Number/Numero de Telefono *

786-270-8136

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [x] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [ ] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

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- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [ ] Business-Negocios
- [ ] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

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- [x] Sports-Deportes
- [x] Dance-Danza
- [x] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [ ] Basketball
- [x] Soccer-fútbol
- [x] Tennis-Tenis
- [ ] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

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The respondent's email (**arosales9610@gmail.com**) was recorded on submission of this form.

Email *

arosales9610@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Angelica Rosales

Student Name/Nombre de Estudiante *

Bryan Gonzalez-Posada

Phone Number/Numero de Telefono *

3056081200

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [ ] 3rd Grde
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The respondent's email (**maferacamonde09@gmail.com**) was recorded on submission of this form.

Email *

maferacamonde09@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Maria solorzano

Student Name/Nombre de Estudiante *

Enrique Briceno

Phone Number/Numero de Telefono *

7866706271

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**dherreraleman@gmail.com**) was recorded on submission of this form.

Email *

dherreraleman@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Dayana Herrera

Student Name/Nombre de Estudiante *

Kevin Tomas

Phone Number/Numero de Telefono *

2394103376

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**pegaso0420@gmail.com**) was recorded on submission of this form.

Email *

pegaso0420@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Dayana Pinero

Student Name/Nombre de Estudiante *

Valerie Gonzalez

Phone Number/Numero de Telefono *

3059105157

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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The respondent's email (**vimalramroop@yahoo.com**) was recorded on submission of this form.

Email *

vimalramroop@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Vimal Ramroop

Student Name/Nombre de Estudiante *

Naveen ramroop

Phone Number/Numero de Telefono *

7862349312

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**eilen84@yahoo.es**) was recorded on submission of this form.

Email *

eilen84@yahoo.es

Parent/Guardian Name/Nombre de Padre/Guardian *

Eileen Fagundo

Student Name/Nombre de Estudiante *

Daniel Ariza

Phone Number/Numero de Telefono *

786-261-7701

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**brittanyanne021@gmail.com**) was recorded on submission of this form.

Email *

brittanyanne021@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Brittany

Student Name/Nombre de Estudiante *

Jaxon Omar Gonzalez

Phone Number/Numero de Telefono *

7863163071

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

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The respondent's email (**curbelo1994@yahoo.com**) was recorded on submission of this form.

Email *

curbelo1994@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Ana Mena

Student Name/Nombre de Estudiante *

Emily Garciga

Phone Number/Numero de Telefono *

3528713877

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

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- [ ] Sports-Deportes
- [ ] Dance-Danza
- [ ] Cheerleading
- [x] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [ ] Basketball
- [x] Soccer-fútbol
- [ ] Tennis-Tenis
- [ ] Volleyball-Voleibol

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Middle School (Grades 6th through 8th) Survey

We are excited to announce that we are considering opening a Middle School (Grades 6th through 8th grade). We need your help to confirm that the majority of our existing Elementary parents, wish us to grow to include 6th, 7th, and 8th grade. Please fill out the survey below.

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The respondent's email (**liliaers.19@gmail.com**) was recorded on submission of this form.

Email *

liliaers.19@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lilia Rodriguez Salnikova

Student Name/Nombre de Estudiante *

Eduardo Ernesto Caballero

Phone Number/Numero de Telefono *

7862672802

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- ☑ Kindergarten
- ☐ 1st Grade/Primer Grado
- ☐ 2nd Grade/Segundo Grado
- ☐ 3rd Grde
- ☐ 4th Grade
- ☐ 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

También nos gustaría conocer su opinión sobre las opciones de programas educativos. Por favor, tome unos minutos para responder las preguntas a continuación (seleccione todas las que correspondan. Tenga en cuenta que esto no es un compromiso para ofrecer estos programas; estamos evaluando el interés de los padres).

- ☑ Financial Literacy-Educación Financiera
- ☑ STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☑ Business-Negocios
- ☑ Pre Law-Leyes
- ☑ Visual/Performing Arts-Artes Visuales y Escénicas
- ☑ Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

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- ☐ Cheerleading
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- ☑ Tennis-Tenis
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The respondent's email (**lassef26@gmail.com**) was recorded on submission of this form.

Email *

lassef26@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lenisse Assef

Student Name/Nombre de Estudiante *

Elisse Cabrera

Phone Number/Numero de Telefono *

7862331727

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- ☐ 4th Grade
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The respondent's email (**liaansley@yayahoo.com**) was recorded on submission of this form.

Email *

liaansley@yayahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lia Ansley

Student Name/Nombre de Estudiante *

Christian Ansley

Phone Number/Numero de Telefono *

3055049848

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Soccer-fútbol
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The respondent's email (**handsfromheaven1.Llc@gmail.com**) was recorded on submission of this form.

Email *

handsfromheaven1.Llc@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yahaira Ocampo

Student Name/Nombre de Estudiante *

Francheska Barco

Phone Number/Numero de Telefono *

786-716-3755

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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- [x] Dance-Danza
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- [ ] Chess Club-Club de Ajedrez

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- [ ] Softball-Sóftbol
- [ ] Basketball
- [ ] Soccer-fútbol
- [x] Tennis-Tenis
- [x] Volleyball-Voleibol

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The respondent's email (**marika.n.gonzalez@gmail.com**) was recorded on submission of this form.

Email *

marika.n.gonzalez@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Marika gonzalez

Student Name/Nombre de Estudiante *

Liam gonzalez

Phone Number/Numero de Telefono *

786-438-7563

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- ☑ Kindergarten
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- ☐ 5th Grade

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- ☑ Financial Literacy-Educación Financiera
- ☑ STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☑ Business-Negocios
- ☑ Pre Law-Leyes
- ☑ Visual/Performing Arts-Artes Visuales y Escénicas
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- ☐ Dance-Danza
- ☐ Cheerleading
- ☐ Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- ☐ Baseball-Béisbo
- ☐ Softball-Sóftbol
- ☑ Basketball
- ☑ Soccer-fútbol
- ☑ Tennis-Tenis
- ☐ Volleyball-Voleibol

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The respondent's email (**glendyprincess@gmail.com**) was recorded on submission of this form.

Email *

glendyprincess@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Glenda Diaz Falagan

Student Name/Nombre de Estudiante *

Oliver Gonzalez

Phone Number/Numero de Telefono *

7868594089

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

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- [ ] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
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- [x] Baseball-Béisbo
- [x] Softball-Sóftbol
- [x] Basketball
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The respondent's email (**lidisneyandyosiel@yahoo.com**) was recorded on submission of this form.

Email *

lidisneyandyosiel@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Lidisney Carrazana

Student Name/Nombre de Estudiante *

Niyah C Veloz

Phone Number/Numero de Telefono *

786-527-0981

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**wendylinares0830@gmail.com**) was recorded on submission of this form.

Email *

wendylinares0830@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Wendy linares

Student Name/Nombre de Estudiante *

Lucas pavon

Phone Number/Numero de Telefono *

3059887993

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

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The respondent's email (**yadyrat31627@gmail.com**) was recorded on submission of this form.

Email *

yadyrat31627@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Yadyra

Student Name/Nombre de Estudiante *

Sebastian Lopez

Phone Number/Numero de Telefono *

7867070183

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [ ] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [x] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

También nos gustaría conocer su opinión sobre las opciones de programas educativos. Por favor, tome unos minutos para responder las preguntas a continuación (seleccione todas las que correspondan. Tenga en cuenta que esto no es un compromiso para ofrecer estos programas; estamos evaluando el interés de los padres).

- [ ] Financial Literacy-Educación Financiera
- [ ] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
- [x] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- [x] Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
- [ ] STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Sports-Deportes
- [ ] Dance-Danza
- [ ] Cheerleading
- [ ] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [x] Basketball
- [x] Soccer-fútbol
- [ ] Tennis-Tenis
- [ ] Volleyball-Voleibol

This form was created inside of QUALITY CHARTER SCHOOL SOLUTIONS.

Google Forms

Middle School (Grades 6th through 8th) Survey

We are excited to announce that we are considering opening a Middle School (Grades 6th through 8th grade). We need your help to confirm that the majority of our existing Elementary parents, wish us to grow to include 6th, 7th, and 8th grade. Please fill out the survey below.

Estamos emocionados de anunciar que estamos considerando abrir una Escuela Secundaria (Grados de 6.º a 8.º). Necesitamos su ayuda para confirmar que la mayoría de los padres de nuestra Escuela Primaria actual desean que crezcamos para incluir los grados 6.º, 7.º y 8.º. Por favor, complete la información a continuación.

The respondent's email (**milefeble@gmail.com**) was recorded on submission of this form.

Email *

milefeble@gmail.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Mileidys Febles

Student Name/Nombre de Estudiante *

Erick Labrada

Phone Number/Numero de Telefono *

786 318 4017

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- (●) Yes/Si
- ( ) No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- [ ] Kindergarten
- [ ] 1st Grade/Primer Grado
- [ ] 2nd Grade/Segundo Grado
- [x] 3rd Grde
- [ ] 4th Grade
- [ ] 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

También nos gustaría conocer su opinión sobre las opciones de programas educativos. Por favor, tome unos minutos para responder las preguntas a continuación (seleccione todas las que correspondan. Tenga en cuenta que esto no es un compromiso para ofrecer estos programas; estamos evaluando el interés de los padres).

- [x] Financial Literacy-Educación Financiera
- [x] STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Business-Negocios
- [x] Pre Law-Leyes
- [ ] Visual/Performing Arts-Artes Visuales y Escénicas
- [ ] Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- [ ] Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
- [x] STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- [x] Sports-Deportes
- [ ] Dance-Danza
- [ ] Cheerleading
- [x] Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- [ ] Baseball-Béisbo
- [ ] Softball-Sóftbol
- [x] Basketball
- [x] Soccer-fútbol
- [x] Tennis-Tenis
- [x] Volleyball-Voleibol

This form was created inside of QUALITY CHARTER SCHOOL SOLUTIONS.

Google Forms

Middle School (Grades 6th through 8th) Survey

We are excited to announce that we are considering opening a Middle School (Grades 6th through 8th grade). We need your help to confirm that the majority of our existing Elementary parents, wish us to grow to include 6th, 7th, and 8th grade. Please fill out the survey below.

Estamos emocionados de anunciar que estamos considerando abrir una Escuela Secundaria (Grados de 6.º a 8.º). Necesitamos su ayuda para confirmar que la mayoría de los padres de nuestra Escuela Primaria actual desean que crezcamos para incluir los grados 6.º, 7.º y 8.º. Por favor, complete la información a continuación.

The respondent's email (**ailecjassa@yahoo.com**) was recorded on submission of this form.

Email *

ailecjassa@yahoo.com

Parent/Guardian Name/Nombre de Padre/Guardian *

Ailec Jassa

Student Name/Nombre de Estudiante *

Aleah Cordova

Phone Number/Numero de Telefono *

7863521713

I currently have a student at My Ca.Sa Charter School *

Actualmente tengo un estudiante en My Ca.Sa Charter School

- ○ Yes/Si
- ◉ No

What grade is your child in (if you have more than one child planning to attend My Ca.Sa Charter School, choose more than one grade level). *

¿En qué grado está su hijo(a)? (Si tiene más de un hijo(a) seleccione más de un nivel de grado).

- ☑ Kindergarten
- ☐ 1st Grade/Primer Grado
- ☐ 2nd Grade/Segundo Grado
- ☐ 3rd Grde
- ☐ 4th Grade
- ☐ 5th Grade

We would also like your feedback on educational program options please take a few minutes to answer the questions below (select all that apply-please note This is not a commitment to offering these programs, we are surveying parent interest)

También nos gustaría conocer su opinión sobre las opciones de programas educativos. Por favor, tome unos minutos para responder las preguntas a continuación (seleccione todas las que correspondan. Tenga en cuenta que esto no es un compromiso para ofrecer estos programas; estamos evaluando el interés de los padres).

- ☐ Financial Literacy-Educación Financiera
- ☐ STEM/STEAM-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☑ Business-Negocios
- ☐ Pre Law-Leyes
- ☑ Visual/Performing Arts-Artes Visuales y Escénicas
- ☐ Classical Education/Educación Clásica

I am most interested in the following extracurricular activities: *

Estoy más interesado(a) en las siguientes actividades extracurriculares:

- ☑ Visual/Performing Arts (theater, choir, art)/Artes Visuales y Escénicas
- ☐ STEM (Robotics, Lego)-Ciencia, Tecnología, Ingeniería y Matemáticas
- ☐ Sports-Deportes
- ☐ Dance-Danza
- ☑ Cheerleading
- ☑ Chess Club-Club de Ajedrez

I am most interested in the following sports: *

Estoy más interesado(a) en los siguientes deportes:

- ☐ Baseball-Béisbo
- ☐ Softball-Sóftbol
- ☐ Basketball
- ☑ Soccer-fútbol
- ☑ Tennis-Tenis
- ☑ Volleyball-Voleibol

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My Ca.Sa

Middle School

Attachment U
Evidence Facility Funding Services
Not Applicable

My Ca.Sa

Middle School

Attachment V
Draft Rental Agreement for Facility
Not Applicable

My Ca.Sa

Middle School

Attachment W
Florida Charter School Revenue Estimating Worksheet

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	43.47	1.000	43.4700	$ 240,250
112 Basic 4-8 with ESE Services	6.93	1.000	6.9300	$ 38,301
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	12.60	1.165	14.6790	$ 81,128
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	63.00		65.0790	$ 359,679

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	65.0790	Total Base Funding	$ 359,679

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	359,679	X	6.67%	$ 23,991
Growth Portion (0.54% of Conference Base Funding)	(a)	$	359,679	X	0.54%	$ 1,942
Total Salary Increase Allocation						$ 25,933

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
6.93	4-8	251	$ 1,200	$ 8,316
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 6.93			Total ESE Guarantee	$ 8,316

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 63.00 ÷ District's Total UFTE: 396,765.50 = 0.0159%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 65.08 ÷ District's Total WFTE: 423,446.13 = 0.0154%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 63.00 ÷ Scholarship UFTE: 324,592.25 = 0.0194%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 63.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

= 0.0159%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. **Charter School UFTE:** 63.00 ÷ **District's Total Non-Scholarship Non-Virtual UFTE:** 323,373.97

= 0.0195%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0159%	$	20,456
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0159%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0195%	$	7,260
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0194%	$	3,892
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0154%	$	64,537
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0154%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0159%	$	-
12. Class Size Reduction Funds:						

Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**65.0790**	**1.0287**		**915.09**	**=**	**61,262**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**65.0790**				**Total Class Size Reduction Funds**		**$ 61,262**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96	**Enter All Adjusted Fundable Riders**		**9.45**			**x**	**552**	**$ 5,216**
97	**Enter All Adjusted ESE Riders**					**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 530,618**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 504,685**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation	$5,372.60	Comparable Wage Factor:	1.0287
		Small District Factor	1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	86.94	1.000	86.9400	$ 480,499
112 Basic 4-8 with ESE Services	13.86	1.000	13.8600	$ 76,601
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	25.20	1.165	29.3580	$ 162,256
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	126.00		130.1580	$ 719,356

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	130.1580	Total Base Funding	$ 719,356

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	719,356	X	6.67%	$ 47,981
Growth Portion (0.54% of Conference Base Funding)	(a)	$	719,356	X	0.54%	$ 3,885
Total Salary Increase Allocation						$ 51,866

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
13.86	4-8	251	$ 1,200	$ 16,632
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 13.86			Total ESE Guarantee	$ 16,632

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 126.00 ÷ District's Total UFTE: 396,765.50 = 0.0318%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 130.16 ÷ District's Total WFTE: 423,446.13 = 0.0307%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 126.00 ÷ Scholarship UFTE: 324,592.25 = 0.0388%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 126.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

= 0.0319%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 126.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97

= 0.0390%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0319%	$	41,041
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0318%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0390%	$	14,521
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0388%	$	7,783
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0307%	$	128,655
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0307%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0318%	$	-
12. Class Size Reduction Funds:						

Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**130.1580**	**1.0287**		**915.09**	**=**	**122,525**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**130.1580**				**Total Class Size Reduction Funds**		**$ 122,525**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96		**Enter All Adjusted Fundable Riders**	**18.9**			**x**	**552**	**$ 10,433**
97		**Enter All Adjusted ESE Riders**				**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 1,060,946**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 1,009,080**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation	$5,372.60	Comparable Wage Factor:	1.0287
		Small District Factor	1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	144.90	1.000	144.9000	$ 800,832
112 Basic 4-8 with ESE Services	23.10	1.000	23.1000	$ 127,669
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	42.00	1.165	48.9300	$ 270,426
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	210.00		216.9300	$ 1,198,927

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	216.9300	Total Base Funding	$ 1,198,927

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	1,198,927	X	6.67%	$ 79,968
Growth Portion (0.54% of Conference Base Funding)	(a)	$	1,198,927	X	0.54%	$ 6,474
Total Salary Increase Allocation						$ 86,442

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
23.10	4-8	251	$ 1,200	$ 27,720
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 23.10			Total ESE Guarantee	$ 27,720

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 210.00 ÷ District's Total UFTE: 396,765.50 = 0.0529%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 216.93 ÷ District's Total WFTE: 423,446.13 = 0.0512%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share. Charter School UFTE: 210.00 ÷ Scholarship UFTE: 324,592.25 = 0.0647%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 210.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

= 0.0531%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 210.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97

= 0.0649%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0531%	$	68,316
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0529%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0649%	$	24,164
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0647%	$	12,978
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0512%	$	214,564
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0512%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0529%	$	-
12. Class Size Reduction Funds:						

Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**216.9300**	**1.0287**		**915.09**	**=**	**204,208**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**216.9300**				**Total Class Size Reduction Funds**		**$ 204,208**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96		**Enter All Adjusted Fundable Riders**	**31.5**			**x**	**552**	**$ 17,388**
97		**Enter All Adjusted ESE Riders**				**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 1,768,265**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 1,681,823**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	188.37	1.000	188.3700	$ 1,041,082
112 Basic 4-8 with ESE Services	30.03	1.000	30.0300	$ 165,970
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	54.60	1.165	63.6090	$ 351,554
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	273.00		282.0090	$ 1,558,606

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	282.0090	Total Base Funding $ 1,558,606

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	1,558,606	X	6.67%	$ 103,959
Growth Portion (0.54% of Conference Base Funding)	(a)	$	1,558,606	X	0.54%	$ 8,416
Total Salary Increase Allocation						$ 112,375

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
30.03	4-8	251	$ 1,200	$ 36,036
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 30.03			Total ESE Guarantee	$ 36,036

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 273.00 ÷ District's Total UFTE: 396,765.50 = 0.0688%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 282.01 ÷ District's Total WFTE: 423,446.13 = 0.0666%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 273.00 ÷ Scholarship UFTE: 324,592.25 = 0.0841%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 273.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
63						=	**0.0690%**	
64	**3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's**							
65	**UFTE share.**	**Charter School UFTE:**	**273.00**	÷	**District's Total Non-Scholarship Non-Virtual UFTE:**		**323,373.97**	
66						=	**0.0844%**	
67								
68	**4. Educational Enrichment Share (Non-Virtual UFTE share)**			**(e)**	**128,655,689**	**x**	**0.0690%**	**$ 88,772**
69	**5. Discretionary Millage Compression Allocation**							
70	**.748 Mills (UFTE share)**			**(b)**	**0**	**x**	**0.0688%**	**$ -**
71	**6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)**			**(f)**	**37,232,402**	**x**	**0.0844%**	**$ 31,424**
72	**7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)**			**(d)**	**20,059,432**	**x**	**0.0841%**	**$ 16,870**
73	**8. Academic Acceleration Options Supplement (Value share)**			**(g)**				
74	**Acceleration Value**		**Acceleration Value** *Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.*					
75	**Advanced Placement**							
76	**International Baccalaureate**							
77	**Advanced International Certificate**							
78	**Industry Certified Career Education**							
79	**Early High School Graduation**							
80	**Dual Enrollment**							
81							**School total value**	**-**
82							**District total value**	**12,198.96**
84	**School Academic Acceleration Option Supplement**				**66,898,842**	**x**	**0.0000%**	**$ -**
85	**9. Discretionary Local Effort (WFTE share)**			**(c)**	**419,070,407**	**x**	**0.0666%**	**$ 279,101**
86	**10. Proration to Funds Available (WFTE share)**			**(c)**	**0**	**x**	**0.0666%**	**$ -**
87	**11. Educational Enrollment Stabilization Program (UFTE share)**			**(b)**	**0**	**x**	**0.0688%**	**$ -**
88	**12. Class Size Reduction Funds:**							
89	**Weighted FTE (not including Add-On)**	**X**	**CWF**	**X**	**Allocation factors**			

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**282.0090**	**1.0287**		**915.09**	**=**	**265,470**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**282.0090**				**Total Class Size Reduction Funds**		**$ 265,470**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96		**Enter All Adjusted Fundable Riders**	**40.95**			**x**	**552**	**$ 22,604**
97		**Enter All Adjusted ESE Riders**				**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 2,298,883**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 2,186,508**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	202.86	1.000	202.8600	$ 1,121,165
112 Basic 4-8 with ESE Services	32.34	1.000	32.3400	$ 178,737
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	58.80	1.165	68.5020	$ 378,596
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	294.00		303.7020	$ 1,678,498

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	303.7020	Total Base Funding	$ 1,678,498

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	1,678,498	X	6.67%	$ 111,956
Growth Portion (0.54% of Conference Base Funding)	(a)	$	1,678,498	X	0.54%	$ 9,064
Total Salary Increase Allocation						$ 121,020

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
32.34	4-8	251	$ 1,200	$ 38,808
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 32.34			Total ESE Guarantee	$ 38,808

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 294.00 ÷ District's Total UFTE: 396,765.50 = 0.0741%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 303.70 ÷ District's Total WFTE: 423,446.13 = 0.0717%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 294.00 ÷ Scholarship UFTE: 324,592.25 = 0.0906%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 294.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
63						=	**0.0743%**	
64	**3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's**							
65	**UFTE share.**	**Charter School UFTE:**	**294.00**	÷	**District's Total Non-Scholarship Non-Virtual UFTE:**		**323,373.97**	
66						=	**0.0909%**	
67								
68	**4. Educational Enrichment Share (Non-Virtual UFTE share)**			**(e)**	**128,655,689**	**x**	**0.0743%**	**$ 95,591**
69	**5. Discretionary Millage Compression Allocation**							
70	**.748 Mills (UFTE share)**			**(b)**	**0**	**x**	**0.0741%**	**$ -**
71	**6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)**			**(f)**	**37,232,402**	**x**	**0.0909%**	**$ 33,844**
72	**7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)**			**(d)**	**20,059,432**	**x**	**0.0906%**	**$ 18,174**
73	**8. Academic Acceleration Options Supplement (Value share)**			**(g)**				
74	**Acceleration Value**		**Acceleration Value** *Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.*					
75	**Advanced Placement**							
76	**International Baccalaureate**							
77	**Advanced International Certificate**							
78	**Industry Certified Career Education**							
79	**Early High School Graduation**							
80	**Dual Enrollment**							
81							**School total value**	**-**
82							**District total value**	**12,198.96**
84	**School Academic Acceleration Option Supplement**				**66,898,842**	**x**	**0.0000%**	**$ -**
85	**9. Discretionary Local Effort (WFTE share)**			**(c)**	**419,070,407**	**x**	**0.0717%**	**$ 300,473**
86	**10. Proration to Funds Available (WFTE share)**			**(c)**	**0**	**x**	**0.0717%**	**$ -**
87	**11. Educational Enrollment Stabilization Program (UFTE share)**			**(b)**	**0**	**x**	**0.0741%**	**$ -**
88	**12. Class Size Reduction Funds:**							
89	**Weighted FTE (not including Add-On)**	**X**	**CWF**	**X**	**Allocation factors**			

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**303.7020**	**1.0287**		**915.09**	**=**	**285,891**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**303.7020**				**Total Class Size Reduction Funds**		**$ 285,891**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96		**Enter All Adjusted Fundable Riders**	**44.1**			**x**	**552**	**$ 24,343**
97		**Enter All Adjusted ESE Riders**				**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 2,475,622**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 2,354,602**

My Ca.Sa

Middle School

Attachment X
Proposed Operating Budget

	B	C	E	F
2	**List of Each Worksheet in the Budget Model**	**Pages in each worksheet**	**Budget Schedule Budget Page Numbers**	**Description of Budget Worksheets**
3	Budget Narrative	8	BP 2	Detailed table of the revenue and cost elements
4	Budget 5 Years	5	BP 10	5-Year Budget and Fund Balances
5	Budget-Monthly-1	2	BP 15	Monthly breakdown of year 1 budget
6	Budget-Monthly-2	2	BP 17	Monthly breakdown of year 2 budget
7	Budget-Monthly-3	2	BP 19	Monthly breakdown of year 3 budget
8	Budget-Monthly-4	2	BP 21	Monthly breakdown of year 4 budget
9	Budget-Monthly-5	2	BP 23	Monthly breakdown of year 5 budget
10	Budget Summary	1	BP 25	A summary of 5- year budget
11	Rev26-1	4	BP 26	All charter revenue calcualtion sheet for year 1
12	Rev26-2	4	BP 30	All charter revenue calcualtion sheet for year 2
13	Rev26-3	4	BP 34	All charter revenue calcualtion sheet for year 3
14	Rev26-4	4	BP 38	All charter revenue calcualtion sheet for year 4
15	Rev26-5	4	BP 42	All charter revenue calcualtion sheet for year 5
16	Capital Outlay..	1	BP 46	Calculation of capital outlay with 1.5 mills
17	Food Services..	2	BP 47	Food services revenue and expense details
18	Referendum Funds	1	BP 49	Use of referendum funds
19	School Design	3	BP 50	Enrollment and staffing buildup by grades and year
20	Staffing Plan	3	BP 53	Staffing plan for the school by category and year
21	Curriculum Acquisiton.	4	BP 56	Curriculum details
22	Facility Rent	1	BP 60	Calculation of facility rent
23	FF&E Acquisition Support	4	BP 61	Details of furniture, fixture & equipment purchases
24	IT Acquisition	2	BP 65	Details of information technology related purchases
38	Insurance	1	BP 67	Details of commercial & property insurance
39	Startup Budget	1	BP 68	Total startup budget
40	Other Expenses	1	BP 69	Breakdown of facility related expense line items
46	Comparable Unit Rates	1	BP 70	Details of various unit rates calculated using the data of other charter schools
47	Inflation	1	BP 71	Explanation of inflation determination

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
2										
3		Annual Surplus (Defecit)			**51,956**	**94,736**	**170,184**	**289,770**	**296,859**	
4		Cumulative Fund Balance			**51,956**	**146,692**	**316,876**	**606,646**	**903,505**	
5		Cumulative Fund Balance as % Revenues			**5.2%**	**9.3%**	**11.6%**	**17.1%**	**23.6%**	
6		Explanation of the budget treatment of Revenue and Expense Unit Rates	Cost items are based upon the data from the application year.							The application year revenue and expense data are used in the Column C, which is titled "Cost" in the budget template but really includes the application year unit revenues and expenses
7		Explanation of the budget treatment of Revenue and Expense derived from support schedules.								Where the Revenues and Expenses are based upon more complex tables than can be summarized by a single unit rate, the narrative provides the appropriate table from which the inputs were derived. These schedules are in the Staffing Plan, School Design, IT Acquisition, FF&E, Curriculum, Insurance etc.
8		Unit rates treatment over the budget period considering inflation.								The budget used current revenue and cost data from which it adjusted the appicable rates in the budget years by an inflation factor.
9		Unit rate change in Revenue due to inflation								The budget does not explicitly incorporate an inflation factor for revenue or general expenses. The assumption is that both revenue and expenses will naturally increase in line with inflation; therefore, they are not estimated separately in advance. However, facility rent is an exception. A 2% annual rent increase has been incorporated, starting in Year 1. Additionally, some unit rates used in the budget were derived from financial data from two other charter schools, primarily related to facility expenses, which are identified in the budget.
10		Unit rate change in Expenses								Similar to revenue, the budget assumes that expenses will increase with inflation without explicitly applying an inflation factor. The assumption is that both revenue and expenses will naturally increase in line with inflation; therefore, they are not estimated separately in advance. However, facility rent is an exception. A 2% annual rent increase has been incorporated, starting in Year 1. Comparable facility-related expenses were based on financial data from two charter schools and are identified where applicable in the budget.

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
14		Comparable expenses.								Some unit rates used were derived from financial reports for calendar year 2024 from the Athenian Academy of Technology and the Arts (AAOTA), an A-rated Title 1 charter school in Pasco County that has operated since 2006. AAOTA has 410 FTE and a capacity for 420 FTE; where those data are used, the narrative will reference AAOTA-derived data.
15		Annual FTE			63	126	210	273	294	See the "School Design" support schedule.
16		Total Employees			7	10	18	23	25	See the "Staffing Plan" support schedule.
17		Utilized Area			4,725	9,450	15,750	20,475	22,050	Utilized area in square feet. See the "School Design" support schedule.
18		**REVENUES**								
21		State Sources with expected enrollment	8,423	Per Student	8,423	8,420	8,420	8,421	8,420	These are the rates from the revenue calculation sheet based on the inputs we provided.
22		Federal Sources - NSLP funds	0.00	100%	0.00	0.00	0.00	0.00	0.00	The reimbursement provided by the National School Lunch Program (NSLP) as of 2025-26. See the "Food Services" support schedule.
23		Local Sources - Lunch program paid students	0.00	9%	0.00	0.00	0.00	0.00	0.00	The amount per meal for paid lunches. In Miami dade county, schools usually don't charge for meals from paid students .See the "Food Services" support schedule.
24		Capital Outlay		Per Student	0	0	1,743	1,743	1,743	An estimate of the Capital Outlay allocation per FTE. See the "Capital Outlay" schedule.
25		Referendum Funds	1,610	Per Student	1,610	1,610	1,610	1,610	1,610	Referendum funds are based on Miami Dade voter-approved referendum charter school notification issued for 2024-25
27		Line of Credit / Start-up Loan		Start-Up loan	290,000	160,000				See the letter of intent to loan start-up proceeds in Attachment Z
32		**EXPENDITURES**								
33										
34		**Instruction**								
35	5000	Classroom and Specials Teachers	52,000	See Staffing Plan	61,619	71,189	67,111	69,955	70,742	Teacher salaries include referendum fund allocation on the base salary defined in cell C35. Please see the "Staffing Plan" schedule.
36	5000	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
37	5000	Other Teachers (ESE, ESOL)	52,000	See Staffing Plan	61,619	71,189	67,111	69,955	70,742	Teacher salaries include referendum fund allocation on the base salary defined in cell C35. Please see the "Staffing Plan" schedule.
38	5000	Substitute Teachers (Teachers PTO coverage)	120	See Staffing Plan	120	120	120	120	120	Per day payment to daily substitute teachers.
39	5000	Fringe Benefits		See Staffing Plan						Daily substitute teachers do not receive health insurance benefits. Compulsory benefits are provided.
40	5000	PTO annual days per Teacher			8	8	8	8	8	PTO annual days per Teacher
41	5000	Total PTO Days Obligated			24	48	80	104	112	Total days of PTO obligation
42	5000	PTO Substitute Wages		See Staffing Plan	2,880	5,760	9,600	12,480	13,440	Per day payment to daily substitute teachers.
43	5000	Contracted Professional Services (includes Therapists & other contracted instructional services)	825	Per ESE Student	825	825	825	825	825	Average expenditure per year per ESE student. We assume on average that students will receive 11 hours per year at a cost of $75 per hour.
44	5000	Classroom Supplies & Equipment	38	Per Student	38	38	38	38	38	Student Agendas, Classroom Supplies and other items used within the classroom. See the "Comaprable Unit Rates" support schedule.
45	5000	Teacher Supplies	19	Per Student	19	19	19	19	19	Supplies for the teacher to outfit the classroom.. See the "Comaprable Unit Rates" support schedule.
46	5000	Curriculum	Leased	Annual	3,862	21,502	62,541	100,058	133,245	Textbooks and other instructional materials as described in the curriculum section of the application with unit costs and leasing calculations provided in the "Curriculum Acquisition" schedule.
47	5000	Software for Instruction		Annual	4,705	9,410	14,850	19,555	22,790	See "Curriculum Acquisition" schedule.
48	5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522	School	4,522	4,522	4,522	4,522	4,522	Other supplemental curriculum as detailed in the application.
49	5000	Computer - Equipment & Repairs for Instruction	19	Per Student	19	19	19	19	19	Estimated per student computer repair cost per year which is 10% of the purchase value.
50	5000	Instructional FF&E (Leased)	Leased	Annual	13,217	22,286	34,899	42,799	45,375	See "FF&E Acquisition Support" Schedule
52	5000	Instructional IT Purchases (Leased)	Leased	Annual	11,879	15,900	21,344	26,613	28,236	See "IT Acquisition Support" Schedule
53	5000	Student Activities	-	Per Student	-	-	-	-	-	Student activities will be covered by student activity fees.
54	**5000**	**Sub-Total Instruction**								
55										
56	**6100**	**Pupil Personnel Services**								
57	6100	Salaries (includes counselor, school nurse, health assistant)		See Staffing Plan						See "Staffing Plan" schedule.
58	6100	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.
59	6100	Contracted Professional Services (Guidance Counselor)	10,000	Annual	10,000	10,000	-	-	-	Contracted Guidance Counselor Services @ 50 per hour. The application assumes that 20 hours per month will be needed based on 10 instructional months. The school will have a guidance counselor on staffing sschedule starting year 3.

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
60	6100	Contracted Professional Services (counseling and psychological)	400	Annual expense per ESE student	400	400	400	400	400	Contracted instructional support services (e.g., ESE Specialist, school counselor Contracted Mental Health.) The annual amount is based upon 10 hours per ESE student per year, with services provided at a rate of $40 per hour in the application year.
61	**6100**	**Sub-Total Pupil Personnel Services**			***10,400***	***10,400***	***400***	***400***	***400***	
62										
63	**6200**	**Media Services**								
64	6200	Salaries (includes Librarian)		See Staffing Plan						See "Staffing Plan" schedule.
65	6200	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.
66	6200	Library Books	500	Per Classroom	500	500	500	500	500	$500 per classroom to setup and maintain the library.
67	6200	Audio Visual Materials	0	Per Student	-	-	-	-	-	Included in curriculum & in class technology.
68	**6200**	**Sub-Total Media Services**			***500***	***500***	***500***	***500***	***500***	
69										
70		**STEM Education and Project Lead The Way**								
71		Instructional Materials and Teacher Training for Project Leads the Way	20,000	Annual	5,000	10,000	15,000	20,000	20,000	Annual cost for Projects Lead the Way program and professional development for instructors.
72		STEM Supplemental Supplies Technology for Student Use	5,000	Annual	5,000	5,000	5,000	5,000	5,000	School-wide for STEM-based projects.
74		**Sub-Total STEM Education**			***10,000***	***15,000***	***20,000***	***25,000***	***25,000***	
75										
76	**6300**	**Curriculum Development**								
77	6300	Salaries (Curriculum Specialist)	-	See Staffing Plan	-	-	-	-	-	See "Staffing Plan" schedule.
78	6300	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.
79	6300	Curriculum Planning, Research, Development and Evaluation		Per Student	-	-	-	-	-	Included in the ESP Services
80	6300	Development Supplies		Not applicable	-	-	-	-	-	
81	6300	Student Activities		Not applicable	-	-	-	-	-	
82	**6300**	**Sub-Total Curriculum Development**			**-**	**-**	**-**	**-**	**-**	
83										
84		**Staff Development**								
85		Workshops	1,000	Per Teacher	1,000	1,000	1,000	1,000	1,000	Staff development expenses.
86		Travel		Not applicable						Not applicable
87		Professional Services		Included in workshops						Included in workshops
88		**Sub-Total Staff Development**			***1,000***	***1,000***	***1,000***	***1,000***	***1,000***	
89										
90	**6500**	**Instruction Related Technology**								
91	6500	Salaries (includes Technology Personnel)		See Staffing Plan						See "Staffing Plan" schedule.
92	6500	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
93	6500	Instructional Networks	-		-	-	-	-	-	See "IT Acquisition Support" Schedule
94	6500	Online content and/or assessments		Included in the Curriculum Schedule						Included in the Curriculum Schedule
95	6500	Hardware Maintenance	200	School-wide, measured per Classroom	200	200	200	200	200	The costs associated with maintaining the system hardware. Comparable facility costs were used.
96	6500	Computer Learning Labs		Computers are provided in the classroom						Computers are provided in the classroom
97	**6500**	**Sub-Total Instruction Related Technology**			***200***	***200***	***200***	***200***	***200***	
98										
99	**7100**	**Board**								
100	7100	Professional Services (Legal)	5,850	School	5,850	5,850	5,850	5,850	5,850	Outside legal expenses - Assumes 18 hrs. of legal @ $325 pr/hr.
101	7100	Insurance (General Liability, D&O, Professional Liability)		Annual	4,183	7,022	12,349	16,283	17,813	see "Insurance" schedule
102	7100	Travel	1,000	Annual	1,000	1,000	1,000	1,000	1,000	The costs for board members to attend meetings and/or conferences
103	**7100**	**Sub-Total Board**			***11,033***	***13,872***	***19,199***	***23,133***	***24,663***	
104										
105	**7200**	**General Administration**								
106	7200	Management Fees	12%	Annual	0%	0%	12%	12%	12%	Percent of FEFP
108	**7200**	**Sub-Total General Administration**			***0%***	***0%***	***12%***	***12%***	***12%***	
109										
110	**7300**	**School Administration**								
111	7300	Salaries (includes Principal, Secretary & other Office Personnel)		See Staffing Plan						See "Staffing Plan" schedule.
112	7300	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.
113	7300	Uniforms	-	School uniform cost will be covered by school uniform fee	-	-	-	-	-	School uniform cost will be covered by school uniform fee
114	7300	Travel	1,000	Annual	1,000	1,000	1,000	1,000	1,000	Travel expense for the administrative staff to attend meetings and workshops.
115	7300	Advertising and Promotion	5,000	Annual	5,000	5,000	5,000	5,000	5,000	Expenditures related to the marketing of the school. This amount includes items such as digital marketing, direct mail, banners, etc.
116	7300	License Fees	3,898	Annual	3,898	3,898	3,898	3,898	3,898	See "Comparable unit rates" support schedule.
117	7300	Dues and Subcriptions	19	Per Student	19.27	19.27	19.27	19.27	19.27	See "Comparable unit rates" support schedule.

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
118	7300	Postage	2.55	Per Student	2.55	2.55	2.55	2.55	2.55	See "Comparable unit rates" support schedule.
119	7300	Printing	16	Per Student	16	16	16	16	16	Printing material and supplies.
120	7300	Office Supplies	58	Per Student	58	58	58	58	58	See "Comparable unit rates" support schedule.
121	7300	Administration FF&E (Leased)	Leased	Annual	1,123	1,893	2,965	3,636	3,855	See "FF&E Acquisition Support" Schedule
122	7300	Administration IT Purchases (Leased)	Leased	Annual	3,644	4,877	6,547	8,163	8,661	See "IT Acquisition Support" Schedule
123	7300	Equipment Rental / Lease		Annual	14,866	14,866	14,866	14,866	14,866	Annual Copier Rental.See "Comparable unit rates" support schedule.
124	**7300**	**Sub-Total School Administration**			***14,760***	***16,764***	***19,505***	***21,793***	***22,510***	
125										
126	**7400**	**Facilities Acquisition & Construction**			***0%***	***100%***	***100%***	***100%***	***100%***	
127	7400	Building Lease / Rent (see budget summary for calculation)	950	Per Student	969	988	1,008	1,028	1,049	See the "Facility Rent" support schedule.
131	**7400**	**Sub-Total Facilities Acquisition & Construction**			***969***	***988***	***1,008***	***1,028***	***1,049***	
132										
133	**7500**	**Fiscal Services**								
134	7500	Salaries (Business Manager, Accounting & Bookkeeping Personnel)		See Staffing Plan						See "Staffing Plan" schedule.
135	7500	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.
136	7500	Fee to County School Board - up to 250 students	5%	School	5%	5%	5%	5%	5%	The fee paid to the school district as stipulated in statute. 5% rate for new schools.
137	7500	Outsourced accounting services	18,000	Annual	18,000	18,000	18,000	18,000	18,000	Outsourced accounting fee @ $1500 per month.
138	7500	Professional Services - Annual Audit	9,500	Annual	9,500	9,500	9,500	9,500	9,500	The costs of the annual audit are paid to the outside auditor. See "Comparable unit rates" support schedule.
139	**7500**	**Sub-Total Fiscal Services**			***27,500***	***27,500***	***27,500***	***27,500***	***27,500***	
140										
141	**7600**	**Food Services**								
142	7600	Salaries (Food Service Workers)		See Staffing Plan						See "Staffing Plan" schedule.
143	7600	Fringe Benefits		See Staffing Plan						See "Staffing Plan" schedule.
145	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	5.20	Per FTE per day	5.20	5.20	5.20	5.20	5.20	The contract cost per breakfast and lunch per student per day to an approved NSLP provider. See the "Food Services" support schedule.
146	7600	Food Services FF&E (Leased)	Leased	Annual	3,025	5,101	7,988	9,796	10,386	See "FF&E Acquisition Support" Schedule
147	7600	Inspection fees	500	Twice per year	500	500	500	500	500	See "Comparable unit rates" support schedule.

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
148	**7600**	**Sub-Total Food Services**			***3,530***	***5,606***	***8,493***	***10,301***	***10,891***	
149										
150	**7800**	**Pupil Transportation Services**								
153	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	144	15%	144	144	144	144	144	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus.
159	**7800**	**Sub-Total Pupil Transportation Services**			***144***	***144***	***144***	***144***	***144***	
160										
161	**7900**	**Operation of Plant**								
162	7900	Salaries (Custodian, crossing guards, security)		See Staffing Plan						See "Staffing Plan" schedule.
163	7900	Fringe Benefits		See Staffing Plan						Fringe benefits are provided in the "Staffing Plan" schedule with the breakdown of the benefit components.
164	7900	Purchased Service (Custodial, fire and alarm, pest control etc)		Annual	-	-	-	-	-	See "Other Expenses" support schedule
165	7900	Lawn Maintenance	0.59	Utilized Area	0.59	0.59	0.59	0.59	0.59	See "Comparable unit rates" support schedule.
167	7900	Security Services	62,150	Annual	62,150	62,150	62,150	62,150	62,150	Contracted security services to meet FDOE requirements.
168	7900	Property Insurance	-	Annual	34,235	34,235	34,235	34,235	34,235	see "Insurance" schedule
169	7900	Custodial Supplies & Equipment	80	Per Student	80	80	80	80	80	See "Comparable unit rates" support schedule.
170	7900	Telephone Services	32	Per Student	32	32	32	32	32	Communication services. See "Comparable unit rates" support schedule.
171	7900	Water & Sewer	60	Per Student	60	60	60	60	60	See "Comparable unit rates" support schedule.
172	7900	Electricity	2	Utilized Area	2	2	2	2	2	See "Comparable unit rates" support schedule.
173	**7900**	**Sub-Total Operation of Plant**			***96,561***	***96,561***	***96,561***	***96,561***	***96,561***	
174										
175	**7900**	**Maintenance of Plant**								
176	7900	Repairs & Maintenance	0.47	Utilized Area	0.47	0.47	0.47	0.47	0.47	See "Comparable unit rates" support schedule.
177	**7900**	**Sub-Total Maintenance of Plant**			***0***	***0***	***0***	***0***	***0***	
178										
179	**8200**	**Administrative Technology Services**								
180	8200	Internal Technology Support	40	Per Student	2,520	5,040	8,400	10,920	11,760	Annual based upon rate per FTE, using expense data from comparable charter schools.
181	8200	Technology Personnel		Supplemental support outsourced in row above						Supplemental support outsourced in row above
182	8200	Administration IT Purchases (Leased)	Leased	Annual	4,940	6,612	8,876	11,068	11,743	See "IT Acquisition Support" schedule
183	8200	Systems Operation	15	Per Student	15	15	15	15	15	Contracted costs to maintain the IT infrastructure.See "Comparable Expenses" support schedule.
185	**8200**	**Sub-Total Administrative Technology Services**			***7,475***	***11,667***	***17,291***	***22,002***	***23,517***	
186										
197		**Start-up Cost**								
198		Pre-Incorporation Expenses		Annual	29,000					See "Start up Budget" support schedule.
199		**Sub-Total Start-up cost**								

My Ca.Sa Charter School Middle

	A	B	C	D	E	F	G	H	I	J
1	**Functions**	**Labels**	**Cost**	**Comments**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Description**
200										
201		**Contingency**								
202		Operating expense contigency - 0% of revenue - Considered restricted funds	0%	Annual	0%	0%	0%	0%	0%	
203		**Sub-Total Contingency**								

	B	C	D	E	F	G	H	I	K	L	N	O	Q	R	T	U
1						Year 1			Year 2		Year 3		Year 4		Year 5	
2						100% Enrollment	75% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis											
4		Utilized Area (Square Feet)				4,725	3,525	2,400	9,450	4,725	15,750	7,875	20,475	10,275	22,050	11,025
5		Classrooms				3	2	2	6	3	10	5	13	7	14	7
7		4-8				63	47	32	126	63	210	105	273	137	294	147
9		Total Enrollment				63	47	32	126	63	210	105	273	137	294	147
10		**Rent**				61,047	45,785	30,524	124,536	62,268	211,711	105,855	280,729	140,364	308,370	154,185
11		Revenue per FTE				15,878	17,439	20,318	12,543	13,812	13,016	13,016	13,016	13,012	13,016	13,016
12		Expenses per FTE				15,054	16,152	17,862	11,791	12,717	12,205	12,186	11,955	12,589	12,006	12,551
13		**Excess of Revenues over Expenditures**				**51,956**	**60,495**	**78,592**	**94,736**	**69,020**	**170,184**	**87,135**	**289,770**	**57,862**	**296,859**	**68,321**
14		Annual surplus or (Deficit) %				5.19%	7.38%	12.09%	5.99%	7.93%	6.23%	6.38%	8.15%	3.25%	7.76%	3.57%
15		Cumulative Fund Balance				51,956	60,495	78,592	146,692	147,613	316,876	234,748	606,646	292,609	903,505	360,931
16		**Fund Balance %**		**5%**	**Minimum fund**	**5.19%**	**7.4%**	**12.09%**	**9.28%**	**16.96%**	**11.59%**	**17.18%**	**17.07%**	**16.41%**	**23.61%**	**18.86%**
17		**REVENUES**														
18		State Sources with expected enrollment		8,423	Per Student	530,618	395,858	269,520	1,060,946	530,473	1,768,265	884,133	2,298,883	1,153,652	2,475,622	1,237,811
19		Federal Sources - NSLP funds	-	-	See the "Food Services" support schedule.	78,278	58,106	39,139	156,557	78,278	260,928	130,464	339,206	169,603	365,299	182,650
21		Capital Outlay	-	-	See the "Capital Outlay" support schedule.	-	-	-	-	-	365,974	182,987	475,767	238,755	512,364	256,182
22		Referendum Funds		1,610	Per Student	101,433	75,672	51,521	202,865	101,433	338,108	169,054	439,541	220,575	473,352	236,676
24		Line of Credit / Start-up Loan				290,000	290,000	290,000	160,000	160,000						
28		**TOTAL REVENUES**				**1,000,329**	**819,636**	**650,181**	**1,580,368**	**870,184**	**2,733,276**	**1,366,638**	**3,553,397**	**1,782,585**	**3,826,637**	**1,913,318**
29		**EXPENDITURES**														
30																
31	**5000**	**Instruction 5000**														
32	5000	Salaries (includes classroom teachers, contract or hourly, and teacher aides)		*See Staffing Plan*		218,217	160,165	101,863	467,351	204,977	767,679	367,189	1,032,502	516,052	1,136,556	553,638
33	5000	Substitute Teachers	120	120	*Per Dav*	2,880	2,160	1,440	5,760	2,880	9,600	4,800	12,480	6,720	13,440	6,720
34	5000	Fringe Benefits		*See Staffing Plan*		44,999	33,446	21,872	88,986	42,006	155,958	80,233	208,697	108,064	232,572	118,714
35	5000	Contracted Professional Services (includes Therapists & other contracted instructional services)	825	825	11%	5,717	4,265	2,904	11,435	5,717	19,058	9,529	24,775	12,433	26,681	13,340
36	5000	Classroom Supplies & Equipment	37.73	37.73	Per Student	2,377	1,774	1,208	4,755	2,377	7,924	3,962	10,302	5,170	11,094	5,547
37	5000	Teacher Supplies	19.02	19.02	Per Student	1,199	894	609	2,397	1,199	3,995	1,998	5,194	2,606	5,593	2,797
38	5000	TextBooks	Leased		See "Curriculum Acquisition" schedule	3,862	2,896	1,931	21,502	10,751	62,541	31,270	100,058	50,029	133,245	66,623
39	5000	Software for Instruction	Annual		See "Curriculum Acquisition" schedule	4,705	3,529	2,353	9,410	4,705	14,850	7,425	19,555	9,778	22,790	11,395

	B	C	D	E	F	G	H	I	K	L	N	O	Q	R	T	U
1						Year 1			Year 2		Year 3		Year 4		Year 5	
2						100% Enrollment	75% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis											
40	5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522.15	4,522.15	Annual	4,522	3,392	2,261	4,522	2,261	4,522	2,261	4,522	2,261	4,522	2,261
41	5000	Computer - Equipment & Repairs for Instruction	19.32	19.32	Per Student	1,217	908	618	2,434	1,217	4,057	2,029	5,274	2,647	5,680	2,840
42	5000	Instructional FF&E (Leased)	Leased		See "FF&E Acquisition" schedule	13,217	9,913	6,608	22,286	11,143	34,899	17,450	42,799	21,400	45,375	22,688
44	5000	Instructional IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	11,962	8,971	5,981	16,011	8,005	21,493	10,746	26,799	13,399	28,433	14,217
46	**5000**	**Sub-Total Instruction**				**314,874**	**232,313**	**149,646**	**656,848**	**297,239**	**1,106,577**	**538,891**	**1,492,957**	**750,558**	**1,665,982**	**820,778**
47																
48	**6100**	**Pupil Personnel Services 6100**														
49	6100	Salaries (includes counselor, school nurse, health assistant)		*See Staffing*		-	-	-	-	-	33,555	15,530	52,466	24,473	53,057	25,256
50	6100	Fringe Benefits		*Plan*		-	-	-	-	-	6,604	3,194	10,091	4,893	10,142	4,961
51	6100	Contracted Professional Services (Guidance Counselor)		*10,000*	Annual	10,000	10,000	10,000	10,000	10,000	-	-	-	-	-	-
52	6100	Contracted Professional Services (counseling and psychological, contracted nurse services)	400	400	11%	2,772	2,068	1,408	5,544	2,772	9,240	4,620	12,012	6,028	12,936	6,468
53	**6100**	**Sub-Total Pupil Personnel Services**				**12,772**	**12,068**	**11,408**	**15,544**	**12,772**	**49,399**	**23,344**	**74,569**	**35,394**	**76,135**	**36,685**
54																
55	**6200**	**Media Services 6200**														
58	6200	Library Books	500	500	Per Classroom	1,500	1,000	1,000	3,000	1,500	5,000	2,500	6,500	3,500	7,000	3,500
60	**6200**	**Sub-Total Media Services**				**1,500**	**1,000**	**1,000**	**3,000**	**1,500**	**5,000**	**2,500**	**6,500**	**3,500**	**7,000**	**3,500**
61																
62		**STEM Education and Project Lead The Way**														
63		Instructional Materials and Teacher Training	20,000	5,000	Annual	5,000	3,750	2,500	10,000	5,000	15,000	7,500	20,000	10,000	20,000	10,000
64		Technology Kits for Student Use	5,000	5,000	Annual	5,000	3,750	2,500	5,000	2,500	5,000	2,500	5,000	2,500	5,000	2,500

	B	C	D	E	F	G	H	I	K	L	N	O	Q	R	T	U
1						Year 1			Year 2		Year 3		Year 4		Year 5	
2						100% Enrollment	75% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis											
66		**Sub-Total STEM Education**				**10,000**	**7,500**	**5,000**	**15,000**	**7,500**	**20,000**	**10,000**	**25,000**	**12,500**	**25,000**	**12,500**
67																
76		**Staff Development 6400**														
77		Workshops	1,000	1,000	Per Teacher	3,000	2,250	1,500	6,000	3,000	10,000	5,000	10,000	5,000	14,000	7,000
80		**Sub-Total Staff Development**				**3,000**	**2,250**	**1,500**	**6,000**	**3,000**	**10,000**	**5,000**	**10,000**	**5,000**	**14,000**	**7,000**
81																
82	**6500**	**Instruction Related Technology 6500**														
86	6500	Online content and/or assessments	Included in the Curriculum Schedule			-	-	-	-	-	-	-	-	-	-	-
87	6500	Hardware Maintenance	200	200	Classroom	600	400	400	1,200	600	2,000	1,000	2,600	1,400	2,800	1,400
88	6500	Computer Learning Labs	Computers are provided in the classroom			-	-	-	-	-	-	-	-	-	-	-
89	**6500**	**Sub-Total Instruction Related Technology**				**600**	**400**	**400**	**1,200**	**600**	**2,000**	**1,000**	**2,600**	**1,400**	**2,800**	**1,400**
90																
91	**7100**	**Board 7100**														
92	7100	Professional Services (Legal)	5,850	5,850	School	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850	5,850
94	7100	Insurance	-	4,183.13	see "Insurance" schedule	4,183	3,421	2,571	7,022	3,767	12,349	6,338	16,283	8,324	17,813	9,070
95	7100	Travel	1,000	1,000	2	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
96	**7100**	**Sub-Total Board**				**12,033**	**11,271**	**10,421**	**14,872**	**11,617**	**20,199**	**14,188**	**24,133**	**16,174**	**25,663**	**16,920**
97																
98	**7200**	**General Administration 7200**														
99	7200	Management Fees	12%	0%	of FEFP	-	-	-	-	-	212,192	35,365	275,866	138,438	297,075	148,537
101	**7200**	**Sub-Total General Administration**				**-**	**-**	**-**	**-**	**-**	**212,192**	**35,365**	**275,866**	**138,438**	**297,075**	**148,537**
102																
103	**7300**	**School Administration 7300**														
104	7300	Salaries (includes Principal, Secretary & other Office Personnel)		*See Staffing*		130,000	97,500	65,000	130,000	65,000	130,000	65,000	130,000	65,000	130,000	65,000
105	7300	Fringe Benefits		*Plan*		26,050	19,538	13,025	26,050	13,025	26,050	13,025	26,050	13,025	26,050	13,025
106	7300	Uniforms	School uniform cost will be covered by school uniform fee			-	-	-	-	-	-	-	-	-	-	-
107	7300	Travel	1,000	1,000	Annual	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
108	7300	Advertising and Promotion	5,000	5,000	Annual	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
109	7300	License Fees	3,898	3,898	Annual	3,898	3,898	3,898	3,898	3,898	3,898	3,898	3,898	3,898	3,898	3,898
110	7300	Dues and Subcriptions	19.27	19.27	Per Student	1,214	906	617	2,428	1,214	4,046	2,023	5,260	2,640	5,665	2,832
111	7300	Postage	2.55	2.55	Per Student	160	120	81	321	160	535	267	695	349	749	374
112	7300	Printing	16.00	16.00	Per Student	1,008	752	512	2,016	1,008	3,360	1,680	4,368	2,192	4,704	2,352
113	7300	Office Supplies	58.03	58.03	Per Student	3,656	2,727	1,857	7,311	3,656	12,185	6,093	15,841	7,950	17,060	8,530
114	7300	Administration FF&E (Leased)	Leased		See "FF&E Acquisition"	1,123	842	561	1,893	947	2,965	1,483	3,636	1,818	3,855	1,928
115	7300	Administration IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	3,644	2,733	1,822	4,877	2,439	6,547	3,273	8,163	4,082	8,661	4,331
116	7300	Equipment Rental / Lease		14,866	Annual	14,866	11,149	7,433	14,866	7,433	14,866	7,433	14,866	7,433	14,866	7,433
117	**7300**	**Sub-Total School Administration**				**191,618**	**146,164**	**100,806**	**199,660**	**104,779**	**210,452**	**110,175**	**218,777**	**114,385**	**221,507**	**115,702**
118																
119	**7400**	**Facilities Acquisition & Construction 7400**														
120	7400	Building Lease / Rent	950		Per Student	61,047	45,785	30,524	124,536	62,268	211,711	105,855	280,729	140,364	308,370	154,185

	B	C	D	E	F	G	H	I	K	L	N	O	Q	R	T	U
1						Year 1			Year 2		Year 3		Year 4		Year 5	
2						100% Enrollment	75% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis											
125	**7400**	**Sub-Total Facilities Acquisition & Construction**				**61,047**	**45,785**	**30,524**	**124,536**	**62,268**	**211,711**	**105,855**	**280,729**	**140,364**	**308,370**	**154,185**
126																
127	**7500**	**Fiscal Services 7500**														
130	7500	Fee to County School Board - up to 250 students	5%	5%	Annual	26,531	19,793	13,476	53,047	26,524	88,413	44,207	105,260	57,683	105,256	61,891
131	7500	Professional Services - Accounting	18,000	18,000	Annual	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
132	7500	Professional Services - Annual Audit	9,500	9,500	Annual	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500
134	**7500**	**Sub-Total Fiscal Services**				**54,031**	**47,293**	**40,976**	**80,547**	**54,024**	**115,913**	**71,707**	**132,760**	**85,183**	**132,756**	**89,391**
135																
136	**7600**	**Food Services 7600**														
137	7600	Salaries (Food Service Workers)		*See Staffing*		8,550	6,413	4,275	17,100	8,550	17,100	8,550	34,200	17,100	34,200	17,100
138	7600	Fringe Benefits		*Plan*		757	568	379	1,514	757	1,514	757	3,028	1,514	3,028	1,514
140	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	5.20	5.20	See the "Food Services" support schedule.	58,968	44,226	29,484	117,936	58,968	196,560	98,280	255,528	127,764	275,184	137,592
141	7600	Food Services FF&E (Leased)	Leased		See "FF&E Acquisition" schedule	3,025	2,269	1,513	5,101	2,551	7,988	3,994	9,796	4,898	10,386	5,193
142	7600	Inspection fees	500	500	Twice per year	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
143	**7600**	**Sub-Total Food Services**				**72,300**	**54,475**	**36,650**	**142,651**	**71,826**	**224,162**	**112,581**	**303,553**	**152,276**	**323,798**	**162,399**
144																
145	**7800**	**Pupil Transportation Services 7800**														
148	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	144	144	15%	25,920	25,920	25,920	25,920	25,920	25,920	25,920	25,920	25,920	25,920	25,920
154	**7800**	**Sub-Total Pupil Transportation Services**			*10%*	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**
155																
156	**7900**	**Operation of Plant 7900**														
157	7900	Salaries (Custodian, crossing guards, security)		*See Staffing*		15,600	11,700	7,800	15,600	7,800	104,000	52,000	104,000	52,000	104,000	52,000
158	7900	Fringe benefits		*Plan*		1,368	1,026	684	1,368	684	9,077	4,539	9,077	4,539	9,077	4,539
159	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	-	-	see "Other Expenses" schedule	13,221	9,875	6,693	23,562	11,781	37,350	18,675	47,690	23,927	51,137	25,569
160	7900	Lawn Maintenance	0.59	0.59	Utilized Area	2,794	2,084	1,419	5,588	2,794	9,314	4,657	12,108	6,076	13,039	6,519
162	7900	Security Services	62,150	62,150	Annual	62,150	62,150	62,150	62,150	62,150	62,150	62,150	62,150	62,150	62,150	62,150
163	7900	Custodial Supplies & Equipment	80.22	80.22	Per Student	5,054	3,770	2,567	10,108	5,054	16,846	8,423	21,900	10,990	23,584	11,792
164	7900	Property Insurance	-	34,235.00	see "Insurance" schedule	34,235	34,235	34,235	34,235	34,235	34,235	34,235	34,235	34,235	34,235	34,235
165	7900	Telephone & Internet Services	32.46	32.46	Per Student	2,045	1,526	1,039	4,090	2,045	6,817	3,409	8,862	4,447	9,544	4,772
166	7900	Water & Sewer	60.03	60.03	Per Student	3,782	2,821	1,921	7,564	3,782	12,606	6,303	16,388	8,224	17,648	8,824
167	7900	Electricity	1.87	1.87	Utilized Area	8,842	6,596	4,491	17,684	8,842	29,473	14,736	38,315	19,228	41,262	20,631
168	**7900**	**Sub-Total Operation of Plant**				**149,091**	**135,784**	**122,999**	**181,948**	**139,167**	**321,868**	**209,127**	**354,725**	**225,816**	**365,678**	**231,032**
169																

	B	C	D	E	F	G	H	I	K	L	N	O	Q	R	T	U
1						Year 1			Year 2		Year 3		Year 4		Year 5	
2						100% Enrollment	75% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment	100% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis											
170	**7900**	**Maintenance of Plant 8100**														
171	7900	Repairs & Maintenance	0.47	0.47	Utilized Area	2,205	1,645	1,120	4,410	2,205	7,350	3,675	9,555	4,795	10,290	5,145
173	**7900**	**Sub-Total Maintenance of Plant**				**2,205**	**1,645**	**1,120**	**4,410**	**2,205**	**7,350**	**3,675**	**9,555**	**4,795**	**10,290**	**5,145**
174																
175	**8200**	**Administrative Technology Services 8200**														
176	8200	Internal Technology Support	$40	$40	Per Student	2,520	1,880	1,280	5,040	2,520	8,400	4,200	10,920	5,480	11,760	5,880
177	8200	Technology Personnel	Supplemental support outsourced in row above			-	-	-	-	-	-	-	-	-	-	-
178	8200	Administration IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	4,940	3,705	2,470	6,612	3,306	8,876	4,438	11,068	5,534	11,743	5,871
179	8200	Systems Operation	14.63	14.63	Per Student	922	688	468	1,844	922	3,073	1,537	3,995	2,005	4,302	2,151
181	**8200**	**Sub-Total Administrative Technology Services**				**8,382**	**6,273**	**4,218**	**13,496**	**6,748**	**20,349**	**10,175**	**25,983**	**13,019**	**27,805**	**13,903**
193		**Start-up Cost**														
194		Pre-Incorporation Expenses			Annual	29,000	29,000	29,000								
195		**Sub-Total Start-up cost**				**29,000**	**29,000**	**29,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
196																
202		**TOTAL EXPENDITURES**				**948,373**	**759,141**	**571,588**	**1,485,632**	**801,164**	**2,563,092**	**1,279,503**	**3,263,627**	**1,724,724**	**3,529,778**	**1,844,997**
205		**EXCESS OF REVENUES OVER EXPENDITURES**				**51,956**	**60,495**	**78,592**	**94,736**	**69,020**	**170,184**	**87,135**	**289,770**	**57,862**	**296,859**	**68,321**
207		**CUMULATIVE FUND BALANCE**				**51,956**	**60,495**	**78,592**	**146,692**	**147,613**	**316,876**	**234,748**	**606,646**	**292,609**	**903,505**	**360,931**
208		**FUND BALANCE %**				**5.19%**	**7.38%**	**12.09%**	**9.28%**	**16.96%**	**11.59%**	**17.18%**	**17.07%**	**16.41%**	**23.61%**	**18.86%**
209																

Functions	Enrollment	Year 1 100% Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	100% Enrollment	Year 1 Total
	REVENUES															
	State Sources with expected enrollment	530,618	44,218	44,218	44,218	44,218	44,218	44,218	44,218	44,218	44,218	44,218	44,218	44,218		530,618
	Federal Sources - NSLP funds	78,278	-	-	7,828	7,828	7,828	7,828	7,828	7,828	7,828	7,828	7,828	7,828		78,278
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	Referendum Funds	101,433	-	-	-	-	-	14,490	14,490	14,490	14,490	14,490	14,490	14,490		101,433
	Line of Credit / Start-up Loan	290,000	290,000	-	-	-	-	-	-	-	-	-	-	-		290,000
	TOTAL REVENUES	**1,000,329**	**334,218**	**44,218**	**52,046**	**52,046**	**52,046**	**66,536**	**66,536**	**66,536**	**66,536**	**66,536**	**66,536**	**66,536**		**1,000,329**
	EXPENDITURES															
5000	**Instruction**															
5000	Salaries (includes classroom teachers, contract or hourly, and teacher	218,217	-	19,838	19,838	19,838	19,838	19,838	19,838	19,838	19,838	19,838	19,838	19,838		218,217
5000	Substitute Teachers	2,880	-	262	262	262	262	262	262	262	262	262	262	262		2,880
5000	Fringe Benefits	44,999	-	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091		44,999
5000	Contracted Professional Services (includes Therapists & other contracted	5,717	-	520	520	520	520	520	520	520	520	520	520	520		5,717
5000	Classroom Supplies & Equipment	2,377	-	216	216	216	216	216	216	216	216	216	216	216		2,377
5000	Teacher Supplies	1,199	-	109	109	109	109	109	109	109	109	109	109	109		1,199
5000	TextBooks	3,862	1,931	1,931	-	-	-	-	-	-	-	-	-	-		3,862
5000	Software for Instruction	4,705	392	392	392	392	392	392	392	392	392	392	392	392		4,705
5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522	377	377	377	377	377	377	377	377	377	377	377	377		4,522
5000	Computer - Equipment & Repairs for Instruction	1,217	101	101	101	101	101	101	101	101	101	101	101	101		1,217
5000	Instructional FF&E (Leased)	13,217	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101		13,217
5000	Instructional IT Purchases (Leased)	11,962	997	997	997	997	997	997	997	997	997	997	997	997		11,962
5000	**Sub-Total Instruction**	**314,874**	**4,899**	**29,935**	**28,004**	**28,004**	**28,004**	**28,004**	**28,004**	**28,004**	**28,004**	**28,004**	**28,004**	**28,004**		**314,874**
6100	**Pupil Personnel Services**															
6100	Salaries (includes counselor, school nurse, health assistant)	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6100	Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6100	Contracted Professional Services (Guidance Counselor)	10,000	-	909	909	909	909	909	909	909	909	909	909	909		10,000
6100	Contracted Professional Services (counseling and psychological, contracted	2,772	-	252	252	252	252	252	252	252	252	252	252	252		2,772
6100	**Sub-Total Pupil Personnel Services**	**12,772**	**-**	**1,161**	**1,161**	**1,161**	**1,161**	**1,161**	**1,161**	**1,161**	**1,161**	**1,161**	**1,161**	**1,161**		**12,772**
6200	**Media Services**															
6200	Library Books	1,500	125	125	125	125	125	125	125	125	125	125	125	125		1,500
6200	**Sub-Total Media Services**	**1,500**	**125**	**125**	**125**	**125**	**125**	**125**	**125**	**125**	**125**	**125**	**125**	**125**		**1,500**
	STEM Education and Project Lead The Way															
	Instructional Materials and Teacher Training	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000
	Technology Kits for Student Use	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000
	Sub-Total STEM Education	**10,000**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**		**10,000**
	Staff Development															
	Workshops	3,000	250	250	250	250	250	250	250	250	250	250	250	250		3,000
	Sub-Total Staff Development	**3,000**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**		**3,000**
6500	**Instruction Related Technology**															
6500	Online content and/or assessments	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6500	Hardware Maintenance	600	50	50	50	50	50	50	50	50	50	50	50	50		600
6500	Computer Learning Labs	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6500	**Sub-Total Instruction Related Technology**	**600**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**	**50**		**600**
7100	**Board**															
7100	Professional Services (Legal)	5,850	488	488	488	488	488	488	488	488	488	488	488	488		5,850
7100	Insurance	4,183	349	349	349	349	349	349	349	349	349	349	349	349		4,183
7100	Travel	2,000	167	167	167	167	167	167	167	167	167	167	167	167		2,000
7100	**Sub-Total Board**	**12,033**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**	**1,003**		**12,033**
7200	**General Administration**															
7200	Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-
7200	**Sub-Total General Administration**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**		**-**
7300	**School Administration**															
7300	Salaries (includes Principal, Secretary & other Office Personnel)	130,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833		130,000
7300	Fringe Benefits	26,050	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171		26,050
7300	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-		-
7300	Travel	1,000	83	83	83	83	83	83	83	83	83	83	83	83		1,000
7300	Advertising and Promotion	5,000	417	417	417	417	417	417	417	417	417	417	417	417		5,000
7300	License Fees	3,898	325	325	325	325	325	325	325	325	325	325	325	325		3,898
7300	Dues and Subcriptions	1,214	101	101	101	101	101	101	101	101	101	101	101	101		1,214
7300	Postage	160	13	13	13	13	13	13	13	13	13	13	13	13		160

	Functions	Enrollment	Year 1 100% Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	100% Enrollment	Year 1 Total
99	7300	Printing	1,008	84	84	84	84	84	84	84	84	84	84	84	84		1,008
100	7300	Office Supplies	3,656	305	305	305	305	305	305	305	305	305	305	305	305		3,656
101	7300	Administration FF&E (Leased)	1,123	94	94	94	94	94	94	94	94	94	94	94	94		1,123
102	7300	Administration IT Purchases (Leased)	3,644	304	304	304	304	304	304	304	304	304	304	304	304		3,644
103	7300	Equipment Rental / Lease	14,866	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239		14,866
104	**7300**	**Sub-Total School Administration**	**191,618**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**	**15,968**		**191,618**
105																	
106	**7400**	**Facilities Acquisition & Construction**															
107	7400	Building Lease / Rent	61,047	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087	5,087		61,047
112	**7400**	**Sub-Total Facilities Acquisition & Construction**	**61,047**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**	**5,087**		**61,047**
113																	
114	**7500**	**Fiscal Services**															
117	7500	Fee to County School Board - up to 250 students	26,531	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211	2,211		26,531
118	7500	Professional Services - Accounting	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500		18,000
119	7500	Professional Services - Annual Audit	9,500	792	792	792	792	792	792	792	792	792	792	792	792		9,500
121	**7500**	**Sub-Total Fiscal Services**	**54,031**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**	**4,503**		**54,031**
122																	
123	**7600**	**Food Services**															
124	7600	Salaries (Food Service Workers)	8,550	-	-	855	855	855	855	855	855	855	855	855	855		8,550
125	7600	Fringe Benefits	757	-	-	76	76	76	76	76	76	76	76	76	76		757
127	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	58,968	-	-	5,897	5,897	5,897	5,897	5,897	5,897	5,897	5,897	5,897	5,897		58,968
128	7600	Food Services FF&E (Leased)	3,025	-	-	303	303	303	303	303	303	303	303	303	303		3,025
129	7600	Inspection fees	1,000	-	-	100	100	100	100	100	100	100	100	100	100		1,000
130	**7600**	**Sub-Total Food Services**	**72,300**	**-**	**-**	**7,230**	**7,230**	**7,230**	**7,230**	**7,230**	**7,230**	**7,230**	**7,230**	**7,230**	**7,230**		**72,300**
131																	
132	**7800**	**Pupil Transportation Services**															
135	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	25,920	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160		25,920
141	**7800**	**Sub-Total Pupil Transportation Services**	**25,920**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**		**25,920**
142																	
143	**7900**	**Operation of Plant**															
144	7900	Salaries (Custodian, crossing guards, security)	15,600	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300		15,600
145	7900	Fringe benefits	1,368	114	114	114	114	114	114	114	114	114	114	114	114		1,368
146	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	13,221	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102		13,221
147	7900	Lawn Maintenance	2,794	233	233	233	233	233	233	233	233	233	233	233	233		2,794
149	7900	Security Services	62,150	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179		62,150
150	7900	Custodial Supplies & Equipment	5,054	421	421	421	421	421	421	421	421	421	421	421	421		5,054
151	7900	Property Insurance	34,235	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853		34,235
152	7900	Telephone & Internet Services	2,045	170	170	170	170	170	170	170	170	170	170	170	170		2,045
153	7900	Water & Sewer	3,782	315	315	315	315	315	315	315	315	315	315	315	315		3,782
154	7900	Electricity	8,842	737	737	737	737	737	737	737	737	737	737	737	737		8,842
155	**7900**	**Sub-Total Operation of Plant**	**149,091**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**	**12,424**		**149,091**
156																	
157	**7900**	**Maintenance of Plant**															
158	7900	Repairs & Maintenance	2,205	184	184	184	184	184	184	184	184	184	184	184	184		2,205
160	**7900**	**Sub-Total Maintenance of Plant**	**2,205**	**184**	**184**	**184**	**184**	**184**	**184**	**184**	**184**	**184**	**184**	**184**	**184**		**2,205**
161																	
162	**8200**	**Administrative Technology Services**															
163	8200	Internal Technology Support	2,520	210	210	210	210	210	210	210	210	210	210	210	210		2,520
164	8200	Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-		-
165	8200	Administration IT Purchases (Leased)	4,940	412	412	412	412	412	412	412	412	412	412	412	412		4,940
166	8200	Systems Operation	922	77	77	77	77	77	77	77	77	77	77	77	77		922
168	**8200**	**Sub-Total Administrative Technology Services**	**8,382**	**698**	**698**	**698**	**698**	**698**	**698**	**698**	**698**	**698**	**698**	**698**	**698**		**8,382**
180		**Start-up Cost**															
181		Pre-Incorporation Expenses	29,000	29,000	-	-	-	-	-	-	-	-	-	-	-		29,000
182		**Sub-Total Start-up cost**	**29,000**	**29,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**		**29,000**
183																	
189		**TOTAL EXPENDITURES**	**948,373**	**77,185**	**74,381**	**79,681**	**79,681**	**79,681**	**79,681**	**79,681**	**79,681**	**79,681**	**79,681**	**79,681**	**79,681**		**948,373**
192		**EXCESS OF REVENUES OVER EXPENDITURES**	**51,956**	**257,033**	**(30,163)**	**(27,635)**	**(27,635)**	**(27,635)**	**(13,144)**	**(13,144)**	**(13,144)**	**(13,144)**	**(13,144)**	**(13,144)**	**(13,144)**		**51,956**
194		**CUMULATIVE FUND BALANCE**	**51,956**	257,033	226,870	199,235	171,601	143,966	130,822	117,678	104,533	91,389	78,245	65,100	51,956		

Functions	Enrollment	Year 2 100% Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	100% Enrollment Jun	Year 2 Total
	REVENUES														
	State Sources with expected enrollment	1,060,946	88,412	88,412	88,412	88,412	88,412	88,412	88,412	88,412	88,412	88,412	88,412	88,412	1,060,946
	Federal Sources - NSLP funds	156,557	-	-	15,656	15,656	15,656	15,656	15,656	15,656	15,656	15,656	15,656	15,656	156,557
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Referendum Funds	202,865	-	-	-	-	-	28,981	28,981	28,981	28,981	28,981	28,981	28,981	202,865
	Line of Credit / Start-up Loan	160,000	160,000	-	-	-	-	-	-	-	-	-	-	-	160,000
	TOTAL REVENUES	**1,580,368**	**248,412**	**88,412**	**104,068**	**104,068**	**104,068**	**133,049**	**133,049**	**133,049**	**133,049**	**133,049**	**133,049**	**133,049**	**1,580,368**
	EXPENDITURES														
5000	**Instruction**														
5000	Salaries (includes classroom teachers, contract or hourly, and teacher	467,351	-	42,486	42,486	42,486	42,486	42,486	42,486	42,486	42,486	42,486	42,486	42,486	467,351
5000	Substitute Teachers	5,760	-	524	524	524	524	524	524	524	524	524	524	524	5,760
5000	Fringe Benefits	88,986	-	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	8,090	88,986
5000	Contracted Professional Services (includes Therapists & other contracted	11,435	-	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	11,435
5000	Classroom Supplies & Equipment	4,755	-	432	432	432	432	432	432	432	432	432	432	432	4,755
5000	Teacher Supplies	2,397	-	218	218	218	218	218	218	218	218	218	218	218	2,397
5000	TextBooks	21,502	10,751	10,751	-	-	-	-	-	-	-	-	-	-	21,502
5000	Software for Instruction	9,410	784	784	784	784	784	784	784	784	784	784	784	784	9,410
5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522	377	377	377	377	377	377	377	377	377	377	377	377	4,522
5000	Computer - Equipment & Repairs for Instruction	2,434	203	203	203	203	203	203	203	203	203	203	203	203	2,434
5000	Instructional FF&E (Leased)	22,286	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	1,857	22,286
5000	Instructional IT Purchases (Leased)	16,011	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	16,011
5000	**Sub-Total Instruction**	**656,848**	**15,306**	**68,095**	**57,345**	**57,345**	**57,345**	**57,345**	**57,345**	**57,345**	**57,345**	**57,345**	**57,345**	**57,345**	**656,848**
6100	**Pupil Personnel Services**														
6100	Salaries (includes counselor, school nurse, health assistant)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6100	Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6100	Contracted Professional Services (Guidance Counselor)	10,000	-	909	909	909	909	909	909	909	909	909	909	909	10,000
6100	Contracted Professional Services (counseling and psychological, contracted	5,544	-	504	504	504	504	504	504	504	504	504	504	504	5,544
6100	**Sub-Total Pupil Personnel Services**	**15,544**	**-**	**1,413**	**1,413**	**1,413**	**1,413**	**1,413**	**1,413**	**1,413**	**1,413**	**1,413**	**1,413**	**1,413**	**15,544**
6200	**Media Services**														
6200	Library Books	3,000	250	250	250	250	250	250	250	250	250	250	250	250	3,000
6200	**Sub-Total Media Services**	**3,000**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**250**	**3,000**
	STEM Education and Project Lead The Way														
	Instructional Materials and Teacher Training	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000
	Technology Kits for Student Use	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
	Sub-Total STEM Education	**15,000**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**1,250**	**15,000**
	Staff Development														
	Workshops	6,000	500	500	500	500	500	500	500	500	500	500	500	500	6,000
	Sub-Total Staff Development	**6,000**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**500**	**6,000**
6500	**Instruction Related Technology**														
6500	Online content and/or assessments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6500	Hardware Maintenance	1,200	100	100	100	100	100	100	100	100	100	100	100	100	1,200
6500	Computer Learning Labs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6500	**Sub-Total Instruction Related Technology**	**1,200**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**1,200**
7100	**Board**														
7100	Professional Services (Legal)	5,850	488	488	488	488	488	488	488	488	488	488	488	488	5,850
7100	Insurance	7,022	585	585	585	585	585	585	585	585	585	585	585	585	7,022
7100	Travel	2,000	167	167	167	167	167	167	167	167	167	167	167	167	2,000
7100	**Sub-Total Board**	**14,872**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**1,239**	**14,872**
7200	**General Administration**														
7200	Management Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7200	**Sub-Total General Administration**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
7300	**School Administration**														
7300	Salaries (includes Principal, Secretary & other Office Personnel)	130,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
7300	Fringe Benefits	26,050	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	26,050
7300	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7300	Travel	1,000	83	83	83	83	83	83	83	83	83	83	83	83	1,000
7300	Advertising and Promotion	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
7300	License Fees	3,898	325	325	325	325	325	325	325	325	325	325	325	325	3,898
7300	Dues and Subcriptions	2,428	202	202	202	202	202	202	202	202	202	202	202	202	2,428
7300	Postage	321	27	27	27	27	27	27	27	27	27	27	27	27	321

	Functions	Enrollment	Year 2 100% Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	100% Enrollment Year 2 Total
99	7300	Printing	2,016	168	168	168	168	168	168	168	168	168	168	168	168	2,016
100	7300	Office Supplies	7,311	609	609	609	609	609	609	609	609	609	609	609	609	7,311
101	7300	Administration FF&E (Leased)	1,893	158	158	158	158	158	158	158	158	158	158	158	158	1,893
102	7300	Administration IT Purchases (Leased)	4,877	406	406	406	406	406	406	406	406	406	406	406	406	4,877
103	7300	Equipment Rental / Lease	14,866	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	14,866
104	**7300**	**Sub-Total School Administration**	**199,660**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**16,638**	**199,660**
105																
106	**7400**	**Facilities Acquisition & Construction**														
107	7400	Building Lease / Rent	124,536	10,378	10,378	10,378	10,378	10,378	10,378	10,378	10,378	10,378	10,378	10,378	10,378	124,536
112	**7400**	**Sub-Total Facilities Acquisition & Construction**	**124,536**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**10,378**	**124,536**
113																
114	**7500**	**Fiscal Services**														
117	7500	Fee to County School Board - up to 250 students	53,047	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	4,421	53,047
118	7500	Professional Services - Accounting	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
119	7500	Professional Services - Annual Audit	9,500	792	792	792	792	792	792	792	792	792	792	792	792	9,500
121	**7500**	**Sub-Total Fiscal Services**	**80,547**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**6,712**	**80,547**
122																
123	**7600**	**Food Services**														
124	7600	Salaries (Food Service Workers)	17,100	-	-	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	17,100
125	7600	Fringe Benefits	1,514	-	-	151	151	151	151	151	151	151	151	151	151	1,514
127	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	117,936	-	-	11,794	11,794	11,794	11,794	11,794	11,794	11,794	11,794	11,794	11,794	117,936
128	7600	Food Services FF&E (Leased)	5,101	-	-	510	510	510	510	510	510	510	510	510	510	5,101
129	7600	Inspection fees	1,000	-	-	100	100	100	100	100	100	100	100	100	100	1,000
130	**7600**	**Sub-Total Food Services**	**142,651**	**-**	**-**	**14,265**	**14,265**	**14,265**	**14,265**	**14,265**	**14,265**	**14,265**	**14,265**	**14,265**	**14,265**	**142,651**
131																
132	**7800**	**Pupil Transportation Services**														
135	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	25,920	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	25,920
141	**7800**	**Sub-Total Pupil Transportation Services**	**25,920**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**25,920**
142																
143	**7900**	**Operation of Plant**														
144	7900	Salaries (Custodian, crossing guards, security)	15,600	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	15,600
145	7900	Fringe benefits	1,368	114	114	114	114	114	114	114	114	114	114	114	114	1,368
146	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	23,562	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	23,562
147	7900	Lawn Maintenance	5,588	466	466	466	466	466	466	466	466	466	466	466	466	5,588
149	7900	Security Services	62,150	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	62,150
150	7900	Custodial Supplies & Equipment	10,108	842	842	842	842	842	842	842	842	842	842	842	842	10,108
151	7900	Property Insurance	34,235	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	34,235
152	7900	Telephone & Internet Services	4,090	341	341	341	341	341	341	341	341	341	341	341	341	4,090
153	7900	Water & Sewer	7,564	630	630	630	630	630	630	630	630	630	630	630	630	7,564
154	7900	Electricity	17,684	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	17,684
155	**7900**	**Sub-Total Operation of Plant**	**181,948**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**15,162**	**181,948**
156																
157	**7900**	**Maintenance of Plant**														
158	7900	Repairs & Maintenance	4,410	367	367	367	367	367	367	367	367	367	367	367	367	4,410
160	**7900**	**Sub-Total Maintenance of Plant**	**4,410**	**367**	**367**	**367**	**367**	**367**	**367**	**367**	**367**	**367**	**367**	**367**	**367**	**4,410**
161																
162	**8200**	**Administrative Technology Services**														
163	8200	Internal Technology Support	5,040	420	420	420	420	420	420	420	420	420	420	420	420	5,040
164	8200	Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	-
165	8200	Administration IT Purchases (Leased)	6,612	551	551	551	551	551	551	551	551	551	551	551	551	6,612
166	8200	Systems Operation	1,844	154	154	154	154	154	154	154	154	154	154	154	154	1,844
168	**8200**	**Sub-Total Administrative Technology Services**	**13,496**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**1,125**	**13,496**
180		**Start-up Cost**														
181		Pre-Incorporation Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
182		**Sub-Total Start-up cost**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
183																
189		**TOTAL EXPENDITURES**	**1,485,632**	**71,189**	**125,391**	**128,905**	**128,905**	**128,905**	**128,905**	**128,905**	**128,905**	**128,905**	**128,905**	**128,905**	**128,905**	**1,485,632**
192		**EXCESS OF REVENUES OVER EXPENDITURES**	**94,736**	**177,224**	**(36,979)**	**(24,837)**	**(24,837)**	**(24,837)**	**4,143**	**4,143**	**4,143**	**4,143**	**4,143**	**4,143**	**4,143**	**94,736**
194		**CUMULATIVE FUND BALANCE**	**94,736**	229,180	192,201	167,364	142,526	117,689	121,832	125,975	130,119	134,262	138,405	142,548	146,692	

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1			Year 3												100% Enrollment	Year 3
2	s	Enrollment	100 % Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
3																
4		**REVENUES**														
5		State Sources with expected enrollment	1,768,265	147,355	147,355	147,355	147,355	147,355	147,355	147,355	147,355	147,355	147,355	147,355	147,355	1,768,265
6		Federal Sources - NSLP funds	260,928	-	-	26,093	26,093	26,093	26,093	26,093	26,093	26,093	26,093	26,093	26,093	260,928
8		Capital Outlay	365,974	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	30,498	365,974
9		Referendum Funds	338,108	-	-	-	-	-	48,301	48,301	48,301	48,301	48,301	48,301	48,301	338,108
11		Line of Credit / Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15		**TOTAL REVENUES**	**2,733,276**	**177,853**	**177,853**	**203,946**	**203,946**	**203,946**	**252,247**	**252,247**	**252,247**	**252,247**	**252,247**	**252,247**	**252,247**	**2,733,276**
16		**EXPENDITURES**														
17																
18	**5000**	**Instruction**														
19	5000	Salaries (includes classroom teachers, contract or hourly, and teacher aides)	767,679	-	69,789	69,789	69,789	69,789	69,789	69,789	69,789	69,789	69,789	69,789	69,789	767,679
20	5000	Fringe Benefits	9,600	-	873	873	873	873	873	873	873	873	873	873	873	9,600
21	5000	Substitute Teachers	155,958	-	14,178	14,178	14,178	14,178	14,178	14,178	14,178	14,178	14,178	14,178	14,178	155,958
22	5000	Contracted Professional Services (includes Therapists & other contracted	19,058	-	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	19,058
23	5000	Classroom Supplies & Equipment	7,924	-	720	720	720	720	720	720	720	720	720	720	720	7,924
24	5000	Teacher Supplies	3,995	-	363	363	363	363	363	363	363	363	363	363	363	3,995
25	5000	TextBooks	62,541	31,270	31,270	-	-	-	-	-	-	-	-	-	-	62,541
26	5000	Software for Instruction	14,850	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	14,850
27	5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522	377	377	377	377	377	377	377	377	377	377	377	377	4,522
28	5000	Computer - Equipment & Repairs for Instruction	4,057	338	338	338	338	338	338	338	338	338	338	338	338	4,057
29	5000	Instructional FF&E (Leased)	34,899	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	2,908	34,899
31	5000	Instructional IT Purchases (Leased)	21,493	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	1,791	21,493
33	**5000**	**Sub-Total Instruction**	**1,106,577**	**37,922**	**125,578**	**94,308**	**94,308**	**94,308**	**94,308**	**94,308**	**94,308**	**94,308**	**94,308**	**94,308**	**94,308**	**1,106,577**
34																
35	**6100**	**Pupil Personnel Services**														
36	6100	Salaries (includes counselor, school nurse, health assistant)	33,555	-	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	3,050	33,555
37	6100	Fringe Benefits	6,604	-	600	600	600	600	600	600	600	600	600	600	600	6,604
38	6100	Contracted Professional Services (Guidance Counselor)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	6100	Contracted Professional Services (counseling and psychological, contracted	9,240	-	840	840	840	840	840	840	840	840	840	840	840	9,240
40	**6100**	**Sub-Total Pupil Personnel Services**	**49,399**	**-**	**4,491**	**4,491**	**4,491**	**4,491**	**4,491**	**4,491**	**4,491**	**4,491**	**4,491**	**4,491**	**4,491**	**49,399**
41																
42	**6200**	**Media Services**														
45	6200	Library Books	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
47	**6200**	**Sub-Total Media Services**	**5,000**	**417**	**417**	**417**	**417**	**417**	**417**	**417**	**417**	**417**	**417**	**417**	**417**	**5,000**
48																
49		**STEM Education and Project Lead The Way**														
50		Instructional Materials and Teacher Training	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
51		Technology Kits for Student Use	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
53		**Sub-Total STEM Education**	**20,000**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**1,667**	**20,000**
54																
63		**Staff Development**														
64		Workshops	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000
67		**Sub-Total Staff Development**	**10,000**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**10,000**
68																
69	**6500**	**Instruction Related Technology**														
73	6500	Online content and/or assessments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
74	6500	Hardware Maintenance	2,000	167	167	167	167	167	167	167	167	167	167	167	167	2,000
75	6500	Computer Learning Labs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
76	**6500**	**Sub-Total Instruction Related Technology**	**2,000**	**167**	**167**	**167**	**167**	**167**	**167**	**167**	**167**	**167**	**167**	**167**	**167**	**2,000**
77																
78	**7100**	**Board**														
79	7100	Professional Services (Legal)	5,850	488	488	488	488	488	488	488	488	488	488	488	488	5,850
81	7100	Insurance	12,349	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	12,349
82	7100	Travel	2,000	167	167	167	167	167	167	167	167	167	167	167	167	2,000
83	**7100**	**Sub-Total Board**	**20,199**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**1,683**	**20,199**
84																
85	**7200**	**General Administration**														
86	7200	Management Fees	212,192	17,683	17,683	17,683	17,683	17,683	17,683	17,683	17,683	17,683	17,683	17,683	17,683	212,192
88	**7200**	**Sub-Total General Administration**	**212,192**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**17,683**	**212,192**
89																
90	**7300**	**School Administration**														
91	7300	Salaries (includes Principal, Secretary & other Office Personnel)	130,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
92	7300	Fringe Benefits	26,050	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	26,050
93	7300	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-
94	7300	Travel	1,000	83	83	83	83	83	83	83	83	83	83	83	83	1,000
95	7300	Advertising and Promotion	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
96	7300	License Fees	3,898	325	325	325	325	325	325	325	325	325	325	325	325	3,898
97	7300	Dues and Subcriptions	4,046	337	337	337	337	337	337	337	337	337	337	337	337	4,046

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1			Year 3												100% Enrollment	Year 3
2	s	Enrollment	100% Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
98	7300	Postage	535	45	45	45	45	45	45	45	45	45	45	45	45	535
99	7300	Printing	3,360	280	280	280	280	280	280	280	280	280	280	280	280	3,360
100	7300	Office Supplies	12,185	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	1,015	12,185
101	7300	Administration FF&E (Leased)	2,965	247	247	247	247	247	247	247	247	247	247	247	247	2,965
102	7300	Administration IT Purchases (Leased)	6,547	546	546	546	546	546	546	546	546	546	546	546	546	6,547
103	7300	Equipment Rental / Lease	14,866	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	14,866
104	**7300**	**Sub-Total School Administration**	**210,452**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**17,538**	**210,452**
105																
106	**7400**	**Facilities Acquisition & Construction**														
107	7400	Building Lease / Rent	211,711	17,643	17,643	17,643	17,643	17,643	17,643	17,643	17,643	17,643	17,643	17,643	17,643	211,711
112	**7400**	**Sub-Total Facilities Acquisition & Construction**	**211,711**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**17,643**	**211,711**
113																
114	**7500**	**Fiscal Services**														
117	7500	Fee to County School Board - up to 250 students	88,413	7,368	7,368	7,368	7,368	7,368	7,368	7,368	7,368	7,368	7,368	7,368	7,368	88,413
118	7500	Professional Services - Accounting	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
119	7500	Professional Services - Annual Audit	9,500	792	792	792	792	792	792	792	792	792	792	792	792	9,500
121	**7500**	**Sub-Total Fiscal Services**	**115,913**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**9,659**	**115,913**
122																
123	**7600**	**Food Services**														
124	7600	Salaries (Food Service Workers)	17,100	-	-	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	17,100
125	7600	Fringe Benefits	1,514	-	-	151	151	151	151	151	151	151	151	151	151	1,514
127	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	196,560	-	-	19,656	19,656	19,656	19,656	19,656	19,656	19,656	19,656	19,656	19,656	196,560
128	7600	Food Services FF&E (Leased)	7,988	-	-	799	799	799	799	799	799	799	799	799	799	7,988
129	7600	Inspection fees	1,000	-	-	100	100	100	100	100	100	100	100	100	100	1,000
130	**7600**	**Sub-Total Food Services**	**224,162**	**-**	**-**	**22,416**	**22,416**	**22,416**	**22,416**	**22,416**	**22,416**	**22,416**	**22,416**	**22,416**	**22,416**	**224,162**
131																
132	**7800**	**Pupil Transportation Services**														
135	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	25,920	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	25,920
141	**7800**	**Sub-Total Pupil Transportation Services**	**25,920**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**25,920**
142																
143	**7900**	**Operation of Plant**														
144	7900	Salaries (Custodian, crossing guards, security)	104,000	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000
145	7900	Fringe benefits	9,077	756	756	756	756	756	756	756	756	756	756	756	756	9,077
146	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	37,350	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	3,112	37,350
147	7900	Lawn Maintenance	9,314	776	776	776	776	776	776	776	776	776	776	776	776	9,314
149	7900	Security Services	62,150	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	62,150
150	7900	Custodial Supplies & Equipment	16,846	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	1,404	16,846
151	7900	Property Insurance	34,235	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	34,235
152	7900	Telephone & Internet Services	6,817	568	568	568	568	568	568	568	568	568	568	568	568	6,817
153	7900	Water & Sewer	12,606	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	12,606
154	7900	Electricity	29,473	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	2,456	29,473
155	**7900**	**Sub-Total Operation of Plant**	**321,868**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**26,822**	**321,868**
156																
157	**7900**	**Maintenance of Plant**														
158	7900	Repairs & Maintenance	7,350	612	612	612	612	612	612	612	612	612	612	612	612	7,350
160	**7900**	**Sub-Total Maintenance of Plant**	**7,350**	**612**	**612**	**612**	**612**	**612**	**612**	**612**	**612**	**612**	**612**	**612**	**612**	**7,350**
161																
162	**8200**	**Administrative Technology Services**														
163	8200	Internal Technology Support	8,400	700	700	700	700	700	700	700	700	700	700	700	700	8,400
164	8200	Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	-
165	8200	Administration IT Purchases (Leased)	8,876	740	740	740	740	740	740	740	740	740	740	740	740	8,876
166	8200	Systems Operation	3,073	256	256	256	256	256	256	256	256	256	256	256	256	3,073
168	**8200**	**Sub-Total Administrative Technology Services**	**20,349**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**1,696**	**20,349**
180		**Start-up Cost**														
181		Pre-Incorporation Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
182		**Sub-Total Start-up cost**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
183																
189		**TOTAL EXPENDITURES**	**2,563,092**	**136,502**	**228,648**	**219,794**	**219,794**	**219,794**	**219,794**	**219,794**	**219,794**	**219,794**	**219,794**	**219,794**	**219,794**	**2,563,092**
192		**EXCESS OF REVENUES OVER EXPENDITURES**	**170,184**	**41,352**	**(50,795)**	**(15,848)**	**(15,848)**	**(15,848)**	**32,453**	**32,453**	**32,453**	**32,453**	**32,453**	**32,453**	**32,453**	**170,184**
194		**CUMULATIVE FUND BALANCE**	**170,184**	188,043	137,248	121,400	105,552	89,704	122,157	154,610	187,063	219,516	251,969	284,423	316,876	

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1			Year 4												100% Enrollment	Year 4
2	s	Enrollment	100 % Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
3																
4		**REVENUES**														
5		State Sources with expected enrollment	2,298,883	191,574	191,574	191,574	191,574	191,574	191,574	191,574	191,574	191,574	191,574	191,574	191,574	2,298,883
6		Federal Sources - NSLP funds	339,206	-	-	33,921	33,921	33,921	33,921	33,921	33,921	33,921	33,921	33,921	33,921	339,206
8		Capital Outlay	475,767	39,647	39,647	39,647	39,647	39,647	39,647	39,647	39,647	39,647	39,647	39,647	39,647	475,767
9		Referendum Funds	439,541	-	-	-	-	-	62,792	62,792	62,792	62,792	62,792	62,792	62,792	439,541
11		Line of Credit / Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15		**TOTAL REVENUES**	**3,553,397**	**231,221**	**231,221**	**265,141**	**265,141**	**265,141**	**327,933**	**327,933**	**327,933**	**327,933**	**327,933**	**327,933**	**327,933**	**3,553,397**
16		**EXPENDITURES**														
17																
18	**5000**	**Instruction**														
19	5000	Salaries (includes classroom teachers, contract or hourly, and teacher aides)	1,032,502	-	93,864	93,864	93,864	93,864	93,864	93,864	93,864	93,864	93,864	93,864	93,864	1,032,502
20	5000	Fringe Benefits	12,480	-	1,135	1,135	1,135	1,135	1,135	1,135	1,135	1,135	1,135	1,135	1,135	12,480
21	5000	Substitute Teachers	208,697	-	18,972	18,972	18,972	18,972	18,972	18,972	18,972	18,972	18,972	18,972	18,972	208,697
22	5000	Contracted Professional Services (includes Therapists & other contracted	24,775	-	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	2,252	24,775
23	5000	Classroom Supplies & Equipment	10,302	-	937	937	937	937	937	937	937	937	937	937	937	10,302
24	5000	Teacher Supplies	5,194	-	472	472	472	472	472	472	472	472	472	472	472	5,194
25	5000	TextBooks	100,058	50,029	50,029	-	-	-	-	-	-	-	-	-	-	100,058
26	5000	Software for Instruction	19,555	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	1,630	19,555
27	5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522	377	377	377	377	377	377	377	377	377	377	377	377	4,522
28	5000	Computer - Equipment & Repairs for Instruction	5,274	440	440	440	440	440	440	440	440	440	440	440	440	5,274
29	5000	Instructional FF&E (Leased)	42,799	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	3,567	42,799
31	5000	Instructional IT Purchases (Leased)	26,799	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	2,233	26,799
33	**5000**	**Sub-Total Instruction**	**1,492,957**	**58,275**	**175,907**	**125,877**	**125,877**	**125,877**	**125,877**	**125,877**	**125,877**	**125,877**	**125,877**	**125,877**	**125,877**	**1,492,957**
34																
35	**6100**	**Pupil Personnel Services**														
36	6100	Salaries (includes counselor, school nurse, health assistant)	52,466	-	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	52,466
37	6100	Fringe Benefits	10,091	-	917	917	917	917	917	917	917	917	917	917	917	10,091
38	6100	Contracted Professional Services (Guidance Counselor)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	6100	Contracted Professional Services (counseling and psychological, contracted	12,012	-	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	1,092	12,012
40	**6100**	**Sub-Total Pupil Personnel Services**	**74,569**	**-**	**6,779**	**6,779**	**6,779**	**6,779**	**6,779**	**6,779**	**6,779**	**6,779**	**6,779**	**6,779**	**6,779**	**74,569**
41																
42	**6200**	**Media Services**														
45	6200	Library Books	6,500	542	542	542	542	542	542	542	542	542	542	542	542	6,500
47	**6200**	**Sub-Total Media Services**	**6,500**	**542**	**542**	**542**	**542**	**542**	**542**	**542**	**542**	**542**	**542**	**542**	**542**	**6,500**
48																
49		**STEM Education and Project Lead The Way**														
50		Instructional Materials and Teacher Training	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
51		Technology Kits for Student Use	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
53		**Sub-Total STEM Education**	**25,000**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**25,000**
54																
63		**Staff Development**														
64		Workshops	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000
67		**Sub-Total Staff Development**	**10,000**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**833**	**10,000**
68																
69	**6500**	**Instruction Related Technology**														
73	6500	Online content and/or assessments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
74	6500	Hardware Maintenance	2,600	217	217	217	217	217	217	217	217	217	217	217	217	2,600
75	6500	Computer Learning Labs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
76	**6500**	**Sub-Total Instruction Related Technology**	**2,600**	**217**	**217**	**217**	**217**	**217**	**217**	**217**	**217**	**217**	**217**	**217**	**217**	**2,600**
77																
78	**7100**	**Board**														
79	7100	Professional Services (Legal)	5,850	488	488	488	488	488	488	488	488	488	488	488	488	5,850
81	7100	Insurance	16,283	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	1,357	16,283
82	7100	Travel	2,000	167	167	167	167	167	167	167	167	167	167	167	167	2,000
83	**7100**	**Sub-Total Board**	**24,133**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**2,011**	**24,133**
84																
85	**7200**	**General Administration**														
86	7200	Management Fees	275,866	22,989	22,989	22,989	22,989	22,989	22,989	22,989	22,989	22,989	22,989	22,989	22,989	275,866
88	**7200**	**Sub-Total General Administration**	**275,866**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**22,989**	**275,866**
89																
90	**7300**	**School Administration**														
91	7300	Salaries (includes Principal, Secretary & other Office Personnel)	130,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
92	7300	Fringe Benefits	26,050	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	26,050
93	7300	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-
94	7300	Travel	1,000	83	83	83	83	83	83	83	83	83	83	83	83	1,000
95	7300	Advertising and Promotion	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
96	7300	License Fees	3,898	325	325	325	325	325	325	325	325	325	325	325	325	3,898
97	7300	Dues and Subcriptions	5,260	438	438	438	438	438	438	438	438	438	438	438	438	5,260

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1			Year 4												100% Enrollment	Year 4
2	s	Enrollment	100% Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
98	7300	Postage	695	58	58	58	58	58	58	58	58	58	58	58	58	695
99	7300	Printing	4,368	364	364	364	364	364	364	364	364	364	364	364	364	4,368
100	7300	Office Supplies	15,841	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	1,320	15,841
101	7300	Administration FF&E (Leased)	3,636	303	303	303	303	303	303	303	303	303	303	303	303	3,636
102	7300	Administration IT Purchases (Leased)	8,163	680	680	680	680	680	680	680	680	680	680	680	680	8,163
103	7300	Equipment Rental / Lease	14,866	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	14,866
104	**7300**	**Sub-Total School Administration**	**218,777**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**18,231**	**218,777**
105																
106	**7400**	**Facilities Acquisition & Construction**														
107	7400	Building Lease / Rent	280,729	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	23,394	280,729
112	**7400**	**Sub-Total Facilities Acquisition & Construction**	**280,729**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**23,394**	**280,729**
113																
114	**7500**	**Fiscal Services**														
117	7500	Fee to County School Board - up to 250 students	105,260	8,772	8,772	8,772	8,772	8,772	8,772	8,772	8,772	8,772	8,772	8,772	8,772	105,260
118	7500	Professional Services - Accounting	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
119	7500	Professional Services - Annual Audit	9,500	792	792	792	792	792	792	792	792	792	792	792	792	9,500
121	**7500**	**Sub-Total Fiscal Services**	**132,760**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**132,760**
122																
123	**7600**	**Food Services**														
124	7600	Salaries (Food Service Workers)	34,200	-	-	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	34,200
125	7600	Fringe Benefits	3,028	-	-	303	303	303	303	303	303	303	303	303	303	3,028
127	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	255,528	-	-	25,553	25,553	25,553	25,553	25,553	25,553	25,553	25,553	25,553	25,553	255,528
128	7600	Food Services FF&E (Leased)	9,796	-	-	980	980	980	980	980	980	980	980	980	980	9,796
129	7600	Inspection fees	1,000	-	-	100	100	100	100	100	100	100	100	100	100	1,000
130	**7600**	**Sub-Total Food Services**	**303,553**	**-**	**-**	**30,355**	**30,355**	**30,355**	**30,355**	**30,355**	**30,355**	**30,355**	**30,355**	**30,355**	**30,355**	**303,553**
131																
132	**7800**	**Pupil Transportation Services**														
135	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	25,920	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	25,920
141	**7800**	**Sub-Total Pupil Transportation Services**	**25,920**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**25,920**
142																
143	**7900**	**Operation of Plant**														
144	7900	Salaries (Custodian, crossing guards, security)	104,000	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000
145	7900	Fringe benefits	9,077	756	756	756	756	756	756	756	756	756	756	756	756	9,077
146	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	47,690	3,974	3,974	3,974	3,974	3,974	3,974	3,974	3,974	3,974	3,974	3,974	3,974	47,690
147	7900	Lawn Maintenance	12,108	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	12,108
149	7900	Security Services	62,150	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	62,150
150	7900	Custodial Supplies & Equipment	21,900	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	1,825	21,900
151	7900	Property Insurance	34,235	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	34,235
152	7900	Telephone & Internet Services	8,862	739	739	739	739	739	739	739	739	739	739	739	739	8,862
153	7900	Water & Sewer	16,388	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	1,366	16,388
154	7900	Electricity	38,315	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	3,193	38,315
155	**7900**	**Sub-Total Operation of Plant**	**354,725**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**29,560**	**354,725**
156																
157	**7900**	**Maintenance of Plant**														
158	7900	Repairs & Maintenance	9,555	796	796	796	796	796	796	796	796	796	796	796	796	9,555
160	**7900**	**Sub-Total Maintenance of Plant**	**9,555**	**796**	**796**	**796**	**796**	**796**	**796**	**796**	**796**	**796**	**796**	**796**	**796**	**9,555**
161																
162	**8200**	**Administrative Technology Services**														
163	8200	Internal Technology Support	10,920	910	910	910	910	910	910	910	910	910	910	910	910	10,920
164	8200	Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	-
165	8200	Administration IT Purchases (Leased)	11,068	922	922	922	922	922	922	922	922	922	922	922	922	11,068
166	8200	Systems Operation	3,995	333	333	333	333	333	333	333	333	333	333	333	333	3,995
168	**8200**	**Sub-Total Administrative Technology Services**	**25,983**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**2,165**	**25,983**
180		**Start-up Cost**														
181		Pre-Incorporation Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
182		**Sub-Total Start-up cost**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
183																
189		**TOTAL EXPENDITURES**	**3,263,627**	**174,321**	**298,731**	**279,057**	**279,057**	**279,057**	**279,057**	**279,057**	**279,057**	**279,057**	**279,057**	**279,057**	**279,057**	**3,263,627**
192		**EXCESS OF REVENUES OVER EXPENDITURES**	**289,770**	**56,900**	**(67,511)**	**(13,916)**	**(13,916)**	**(13,916)**	**48,876**	**48,876**	**48,876**	**48,876**	**48,876**	**48,876**	**48,876**	**289,770**
194		**CUMULATIVE FUND BALANCE**	**289,770**	373,776	306,265	292,349	278,433	264,517	313,393	362,268	411,144	460,019	508,895	557,770	606,646	

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1			Year 5												100% Enrollment	Year 5
2	s	Enrollment	100% Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
3																
4		**REVENUES**														
5		State Sources with expected enrollment	2,475,622	206,302	206,302	206,302	206,302	206,302	206,302	206,302	206,302	206,302	206,302	206,302	206,302	2,475,622
6		Federal Sources - NSLP funds	365,299	-	-	36,530	36,530	36,530	36,530	36,530	36,530	36,530	36,530	36,530	36,530	365,299
8		Capital Outlay	512,364	42,697	42,697	42,697	42,697	42,697	42,697	42,697	42,697	42,697	42,697	42,697	42,697	512,364
9		Referendum Funds	473,352	-	-	-	-	-	67,622	67,622	67,622	67,622	67,622	67,622	67,622	473,352
11		Line of Credit / Start-up Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15		**TOTAL REVENUES**	**3,826,637**	**248,999**	**248,999**	**285,529**	**285,529**	**285,529**	**353,150**	**353,150**	**353,150**	**353,150**	**353,150**	**353,150**	**353,150**	**3,826,637**
16		**EXPENDITURES**														
17																
18	**5000**	**Instruction**														
19	5000	Salaries (includes classroom teachers, contract or hourly, and teacher aides)	1,136,556	-	103,323	103,323	103,323	103,323	103,323	103,323	103,323	103,323	103,323	103,323	103,323	1,136,556
20	5000	Fringe Benefits	13,440	-	1,222	1,222	1,222	1,222	1,222	1,222	1,222	1,222	1,222	1,222	1,222	13,440
21	5000	Substitute Teachers	232,572	-	21,143	21,143	21,143	21,143	21,143	21,143	21,143	21,143	21,143	21,143	21,143	232,572
22	5000	Contracted Professional Services (includes Therapists & other contracted instructional services)	26,681	-	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	2,426	26,681
23	5000	Classroom Supplies & Equipment	11,094	-	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	1,009	11,094
24	5000	Teacher Supplies	5,593	-	508	508	508	508	508	508	508	508	508	508	508	5,593
25	5000	TextBooks	133,245	66,623	66,623	-	-	-	-	-	-	-	-	-	-	133,245
26	5000	Software for Instruction	22,790	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,899	1,899	22,790
27	5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522	377	377	377	377	377	377	377	377	377	377	377	377	4,522
28	5000	Computer - Equipment & Repairs for Instruction	5,680	473	473	473	473	473	473	473	473	473	473	473	473	5,680
29	5000	Instructional FF&E (Leased)	45,375	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	3,781	45,375
31	5000	Instructional IT Purchases (Leased)	28,433	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	2,369	28,433
33	**5000**	**Sub-Total Instruction**	**1,665,982**	**75,523**	**205,153**	**138,531**	**138,531**	**138,531**	**138,531**	**138,531**	**138,531**	**138,531**	**138,531**	**138,531**	**138,531**	**1,665,982**
34																
35	**6100**	**Pupil Personnel Services**														
36	6100	Salaries (includes counselor, school nurse, health assistant)	53,057	-	4,823	4,823	4,823	4,823	4,823	4,823	4,823	4,823	4,823	4,823	4,823	53,057
37	6100	Fringe Benefits	10,142	-	922	922	922	922	922	922	922	922	922	922	922	10,142
38	6100	Contracted Professional Services (Guidance Counselor)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	6100	Contracted Professional Services (counseling and psychological, contracted	12,936	-	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	1,176	12,936
40	**6100**	**Sub-Total Pupil Personnel Services**	**76,135**	**-**	**6,921**	**6,921**	**6,921**	**6,921**	**6,921**	**6,921**	**6,921**	**6,921**	**6,921**	**6,921**	**6,921**	**76,135**
41																
42	**6200**	**Media Services**														
45	6200	Library Books	7,000	583	583	583	583	583	583	583	583	583	583	583	583	7,000
47	**6200**	**Sub-Total Media Services**	**7,000**	**583**	**583**	**583**	**583**	**583**	**583**	**583**	**583**	**583**	**583**	**583**	**583**	**7,000**
48																
49		**STEM Education and Project Lead The Way**														
50		Instructional Materials and Teacher Training	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
51		Technology Kits for Student Use	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
53		**Sub-Total STEM Education**	**25,000**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**2,083**	**25,000**
54																
63		**Staff Development**														
64		Workshops	14,000	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	14,000
67		**Sub-Total Staff Development**	**14,000**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**1,167**	**14,000**
68																
69	**6500**	**Instruction Related Technology**														
73	6500	Online content and/or assessments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
74	6500	Hardware Maintenance	2,800	233	233	233	233	233	233	233	233	233	233	233	233	2,800
75	6500	Computer Learning Labs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
76	**6500**	**Sub-Total Instruction Related Technology**	**2,800**	**233**	**233**	**233**	**233**	**233**	**233**	**233**	**233**	**233**	**233**	**233**	**233**	**2,800**
77																
78	**7100**	**Board**														
79	7100	Professional Services (Legal)	5,850	488	488	488	488	488	488	488	488	488	488	488	488	5,850
81	7100	Insurance	17,813	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	1,484	17,813
82	7100	Travel	2,000	167	167	167	167	167	167	167	167	167	167	167	167	2,000
83	**7100**	**Sub-Total Board**	**25,663**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**2,139**	**25,663**
84																
85	**7200**	**General Administration**														
86	7200	Management Fees	297,075	24,756	24,756	24,756	24,756	24,756	24,756	24,756	24,756	24,756	24,756	24,756	24,756	297,075
88	**7200**	**Sub-Total General Administration**	**297,075**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**24,756**	**297,075**
89																
90	**7300**	**School Administration**														
91	7300	Salaries (includes Principal, Secretary & other Office Personnel)	130,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
92	7300	Fringe Benefits	26,050	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	2,171	26,050
93	7300	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-
94	7300	Travel	1,000	83	83	83	83	83	83	83	83	83	83	83	83	1,000
95	7300	Advertising and Promotion	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
96	7300	License Fees	3,898	325	325	325	325	325	325	325	325	325	325	325	325	3,898

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1			Year 5 100%												100% Enrollment	Year 5
2	s	Enrollment	Enrollment	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
97	7300	Dues and Subcriptions	5,665	472	472	472	472	472	472	472	472	472	472	472	472	5,665
98	7300	Postage	749	62	62	62	62	62	62	62	62	62	62	62	62	749
99	7300	Printing	4,704	392	392	392	392	392	392	392	392	392	392	392	392	4,704
100	7300	Office Supplies	17,060	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	1,422	17,060
101	7300	Administration FF&E (Leased)	3,855	321	321	321	321	321	321	321	321	321	321	321	321	3,855
102	7300	Administration IT Purchases (Leased)	8,661	722	722	722	722	722	722	722	722	722	722	722	722	8,661
103	7300	Equipment Rental / Lease	14,866	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	14,866
104	**7300**	**Sub-Total School Administration**	**221,507**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**18,459**	**221,507**
105																
106	**7400**	**Facilities Acquisition & Construction**														
107	7400	Building Lease / Rent	308,370	25,697	25,697	25,697	25,697	25,697	25,697	25,697	25,697	25,697	25,697	25,697	25,697	308,370
112	**7400**	**Sub-Total Facilities Acquisition & Construction**	**308,370**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**25,697**	**308,370**
113																
114	**7500**	**Fiscal Services**														
117	7500	Fee to County School Board - up to 250 students	105,256	8,771	8,771	8,771	8,771	8,771	8,771	8,771	8,771	8,771	8,771	8,771	8,771	105,256
118	7500	Professional Services - Accounting	18,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
119	7500	Professional Services - Annual Audit	9,500	792	792	792	792	792	792	792	792	792	792	792	792	9,500
121	**7500**	**Sub-Total Fiscal Services**	**132,756**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**11,063**	**132,756**
122																
123	**7600**	**Food Services**														
124	7600	Salaries (Food Service Workers)	34,200	-	-	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	3,420	34,200
125	7600	Fringe Benefits	3,028	-	-	303	303	303	303	303	303	303	303	303	303	3,028
127	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	275,184	-	-	27,518	27,518	27,518	27,518	27,518	27,518	27,518	27,518	27,518	27,518	275,184
128	7600	Food Services FF&E (Leased)	10,386	-	-	1,039	1,039	1,039	1,039	1,039	1,039	1,039	1,039	1,039	1,039	10,386
129	7600	Inspection fees	1,000	-	-	100	100	100	100	100	100	100	100	100	100	1,000
130	**7600**	**Sub-Total Food Services**	**323,798**	**-**	**-**	**32,380**	**32,380**	**32,380**	**32,380**	**32,380**	**32,380**	**32,380**	**32,380**	**32,380**	**32,380**	**323,798**
131																
132	**7800**	**Pupil Transportation Services**														
135	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	25,920	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	25,920
141	**7800**	**Sub-Total Pupil Transportation Services**	**25,920**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**2,160**	**25,920**
142																
143	**7900**	**Operation of Plant**														
144	7900	Salaries (Custodian, crossing guards, security)	104,000	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	104,000
145	7900	Fringe benefits	9,077	756	756	756	756	756	756	756	756	756	756	756	756	9,077
146	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	51,137	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	4,261	51,137
147	7900	Lawn Maintenance	13,039	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	1,087	13,039
149	7900	Security Services	62,150	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	5,179	62,150
150	7900	Custodial Supplies & Equipment	23,584	1,965	1,965	1,965	1,965	1,965	1,965	1,965	1,965	1,965	1,965	1,965	1,965	23,584
151	7900	Property Insurance	34,235	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	34,235
152	7900	Telephone & Internet Services	9,544	795	795	795	795	795	795	795	795	795	795	795	795	9,544
153	7900	Water & Sewer	17,648	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	17,648
154	7900	Electricity	41,262	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	3,439	41,262
155	**7900**	**Sub-Total Operation of Plant**	**365,678**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**30,473**	**365,678**
156																
157	**7900**	**Maintenance of Plant**														
158	7900	Repairs & Maintenance	10,290	857	857	857	857	857	857	857	857	857	857	857	857	10,290
160	**7900**	**Sub-Total Maintenance of Plant**	**10,290**	**857**	**857**	**857**	**857**	**857**	**857**	**857**	**857**	**857**	**857**	**857**	**857**	**10,290**
161																
162	**8200**	**Administrative Technology Services**														
163	8200	Internal Technology Support	11,760	980	980	980	980	980	980	980	980	980	980	980	980	11,760
164	8200	Technology Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	-
165	8200	Administration IT Purchases (Leased)	11,743	979	979	979	979	979	979	979	979	979	979	979	979	11,743
166	8200	Systems Operation	4,302	359	359	359	359	359	359	359	359	359	359	359	359	4,302
168	**8200**	**Sub-Total Administrative Technology Services**	**27,805**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**2,317**	**27,805**
180		**Start-up Cost**														
181		Pre-Incorporation Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
182		**Sub-Total Start-up cost**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
183																
189		**TOTAL EXPENDITURES**	**3,529,778**	**197,511**	**334,063**	**299,820**	**299,820**	**299,820**	**299,820**	**299,820**	**299,820**	**299,820**	**299,820**	**299,820**	**299,820**	**3,529,778**
192		**EXCESS OF REVENUES OVER EXPENDITURES**	**296,859**	**51,488**	**(85,064)**	**(14,292)**	**(14,292)**	**(14,292)**	**53,330**	**53,330**	**53,330**	**53,330**	**53,330**	**53,330**	**53,330**	**296,859**
194		**CUMULATIVE FUND BALANCE**	**296,859**	658,133	573,069	558,778	544,486	530,194	583,524	636,855	690,185	743,515	796,845	850,175	903,505	

	A	B	C	D	F	G	I	J	L	M	O	P
2		Year 1			Year 2		Year 3		Year 4		Year 5	
3		100%	75%	50%	100%	50%	100%	50%	100%	50%	100%	50%
4	**Grades**	6-8			6-8		6-8		6-8		6-8	
5	Students per grade (average)	63	47	32	63	32	70	35	91	46	98	49
6	Total # Students	63	47	32	126	63	210	105	273	137	294	147
7	Per Student Revenue *	8,423	8,423	8,423	8,420	8,420	8,420	8,420	8,421	8,421	8,420	8,420
8												
9	**REVENUE**											
10	Maximum Gross Revenue ($)	530,618	395,858	269,520	1,060,946	530,473	1,768,265	884,133	2,298,883	1,153,652	2,475,622	1,237,811
11	Enrollment Contingency ($)	-	-	-	-	-	-	-	-	-	-	-
12	**Budgeted State Sources of Revenue**	**530,618**	**395,858**	**269,520**	**1,060,946**	**530,473**	**1,768,265**	**884,133**	**2,298,883**	**1,153,652**	**2,475,622**	**1,237,811**
13												
14	**EXPENDITURES**											
15	**Facility Budget**											
16	Maximum Facility Expense	**210,138**	**181,569**	**153,522**	**306,484**	**201,435**	**533,579**	**314,982**	**635,454**	**366,180**	**674,047**	**385,216**
17	Minimum Building Size Utilized (Sq. ft.)	4,725	3,525	2,400	9,450	4,725	15,750	7,875	20,475	10,275	22,050	11,025
18	Cost per Student	3,336	3,863	4,798	2,432	3,197	2,541	3,000	2,328	2,673	2,293	2,621
19	Operating and Fixed Costs	149,091	135,784	122,999	181,948	139,167	321,868	209,127	354,725	225,816	365,678	231,032
20	Mortgage Payments/Rent	61,047	45,785	30,524	124,536	62,268	211,711	105,855	280,729	140,364	308,370	154,185
21												
22	**Teacher Staffing Budget**											
23	School wide Average Class Size	21	21	21	21	21	21	21	21	20	21	21
24	# of Instructional Staff	3.0	2.3	1.5	6.0	3.0	10.0	5.0	13.0	7.0	14.0	7.0
25	Salary Benefits per Teacher	15,000	14,865	14,581	14,831	14,002	15,596	16,047	16,054	15,438	16,612	16,959
26												
27	**MAXIMUM FOR OTHER EXPENDITU**	**499,951**	**426,625**	**355,251**	**731,903**	**455,484**	**1,301,953**	**664,686**	**1,641,035**	**911,343**	**1,777,655**	**982,531**
28												
29	* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE											
30	Percentage increase in space requirements				100%		233%		333%		367%	

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	43.47	1.000	43.4700	$ 240,250
112 Basic 4-8 with ESE Services	6.93	1.000	6.9300	$ 38,301
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	12.60	1.165	14.6790	$ 81,128
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	63.00		65.0790	$ 359,679

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	65.0790	Total Base Funding	$ 359,679

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	359,679	X	6.67%	$ 23,991
Growth Portion (0.54% of Conference Base Funding)	(a)	$	359,679	X	0.54%	$ 1,942
Total Salary Increase Allocation						$ 25,933

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
6.93	4-8	251	$ 1,200	$ 8,316
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 6.93			Total ESE Guarantee	$ 8,316

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 63.00 ÷ District's Total UFTE: 396,765.50 = 0.0159%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 65.08 ÷ District's Total WFTE: 423,446.13 = 0.0154%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 63.00 ÷ Scholarship UFTE: 324,592.25 = 0.0194%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 63.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

= 0.0159%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 63.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97

= 0.0195%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0159%	$	20,456
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0159%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0195%	$	7,260
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0194%	$	3,892
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0154%	$	64,537
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0154%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0159%	$	-
12. Class Size Reduction Funds:						

Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**65.0790**	**1.0287**		**915.09**	**=**	**61,262**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**65.0790**				**Total Class Size Reduction Funds**		**$ 61,262**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96	**Enter All Adjusted Fundable Riders**		**9.45**			**x**	**552**	**$ 5,216**
97	**Enter All Adjusted ESE Riders**					**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 530,618**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 504,685**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	86.94	1.000	86.9400	$ 480,499
112 Basic 4-8 with ESE Services	13.86	1.000	13.8600	$ 76,601
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	25.20	1.165	29.3580	$ 162,256
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	126.00		130.1580	$ 719,356

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	130.1580	Total Base Funding	$ 719,356

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	719,356	X	6.67%	$ 47,981
Growth Portion (0.54% of Conference Base Funding)	(a)	$	719,356	X	0.54%	$ 3,885
Total Salary Increase Allocation						$ 51,866

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
13.86	4-8	251	$ 1,200	$ 16,632
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 13.86			Total ESE Guarantee	$ 16,632

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 126.00 ÷ District's Total UFTE: 396,765.50 = 0.0318%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 130.16 ÷ District's Total WFTE: 423,446.13 = 0.0307%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 126.00 ÷ Scholarship UFTE: 324,592.25 = 0.0388%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 126.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

= 0.0319%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 126.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97

= 0.0390%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0319%	$	41,041
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0318%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0390%	$	14,521
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0388%	$	7,783
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0307%	$	128,655
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0307%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0318%	$	-
12. Class Size Reduction Funds:						

Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**130.1580**	**1.0287**		**915.09**	**=**	**122,525**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**130.1580**				**Total Class Size Reduction Funds**		**$ 122,525**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96		**Enter All Adjusted Fundable Riders**	**18.9**			**x**	**552**	**$ 10,433**
97		**Enter All Adjusted ESE Riders**				**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 1,060,946**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 1,009,080**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	144.90	1.000	144.9000	$ 800,832
112 Basic 4-8 with ESE Services	23.10	1.000	23.1000	$ 127,669
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	42.00	1.165	48.9300	$ 270,426
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	210.00		216.9300	$ 1,198,927

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	216.9300	Total Base Funding	$ 1,198,927

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	1,198,927	X	6.67%	$ 79,968
Growth Portion (0.54% of Conference Base Funding)	(a)	$	1,198,927	X	0.54%	$ 6,474
Total Salary Increase Allocation						$ 86,442

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
23.10	4-8	251	$ 1,200	$ 27,720
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 23.10			Total ESE Guarantee	$ 27,720

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 210.00 ÷ District's Total UFTE: 396,765.50 = 0.0529%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 216.93 ÷ District's Total WFTE: 423,446.13 = 0.0512%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 210.00 ÷ Scholarship UFTE: 324,592.25 = 0.0647%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 210.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

= 0.0531%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. Charter School UFTE: 210.00 ÷ District's Total Non-Scholarship Non-Virtual UFTE: 323,373.97

= 0.0649%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0531%	$	68,316
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0529%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0649%	$	24,164
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0647%	$	12,978
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0512%	$	214,564
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0512%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0529%	$	-
12. Class Size Reduction Funds:						

Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**216.9300**	**1.0287**		**915.09**	**=**	**204,208**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**216.9300**				**Total Class Size Reduction Funds**		**$ 204,208**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96	**Enter All Adjusted Fundable Riders**		**31.5**			**x**	**552**	**$ 17,388**
97	**Enter All Adjusted ESE Riders**					**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 1,768,265**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 1,681,823**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	188.37	1.000	188.3700	$ 1,041,082
112 Basic 4-8 with ESE Services	30.03	1.000	30.0300	$ 165,970
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	54.60	1.165	63.6090	$ 351,554
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	273.00		282.0090	$ 1,558,606

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -
Total Additional FTE	0.0000	Additional Base Funds $ -
Total Funded Weighted FTE	282.0090	Total Base Funding $ 1,558,606

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	1,558,606	X	6.67%	$ 103,959
Growth Portion (0.54% of Conference Base Funding)	(a)	$	1,558,606	X	0.54%	$ 8,416
Total Salary Increase Allocation						$ 112,375

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
30.03	4-8	251	$ 1,200	$ 36,036
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 30.03			Total ESE Guarantee	$ 36,036

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 273.00 ÷ District's Total UFTE: 396,765.50 = 0.0688%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 282.01 ÷ District's Total WFTE: 423,446.13 = 0.0666%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 273.00 ÷ Scholarship UFTE: 324,592.25 = 0.0841%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 273.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
63						=	**0.0690%**	
64	**3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's**							
65	**UFTE share.**	**Charter School UFTE:**	**273.00**	÷	**District's Total Non-Scholarship Non-Virtual UFTE:**		**323,373.97**	
66						=	**0.0844%**	
67								
68	**4. Educational Enrichment Share (Non-Virtual UFTE share)**			**(e)**	**128,655,689**	**x**	**0.0690%**	**$ 88,772**
69	**5. Discretionary Millage Compression Allocation**							
70	**.748 Mills (UFTE share)**			**(b)**	**0**	**x**	**0.0688%**	**$ -**
71	**6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)**			**(f)**	**37,232,402**	**x**	**0.0844%**	**$ 31,424**
72	**7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)**			**(d)**	**20,059,432**	**x**	**0.0841%**	**$ 16,870**
73	**8. Academic Acceleration Options Supplement (Value share)**			**(g)**				
74	**Acceleration Value**		**Acceleration Value** *Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.*					
75	**Advanced Placement**							
76	**International Baccalaureate**							
77	**Advanced International Certificate**							
78	**Industry Certified Career Education**							
79	**Early High School Graduation**							
80	**Dual Enrollment**							
81							**School total value**	**-**
82							**District total value**	**12,198.96**
84	**School Academic Acceleration Option Supplement**				**66,898,842**	**x**	**0.0000%**	**$ -**
85	**9. Discretionary Local Effort (WFTE share)**			**(c)**	**419,070,407**	**x**	**0.0666%**	**$ 279,101**
86	**10. Proration to Funds Available (WFTE share)**			**(c)**	**0**	**x**	**0.0666%**	**$ -**
87	**11. Educational Enrollment Stabilization Program (UFTE share)**			**(b)**	**0**	**x**	**0.0688%**	**$ -**
88	**12. Class Size Reduction Funds:**							
89	**Weighted FTE (not including Add-On)**	**X**	**CWF**	**X**	**Allocation factors**			

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**282.0090**	**1.0287**		**915.09**	**=**	**265,470**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**282.0090**				**Total Class Size Reduction Funds**		**$ 265,470**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96		**Enter All Adjusted Fundable Riders**	**40.95**			**x**	**552**	**$ 22,604**
97		**Enter All Adjusted ESE Riders**				**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 2,298,883**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 2,186,508**

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1A. 2025-26 FEFP State and Local Funding

Base Student Allocation $5,372.60 Comparable Wage Factor: 1.0287

Small District Factor 1.0000

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	(1)	(2)	(3)	(4)	(5)
101 Basic K-3		1.108	0.0000	$ -
111 Basic K-3 with ESE Services		1.108	0.0000	$ -
102 Basic 4-8	202.86	1.000	202.8600	$ 1,121,165
112 Basic 4-8 with ESE Services	32.34	1.000	32.3400	$ 178,737
103 Basic 9-12		0.972	0.0000	$ -
113 Basic 9-12 with ESE Services		0.972	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.609	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.609	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		6.064	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		6.064	0.0000	$ -
130 ESOL *(Grade Level PK-3)*		1.165	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	58.80	1.165	68.5020	$ 378,596
130 ESOL *(Grade Level 9-12)*		1.165	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.081	0.0000	$ -
Totals	294.00		303.7020	$ 1,678,498

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE	Number of FTE	2025-26 Base Funding (WFTE x BSA x CWF x SDF)
	Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs.	
Small District ESE Supplement		$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	303.7020	Total Base Funding	$ 1,678,498

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

1B. Classroom Teacher and Other Instructional Personnel Salary Increase

Maintenance and Growth Portions of the Salary Increase funds are part of the total Conference Base Funding and are not treated as a separate allocation. Amounts are split out here for informative purposes and for the purposes of providing a total that may be used for calculating the adminstrative fee.

Maintenance Portion (6.67% of Conference Base Funding)	(a)	$	1,678,498	X	6.67%	$ 111,956
Growth Portion (0.54% of Conference Base Funding)	(a)	$	1,678,498	X	0.54%	$ 9,064
Total Salary Increase Allocation						$ 121,020

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above, less any 113 gifted FTE.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	$ 1,070	$ -
	PK-3	252	$ 3,455	$ -
	PK-3	253	$ 7,050	$ -
32.34	4-8	251	$ 1,200	$ 38,808
	4-8	252	$ 3,584	$ -
	4-8	253	$ 7,179	$ -
	9-12	251	$ 854	$ -
	9-12	252	$ 3,238	$ -
	9-12	253	$ 6,833	$ -
Total FTE with ESE Services: 32.34			Total ESE Guarantee	$ 38,808

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 294.00 ÷ District's Total UFTE: 396,765.50 = 0.0741%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E33 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 303.70 ÷ District's Total WFTE: 423,446.13 = 0.0717%

3C. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship UFTE to obtain school's UFTE share.

Charter School UFTE: 294.00 ÷ Scholarship UFTE: 324,592.25 = 0.0906%

3D. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-virtual UFTE to obtain school's UFTE share.

Charter School UFTE: 294.00 ÷ District's Total Non-Virtual UFTE: 395,547.22

Revenue Estimate Worksheet for _____ Charter School

Based on the 2025-26 FEFP Second Calculation

School District: Miami-Dade

= 0.0743%

3E. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C28 above by the district's total non-scholarship and non-virtual UFTE to obtain school's UFTE share. **Charter School UFTE:** 294.00 ÷ **District's Total Non-Scholarship Non-Virtual UFTE:** 323,373.97

= 0.0909%

4. Educational Enrichment Share (Non-Virtual UFTE share)	(e)	128,655,689	x	0.0743%	$	95,591
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	0	x	0.0741%	$	-
6. Safe Schools Allocation (Non-Virtual and Non-Scholarship UFTE share)	(f)	37,232,402	x	0.0909%	$	33,844
7. Mental Health Assistance Allocation (Non-Scholarship UFTE share)	(d)	20,059,432	x	0.0906%	$	18,174
8. Academic Acceleration Options Supplement (Value share)	(g)					

Acceleration Value

Charter schools should contact their school district sponsor regarding eligible value. Please note that "Acceleration Value" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (g) below.

Acceleration Value	
Advanced Placement	
International Baccalaureate	
Advanced International Certificate	
Industry Certified Career Education	
Early High School Graduation	
Dual Enrollment	
School total value	-
District total value	12,198.96

School Academic Acceleration Option Supplement		66,898,842	x	0.0000%	$	-
9. Discretionary Local Effort (WFTE share)	(c)	419,070,407	x	0.0717%	$	300,473
10. Proration to Funds Available (WFTE share)	(c)	0	x	0.0717%	$	-
11. Educational Enrollment Stabilization Program (UFTE share)	(b)	0	x	0.0741%	$	-
12. Class Size Reduction Funds:						

Weighted FTE (not including Add-On)	X	CWF	X	Allocation factors

	A	B	C	D	E	F	G	H
2	**Revenue Estimate Worksheet for _____ Charter School**							
3	**Based on the 2025-26 FEFP Second Calculation**							
4	**School District:**		**Miami-Dade**					
90	**PK - 3**	**0.0000**	**1.0287**		**958.42**	**=**	**0**	
91	**4-8**	**303.7020**	**1.0287**		**915.09**	**=**	**285,891**	
92	**9-12**	**0.0000**	**1.0287**		**917.30**	**=**	**0**	
93	**Total ***	**303.7020**				**Total Class Size Reduction Funds**		**$ 285,891**
94	*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*							
95	**13. Student Transportation**			**(h)**				
96	**Enter All Adjusted Fundable Riders**		**44.1**			**x**	**552**	**$ 24,343**
97	**Enter All Adjusted ESE Riders**					**x**	**1,675**	**$ -**
98	**14. Federally Connected Student Supplement**			**(i)**				
99	**Impact Aid Student Type**		**Number of Students**		**Exempt Property Allocation**		**Impact Aid Student Allocation**	**Total**
100	**Military and Indian Lands**				**$0.00**		**$0.00**	**$ -**
101	**Civilians on Federal Lands**				**$0.00**		**$0.00**	**$ -**
102	**Students with Disabilities**						**$0.00**	**$ -**
103	**Total**							**$ -**
104	**15. Food Service Allocation**			**(j)**				
105							**Total**	**$ 2,475,622**
106								
107	**16. Total Less Salary Increase Allocation (for administrative fee calculation)**						**(k)**	**$ 2,354,602**

My Ca.Sa Charter School Middle

	A	B	G	H	I	J	K	L	M	N
2		**Explanation of Charter School Capital Outlay & 1/2 Cent Sales Tax**	**2324LCIR**	**2425LCIR**		**2022-23 Work Plan**	**2023-24 Work**			
3						School's First Year				
4		District Schools FTE	234,424	235,037		215,294	210,713			
5		Charter Schools FTE	84,660	85,839		117,953	128,009			
6		**Total**	**319,084**	**320,876**		**333,247**	**338,722**			
7			**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
8			**Actual**	**Actual**	**Projected**	**Projected**	**Projected**	**Projected**	**Projected**	**Projected**
9		**1.5 Mill Capital Outlay**	20%	40%	60%	80%	100%	100%	100%	100%
10		Gross Allocation 1.5 Mill Capital Outlay	$733,583,465	$810,147,285	$810,147,285	$810,147,285	$810,147,285	$810,147,285	$810,147,285	$810,147,285
11		Less: COP Debt Service	(225,228,849)	(219,844,756)	-$219,844,756	-$219,844,756	-$219,844,756	(219,844,756)	(219,844,756)	-$219,844,756
13		**Net Allocation 1.5 Mill Capital Outlay**	**$508,354,616**	**$590,302,529**	**$590,302,529**	**$590,302,529**	**$590,302,529**	**$590,302,529**	**$590,302,529**	**$590,302,529**
14		Total District and Charter Enrollment	319,084	320,876	320,876	333,247	338,722	338,722	338,722	338,722
15		District LCI Allocation per FTE	$1,593	$1,840	$1,840	$1,771	$1,743	$1,743	$1,743	$1,743
16		Less: Charter School State PECO Allocation	**$592**	**$620**	**$620**	**$620**	**$620**	**$620**	**$620**	**$620**
17		Max Charter School LCI Allocation	$1,001	$1,220	$1,220	$1,151	$1,123	$1,123	$1,123	$1,123
18		5-year ramp up of proportionate share	**$200**	**$488**	**$732**	**$921**	**$1,123**	**$1,123**	**$1,123**	**$1,123**
20		**Total Capital Outlay Per FTE**	**$793**	**$1,108**	**$1,352**	**$1,541**	**$1,743**	**$1,743**	**$1,743**	**$1,743**
21										
22		**1/2 Cent Sales Surtax**								
23		Gross Allocation 1/2 Cent Sales Surtax					$0	$0	$0	$0
25		**Net Allocation 1/2 Cent Sales Surtax**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
26		**Total 1/2 Cent Sales Surtax Per FTE**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
27										
28		**Total Capital Outlay**	**$793**	**$1,108**	**$1,352**	**$1,541**	**$1,743**	**$1,743**	**$1,743**	**$1,743**
29		**Sources:**								
30		Dade County School District 2023-24 Work Plan								
31		https://www.fldoe.org/core/fileparse.php/9948/urlt/DADE2024.pdf								
32		Dade County School District 2022-23 Work Plan								
33		https://www.fldoe.org/core/fileparse.php/9948/urlt/DADE2023.pdf								
34		2023-24 Local Capital Improvement Revenue								
35		https://www.fldoe.org/core/fileparse.php/7507/urlt/2324LCIR.pdf								
36		2024-25 Local Capital Improvement Revenue								
37		https://www.fldoe.org/file/7507/2425LCIR.pdf			**620**	**620**	**620**			

My Ca.Sa Charter School Middle

	A	B	D	E	F	H	I	K	L	N	O	Q	R
1	**Labels**	**Rate**	**Year 1**			**Year 2**		**Year 3**		**Year 4**		**Year 5**	
2			**100%**	**75%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**
16	**Total Budgeted Enrollment**		**63**	**47**	**32**	**126**	**63**	**210**	**105**	**273**	**137**	**294**	**147**
17													
18						**Calculations for Lunch**								
19													
20	Free Lunch Students	***86%***	54	40	27	108	54	180	90	234	117	252	126
21	Reduced Lunch Students	***5%***	3	2	2	6	3	11	5	14	7	15	7
22	Paid Lunch Students	***9%***	6	5	3	12	6	20	10	25	13	27	14
23													
27	School Days		180	180	180	180	180	180	180	180	180	180	180
28	Free Lunches Per Year		9,720	7,200	4,860	19,440	9,720	32,400	16,200	42,120	21,060	45,360	22,680
29	Reduced Lunches Per Year		567	425	284	1,134	567	1,890	945	2,457	1,229	2,646	1,323
30	Paid Lunches Per Year		1,053	880	527	2,106	1,053	3,510	1,755	4,563	2,282	4,914	2,457
31													
32	**Revenue**												
33	Federal NSLP Reimbursement - Free	***4.62***	44,906	33,264	22,453	89,813	44,906	149,688	74,844	194,594	97,297	209,563	104,782
34	Federal NSLP Reimbursement - Reduced	***4.22***	2,393	1,795	1,196	4,785	2,393	7,976	3,988	10,369	5,184	11,166	5,583
35	Federal NSLP Reimbursement - Paid	***0.46***	484	405	242	969	484	1,615	807	2,099	1,049	2,260	1,130
36	Paid Meals - Lunch	***0.00***	-	-	-	-	-	-	-	-	-	-	-
37	**Total Food Services Revenue**		**47,784**	**35,463**	**23,892**	**95,567**	**47,784**	**159,278**	**79,639**	**207,062**	**103,531**	**222,990**	**111,495**
38													
39	**Cost**												
40	Food Purchases	***3.10***	35,154	26,366	17,577	70,308	35,154	117,180	58,590	152,334	76,167	164,052	82,026
41	**Total Food Purchases**		**35,154**	**26,366**	**17,577**	**70,308**	**35,154**	**117,180**	**58,590**	**152,334**	**76,167**	**164,052**	**82,026**

My Ca.Sa Charter School Middle

	A	B	D	E	F	H	I	K	L	N	O	Q	R
1	**Labels**	**Rate**	**Year 1**			**Year 2**		**Year 3**		**Year 4**		**Year 5**	
2			**100%**	**75%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**
16	**Total Budgeted Enrollment**		**63**	**47**	**32**	**126**	**63**	**210**	**105**	**273**	**137**	**294**	**147**
42													
43	**Calculations for Breakfast**												
44													
45	Free Breakfast Students	***86%***	54	40	27	108	54	180	90	234	117	252	126
46	Reduced Breakfast Students	***5%***	3	2	2	6	3	11	5	14	7	15	7
47	Paid Breakfast Students	***9%***	6	5	3	12	6	20	10	25	13	27	14
48													
52	School Days		180	180	180	180	180	180	180	180	180	180	180
53	Free Breakfastes Per Year		9,720	7,200	4,860	19,440	9,720	32,400	16,200	42,120	21,060	45,360	22,680
54	Reduced Breakfastes Per Year		567	425	284	1,134	567	1,890	945	2,457	1,229	2,646	1,323
55	Paid Breakfastes Per Year		1,053	880	527	2,106	1,053	3,510	1,755	4,563	2,282	4,914	2,457
56													
57	**Revenue**												
58	Federal NSLP Reimbursement - Free	***2.94***	28,577	21,168	14,288	57,154	28,577	95,256	47,628	123,833	61,916	133,358	66,679
59	Federal NSLP Reimbursement - Reduced	***2.64***	1,497	1,123	748	2,994	1,497	4,990	2,495	6,486	3,243	6,985	3,493
60	Federal NSLP Reimbursement - Paid	***0.40***	421	352	211	842	421	1,404	702	1,825	913	1,966	983
61	Paid Meals - Breakfast	***0.00***	-	-	-	-	-	-	-	-	-	-	-
62	**Total Food Services Revenue**		**30,495**	**22,643**	**15,247**	**60,990**	**30,495**	**101,650**	**50,825**	**132,144**	**66,072**	**142,309**	**71,155**
63													
64	**Cost**												
65	Food Purchases	***2.10***	23,814	17,861	11,907	47,628	23,814	79,380	39,690	103,194	51,597	111,132	55,566
66	**Total Food Purchases**		**23,814**	**17,861**	**11,907**	**47,628**	**23,814**	**79,380**	**39,690**	**103,194**	**51,597**	**111,132**	**55,566**
67													
68	**Food Services Revenue & Food Service Total Cost**												
69	Food Services Revenue		78,278	58,106	39,139	156,557	78,278	260,928	130,464	339,206	169,603	365,299	182,650
70	Food Cost		58,968	44,226	29,484	117,936	58,968	196,560	98,280	255,528	127,764	275,184	137,592
71	Other Food Services Cost		13,332	10,249	7,166	24,715	12,858	27,602	14,301	48,025	24,512	48,614	24,807
72	**Surplus/(Deficit)**		**5,978**	**3,631**	**2,489**	**13,906**	**6,453**	**36,766**	**17,883**	**35,654**	**17,327**	**41,501**	**20,250**
73													

My Ca.Sa Charter School Middle

	A	C	D	E	F	H	I	K	L	N	O	Q	R
1			Year 1			Year 2		Year 3		Year 4		Year 5	
2			100%	75%	50%	100%	50%	100%	50%	100%	50%	100%	50%
3	**Enrollment**	**Rate**	**63**	**47**	**32**	**126**	**63**	**210**	**105**	**273**	**137**	**294**	**147**
4													
5	Classroom Teachers including specials and ESE/ESOL		3.50	2.63	1.75	6.50	3.25	11.00	5.50	14.00	7.50	15.00	7.50
11	Other Certified Member (Guidance Counselor)		-	-	-	-	-	0.50	0.25	0.75	0.38	0.75	0.38
13	**Total Teachers**		**3.50**	**2.63**	**1.75**	**6.50**	**3.25**	**11.50**	**5.75**	**14.75**	**7.88**	**15.75**	**7.88**
14													
15	**Revenues:**												
16	Referendum funds	1,610	101,433	75,672	51,521	202,865	101,433	338,108	169,054	439,541	220,575	473,352	236,676
17	**Total Referendum Revenue**		**101,433**	**75,672**	**51,521**	**202,865**	**101,433**	**338,108**	**169,054**	**439,541**	**220,575**	**473,352**	**236,676**
18													
19	Security expenses		62,150	50,000	39,722	62,150	62,150	62,150	62,150	62,150	62,150	62,150	60,000
20	Security Monitoring		2,826	2,108	1,436	5,652	2,826	9,421	4,710	12,247	6,146	13,189	6,595
21	Security personnel	RF	-	-	-	-	-	72,800	36,400	72,800	36,400	72,800	36,400
22	Benefits		-	-	-	-	-	5,569	2,785	5,569	2,785	5,569	2,785
24	Remaining referendum funds		**36,456**	**23,563**	**10,364**	**135,062**	**36,456**	**188,168**	**63,009**	**286,774**	**113,095**	**319,643**	**130,897**
25													
26													
27	Funds available for wages	92.35%	33,667	21,761	9,571	124,730	33,667	173,773	58,189	264,836	104,443	295,190	120,883
28	Funds available for benefits	7.65%	2,789	1,803	793	10,332	2,789	14,395	4,820	21,938	8,652	24,453	10,014
29													
30	Wage increase per teacher		9,619	8,290	5,469	19,189	10,359	15,111	10,120	17,955	13,263	18,742	15,350
31	Base wage	52,000	52,000	52,000	52,000	52,000	52,000	52,000	52,000	52,000	52,000	52,000	52,000
32	Wage after referendum allocation		61,619	60,290	57,469	71,189	62,359	67,111	62,120	69,955	65,263	70,742	67,350
33													
34	Annual teacher wages before allocation	52,000	182,000	136,500	91,000	338,000	169,000	598,000	299,000	767,000	409,500	819,000	409,500
35	Annual teacher wages after allocation	61,619	215,667	158,261	100,571	462,730	202,667	771,773	357,189	1,031,836	513,943	1,114,190	530,383
36	Net change in salaies		**33,667**	**21,761**	**9,571**	**124,730**	**33,667**	**173,773**	**58,189**	**264,836**	**104,443**	**295,190**	**120,883**
37													
38	Remaining referendum funds (Subtracting row 33 from row 24)		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

My Ca.Sa Charter School Middle

	A	B	C	D	E	F	I	J	L	M	O	P	R
4													
5	**ESE Case Load**		50										
6	**ESOL Case Load**		75										
7	**ESE Percent**		11.00%										
8	**ESOL Percent**		20.00%										
9	**Free & Reduced Lunch Percent**		91.00%										
14													
15	**Items**		**Grade**		**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**
16													
17	**Occupancy**				**95%**		**95%**		**95%**		**95%**		**95%**
18	**Full Enrollment**				**66.00**		**132.00**		**220.00**		**286.00**		**308.00**
19	**Budgeted Enrollment**				**63.00**		**126.00**		**210.00**		**273.00**		**294.00**
20	**Incremental new FTE**				**63.00**		**63.00**		**84.00**		**63.00**		**21.00**
21	**Utilized Area (Square Feet)**				**4,725**		**9,450**		**15,750**		**20,475**		**22,050**
22	**Homeroom Classrooms**												
29			6		3.00		3.00		4.00		5.00		5.00
30			7		-		3.00		3.00		4.00		5.00
31			8		-		-		3.00		4.00		4.00
36	**Total Homeroom Classrooms**				**3.00**		**6.00**		**10.00**		**13.00**		**14.00**
37													
38	**Classroom Teachers**		6-8		3.00	-	6.00	-	10.00	-	13.00	-	14.00
39													
46	Spanish		6-8		-		-		-		-		-
47	PE		6-8		-		-		-		-		-
48	Art/Music		6-8		-		-		-		-		-
51	**Total Teachers**				**3.00**		**6.00**		**10.00**		**13.00**		**14.00**
52													
53	**Incremental new Teachers**				3.00		3.00		4.00		3.00		1.00
54	**ESE**				0.25		0.25		0.50		0.50		0.50
55	**ESOL**				0.25		0.25		0.50		0.50		0.50
56	**Total ESE & ESOL Teachers**				**0.50**		**0.50**		**1.00**		**1.00**		**1.00**

My Ca.Sa Charter School Middle

	A	B	C	D	E	F	I	J	L	M	O	P	R
15	**Items**		**Grade**		**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**
58	**Student Teacher Ratio**												
65			6		22.00		22.00		22.00		22.00		22.00
66			7		22.00		22.00		22.00		22.00		22.00
67			8		22.00		22.00		22.00		22.00		22.00
72	**Total Student Teacher Ratio**												
74													
75	**Full Enrollment**												
82			6		66		66		88		110		110
83			7		-		66		66		88		110
84			8		-		-		66		88		88
89	**Total Full Enrollment**				**66**		**132**		**220**		**286**		**308**
90													
91	**Incremental new FTE**				66		66		88		66		22
92	**Budgeted Enrollment**												
99			6		63.0		63.0		84.0		105.0		105.0
100			7		-		63.0		63.0		84.0		105.0
101			8		-		-		63.0		84.0		84.0
106	**Total Budgeted Enrollment**				**63.0**		**126.0**		**210.0**		**273.0**		**294.0**
107													
108	**Students by Grades**												
110			4-8		63.00		126.00		210.00		273.00		294.00
112	**Total Students by Grades**				**63.00**		**126.00**		**210.00**		**273.00**		**294.00**
113													
114	**Classrooms**												
121			6		3.00		3.00		4.00		5.00		5.00
122			7		-		3.00		3.00		4.00		5.00
123			8		-		-		3.00		4.00		4.00
128	**Total Classrooms**				**3.00**		**6.00**		**10.00**		**13.00**		**14.00**

My Ca.Sa Charter School Middle

	A	B	C	D	E	F	I	J	L	M	O	P	R
15	**Items**		**Grade**		**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**
130													
131	**Annual increase in classrooms**												
138			6		3.0		0		1.0		1.0		0
139			7		-		3.0		0		1.0		1.0
140			8		-		0		3.0		1.0		0
145	**Total Annual increase in classrooms**				**3.00**		**3.00**		**4.00**		**3.00**		**1.00**
146													
147	**ESE Guaranteed Allocation**				**251**		**251**		**251**		**251**		**251**
154	considered 251. The total		6		6.93		6.93		9.24		11.55		11.55
155	*should equal all FTE from*		7		-		6.93		6.93		9.24		11.55
156	*programs 111, 112 & 113 above.*		8		-		-		6.93		9.24		9.24
161	**Total ESE Guaranteed Allocation**				**6.93**		**13.86**		**23.10**		**30.03**		**32.34**

My Ca.Sa Charter School Middle

	E	F	G	H	I	J	K	L	M	O	P	R	S	U	V	X	Y
4	**Positions**	**Wages**	**Wages Frec**	**Hours**	**Weeks**	**Benefits**	**Year 1**			**Year 2**		**Year 3**		**Year 4**		**Year 5**	
5							**100%**	**75%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**
6	FTE						63	47	32	126	63	210	105	273	137	294	147
7	**Referendum Wages**						*61,619*	*60,290*	*57,469*	*71,189*	*62,359*	*67,111*	*62,120*	*69,955*	*65,263*	*70,742*	*67,350*
9	**Basic Instruction - 5100**																
10	Classroom Teachers	52,000	Annual			Yes	3.00	2.25	1.50	6.00	3.00	10.00	5.00	13.00	7.00	14.00	7.00
12	Substitute Teachers	120	Daily Rate	8.00			-	-	-	-	-	-	-	-	-	-	-
13	Paraprofessionals	15		40.00	36.00		-	-	-	-	-	1.00	1.00	2.00	1.00	3.00	2.00
14	Other Support Personnel (Stipends)	33	Per Student					-	-		-		-		-		-
15	**Total Basic Instruction - 5100**						**3.00**	**2.25**	**1.50**	**6.00**	**3.00**	**11.00**	**6.00**	**15.00**	**8.00**	**17.00**	**9.00**
16																	
17	**Exceptional Education - 5200**																
18	Other Certified Staff Member (ESE Teachers)	52,000	Annual			Yes	0.25	0.19	0.13	0.25	0.13	0.50	0.25	0.50	0.25	0.50	0.25
19	Other Certified Staff Member (ESOL Teachers)	52,000	Annual			Yes	0.25	0.19	0.13	0.25	0.13	0.50	0.25	0.50	0.25	0.50	0.25
25	**Total Exceptional Education - 5200**						**0.50**	**0.38**	**0.25**	**0.50**	**0.25**	**1.00**	**0.50**	**1.00**	**0.50**	**1.00**	**0.50**
26																	
27	**Pupil Services - 6100**																
28	Other Certified Member (Guidance Counselor)	52,000	Annual			Yes	-	-	-	-	-	0.50	0.25	0.75	0.38	0.75	0.38
31	**Total Pupil Services - 6100**						**-**	**-**	**-**	**-**	**-**	**0.50**	**0.25**	**0.75**	**0.38**	**0.75**	**0.38**
64	**School Administration - 7300**																
65	Administrator (Registrar/Receptionist)	45,000					1.00	0.75	0.50	1.00	0.50	1.00	0.50	1.00	0.50	1.00	0.50
66	Administrator (Principal)	85,000	Annual			Yes	1.00	0.75	0.50	1.00	0.50	1.00	0.50	1.00	0.50	1.00	0.50
74	**Total School Administration - 7300**						**2.00**	**1.50**	**1.00**	**2.00**	**1.00**	**2.00**	**1.00**	**2.00**	**1.00**	**2.00**	**1.00**
75																	
83	**Food Services - 7600**																
84	Other Support Personnel (Lunch)	15	Hourly	30.00	38.00	Yes	0.50	0.38	0.25	1.00	0.50	1.00	0.50	2.00	1.00	2.00	1.00
87	**Total Food Services - 7600**						**0.50**	**0.38**	**0.25**	**1.00**	**0.50**	**1.00**	**0.50**	**2.00**	**1.00**	**2.00**	**1.00**
94																	
95	**Operation of Plant - 7900**																
96	Other Support Personnel (Maintenance 1)	15	Hourly	40.00	52.00	-	0.50	0.38	0.25	0.50	0.25	1.00	0.50	1.00	0.50	1.00	0.50
98	Other Support Personnel (Security Monitors)	35	Hourly	40.00	52.00	Yes	-	-	-	-	-	1.00	0.50	1.00	0.50	1.00	0.50
100	**Total Operation of Plant - 7900**						**0.50**	**0.38**	**0.25**	**0.50**	**0.25**	**2.00**	**1.00**	**2.00**	**1.00**	**2.00**	**1.00**
101																	
112																	
113	**Total Employees**						**6.50**	**4.88**	**3.25**	**10.00**	**5.00**	**17.50**	**9.25**	**22.75**	**11.88**	**24.75**	**12.88**
114	**Additional Employees**						**6.50**	**4.88**	**3.25**	**3.50**	**1.75**	**7.50**	**4.25**	**5.25**	**2.63**	**2.00**	**1.00**

	E	F	G	H	I	J	K	L	M	O	P	R	S	U	V	X	Y
4	**Positions**	**Wages**	**Wages Frec**	**Hours**	**Weeks**	**Benefits**	**Year 1**			**Year 2**		**Year 3**		**Year 4**		**Year 5**	
5							**100%**	**75%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**
115																	
116	**Basic Instruction - 5100**																
117	Classroom Teachers						184,857	135,652	86,204	427,135	187,077	671,107	310,599	909,415	456,838	990,391	471,452
118	Other Certified Staff Members (Specials)						-	-	-	-	-	-	-	-	-	-	-
119	Substitute Teachers						2,880	2,160	1,440	5,760	2,880	9,600	4,800	12,480	6,720	13,440	6,720
120	Paraprofessionals						-	-	-	-	-	21,600	21,600	43,200	21,600	64,800	43,200
121	Other Support Personnel (Stipends)						2,070	1,545	1,052	4,141	2,070	6,901	3,451	8,972	4,502	9,662	4,831
122	**Total Wages**						**189,808**	**139,357**	**88,695**	**437,036**	**192,028**	**709,208**	**340,450**	**974,067**	**489,660**	**1,078,293**	**526,203**
123																	
124	Retirement						-	-	-	-	-	-	-	-	-	-	-
125	FICA						14,520	10,661	6,785	33,433	14,690	54,254	26,044	74,516	37,459	82,489	40,255
126	Group Insurance						22,080	16,560	11,040	44,160	22,080	80,960	44,160	110,400	58,880	125,120	66,240
127	Worker's Compensation						1,899	1,394	886	4,381	1,922	7,107	3,410	9,769	4,906	10,818	5,277
128	Unemployment Compensation						97	73	48	194	97	355	194	485	258	549	291
129	**Total Benefits**						**38,596**	**28,687**	**18,760**	**82,168**	**38,789**	**142,677**	**73,808**	**195,169**	**101,504**	**218,976**	**112,063**
130																	
131	**Exceptional Education - 5200**																
132	Other Certified Staff Member (ESE Teachers)						15,405	11,304	7,184	17,797	7,795	33,555	15,530	34,977	16,316	35,371	16,838
133	Other Certified Staff Member (ESOL Teachers)						15,405	11,304	7,184	17,797	7,795	33,555	15,530	34,977	16,316	35,371	16,838
134	Substitute Teachers						480	360	240	480	240	960	480	960	480	960	480
139	**Total Wages**						**31,290**	**22,969**	**14,607**	**36,075**	**15,830**	**68,071**	**31,540**	**70,915**	**33,111**	**71,702**	**34,155**
140																	
141	Retirement						-	-	-	-	-	-	-	-	-	-	-
142	FICA						2,394	1,757	1,117	2,760	1,211	5,207	2,413	5,425	2,533	5,485	2,613
143	Group Insurance						3,680	2,760	1,840	3,680	1,840	7,360	3,680	7,360	3,680	7,360	3,680
144	Worker's Compensation						313	230	146	362	158	682	316	711	331	719	342
145	Unemployment Compensation						16	12	8	16	8	32	16	32	16	32	16
146	**Total Benefits**						**6,403**	**4,759**	**3,111**	**6,817**	**3,217**	**13,281**	**6,424**	**13,528**	**6,561**	**13,596**	**6,651**
147																	
148	**Pupil Services - 6100**																
149	Other Certified Member (Guidance Counselor)						-	-	-	-	-	33,555	15,530	52,466	24,473	53,057	25,256
152	**Total Wages**						**-**	**-**	**-**	**-**	**-**	**33,555**	**15,530**	**52,466**	**24,473**	**53,057**	**25,256**
153																	
154	Retirement						-	-	-	-	-	-	-	-	-	-	-
155	FICA						-	-	-	-	-	2,567	1,188	4,014	1,872	4,059	1,932
156	Group Insurance						-	-	-	-	-	3,680	1,840	5,520	2,760	5,520	2,760
157	Worker's Compensation						-	-	-	-	-	341	158	533	249	539	257
158	Unemployment Compensation						-	-	-	-	-	16	8	24	12	24	12
159	**Total Benefits**						**-**	**-**	**-**	**-**	**-**	**6,604**	**3,194**	**10,091**	**4,893**	**10,142**	**4,961**
160																	
200																	
227	**School Administration - 7300**																
228	Administrator (Registrar/Receptionist)						45,000	33,750	22,500	45,000	22,500	45,000	22,500	45,000	22,500	45,000	22,500
229	Administrator (Principal)						85,000	63,750	42,500	85,000	42,500	85,000	42,500	85,000	42,500	85,000	42,500
237	**Total Wages**						**130,000**	**97,500**	**65,000**	**130,000**	**65,000**	**130,000**	**65,000**	**130,000**	**65,000**	**130,000**	**65,000**

	E	F	G	H	I	J	K	L	M	O	P	R	S	U	V	X	Y
4	**Positions**	**Wages**	**Wages Frec**	**Hours**	**Weeks**	**Benefits**	**Year 1**			**Year 2**		**Year 3**		**Year 4**		**Year 5**	
5							**100%**	**75%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**
238																	
239	Retirement						-	-	-	-	-	-	-	-	-	-	-
240	FICA						9,945	7,459	4,973	9,945	4,973	9,945	4,973	9,945	4,973	9,945	4,973
241	Group Insurance						14,720	11,040	7,360	14,720	7,360	14,720	7,360	14,720	7,360	14,720	7,360
242	Worker's Compensation						1,321	990	660	1,321	660	1,321	660	1,321	660	1,321	660
243	Unemployment Compensation						65	48	32	65	32	65	32	65	32	65	32
244	**Total Benefits**						**26,050**	**19,538**	**13,025**	**26,050**	**13,025**	**26,050**	**13,025**	**26,050**	**13,025**	**26,050**	**13,025**
259																	
260	**Food Services - 7600**																
261	Other Support Personnel (Lunch)		Hourly				8,550	6,413	4,275	17,100	8,550	17,100	8,550	34,200	17,100	34,200	17,100
264	**Total Wages**						**8,550**	**6,413**	**4,275**	**17,100**	**8,550**	**17,100**	**8,550**	**34,200**	**17,100**	**34,200**	**17,100**
265																	
266	Retirement						-	-	-	-	-	-	-	-	-	-	-
267	FICA						654	491	327	1,308	654	1,308	654	2,616	1,308	2,616	1,308
268	Group Insurance						-	-	-	-	-	-	-	-	-	-	-
269	Worker's Compensation						87	65	43	174	87	174	87	347	174	347	174
270	Unemployment Compensation						16	12	8	32	16	32	16	65	32	65	32
271	**Total Benefits**						**757**	**568**	**379**	**1,514**	**757**	**1,514**	**757**	**3,028**	**1,514**	**3,028**	**1,514**
285																	
286	**Operation of Plant - 7900**																
287	Other Support Personnel (Maintenance 1)		Hourly				15,600	11,700	7,800	15,600	7,800	31,200	15,600	31,200	15,600	31,200	15,600
289	Other Support Personnel (Security Monitors)		Hourly				-	-	-	-	-	72,800	36,400	72,800	36,400	72,800	36,400
291	**Total Wages**						**15,600**	**11,700**	**7,800**	**15,600**	**7,800**	**104,000**	**52,000**	**104,000**	**52,000**	**104,000**	**52,000**
292																	
293	Retirement						-	-	-	-	-	-	-	-	-	-	-
294	FICA		-				1,193	895	597	1,193	597	7,956	3,978	7,956	3,978	7,956	3,978
295	Group Insurance	No	-				-	-	-	-	-	-	-	-	-	-	-
296	Worker's Compensation						158	119	79	158	79	1,057	528	1,057	528	1,057	528
297	Unemployment Compensation						16	12	8	16	8	65	32	65	32	65	32
298	**Total Benefits**						**1,368**	**1,026**	**684**	**1,368**	**684**	**9,077**	**4,539**	**9,077**	**4,539**	**9,077**	**4,539**
299																	
314	**Total Payroll & Benefits**						**448,422**	**332,516**	**216,337**	**753,729**	**345,680**	**1,261,139**	**614,817**	**1,622,592**	**813,380**	**1,752,123**	**862,466**
315	**% of Total Income**						**45%**	**41%**	**33%**	**48%**	**40%**	**46%**	**45%**	**46%**	**46%**	**46%**	**45%**
316																	
317	**FRINGE BENEFITS**																
318	Wages related compulsory taxes, Worker's Compensation and Retirement																
319	**FICA**	6.20%					6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
320	**Medicare**	1.45%					1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
322	**SUTA**	0.40%					0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%	0.40%
323	**Workers Comp**	1.02%					1.02%	1.02%	1.02%	1.02%	1.02%	1.02%	1.02%	1.02%	1.02%	1.02%	1.02%
325	**Total % of wages**	**9.07%**					**9.07%**	**9.07%**	**9.07%**	**9.07%**	**9.07%**	**9.07%**	**9.07%**	**9.07%**	**9.07%**	**9.07%**	**9.07%**
326	**SUTA Max Cap**						8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
327	**Health Insurance**	7,360					7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360	7,360

	A	B	C	D	E	H	I	J	K	L M N O P	Q	R	S	T	U	V
1	Category/Course	Title	Publisher	Adoption Ends	ISBN	Cost Per Student	Year this will be implemented	License Period	Percentaneg Adoption	Implementation years		Yearly FTE & Cost				
7																
8											6-8	63	126	210	273	294
9											6-8 Incremental	63	63	84	63	21
10											6-8 ESOL	13	25	42	55	59
11											6-8 ESOL Incremental	13	13	17	13	4
12										Y Y Y Y Y 1 2 3 4 5		Y1	Y2	Y3	Y4	Y5
34	Grades 6-8	Impact, 2017, 1st edition	National Geographic/ Cengage Learning	2023	9781337624787	$32.00	Y1	5	100%	1 1 1 1 1		403	403	538	403	134
35					9781305862975	$32.00	Y2	5	100%	1 1 1 1		-	806	538	403	134
36					9781305509313	$32.00	Y3	5	100%	1 1 1		-	-	1,344	403	134
37					9781305862951	$32.00	NA	5	100%			-	-	-	-	-
38					9781305862968	$32.00	NA	5	100%			-	-	-	-	-
39	**TOTAL**											**403**	**1,210**	**2,419**	**1,210**	**403**
40	**LANGUAGE ARTS THROUGH ESOL, GRADES 6-12**															
41	M/J Language Arts 1, 2, 3 Through ESOL	myPerspectives Florida English Language Arts, Grades 6-8, Gallagher, K., et al, 2022, 1st edition	Savvas Learning Company	2026	9781418304027	$25.97	Y1	5	100%	1 1 1 1 1		327	327	436	327	109
42					9781418304034	$25.97	Y2	5	100%	1 1 1 1		-	654	436	327	109
43					9781418304041	$25.97	Y3	5	100%	1 1 1		-	-	1,091	327	109
44	**TOTAL**											**327**	**982**	**1,963**	**982**	**327**
45	**ENGLISH LANGUAGE ARTS, GRADES 6-12**															
46	Intensive Reading, Grades 6-8	HMH Intensive Reading, Grades 6-8, Powered by Read180 and System 44, Hasselbring, T., et al, 1st edition	Houghton Mifflin Harcourt	2026	9780545890106	$29.95	Y1	5	100%	1 1 1 1 1		1,509	1,509	2,013	1,509	503
47					9781328040541	$29.95	Y2	5	100%	1 1 1 1		-	3,019	2,013	1,509	503
48					9781328040589	$29.95	Y3	5	100%	1 1 1		-	-	5,032	1,509	503
49	M/J Language Arts 1, 2, 3	myPerspectives Florida English Language Arts, Grades 6-8, Gallagher, K., et al, 2022, 1st edition	Savvas Learning Company	2026	9781418304027	$25.95	Y1	5	100%	1 1 1 1 1		1,308	1,308	1,744	1,308	436
50					9781418304034	$25.95	Y2	5	100%	1 1 1 1		-	2,616	1,744	1,308	436
51					9781418304041	$25.95	Y3	5	100%	1 1 1		-	-	4,360	1,308	436
52	**TOTAL**											**2,817**	**8,452**	**16,904**	**8,452**	**2,817**

	A	B	C	D	E	H	I	J	K	L M N O P	Q	R	S	T	U	V
1	**Category/Course**	**Title**	**Publisher**	**Adoption Ends**	**ISBN**	**Cost Per Student**	**Year this will be implemented**	**License Period**	**Percentaneg Adoption**	**Implementation years**		**Yearly FTE & Cost**				
53	**MATHEMATICS, GRADES 6-12**															
54	M/J Mathematics, Grades 6-8	enVision Florida B.E.S.T. Mathematics, Grades 6-8, Berry, R. Q., et al, 2023, 1st edition	Savvas Learning Company	2027	9781428497573	$185.47	Y1	5	50%	1 1 1 1 1		5,842	5,842	7,790	5,842	1,947
55					9781428497580	$185.47	Y2	5	50%	1 1 1 1		-	11,685	7,790	5,842	1,947
56					9781428497597	$185.47	Y3	5	50%	1 1 1		-	-	19,474	5,842	1,947
57	M/J Mathematics, Accelerated, Grades 6-8	HMH Florida's B.E.S.T. Into Math Accelerated, 6-8, Burger, E. B., et al, 2021, 1st edition	Houghton Mifflin Harcourt	2027	9780358648420	$24.95	Y2	5	25%	1 1 1 1		-	786	524	393	131
58					9780358648437	$24.95	Y3	5	25%	1 1 1		-	-	1,310	393	131
59	Foundational Skills in Mathematics, (Intervention), Grades 6-8	SuccessMaker Math, Milou, E., et al, 2023, 1st edition	Savvas Learning Company	2027	9781428460256	$16.47	Y1	5	50%	1 1 1 1 1		519	519	692	519	173
60					9781428460270	$16.47	Y2	5	25%	1 1 1 1		-	519	346	259	86
61					9781428460287	$16.47	Y3	5	25%	1 1 1		-	-	865	259	86
62	Algebra 1	Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChat and CalcView, Larson, R., et al, Big Ideas Learning, 2023, 1st edition	Big IdeasLearning/Cengage Learı	2027	9781638963240	$130.00	Y3	5	25%	1 1 1		-	-	6,825	2,048	683
63	**TOTAL**											**6,361**	**19,350**	**45,615**	**21,398**	**7,133**
64	**SCIENCE, GRADES 6-12**															
65	M/J Comprehensive Science	Florida Comprehensive Science, Courses 1, 2, & 3, Michael J. Padilla et al., 2019, 1st edition	McGraw-Hill Education	2023	9780079044082	$18.00	Y1	5	80%	1 1 1 1 1		907	907	1,210	907	302
66					9780079044068	$18.00	Y2	5	80%	1 1 1 1		-	1,814	1,210	907	302
67					9780079044112	$18.00	Y3	5	80%	1 1 1		-	-	3,024	907	302
68	Biology	Pearson Miller & Levine Biology, Ken Miller and Joe Levine, 2019, 1st Florida edition	Pearson/ Prentice Hall	2023	9780328948789	$97.47	Y3	1	10%	1 1 1		-	-	2,047	2,661	2,866
69	Physical Science	Discovery Education Science Techbook (Florida), Physical Science, Amy Gensemer et al., 2017, 1st edition	Discovery Communications, LLC	2023	9781563311130	$19.00	Y3	1	10%	1 1 1		-	-	399	519	559
70	**TOTAL**											**907**	**2,722**	**7,889**	**5,901**	**4,331**

	A	B	C	D	E	H	I	J	K	L M N O P	Q	R	S	T	U	V
1	Category/Course	Title	Publisher	Adoption Ends	ISBN	Cost Per Student	Year this will be implemented	License Period	Percentaneg Adoption	Implementation years		Yearly FTE & Cost				
71	**SOCIAL STUDIES, GRADES 6-12**															
72	M/J - United States History, Gr. 6	Discovering Our Past: A History of the United States Early Years, Appleby, J., et al, 2018, 1st Florida edition	McGraw-Hill Education	2023	9780078968549	$45.47	Y1	5	100%	1 1 1 1 1		2,865	-	955	955	-
73	M/J - Civics, Gr. 7	Civics: Economics and Geography, Remy, R., et al, 2018, 1st Florida Edition	McGraw-Hill Education	2023	9780078969744	$45.47	Y2	5	100%	1 1 1 1		-	2,865	-	955	955
74	M/J - World History, Gr. 8	Discovering Our Past: A History of the World Early Ages, Spielvogel, J., 2018, 1st Florida edition.	McGraw-Hill Education	2023	9780078969621	$45.47	Y3	5	100%	1 1 1		-	-	2,865	955	-
75	**TOTAL**											**2,865**	**2,865**	**3,819**	**2,865**	**955**
76	**WORLD LANGUAGES, GRADES 6-12**															
77	M/J Spanish Beginning, Intermediate, Advanced	Encuentros Communication and Culture , Blanco, J., and Swearingen, H., 2022. 1st edition. Levels 1A, 1B	Vista Higher Learning	2027	9781543334937	$81.95	Y1	1	25%	1 1 1 1 1		1,291	2,581	4,302	5,593	6,023
78					9781543334944	$81.95	Y2	1	75%	1 1 1 1		-	7,744	12,907	16,779	18,070
79	M/J Spanish for Spanish Speakers, Beginning, Intermediate and Advanced	Aprender es crecer en conexión. Lengua y Literatura 1, 2, 3. Gutiérrez Ordóñez, S., et al, 2015, 1st edition	Anaya Educación	2026	9788467850703	$81.95	Y3	1	75%	1 1 1		-	-	12,907	16,779	18,070
80					9788469814208	$81.95	Y2	1	75%	1 1 1 1		-	7,744	12,907	16,779	18,070
81					9788467852103	$81.95	Y3	1	75%	1 1 1		-	-	12,907	16,779	18,070
82	**TOTAL**											**1,291**	**18,070**	**55,931**	**72,710**	**78,303**
83	**CAREER & TECHNICAL EDUCATION, GRADES 6-12**															
84	M/J Computer Science Discoveries, grades 6-8	Studio: The Art of Programming & Problem Solving, Kuperman, P., and Deaton, E., 2019, 1st edition	Hatch America	2025	5358931415	$97.50	Y2	1	20%	1 1 1 1		-	2,457	4,095	5,324	5,733
85	Agri-Technology 1	Principles of Agriculture, Food, and Natural Resources , Rayfield, J.S. et al, 2017, 1st edition	Goodheart-Willcox	2025	9781631262357	$97.50	Y2	1	20%	1 1 1 1		-	2,457	4,095	5,324	5,733
86	Accounting Applications 1	Century 21 Accounting: Multicolumn Journal, Gilbertson, L., 2019, 11th edition	Cengage Learning	2025	9781337565424	$97.50	Y2	1	20%	1 1 1 1		-	2,457	4,095	5,324	5,733
87	Applied Engineering Technology 1	Technology: Engineering Our World , Gradwell, W., 2020, 8th edition	Goodheart-Willcox	2025	9781635634716	$97.50	Y2	1	20%	1 1 1 1		-	2,457	4,095	5,324	5,733
88	Criminal Justice Operations 1	iCEV Law, Public Safety, Corrections & Security Site, 2019, 1st edition	CEV Multimedia, Ltd.	2025	16145966775S1	$97.50	Y2	1	20%	1 1 1 1		-	2,457	4,095	5,324	5,733
89	Advanced Placement Computer Science Principles	Invitation to Computer Science, Schneider, G. M., and Gersting, J. L., 2019, 8th edition	Cengage Learning	2025	9781337561914	$97.50	Y2	1	20%	1 1 1 1		-	2,457	4,095	5,324	5,733
90	**TOTAL**											**-**	**14,742**	**24,570**	**31,941**	**34,398**
91	**TOTAL CURRICULUM**											**14,971**	**68,392**	**159,111**	**145,458**	**128,668**

	A	B	C	D	E	H	I	J	K	L M N O P	Q	R	S	T	U	V
1	**Category/Course**	**Title**	**Publisher**	**Adoption Ends**	**ISBN**	**Cost Per Student**	**Year this will be implemented**	**License Period**	**Percentaneg Adoption**	**Implementation years**		**Yearly FTE & Cost**				
92																
93																
94	**SUPPLEMENTAL RESOURCES**												-	-	-	-
95	I-Ready Reading and Math					$35.00	Y1	1	100%	1 1 1 1 1		2,205	4,410	7,350	9,555	10,290
97	Project Lead the Way Gateway (Grades 6-8)				$2500 in Year 1 (increase by $2500 each year after)							2,500	5,000	7,500	10,000	12,500
98	**TOTAL SUPPLEMENTAL RESOURCES**											**4,705**	**9,410**	**14,850**	**19,555**	**22,790**
99																
100							**Lease Data**					**Annual Lease Payments**				
101										Year 1		$3,862	$3,862	$3,862	$3,862	$3,862
102										Year 2			$17,640	$17,640	$17,640	$17,640
103							**Term**		**5**	Year 3				$41,039	$41,039	$41,039
104							**Rate**		**11%**	Year 4					$37,518	$37,518
105							**Payments/Year**		**12**	Year 5						$33,187
106										**Total**		**$3,862**	**$21,502**	**$62,541**	**$100,058**	**$133,245**

My Ca.Sa Charter School Middle

	A	B	D	E	F	H	I	K	L	N	O	Q	R
1	**Description**	**Base Rate**	**Year 1**			**Year 2**		**Year 3**		**Year 4**		**Year 5**	
2			**100%**	**75%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**
16	**Total Budgeted Enrollment**		**63**	**47**	**32**	**126**	**63**	**210**	**105**	**273**	**137**	**294**	**147**
17			969	969	969	988	988	1,008	1,008	1,028	1,028	1,049	1,049
18	Annual Increase	2%											
23	Annual Variable Rent	950	61,047	45,785	30,524	124,536	62,268	211,711	105,855	280,729	140,364	308,370	154,185
24													
30	**Total Facility Rent**		**61,047**	**45,785**	**30,524**	**124,536**	**62,268**	**211,711**	**105,855**	**280,729**	**140,364**	**308,370**	**154,185**

	C	D	E	F	G	H	I	J	K
1	**CLASSROOM FF&E**								
2									
3				**Units required**			**Extended Cost**		
4		**Bundled Cost**	**Cost per unit**	**K-3**	**4-8**	**9-12**	**K-3**	**4-8**	**9-12**
5	Hex Collaborative Student Desks and Chairs - combo (24 sets)	$6,926	$289	20	24	0	$5,772	$6,926	$0
6	STEM Work Station (4 Swivel-stool)		$1,470		2		$0	$2,940	$0
7	Science lab table		$460		1		$0	$460	$0
8	Round activity Table and Chair Set (4 chairs each table)		$424	2			$849	$0	$0
9	Storage cubes (9 spaces)		$96	3	6		$288	$576	$0
10	Shelves - 25 spaces student storage		$250	1	1		$250	$250	$0
11	Alpha Rug - Oval Premium Carpet		$0	1	0		$0	$0	$0
12	Porcelain Magnetic and drawing board		$620	1	1		$620	$620	$0
13	Teacher Mobile desk and academic chair		$1,040	1	1		$1,040	$1,040	$0
14	Audio Enhancement System		$1,000	1	1		$1,000	$1,000	$0
15	Panic Button System		$1,000	1	1		$1,000	$1,000	$0
16	**PER CLASSROOM COST**						**$10,818**	**$14,811**	**$0**
29						**Year**			
30			**Annual cost**	**Application Year**	**1**	**2**	**3**	**4**	**5**
31				**Cost per Classroom**	**Extended Cost per Year**				
38			**6**	$14,811	$44,433	$0	$14,811	$14,811	$0
39			**7**	$14,811	$0	$44,433	$0	$14,811	$14,811
40			**8**	$14,811	$0	$0	$44,433	$14,811	$0
45	**TOTAL CLASSROOM FF&E**				**$44,433**	**$44,433**	**$59,244**	**$44,433**	**$14,811**

My Ca.Sa Charter School Middle

	C	F	G	H	I	J	K
46							
67							
68	**CAFETERIA FF&E**						
69			**Incremental additional students**				
70			63	63	84	63	21
73		**Units required by year (color coded)**					0
74			4	4	1	1	
75			1		0		
76			1		1		0
78		**Cost per unit**	**Extended Cost per Year**				
79	Cafeteria Table and Seating (16 seats	$2,340	$9,360	$9,360	$2,340	$2,340	$0
80	Reach in refridgerator	$3,807	$3,807	$0	$0	$0	$0
81	Reach In Freezer	$3,452	$3,452	$0	$0	$0	$0

	C	D	E	F	G	H	I	J	K
82	Buffet Table			$3,047	$3,047	$0	$3,047	$0	$0
83	Cafeteria Steam Table			$1,648	$1,648	$0	$1,648	$0	$0
84	Ice cream freezer			$744	$744	$0	$744	$0	$0
85	Microwave Oven			$1,552	$1,552	$0	$1,552	$0	$0
90	Faucets			$1,500	$1,500	$0	$0	$0	$0
93	Stainless steel Prep Table			$661	$661	$0	$661	$0	$0
94	**TOTAL CAFETERIA FF&E**				**$25,770**	**$9,360**	**$9,992**	**$2,340**	**$0**
95									
96				**ADMIN FF&E**					
97									
98				**Units required by year (color coded)**					
99					**6**	**1**	**3**	**1**	**1**
100					**4**	**0**	**10**	**0**	**0**
101					**1**	**0**	**0**	**0**	**0**
102									
103				**Cost per unit**	**Extended Cost per Year**				
104	Office chairs - Energy Series			$308	$1,847	$308	$924	$308	$308
105	Computer desk workstation			$350	$2,100	$350	$1,050	$350	$350
106	Reception Chairs			$250	$1,000	$0	$2,500	$0	$0
107	Reception Display TV			**$1,000**	**$1,000**	**$0**	**$0**	**$0**	**$0**
109	Janitorial and Cleaning Cart			$202	$808	$0	$2,020	$0	$0
110	Bucket and Wringer			$122	**$122**	**$0**	**$0**	**$0**	**$0**
111	Pressure Washer			$966	**$966**	**$0**	**$0**	**$0**	**$0**
112	Food Service Floor Cleaning Machine			$1,307	**$1,307**	**$0**	**$0**	**$0**	**$0**
113	**TOTAL ADMIN FF&E**				**$9,150**	**$658**	**$6,494**	**$658**	**$658**

My Ca.Sa Charter School Middle

	C	D	E	F	G	H	I	J	K
114									
115	**ANNUAL FF&E PURCHASES**								
116									
117			Total Annual Purchases		$79,353	$54,450	$75,729	$47,431	$15,469
118			Shipping @ 7%		$5,555	$3,812	$5,301	$3,320	$1,083
119			Installation @ 10%		$7,935	$5,445	$7,573	$4,743	$1,547
120	**TOTAL ANNUAL FF&E PURCHASES**				**$92,843**	**$63,707**	**$88,603**	**$55,494**	**$18,099**
121									
122	**Lease payment calculation**				**Annual Lease Payments**				
123			Year 1		$17,365	$17,365	$17,365	$17,365	$17,365
124			Year 2			$11,915	$11,915	$11,915	$11,915
125	Term	7	Year 3				$16,572	$16,572	$16,572
126	Rate	8%	Year 4					$10,379	$10,379
127	Payments per year	12	Year 5						$3,385
128	**TOTAL ANNUAL LEASE PAYMENTS**				**$17,365**	**$29,280**	**$45,852**	**$56,232**	**$59,617**
137									
138	**Total Purchases by Function**								
139			5100		$13,217	$22,286	$34,899	$42,799	$45,375
140			7600		$3,025	$5,101	$7,988	$9,796	$10,386
141			7300		$1,123	$1,893	$2,965	$3,636	$3,855
142	**TOTAL ANNUAL LEASE PAYMENTS**				**$17,365**	**$29,280**	**$45,852**	**$56,232**	**$59,617**

	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
4					Year			Unit cost	Shipping cost	Delivered cost			Year		
5	Function	ITEMS	1	2	3	4	5		7%		1	2	3	4	5
7	5100	**Basic Instruction - 5100**													
8	5100	Interactive Display (SMART 6275) [V3]	3	3	4	3	1	1,561	109	1,670	5,011	5,011	6,681	5,011	1,670
9	5100	Display Installation	3	3	4	3	1	350		350	1,050	1,050	1,400	1,050	350
10	5100	SMART - bracket for wall installation	3	3	4	3	1	147	10	157	471	471	628	471	157
11	5100	Teacher Laptops (PC)	3	3	4	3	1	1,232	86	1,318	3,954	3,954	5,273	3,954	1,318
12	5100	Laptop Case	3	3	4	3	1	82	6	88	263	263	350	263	88
13	5100	Document Cameras	3	3	4	3	1	499	35	534	1,602	1,602	2,136	1,602	534
14	5100	Storage and charging carts - 30 devices	3	3	4	3	1	900	63	963	2,889	2,889	3,851	2,889	963
17	5100	Chromebook Bundle (HP 11 EE G9 Education Edition with License & Enrollment)	63	63	84	63	21	249	17	267	16,810	16,810	22,413	16,810	5,603
19	5200	**Exceptional Education - 5200**													
20	5200	Laptops	0.50	-	0.50	-	-	1,232	86	1,318	659	-	659	-	-
21	5200	Laptop Case	0.50	-	0.50	-	-	82	6	88	44	-	44	-	-
22	6100	**Pupil Services - 6100**													
23	6100	Laptops	-	-	0.50	0.25	-	1,232	86	1,318	-	-	659	330	-
24	6100	Laptop Case	-	-	0.50	0.25	-	82	6	88	-	-	44	22	-
40	7300	**School Administration - 7300**													
41	7300	Admin Desktops (All-in-One Desktop 24"/Touch)	1.00	-	-	1.00	-	1,512	106	1,618	1,618	-	-	1,618	-
42	7300	Access points	3.00		-	1.00		2,175		2,175	6,524	-	-	2,175	-
43	7300	School server academic and building systems	2.00		-	-		4,336		4,336	8,672	-	-	-	-
46	7300	Admin Laptop (14")	2.00	-	-	2.00	-	2,511	176	2,686	5,373	-	-	5,373	-
48	7300	Laser Printer - Color Workgroup (HP M454DW)	3.00	-	-	1.00	-	649	45	694	2,083	-	-	694	-
49	7300	Wireless phone system	1.00	-	-	-	-	4,400	308	4,708	4,708	-	-	-	-
50	7300	Phone Handset (Conference)	1.00	-	-	-	-	500	35	535	535	-	-	-	-
51	7300	Phone Handset (Admin)	6.00	-	-	1.00	1.00	403		403	2,418	-	-	403	403
52	7300	Phone Handset (Teacher, Other rooms)	10.00	-	-	5.00	5.00	186		186	1,855	-	-	928	928
59	7900	**Operation of Plant - 7900**													
61	7900	Raptor System	1.00	1.00	1.00	1.00	1.00	1,800	126	1,926	1,926	1,926	1,926	1,926	1,926
62	7900	Surveillance System	1.00		-			10,000		10,000	10,000	-	-	-	-
63	7900	Surveillance Camera - Outdoors	5.00		-	-		3,033	212	3,245	16,227	-	-	-	-
64	7900	Surveillance Camera - Indoors	12.00		-			541	38	579	6,946	-	-	-	-
65	7900	Magnetic Door Locks	3.00	3.00	4.00	3.00	1.00	1,000	70	1,070	3,210	3,210	4,280	3,210	1,070
66	7900	**Installation**									-	-	-	-	-
67	7900	IT Hardware / Infrastructure	1.00	-	-	-	-	5,000		5,000	5,000	-	-	-	-
82															
83		**Budget Totals**									**109,847**	**37,185**	**50,344**	**48,727**	**15,010**
84															

85			**Lease Schedule**			
86	Lease term		$20,545	$6,955	$9,416	$9,114	$2,807
87	Term	7		$20,545	$6,955	$9,416	$9,114
88	Rate	8%			$20,545	$6,955	$9,416
89	Payments per	12				$20,545	$6,955
90							$20,545
91	**Total Annual Lease Payment**		**$20,545**	**$27,500**	**$36,916**	**$46,030**	**$48,837**
92							

	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
4					Year			Unit cost	Shipping cost	Delivered cost			Year		
5	**Function**	**ITEMS**	**1**	**2**	**3**	**4**	**5**		**7%**		**1**	**2**	**3**	**4**	**5**
93											**Lease Payments by Function**				
94															
95									5100		11,768	15,752	21,145	26,365	27,973
96									5100		111	148	199	248	263
103									7300		3,644	4,877	6,547	8,163	8,661
105									8200		4,940	6,612	8,876	11,068	11,743
108								**Total Annual Lease Payment**			**$20,545**	**$27,500**	**$36,916**	**$46,030**	**$48,837**

My Ca.Sa Charter School Middle

	Insurance Coverage	Funcitons	Year 1			Year 2		Year 3		Year 4		Year 5	
			100%	75%	50%	100%	50%	100%	50%	100%	50%	100%	50%
	Teachers		3.00	2.44	1.50	6.00	3.00	11.00	6.00	15.00	8.00	17.00	9.00
	Students		63	47	32	126	63	210	105	273	137	294	147
	Revenue		1,000,329	819,636	650,181	1,580,368	870,184	2,733,276	1,366,638	3,553,397	1,782,585	3,826,637	1,913,318
	Area (Square Feet)		20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
	Educators Professional Liability	7100-320	$ 984	$ 799	$ 492	$ 1,967	$ 984	$ 3,606	$ 1,967	$ 4,918	$ 2,623	$ 5,574	$ 2,951
	GL/Auto/ERISA/Abusive Conduct	7100-320	$ 3,200	$ 2,622	$ 2,080	$ 5,055	$ 2,783	$ 8,742	$ 4,371	$ 11,366	$ 5,702	$ 12,240	$ 6,120
	Property including wind	7900-320	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235
			$ 38,418	**$ 37,656**	**$ 36,806**	**$ 41,257**	**$ 38,002**	**$ 46,584**	**$ 40,573**	**$ 50,518**	**$ 42,559**	**$ 52,048**	**$ 43,305**
							Total By Function						
		7100-320	$ 4,183	$ 3,421	$ 2,571	$ 7,022	$ 3,767	$ 12,349	$ 6,338	$ 16,283	$ 8,324	$ 17,813	$ 9,070
		7900-320	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235	$ 34,235
	Total		**$ 38,418**	**$ 37,656**	**$ 36,806**	**$ 41,257**	**$ 38,002**	**$ 46,584**	**$ 40,573**	**$ 50,518**	**$ 42,559**	**$ 52,048**	**$ 43,305**

Comparable Data

MACS Schools of Education, Inc DBA My Ca.Sa Charter School

Teachers	**7**
Revenue	**1,873,687**
Area (Square Feet)	**20,000**
Period	**2025-26**

Insurance Coverage	Category	2024-25	% Adjustment	2024-25 Adjusted	Rate	Fucntion	Base
Educators Professional Liability	EPLI	2,295		2,295	327.85714	7100-320	Teacher
GL/Auto/ERISA/Abusive Conduct	Liability	5,993		5,993	0.00320	7100-320	Revenue
Property including wind	Property	34,235	0%	34,235	1.71175	7900-320	Area

My Ca.Sa Charter School Middle

	A	J
2	**Description**	**Amount**
3	**Line of Credit / Start-up Loan**	290,000
5	**Expenses:**	
6	Administration Staff	5,000
8	Marketing & Enrollment	10,000
10	Computer/Printer	4,000
14	Administrative Expenses	10,000
16	**Total Operating Expenses**	**29,000**

My Ca.Sa Charter School Middle

	A	B	C	D	E	F	H	I	K	L	N	O	Q	R
1	**Labels**	**Rate**	**Cost Basis**	**Year 1**			**Year 2**		**Year 3**		**Year 4**		**Year 5**	
2				**100%**	**75%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**	**100%**	**50%**
16	**Total Budgeted Enrollment**			**63**	**47**	**32**	**126**	**63**	**210**	**105**	**273**	**137**	**294**	**147**
17	**Total Area**			**4,725**	**3,525**	**2,400**	**9,450**	**4,725**	**15,750**	**7,875**	**20,475**	**10,275**	**22,050**	**11,025**
18														
19	**Purchased Service (Custodial, fire and alarm, pest control etc)**													
20														
21	Cleaning/Custodial Services	1.59	Area	7,515	5,606	3,817	15,029	7,515	25,049	12,524	32,563	16,341	35,068	17,534
22	Fire, Alarm & Security Monitorin	0.60	Area	2,826	2,108	1,436	5,652	2,826	9,421	4,710	12,247	6,146	13,189	6,595
23	Pest Control		Annual	2,880	2,160	1,440	2,880	1,440	2,880	1,440	2,880	1,440	2,880	1,440
24														
25	**Total Purchased Service (Custodial, fire and alarm, pest control etc)**			**13,221**	**9,875**	**6,693**	**23,562**	**11,781**	**37,350**	**18,675**	**47,690**	**23,927**	**51,137**	**25,569**

My Ca.Sa Charter School Middle

	A	B	C	D	E	F
1		**Athenian Academy of Technology and the Arts**				
2		**Students**				**410**
3		**Area (Square Feet)**				**30000**
4		**Teachers**				**31**
5		**Period**				**2024**
6						
7	**Functions**	**Accounts**	**Cost**	**Adjustment**	**Basis**	**Unit Rate**
8	5100	Classroom Supplies & Equipments	15,471.1		Per Student	37.73
9	5100	Student Activities	50,291.1	(50,291)	Per Student	-
10	5100	Teacher Supplies	7,800.0		Per Student	19.02
11	7300	License Fees	3,897.6		Annual	3,897.60
12	7300	Dues and Subcriptions	7,899.8		Per Student	19.27
13	7300	Office Supplies	23,790.7		Per Student	58.03
14	7300	Postage	1,044.1		Per Student	2.55
15	7300	Equipment Rental / Lease	14,865.6		Annual	14,865.60
16	7500	Professional Services - Annual Audit	7,950.0	1,550	Annual	9,500.00
17	7600	Inspection Fee	820.0	180	Annual	1,000.00
18	7900	Electricity	46,138.8	10,000	Area	1.87
19	7900	Lawn Maintenance	17,740.0		Area	0.59
20	7900	Purchased Service (Custodial/Cleaning)	47,712.0		Area	1.59
21	7900	Repairs & Maintenance	13,999.7		Area	0.47
22	7900	Security Monitoring	17,944.4		Area	0.60
23	7900	Custodial Supplies & Equipment	32,889.8		Per Student	80.22
24	7900	Telephone Services	13,309.7		Per Student	32.46
25	7900	Water & Sewer	24,611.7		Per Student	60.03
26	7900	Pest Control	2,880.0		Annual	2,880.00
27	8200	Systems Operations	6,000.0		Per Student	14.63

My Ca.Sa Charter School Middle

	A	B	C	D	E	G	H	J	K	M	N	P	Q
1			Year 1			Year 2		Year 3		Year 4		Year 5	
2			100%	75%	50%	100%	50%	100%	50%	100%	50%	100%	50%
3		-	1	1	1	2	2	3	3	4	4	5	5
4	Budget assumptions of annual increases												
5	Annual increase - revenue	0.00%											
6	Annual increase - expenses	0.00%											
7	Annual increase - wages	0.00%											

My Ca.Sa

Middle School

Attachment Y
Proposed Start Up Budget

My Ca.Sa Charter School Middle

	A	J
2	**Description**	**Amount**
3	**Line of Credit / Start-up Loan**	290,000
5	**Expenses:**	
6	Administration Staff	5,000
8	Marketing & Enrollment	10,000
10	Computer/Printer	4,000
14	Administrative Expenses	10,000
16	**Total Operating Expenses**	**29,000**

My Ca.Sa

Middle School

Attachment Z
Evidence of External Funding

November 12, 2025

Maite Anel
3761 SW 139 PL
Miami, FL 33185
(786) 305 - 9717
Maryterej2006@gmail.com

Dear MACS Schools of Education,

This letter serves to confirm that I, Maite Anel, is prepared to provide financial support to MACS Schools of Education, a public charter school operating in the State of Florida, in connection with its contractual obligations.

I understand that the school is entering into a contract and that assurances of financial stability are required. Accordingly, I, Maite Anel confirms the following:

1. **Loan Availability:**
   Maite Anel commits to provide an interest free startup loan. These funds will be distributed to and monitored by the MACS Schools of Education board members.
2. **Purpose of Loan:**
   Funds from this startup loan may be used to support operational cash flow needs and to facilitate the startup of the school.
3. **Term and Conditions:**
   Repayment shall not be required until the school receives capital outlay funding.

   Repayment will be contingent on enrollment.

   After the fifth fiscal year of the school running, if the school finds itself in financial distress according to the FDOE and Miami - Dade County School district financial compliance provisions, and confirmed by the schools external financial audit, the loan will be forgiven and will be considered a donation. I believe that this condition expresses my deep support for MACS Schools of Education vision and that you will be successful!

Borrower shall have the option to prepay or payoff the loan at any time with no prepayment penalty.

4. **Financial Capacity:**
   Maite Anel attests that I possess the financial capacity to issue a startup loan and have a relationship with MACS Schools of Education to support ongoing operational needs.

This letter is provided at the request of MACS Schools of Education for the purpose of demonstrating financial backing and should not be considered a binding commitment beyond the terms outlined in the forthcoming startup loan agreement.

You may share this correspondence with anyone necessary to support your charter application.

If you require additional information or need verification, please feel free to contact me.

Sincerely,

My Ca.Sa

Middle School

Addendum BB
ESP's Organization Chart

EDUCADE

ESP's Current Organization Chart

EDUCADE

ESP's Organization Chart After Anticipated Growth

My Ca.Sa

Middle School

Addendum CC
ESP's Organization Chart after any Anticipated Growth

EDUCADE

ESP's Organization Chart After Anticipated Growth

My Ca.Sa

Middle School

Addendum DD
Applicant History Worksheet

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Educade Management LLC			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)
						Year 0 (Most Recent Year)	
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue
Miami-Dade	My Ca.Sa Charter School	5119	Active	224/93%	NA	159595	12.90%

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Educade Management LLC

District	School Name	MSID	Audit Finding (Yes/No)
Miami-Dade	My Ca.Sa Charter School	5119	No

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.

MACS Schools of Education				Year 0 (Most Recent Year)						Year -1						Year -2						Year -3						Year -4					
District	School Name	NFSID	Status: Active/Closed	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	In dicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses, for example, an unassigned fund balance deficit should be reported as ($15,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	In dicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from in dependent annual audit. Deficit fund balances should be reported in parentheses, for example, an unassigned fund balance deficit should be reported as ($15,000).	In dicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from in dependent annual audit. Deficit fund balances should be reported in parentheses, for example, an unassigned fund balance deficit should be reported as ($15,000).	In dicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from in dependent annual audit. Deficit fund balances should be reported in parentheses, for example, an unassigned fund balance deficit should be reported as ($15,000).	In dicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.	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Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Miami-Dade	My Ca.Sa Charter School	5169	Active	324/93%	NA	119500	12.90%	No																									

My Ca.Sa

Middle School

Addendum EE
Draft Contract Between School and ESP

CHARTER SCHOOL MANAGEMENT AGREEMENT

BETWEEN

MACS SCHOOLS OF EDUCATION, INC.

AND

EDUCADE MANAGEMENT, INC.

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CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between MACS Schools of Education, Inc., a Florida not for profit corporation ("MACS") and Educade Management, Inc., a Florida corporation ("Educade Management").

WHEREAS, MACS has a contract with Miami Dade County Public Schools (also referred to as the "Sponsor") to operate a charter school, My Ca.Sa Charter School (the "School");

WHEREAS, the School is governed by its Board of Directors (the "Board");

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, MACS desires to ensure that its School is professionally managed and operated in accordance with the requirements of its contract with Miami Dade County Public Schools and the requirements of all State and Federal laws as well as the requirements of local municipal and/or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Educade Management has been established to provide professional management and consulting services to charter schools;

WHEREAS, it is Educade Management's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

WHEREAS, officials of Educade Management are familiar with the governmental agencies and requirements needed to establish and operate a charter school as well as the requirements of all State and Federal authorities and of the local municipal and/or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, officials of Educade Management are familiar with the various local, state and federal funding sources for charter school programs;

WHEREAS, officials of Educade Management have attended and will continue to attend the numerous local, state, and federal meetings and conferences for charter school operators and consultants; and

WHEREAS, MACS and Educade Management desire to enter into agreements for the purpose of having Educade Management manage and administer the School;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF EDUCADE MANAGEMENT:

1. Recitals: The foregoing recitals are true, correct and incorporated herein.

2. Engagement: The School engages Educade Management to provide management services to the School. Educade Management accepts such engagement pursuant to the terms of this Agreement.

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3. Management and Administrative Duties: Educade Management will coordinate the management and administrative duties required to operate the School. In connection with this, Educade Management will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Educade Management will comply with all Board and School policies and procedures, and with all applicable state and federal rules and regulations. Educade Management's services will include, but not limited to, facility design, staffing recommendations, and human resource coordination. In addition, Educade Management's services shall include the day-to-day administration of the School such as regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as the bookkeeping, budgeting and financial forecasting that is provided to the Board for its oversight. The Board will review the recommendations made by Educade Management and act upon them in the manner the Board decides.

4. Board of Directors Meetings: Educade Management will attend the meetings of the Board. Unless otherwise instructed by the Board, Educade Management shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law regarding such meetings and recordkeeping.

5. Recordkeeping: Educade Management will maintain the records of the School. Educade Management will ensure compliance with the State requirements for recordkeeping. In addition, Educade Management will ensure that designated on-site staff receive proper training by the Sponsor's Office of Information Technology (O.I.T.) for student school recordkeeping through its designated Management Information Services (MIS) programs.

6. Bookkeeping: Educade Management will coordinate with the accounting firms and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and recordkeeping as may be required by the Sponsor and State law.

7. Staff Administration: Educade Management will identify and propose qualified teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed by the School will be certified as required by Chapter 1002.31, Florida Statutes. The School may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation.

Employees selected will be hired as School employees. Educade Management prepares employment contracts that are to be used for the purpose of hiring employees.

Educade Management will propose a professional employee management company which can perform the human resource services for the School. Once the Board approves a human resource provider, Educade Management will coordinate such services.

Educade Management agrees to act as the liaison for the School vis-a-vis the human resource services provider.

8. Financial Projections: Educade Management will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified accounting firm, will adopt accounting policies and procedures.

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Educade Management will prepare and submit, with the review and approval of the Board, regular financial statements to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor.

The School will provide the Sponsor with annual audited financial reports as designated by the Sponsor. These reports will be prepared by an independent and certified accounting firm. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 20 of each year.

9. Designated Contact Person: The designed contact person at Educade Management shall be the President of Educade Management (currently Jamarca Sanford). An alternate contact person shall be the Vice President (currently Jennexis Sanford).

10. Grant Solicitation: Educade Management will solicit grants available for the funding of charter schools from the various government, private and institutional sources that may be available. Such grants will include, but are not limited to, federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination: Educade Management will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources: Educade Management will coordinate the solicitation of School Improvement Thrift Funds (SIT) and Public Education Capital Outlay (PECO) Funds from the appropriate state or local agencies. Similarly, Educade Management will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting: Educade Management will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School. The Report will be submitted to the Board for approval, and Educade Management will coordinate the delivery and review process established by the Sponsor and Charter School Legislation for the Annual Report.

14. Student Assessment: Educade Management will coordinate a student assessment methodology and retain professionals on behalf of the School to administer and evaluate results. Educade Management will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation: Educade Management will serve as primary liaison with the Sponsor and its officials on behalf of the School. In connection therewith, Educade Management representatives will attend required meetings and public hearings.

16. Government Compliance: Educade Management will ensure compliance with state regulations and reporting requirements of the School. Educade Management will also ensure the School's compliance with its contract with the Sponsor, and the School's contract with the Sponsor is incorporated herein by reference.

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17. Charter Renewal Coordination: Educade Management will coordinate with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf of the Board, Educade Management will negotiate the terms of the renewal contract with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original contract between the School and the Sponsor.

18. Curriculum Development: Educade Management shall identify and/or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations.

19. Pre-School, After-Care, Early Drop-Off: Educade Management shall identify and/or develop Pre-School, After-Care, Early Drop-Off programs to be offered as services ancillary but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may authorize Educade Management to do so. In furtherance of that, Educade Management will retain the necessary operators to provide the underlying services to the parents and students desiring them. Educade Management and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them.

20. Facilities Identification Expansion, Design and Development: Educade Management shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Educade Management shall assist the School in planning the design of new facilities or in the expansion of existing ones. Further, Educade Management shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

21. Systems Development: Educade Management will identify and develop school information systems to be used in connection with the administration and reporting system for the school. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

22. Initial Term: The term of the Agreement shall commence on the start of the 2026 school year. The commencement date shall be deemed to be _____, 2026.

The maximum length of this Agreement shall be five (5) years. The first three (3) years this Agreement shall be automatically renewed at the end of the school year unless the Board for cause terminates this Agreement. The subsequent two (2) years of this Agreement shall be automatically renewed at the end of the school year unless the Board for any reason terminates this Agreement as long as ninety (90) days' notice is given to Educade Management prior to the end of the existing school year. At the conclusion of the five term the School shall have the option to renew this contract with Educade Management. Educade Management agrees to renew the agreement at the School's option unless the School breaches the contract.

23. Renewal: Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement.

24. Termination: The Board shall have the right to terminate this Agreement for cause by providing ninety (90) days' written notice to Educade Management. "Cause" shall be defined to include, but not be

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limited to, a material breach of this Agreement by Educade Management, the failure of Educade Management to provide educational support and management services sufficient to operate the School in a manner that complies with the standards of the Sponsor, any debarment of or similar action against Educade Management by any governmental entity or any action or conduct by Educade Management or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter Agreement with the School or the Board for the operation of the School, the School or the Board and Educade Management may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

COMPENSATION

25. Base Compensation: The School shall pay Educade Management a Charter School Management fee of twelve percent (12%) of Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided the School receives such funds. Accommodations to set percentage may be lowered upon mutual agreement in order to provide the school financial viability. The School or the Board shall have no obligation to pay such fee before receiving the funds from the Sponsor or the State of Florida. The fee shall be payable in equal monthly installments. The fee shall be adjusted annually at each anniversary based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less.

26. Additional Services: Educade Management will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to the Board and subject to Board approval. This may include services that are not within the regular course of running the school, including but not limited to, special projects, litigation coordination, and land use coordination. Such projects may include the engagement of other professionals or consultants who may be independent from Educade Management.

27. Reimbursement of Costs: Educade Management shall be reimbursed for actual costs it incurs in connection with travel, lodging, and food required attending conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses: At the Board's and Educade Management's discretion, the base compensation, additional services, and reimbursable costs incurred for the current fiscal year may be realized for the following fiscal year.

OTHER MATTERS

29. Conflicts of Interest: No officer, shareholder, employee or director (or the spouse of any such officer, shareholder, employee or director) of Educade Management may serve on the Board.

30. Insurance and Indemnification: Educade Management shall carry liability insurance in the amount of minimum limits to be maintained by the management company (inclusive of any amounts provided by an umbrella or excess policy) shall be $1 million per occurrence/$3 million annual aggregate and indemnify the School for acts or omissions of Educade Management. Educade Management agrees to provide, upon request of the Board, certificates of insurance with carriers, in amount and for terms reasonably acceptable to the Board. Educade Management hereby agrees to indemnify, hold harmless and protect the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, loses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident

thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which the School and/or Board may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Educade Management, its employees or agents.

31. Miscellaneous:

a. Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

b. This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any substantial amendment to this Agreement shall require approval of the Board.

c. Neither party shall assign this Agreement without the written consent of the other party; such consent shall not be unreasonably withheld.

d. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision unless expressly stated.

e. If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

f. This Agreement is not intended to create any rights of a third-party beneficiary.

g. This Agreement is made and entered into in the State of Florida and shall be interpreted according to the laws of the State of Florida. If a dispute arises the exclusive venue shall be county of Miami Dade.

h. In the event of a dispute arising from this Agreement, the parties agree that in any resulting litigation proceeding(s) to enforce and/or interpret terms of this Agreement, the prevailing party in any such dispute shall be entitled to its attorney's fees and other expenses related to such dispute from the other party.

i. Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

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MACS Schools of Education, Inc.
c/o Rodriguez-Albizu Law
759 SW Federal Highway
Suite 321
Stuart, FL 34994

Educade Management, LLC
Attn: Jamarca Sanford
14850 SW 26th Street, Suite 210
Miami, FL 33185

j. The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

k. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

l. Each of the persons executing this Agreement has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of MACS Schools of Education, Inc. held on _____, 2026 and the undersigned Chairperson of MACS Schools of Education, Inc. was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the date first above written.

MACS Schools of Education, Inc., a Florida not for profit corporation

By: _____
Mistral Raymond
Title: Chairman
Date: _____

Educade Management, Inc., a Florida corporation

By: _____
Jamarca Sanford
Title: President
Date: _____

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My Ca.Sa

Middle School

Exhibit A
E-Mail Communication Waiver

Exhibit A

Dear Charter School Applicant,

Miami-Dade County Public Schools (MDCPS) will be utilizing electronic mail (email) as the primary mode of communication during the charter application process. This communication will include, but is not limited to, the following:

- Requests for additional information from our office;
- Invitations to the Application Review Committee (ARC) meeting;
- Notifications regarding the presentation of board items to The School Board of Miami-Dade County;
- Distribution of evaluation tools;
- Updates on the status of your application review;
- If applicable, notices regarding the recommendation for denial of an application.

Please ensure that your email address is monitored regularly throughout the application process, as all official communications, including time-sensitive notifications, will be sent via email.

To ensure that we have accurate E-mail information, all applicants must provide the following information:

Name of the individual that will serve as primary contact: Jamarca Sanford

Title / affiliation with the school : Chief Executive Officer, Educade Management LLC (ESP)

Address: 12700 SW 216th Street

City, State Zip Code: Miami, FL 33170

Telephone Number: (786) 843 - 0644

E-mail: info@educademanagement.com

This information must be signed and delivered to our office with the application being submitted. Please feel free to provide this form with your application or it can be scanned and sent electronically to Ms. Dahlia Gonzalez at dmgonzalez@dadeschools.net .

Signature: _____

Print Name: Jamarca Sanford Date: 01/05/2026

Relationship to Applicant: Educational Service Provider

My Ca.Sa

Middle School

Exhibit B
Receipt Waiver

Exhibit B

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support

Charter School Receipt/Waiver Application Submittal

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

MACS Schools of Education d/b/a My Ca.Sa Charter Middle School

(Name of submitting organization/individual)

on behalf of: My Ca.Sa Charter Middle School

(Name of Charter School)

to Charter School Compliance and Support, as stipulated by Section 1002.33 F.S., Charter Schools. The application, if approved, is for a charter school that would be able to first open for the 2022-23 school year.

INDIVIDUAL SUBMITTING APPLICATION:

Jamarca Sanford
Name

CEO, Educade Management (ESP Provider)
Title/Affiliation

(786) 843-0644
Telephone number(s)

info@educademanagement.com
E-mail

In accordance with Section 1002.33, F.S., a district school board is required to approve or deny a charter school application no later than 90 calendar days after receipt of the application. However, due to the advance scheduling of School Board meetings and to allow for a thorough review process, applications submitted to the School Board for consideration will be presented for a final decision within the 90-day period or as soon as possible thereafter. This may result in an extension of the review period beyond 90 days, depending on meeting schedules and time availability.

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

CSCS Staff Member's Name	Signature	Date
Jamarca Sanford		11/05/26
Authorized Signature of Applicant	Signature	Date

My Ca.Sa

Middle School

Exhibit C
Governing Board Disclosure Forms

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: Mistral Raymond

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Mistral (First) _____ (Middle) Raymond (Last)

Home Address: 1107 6th Avenue Drive West (Street Number)

Palmetto (City) FL (State) 34221 (Zip Code)

Home Phone: (813) 841-0441 Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: mraymond@macsschool ofeducation.com

Member's Employment: SSECC (Employer Name) Consultant (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? They are older

Will you be able to attend regularly scheduled board meetings? Yes x No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☒ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☒ Community Service	☐ Education	☐ Finance
☒ Fund Raising	☐ Law	☐ Management
☒ Marketing	☐ Personnel	☐ Public Relations
☒ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. MR I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

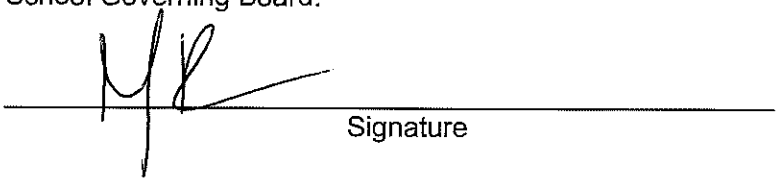
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/2/25

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: Ruben Diaz

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Ruben (First) _____ (Middle) Diaz Valdes (Last)

Home Address: 4256 SW 57TH AVENUE (Street Number)

Miami (City) FL (State) 33155 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: (305) 812-3242

Email Address: Rdiaz@macsschools ofeducation.com

Member's Employment: Elec Plumb Enterprise (Employer Name) President (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: Marlen (First) _____ (Middle) Diaz (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? They are in college

Will you be able to attend regularly scheduled board meetings? Yes x No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☒ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

[x] Community Service	[x] Education	[ ] Finance
[x] Fund Raising	[ ] Law	[x] Management
[x] Marketing	[x] Personnel	[ ] Public Relations
[x] Parent Involvement Programs	[ ] Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes [ ]	No [x]
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes [ ]	No [x]
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes [ ]	No [x]
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes [ ]	No [x]
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes [ ]	No [x]
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes [ ]	No [x]
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes [ ]	No [x]
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes [ ]	No [x]
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes [ ]	No [x]
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes [ ]	No [x]
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes [ ]	No [x]
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes [ ]	No [x]

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ *initial* I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2. _____ *initial* I am currently charged with one or more crimes.

3. RDV *initial* I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

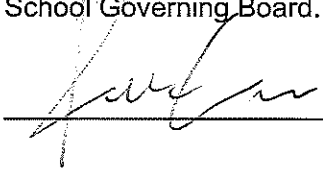
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/11/2025

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: Alejandro Gravier

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: Alejandro (First) D. (Middle) Gravier (Last)

Home Address: 1700 Country Club Prado (Street Number)

Coral Gables (City) FL (State) 33134 (Zip Code)

Home Phone: _____ Work Phone: (305) 509-5796

Fax Number: _____ Cellular Number: (305) 310-8473

Email Address: agravier@graviergrp.com

Member's Employment: HLB Gravier LLP (Employer Name) Partner (Title/Position)

Employer Address: 285 Sevilla Ave (Street Number)

Coral Gables (City) FL (State) 33134 (Zip Code)

Spouse's Name: Adriana (First) _____ (Middle) Gravier (Last)

Spouse's Employment: N/A (Employer Name) N/A (Title/Position)

Employer Address: N/A (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? Not of age

Will you be able to attend regularly scheduled board meetings? Yes X No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☒ Master's Degree

☐ Trade/Business School ☐ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☒ Community Service	☐ Education	☒ Finance
☒ Fund Raising	☐ Law	☒ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
initial

2. _____ I am currently charged with one or more crimes.
initial

3. ADG I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

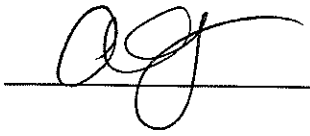
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/11/2025

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: MACS Schools of Education

NAME OF THE GOVERNING BOARD MEMBER: David A. Consuegra

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: MACS Schools of Education

Title/Prefix: ☐ Mrs. ☒ Mr. ☐ Ms. ☐ Miss ☐ Dr. ☐ Other _____

Name: David (First) Andres (Middle) Consuegra (Last)

Home Address: 4102 Laurel Ridge Cir (Street Number)

Weston (City) FL (State) 33331 (Zip Code)

Home Phone: _____ Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: dconsuegra@macsschoolsofeducation.com

Member's Employment: Florida Panthers (Employer Name) Manager (Title/Position)

Employer Address: 1 Panther PKWY (Street Number)

Sunrise (City) FL (State) 33323 (Zip Code)

Spouse's Name: _____ (First) _____ (Middle) _____ (Last)

Spouse's Employment: _____ (Employer Name) _____ (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? No If no, why not? Do not have any

Will you be able to attend regularly scheduled board meetings? Yes X No ____

Please check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Master's Degree

☐ Trade/Business School ☒ BA or BS Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☒ Finance
☒ Fund Raising	☐ Law	☐ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☐ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☒
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☒
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☒
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☒
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☒
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☒
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☒
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☒
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☒
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☒
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☒
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☒

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☒

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☒

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☒

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☒

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. DC I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
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I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
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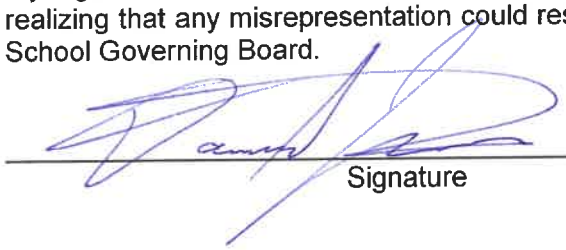
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



Signature

12/04/2025

Date

Exhibit C

CHARTER SCHOOL GOVERNING BOARD DISCLOSURE FORM

Miami-Dade County Public Schools
Charter School Compliance Support

Thank you for your interest in serving as a charter school governing board member.

The governing boards of these schools play a vital role in their future. By being appointed to serve on a charter school board, your role will be to set policy, maintain the school's vision, and ensure that the school complies with its charter and applicable law.

NAME OF THE CHARTER SCHOOL: My ca.sa charter school

NAME OF THE GOVERNING BOARD MEMBER: Marlety Santana

NAME OF OTHER BOARDS TO WHICH THE GOVERNING BOARD MEMBER HAS MEMBERSHIP:

_____

_____

_____

_____

THIS FORM MUST BE COMPLETED BY EVERY GOVERNING BOARD MEMBER EVERY 3 YEARS

CHARTER SCHOOL
COMPLIANCE & SUPPORT

Charter School Compliance and Support
1450 N.E. Second Avenue, Suite 802
Miami, Florida 33132
Ph: 305-995-1403

Personal

Name of Charter School: My ca.sa charter school

Title/Prefix: [X] Mrs. [ ] Mr. [ ] Ms. [ ] Miss [ ] Dr. [ ] Other _____

Name: Marlety (First) _____ (Middle) Santana (Last)

Home Address: _____ (Street Number)

Port Saint Lucie (City) FL (State) 34983 (Zip Code)

Home Phone: (786) 261-3423 Work Phone: _____

Fax Number: _____ Cellular Number: _____

Email Address: marlety87@gmail.com _____

_____ _____ _____

Member's Employment: Natera (Employer Name) Revenue Cycle Management Analyst (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Spouse's Name: Edwin (First) _____ (Middle) Santana (Last)

Spouse's Employment: All suncoast electric (Employer Name) Lead electrician (Title/Position)

Employer Address: _____ (Street Number)

_____ (City) _____ (State) _____ (Zip Code)

Will your child(ren) attend this charter school? If no, why not?

Will you be able to attend regularly scheduled board meetings? Yes _X_ No ____

Please check your highest education level:

[ ] High School/GED [ ] Associate's Degree [ ] Master's Degree

[ ] Trade/Business School [X] BA or BS Degree [ ] MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

☐ Community Service	☐ Education	☑ Finance
☐ Fund Raising	☐ Law	☑ Management
☐ Marketing	☐ Personnel	☐ Public Relations
☑ Parent Involvement Programs	☐ Other (please specify): _____	

OPTIONAL: If you would like any additional information considered, such as governmental, employment or volunteer experience, honors or awards, please attach a resume or include on a separate sheet of paper.

Relationship

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

Note: Florida Statutes Section 1002.33(7)(a)(18) Requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

1. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any contractual agreements with the charter school?	Yes ☐	No ☑
2. Do or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have any ownership interest in any educational service provider/management company or any other company contracting with the charter school?	Yes ☐	No ☑
3. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), lease or sell property to the charter school?	Yes ☐	No ☑
4. Did or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), sell any supplies, materials, equipment or other personal property to the charter school?	Yes ☐	No ☑
5. Have you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), guaranteed any loans for the charter school or loaned it any money?	Yes ☐	No ☑
6. Are or will you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), be employed by the charter school, its educational service provider or other contractors?	Yes ☐	No ☑
7. Did you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), provide any start-up funds to the charter school?	Yes ☐	No ☑
8. Do you, or any of your relatives, or any companies in which you, or any of your relatives, have an ownership interest, have any contractual agreements or business relationships with the School Board of Miami-Dade County or any of its employees?	Yes ☐	No ☑
9. Did or do you, or any of your relatives, as defined in Florida Statutes Section 1002.33(7)(a)(18), have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer 'yes' to any of questions 1-8?	Yes ☐	No ☑
10. Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the charter school board?	Yes ☐	No ☑
11. Do you currently serve as a member of the board, including advisory boards, of any public school district or charter school other than the board for which you have been nominated?	Yes ☐	No ☑
12. Do you currently serve as a public official? If you are being re-nominated to the same	Yes ☐	No ☑

charter school board, and do not serve as a public official in any other capacity, please select "No" as your response.

13. Are you, your spouse, or any of your children employed by Miami-Dade County Public Schools? Yes ☐ No ☑

10. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the charter school? Yes ☐ No ☑

Instructions - If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper.

- Citations

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? Yes ☐ No ☑

- Agency Proceedings/Civil Litigation

Are you presently, or have you ever been involved in administrative agency proceedings or civil litigation during the past five years? Yes ☐ No ☑

Criminal Background History

Charter school board members are public officials appointed by the Charter School as part of their charter which is approved by the School Board of Miami-Dade County, Florida. The School Board of Miami-Dade County, Florida requires the Charter Schools Operations Office to complete criminal records check for each nominee.

Instructions - Complete this section by placing your **initials** in the space beside option 1, 2 and/or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
   initial

2. _____ I am currently charged with one or more crimes.
   initial

3. MS I have **not** been convicted, pled guilty or nolo contendere (no contest) to any crimes.
   initial

I understand that:

- Miami-Dade County Public Schools must request or cause a criminal records check to be performed on me from local, state, and/or federal law enforcement agencies;
- Until that report is received and reviewed by Miami-Dade County Public Schools, my nomination for appointment will not be processed;
- If the report received from the local, state, or federal law enforcement agencies is not the same as my representation(s) above or attached hereto respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my nomination for appointment is voided at the sole discretion of the School Board of Miami-Dade County, Florida or its designee.

Disclosure Verification and Affirmation of Fulfillment of Board Requirements

I recognize that all information submitted with this disclosure form or gathered by Miami-Dade County Public Schools as a result of this disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Miami-Dade County Public Schools, its School Board, staff, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this process.

I understand that if I am appointed, I will be required to comply with all governing board requirements as stipulated in Florida Statutes Section 1002.33 and as stipulated in the charter school contract. Governing board requirements include, but are not limited to:

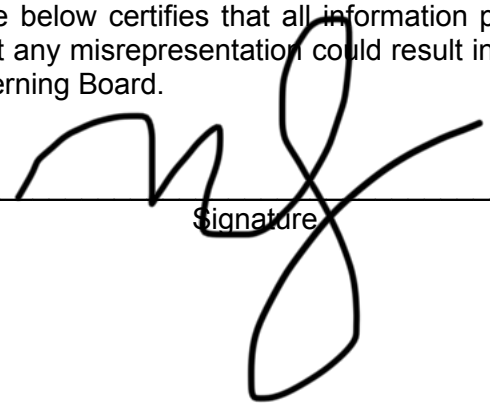
1. annually adopting and maintaining an operating budget and submitting it to Sponsor by designated timeline (F.S. Section 1002.33(9)(h));
2. exercising continuing oversight over the charter school's operations (F.S. Section 1002.33(9)(i));
3. ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to F.S. Section 1002.345(2) (F.S. Section 1002.33(9)(j)(1));
4. reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, if any; (F.S. Section 1002.33(9)(j)(2));
5. performing the duties in F.S. Section 1002.345, including monitoring a financial recovery plan, if any, in order to ensure compliance (F.S. Section 1002.33(9)(j)(3)(b));
6. participating in governance training approved by the Florida Department of Education which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility (F.S. Section 1002.33(9)(j)(4)) and SBE Rule 6A-6.0784;
7. reporting the progress of the charter school annually to its sponsor (F.S. Section 1002.33(9)(k));
8. appointing a representative to facilitate parental involvement, provide access to information, assist parents and others and resolve disputes (F.S. Section 1002.33(7)(d)(1));
9. appearing before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies if the charter school receives a school grade of "D" or "F" under s. 1008.34(2) (F.S. Section 1002.33(9)(n));
10. submitting to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan (Contractual Requirement);
11. ensuring that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment (F.S. Section 1002.33(10)(f));
12. ensuring that the qualifications of teachers employed at the charter school are disclosed to parents (F.S. Section 1002.33(10)(f));
13. ensuring that the charter school maintains a web site that enables the public to obtain information about the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers or educational management corporations associated with the school; the school's annual budget and its independent fiscal audit; the school's grade and, on a quarterly basis, the minutes of the governing board meetings (F.S. Section 1002.33(9)(p));

14. adopting policies establishing standards of ethical conduct for instructional personnel and school administrators (F.S. Section 1002.33(12)(g)(3)). The policies must require all instructional personnel and school administrators, as defined in F.S. Section 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F. S. Sections 39.203 and 768.095.
15. complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules (Contractual Requirement); (FAC Chapter 6B-1.001, Code of Ethics of the Education Profession in Florida, and Chapter 6B-1.006, Principles of Professional Conduct for the Education Profession in Florida);
16. defining and refining policies regarding educational philosophy, and overseeing assessment and accountability procedures to assure that the school's student performance standards are met or exceeded (Contractual Requirement);
17. ensuring that before employing instructional personnel or school administrators in any position that requires direct contact with students, the charter school conducts employment history checks of each of the personnel's or administrators' previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings (F.S. Section 1002.33(12)(g)(4));
18. not appointing, employing, promoting, or advancing or advocating advancement in or to a position in the charter school of someone who is a relative (F.S. Section 1002.33(24)(b));
19. being subject to Florida Statutes Sections 112.313(2), (3), (7), and (12) and 112.3143(3) relating to standards of conduct for public officers and voting conflicts (F.S. Section 1002.33(26));
20. complying with and following the provisions of the school's corporate by-laws (Contractual Requirements);
21. being accountable to the school's students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluating, and reporting (Contractual Requirements);
22. ensuring that all members of the governing board undergo background screening as provided in F. S. Section 1012.32 (F.S. Section 1002.33(12)(g)(1)) within 30 days of appointment (Contractual Requirement) acting as the school's fiscal agent and being involved from the inception in administrative functions, pursuant to such rules and policies as are developed by the governing board (Contractual Requirement);
23. not being an employee of the school while a member of the governing body (F.S. Section 1002.33(26)(c));
24. not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds (Contractual Requirement);
25. holding at least two public meetings per school year in the school district. The meetings must be noticed, open and accessible to the public pursuant to F.S. Section 286.011 (the Sunshine Law) (F. S. Section 1002.33(7)(d)(2)); schools in their first year of operation, or that have been designated with a school grade of "D" or "F" shall meet at least monthly. Governing board for schools that do not meet the above criteria shall meet no less than 4 times per year (Contractual Requirement);
26. ensuring that notices of all governing board meetings are posted at the School, at the location of the meeting, and at the M-DCPS Citizen Information Center at least five (5) days prior to the meeting (Contractual Requirement);
27. not permitting employees of the management company, if any, nor members of the management company's employees' families, as defined in School Board Policy 1130,3130 and 4130 Assignment – Members of the Same Family, to be members of the School's governing board or serve as officers of the Corporation (F.S. Section 1002.33(26)(c));
28. striving affirmatively to provide equal opportunity in employment (Contractual Requirement); and

29. complying with the requirements of Section 1002.33 (24), Florida Statutes regarding the prohibition of the appointment or employment to a position in a charter school if such appointment or employment has been advocated by personnel who exercise control or authority over the charter school and who is a relative of the individual or if such appointment or employment is made by the governing board of which a relative of the individual is a member.

I understand that it is my obligation to notify the Charter School and Charter School Compliance and Support for Miami-Dade County Public Schools should any information provided change. I also affirm awareness of all governing board requirements as stipulated above, in Florida Statutes, Miami-Dade County Public School Policies and as stipulated in the charter school contract and promise to fulfill them.

My signature below certifies that all information provided in this disclosure is true and complete, realizing that any misrepresentation could result in disqualification from membership in the Charter School Governing Board.



_____ 11.11.25

Signature Date

My Ca.Sa

Middle School

Exhibit D
Budget at 100% and 50%

	B	C	D	E	F	I	L	O	R	U
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
4		Utilized Area (Square Feet)				2,400	4,725	7,875	10,275	11,025
5		Classrooms				2	3	5	7	7
7		4-8				32	63	105	137	147
9		Total Enrollment				32	63	105	137	147
10		**Rent**				30,524	62,268	105,855	140,364	154,185
11		Revenue per FTE				20,318	13,812	13,016	13,012	13,016
12		Expenses per FTE				17,862	12,717	12,186	12,589	12,551
13		**Excess of Revenues over Expenditures**				**78,592**	**69,020**	**87,135**	**57,862**	**68,321**
14		Annual surplus or (Deficit) %				12.09%	7.93%	6.38%	3.25%	3.57%
15		Cumulative Fund Balance				78,592	147,613	234,748	292,609	360,931
16		**Fund Balance %**		**5%**	**Minimum fund**	**12.09%**	**16.96%**	**17.18%**	**16.41%**	**18.86%**
17		**REVENUES**								
18		State Sources with expected enrollment		8,423	Per Student	269,520	530,473	884,133	1,153,652	1,237,811
19		Federal Sources - NSLP funds	-	-	See the "Food Services" support schedule.	39,139	78,278	130,464	169,603	182,650
21		Capital Outlay	-	-	See the "Capital Outlay" support schedule.	-	-	182,987	238,755	256,182
22		Referendum Funds		1,610	Per Student	51,521	101,433	169,054	220,575	236,676
24		Line of Credit / Start-up Loan				290,000	160,000			
28		**TOTAL REVENUES**				**650,181**	**870,184**	**1,366,638**	**1,782,585**	**1,913,318**
29		**EXPENDITURES**								
30										
31	**5000**	**Instruction 5000**								
32	5000	Salaries (includes classroom teachers, contract or hourly, and teacher aides)		*See Staffing Plan*		101,863	204,977	367,189	516,052	553,638
33	5000	Substitute Teachers	120	120	*Per Day*	1,440	2,880	4,800	6,720	6,720
34	5000	Fringe Benefits		*See Staffing Plan*		21,872	42,006	80,233	108,064	118,714

	B	C	D	E	F	I	L	O	R	U
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
35	5000	Contracted Professional Services (includes Therapists & other contracted instructional services)	825	825	11%	2,904	5,717	9,529	12,433	13,340
36	5000	Classroom Supplies & Equipment	37.73	37.73	Per Student	1,208	2,377	3,962	5,170	5,547
37	5000	Teacher Supplies	19.02	19.02	Per Student	609	1,199	1,998	2,606	2,797
38	5000	TextBooks	Leased		See "Curriculum Acquisition" schedule	1,931	10,751	31,270	50,029	66,623
39	5000	Software for Instruction	Annual		See "Curriculum Acquisition" schedule	2,353	4,705	7,425	9,778	11,395
40	5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522.15	4,522.15	Annual	2,261	2,261	2,261	2,261	2,261
41	5000	Computer - Equipment & Repairs for Instruction	19.32	19.32	Per Student	618	1,217	2,029	2,647	2,840
42	5000	Instructional FF&E (Leased)	Leased		See "FF&E Acquisition" schedule	6,608	11,143	17,450	21,400	22,688
44	5000	Instructional IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	5,981	8,005	10,746	13,399	14,217
46	**5000**	**Sub-Total Instruction**				**149,646**	**297,239**	**538,891**	**750,558**	**820,778**
47										

	B	C	D	E	F	I	L	O	R	U
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
48	**6100**	**Pupil Personnel Services 6100**								
49	6100	Salaries (includes counselor, school nurse, health assistant)		*See Staffing*		-	-	15,530	24,473	25,256
50	6100	Fringe Benefits		*Plan*		-	-	3,194	4,893	4,961
51	6100	Contracted Professional Services (Guidance Counselor)		*10,000*	Annual	10,000	10,000	-	-	-
52	6100	Contracted Professional Services (counseling and psychological, contracted nurse services)	400	400	11%	1,408	2,772	4,620	6,028	6,468
53	**6100**	**Sub-Total Pupil Personnel Services**				**11,408**	**12,772**	**23,344**	**35,394**	**36,685**
54										
55	**6200**	**Media Services 6200**								
58	6200	Library Books	500	500	Per Classroom	1,000	1,500	2,500	3,500	3,500
60	**6200**	**Sub-Total Media Services**				**1,000**	**1,500**	**2,500**	**3,500**	**3,500**
61										
62		**STEM Education and Project Lead The Way**								
63		Instructional Materials and Teacher Training	20,000	5,000	Annual	2,500	5,000	7,500	10,000	10,000
64		Technology Kits for Student Use	5,000	5,000	Annual	2,500	2,500	2,500	2,500	2,500
66		**Sub-Total STEM Education**				**5,000**	**7,500**	**10,000**	**12,500**	**12,500**
67										
76		**Staff Development 6400**								
77		Workshops	1,000	1,000	Per Teacher	1,500	3,000	5,000	5,000	7,000
80		**Sub-Total Staff Development**				**1,500**	**3,000**	**5,000**	**5,000**	**7,000**
81										
82	**6500**	**Instruction Related Technology 6500**								
86	6500	Online content and/or assessments	Included in the	Curriculum	Schedule	-	-	-	-	-
87	6500	Hardware Maintenance	200	200	Classroom	400	600	1,000	1,400	1,400
88	6500	Computer Learning Labs	Computers are provided in the classroom			-	-	-	-	-
89	**6500**	**Sub-Total Instruction Related Technology**				**400**	**600**	**1,000**	**1,400**	**1,400**
90										
91	**7100**	**Board 7100**								
92	7100	Professional Services (Legal)	5,850	5,850	School	5,850	5,850	5,850	5,850	5,850

	B	C	D	E	F	I	L	O	R	U
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
94	7100	Insurance	-	4,183.13	see "Insurance" schedule	2,571	3,767	6,338	8,324	9,070
95	7100	Travel	1,000	1,000	2	2,000	2,000	2,000	2,000	2,000
96	**7100**	**Sub-Total Board**				**10,421**	**11,617**	**14,188**	**16,174**	**16,920**
97										
98	**7200**	**General Administration 7200**								
99	7200	Management Fees	12%	0%	of FEFP	-	-	35,365	138,438	148,537
101	**7200**	**Sub-Total General Administration**				**-**	**-**	**35,365**	**138,438**	**148,537**
102										
103	**7300**	**School Administration 7300**								
104	7300	Salaries (includes Principal, Secretary & other Office Personnel)		*See Staffing*		65,000	65,000	65,000	65,000	65,000
105	7300	Fringe Benefits		*Plan*		13,025	13,025	13,025	13,025	13,025
106	7300	Uniforms	School uniform cost will be covered by school uniform fee			-	-	-	-	-
107	7300	Travel	1,000	1,000	Annual	1,000	1,000	1,000	1,000	1,000
108	7300	Advertising and Promotion	5,000	5,000	Annual	5,000	5,000	5,000	5,000	5,000
109	7300	License Fees	3,898	3,898	Annual	3,898	3,898	3,898	3,898	3,898
110	7300	Dues and Subcriptions	19.27	19.27	Per Student	617	1,214	2,023	2,640	2,832
111	7300	Postage	2.55	2.55	Per Student	81	160	267	349	374
112	7300	Printing	16.00	16.00	Per Student	512	1,008	1,680	2,192	2,352
113	7300	Office Supplies	58.03	58.03	Per Student	1,857	3,656	6,093	7,950	8,530
114	7300	Administration FF&E (Leased)	Leased		See "FF&E Acquisition"	561	947	1,483	1,818	1,928
115	7300	Administration IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	1,822	2,439	3,273	4,082	4,331
116	7300	Equipment Rental / Lease		14,866	Annual	7,433	7,433	7,433	7,433	7,433
117	**7300**	**Sub-Total School Administration**				**100,806**	**104,779**	**110,175**	**114,385**	**115,702**
118										
119	**7400**	**Facilities Acquisition & Construction 7400**								

	B	C	D	E	F	I	L	O	R	U
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
120	7400	Building Lease / Rent	950		Per Student	30,524	62,268	105,855	140,364	154,185
125	**7400**	**Sub-Total Facilities Acquisition & Construction**				**30,524**	**62,268**	**105,855**	**140,364**	**154,185**
126										
127	**7500**	**Fiscal Services 7500**								
130	7500	Fee to County School Board - up to 250 students	5%	5%	Annual	13,476	26,524	44,207	57,683	61,891
131	7500	Professional Services - Accounting	18,000	18,000	Annual	18,000	18,000	18,000	18,000	18,000
132	7500	Professional Services - Annual Audit	9,500	9,500	Annual	9,500	9,500	9,500	9,500	9,500
134	**7500**	**Sub-Total Fiscal Services**				**40,976**	**54,024**	**71,707**	**85,183**	**89,391**
135										
136	**7600**	**Food Services 7600**								
137	7600	Salaries (Food Service Workers)		*See Staffing*		4,275	8,550	8,550	17,100	17,100
138	7600	Fringe Benefits		*Plan*		379	757	757	1,514	1,514
140	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	5.20	5.20	See the "Food Services" support schedule.	29,484	58,968	98,280	127,764	137,592
141	7600	Food Services FF&E (Leased)	Leased		See "FF&E Acquisition" schedule	1,513	2,551	3,994	4,898	5,193
142	7600	Inspection fees	500	500	Twice per year	1,000	1,000	1,000	1,000	1,000
143	**7600**	**Sub-Total Food Services**				**36,650**	**71,826**	**112,581**	**152,276**	**162,399**
144										
145	**7800**	**Pupil Transportation Services 7800**								
148	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	144	144	15%	25,920	25,920	25,920	25,920	25,920
154	**7800**	**Sub-Total Pupil Transportation Services**			*10%*	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**
155										
156	**7900**	**Operation of Plant 7900**								
157	7900	Salaries (Custodian, crossing guards, security)		*See Staffing*		7,800	7,800	52,000	52,000	52,000
158	7900	Fringe benefits		*Plan*		684	684	4,539	4,539	4,539

	B	C	D	E	F	I	L	O	R	U
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
159	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	-	-	see "Other Expenses" schedule	6,693	11,781	18,675	23,927	25,569
160	7900	Lawn Maintenance	0.59	0.59	Utilized Area	1,419	2,794	4,657	6,076	6,519
162	7900	Security Services	62,150	62,150	Annual	62,150	62,150	62,150	62,150	62,150
163	7900	Custodial Supplies & Equipment	80.22	80.22	Per Student	2,567	5,054	8,423	10,990	11,792
164	7900	Property Insurance	-	34,235.00	see "Insurance" schedule	34,235	34,235	34,235	34,235	34,235
165	7900	Telephone & Internet Services	32.46	32.46	Per Student	1,039	2,045	3,409	4,447	4,772
166	7900	Water & Sewer	60.03	60.03	Per Student	1,921	3,782	6,303	8,224	8,824
167	7900	Electricity	1.87	1.87	Utilized Area	4,491	8,842	14,736	19,228	20,631
168	**7900**	**Sub-Total Operation of Plant**				**122,999**	**139,167**	**209,127**	**225,816**	**231,032**
169										
170	**7900**	**Maintenance of Plant 8100**								
171	7900	Repairs & Maintenance	0.47	0.47	Utilized Area	1,120	2,205	3,675	4,795	5,145
173	**7900**	**Sub-Total Maintenance of Plant**				**1,120**	**2,205**	**3,675**	**4,795**	**5,145**
174										
175	**8200**	**Administrative Technology Services 8200**								
176	8200	Internal Technology Support	$40	$40	Per Student	1,280	2,520	4,200	5,480	5,880
177	8200	Technology Personnel	Supplemental support outsourced in row abov			-	-	-	-	-
178	8200	Administration IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	2,470	3,306	4,438	5,534	5,871
179	8200	Systems Operation	14.63	14.63	Per Student	468	922	1,537	2,005	2,151
181	**8200**	**Sub-Total Administrative Technology Services**				**4,218**	**6,748**	**10,175**	**13,019**	**13,903**
193		**Start-up Cost**								
194		Pre-Incorporation Expenses			Annual	29,000				
195		**Sub-Total Start-up cost**				**29,000**	**-**	**-**	**-**	**-**
196										

	B	C	D	E	F	I	L	O	R	U
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment	50% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
202		TOTAL EXPENDITURES				571,588	801,164	1,279,503	1,724,724	1,844,997
205		EXCESS OF REVENUES OVER EXPENDITURES				78,592	69,020	87,135	57,862	68,321
207		CUMULATIVE FUND BALANCE				78,592	147,613	234,748	292,609	360,931
208		FUND BALANCE %				12.09%	16.96%	17.18%	16.41%	18.86%
209										

	B	C	D	E	F	G	K	N	Q	T
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
4		Utilized Area (Square Feet)				4,725	9,450	15,750	20,475	22,050
5		Classrooms				3	6	10	13	14
7		4-8				63	126	210	273	294
9		Total Enrollment				63	126	210	273	294
10		**Rent**				61,047	124,536	211,711	280,729	308,370
11		Revenue per FTE				15,878	12,543	13,016	13,016	13,016
12		Expenses per FTE				15,054	11,791	12,205	11,955	12,006
13		**Excess of Revenues over Expenditures**				**51,956**	**94,736**	**170,184**	**289,770**	**296,859**
14		Annual surplus or (Deficit) %				5.19%	5.99%	6.23%	8.15%	7.76%
15		Cumulative Fund Balance				51,956	146,692	316,876	606,646	903,505
16		**Fund Balance %**		**5%**	**Minimum fund**	**5.19%**	**9.28%**	**11.59%**	**17.07%**	**23.61%**
17		**REVENUES**								
18		State Sources with expected enrollment		8,423	Per Student	530,618	1,060,946	1,768,265	2,298,883	2,475,622
19		Federal Sources - NSLP funds	-	-	See the "Food Services" support schedule.	78,278	156,557	260,928	339,206	365,299
21		Capital Outlay	-	-	See the "Capital Outlay" support schedule.	-	-	365,974	475,767	512,364
22		Referendum Funds		1,610	Per Student	101,433	202,865	338,108	439,541	473,352
24		Line of Credit / Start-up Loan				290,000	160,000			
28		**TOTAL REVENUES**				**1,000,329**	**1,580,368**	**2,733,276**	**3,553,397**	**3,826,637**
29		**EXPENDITURES**								
30										
31	**5000**	**Instruction 5000**								
32	5000	Salaries (includes classroom teachers, contract or hourly, and teacher aides)		*See Staffing Plan*		218,217	467,351	767,679	1,032,502	1,136,556
33	5000	Substitute Teachers	120	120	*Per Day*	2,880	5,760	9,600	12,480	13,440
34	5000	Fringe Benefits		*See Staffing Plan*		44,999	88,986	155,958	208,697	232,572

	B	C	D	E	F	G	K	N	Q	T
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
35	5000	Contracted Professional Services (includes Therapists & other contracted instructional services)	825	825	11%	5,717	11,435	19,058	24,775	26,681
36	5000	Classroom Supplies & Equipment	37.73	37.73	Per Student	2,377	4,755	7,924	10,302	11,094
37	5000	Teacher Supplies	19.02	19.02	Per Student	1,199	2,397	3,995	5,194	5,593
38	5000	TextBooks	Leased		See "Curriculum Acquisition" schedule	3,862	21,502	62,541	100,058	133,245
39	5000	Software for Instruction	Annual		See "Curriculum Acquisition" schedule	4,705	9,410	14,850	19,555	22,790
40	5000	Supplemetal instructional materials (CIRP/SIRP and Technology)	4,522.15	4,522.15	Annual	4,522	4,522	4,522	4,522	4,522
41	5000	Computer - Equipment & Repairs for Instruction	19.32	19.32	Per Student	1,217	2,434	4,057	5,274	5,680
42	5000	Instructional FF&E (Leased)	Leased		See "FF&E Acquisition" schedule	13,217	22,286	34,899	42,799	45,375
44	5000	Instructional IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	11,962	16,011	21,493	26,799	28,433
46	**5000**	**Sub-Total Instruction**				**314,874**	**656,848**	**1,106,577**	**1,492,957**	**1,665,982**
47										

	B	C	D	E	F	G	K	N	Q	T
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
48	**6100**	**Pupil Personnel Services 6100**								
49	6100	Salaries (includes counselor, school nurse, health assistant)		*See Staffing*		-	-	33,555	52,466	53,057
50	6100	Fringe Benefits		*Plan*		-	-	6,604	10,091	10,142
51	6100	Contracted Professional Services (Guidance Counselor)		*10,000*	Annual	10,000	10,000	-	-	-
52	6100	Contracted Professional Services (counseling and psychological, contracted nurse services)	400	400	11%	2,772	5,544	9,240	12,012	12,936
53	**6100**	**Sub-Total Pupil Personnel Services**				**12,772**	**15,544**	**49,399**	**74,569**	**76,135**
54										
55	**6200**	**Media Services 6200**								
58	6200	Library Books	500	500	Per Classroom	1,500	3,000	5,000	6,500	7,000
60	**6200**	**Sub-Total Media Services**				**1,500**	**3,000**	**5,000**	**6,500**	**7,000**
61										
62		**STEM Education and Project Lead The Way**								
63		Instructional Materials and Teacher Training	20,000	5,000	Annual	5,000	10,000	15,000	20,000	20,000
64		Technology Kits for Student Use	5,000	5,000	Annual	5,000	5,000	5,000	5,000	5,000
66		**Sub-Total STEM Education**				**10,000**	**15,000**	**20,000**	**25,000**	**25,000**
67										
76		**Staff Development 6400**								
77		Workshops	1,000	1,000	Per Teacher	3,000	6,000	10,000	10,000	14,000
80		**Sub-Total Staff Development**				**3,000**	**6,000**	**10,000**	**10,000**	**14,000**
81										
82	**6500**	**Instruction Related Technology 6500**								
86	6500	Online content and/or assessments	Included in the Curriculum Schedule			-	-	-	-	-
87	6500	Hardware Maintenance	200	200	Classroom	600	1,200	2,000	2,600	2,800
88	6500	Computer Learning Labs	Computers are provided in the classroom			-	-	-	-	-

	B	C	D	E	F	G	K	N	Q	T
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
89	**6500**	**Sub-Total Instruction Related Technology**				**600**	**1,200**	**2,000**	**2,600**	**2,800**
90										
91	**7100**	**Board 7100**								
92	7100	Professional Services (Legal)	5,850	5,850	School	5,850	5,850	5,850	5,850	5,850
94	7100	Insurance	-	4,183.13	see "Insurance" schedule	4,183	7,022	12,349	16,283	17,813
95	7100	Travel	1,000	1,000	2	2,000	2,000	2,000	2,000	2,000
96	**7100**	**Sub-Total Board**				**12,033**	**14,872**	**20,199**	**24,133**	**25,663**
97										
98	**7200**	**General Administration 7200**								
99	7200	Management Fees	12%	0%	of FEFP	-	-	212,192	275,866	297,075
101	**7200**	**Sub-Total General Administration**				**-**	**-**	**212,192**	**275,866**	**297,075**
102										
103	**7300**	**School Administration 7300**								
104	7300	Salaries (includes Principal, Secretary & other Office Personnel)		*See Staffing Plan*		130,000	130,000	130,000	130,000	130,000
105	7300	Fringe Benefits				26,050	26,050	26,050	26,050	26,050
106	7300	Uniforms	School uniform cost will be covered by school uniform fee			-	-	-	-	-
107	7300	Travel	1,000	1,000	Annual	1,000	1,000	1,000	1,000	1,000
108	7300	Advertising and Promotion	5,000	5,000	Annual	5,000	5,000	5,000	5,000	5,000
109	7300	License Fees	3,898	3,898	Annual	3,898	3,898	3,898	3,898	3,898
110	7300	Dues and Subcriptions	19.27	19.27	Per Student	1,214	2,428	4,046	5,260	5,665
111	7300	Postage	2.55	2.55	Per Student	160	321	535	695	749
112	7300	Printing	16.00	16.00	Per Student	1,008	2,016	3,360	4,368	4,704
113	7300	Office Supplies	58.03	58.03	Per Student	3,656	7,311	12,185	15,841	17,060
114	7300	Administration FF&E (Leased)	Leased		See "FF&E Acquisition"	1,123	1,893	2,965	3,636	3,855

	B	C	D	E	F	G	K	N	Q	T
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
115	7300	Administration IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	3,644	4,877	6,547	8,163	8,661
116	7300	Equipment Rental / Lease		14,866	Annual	14,866	14,866	14,866	14,866	14,866
117	**7300**	**Sub-Total School Administration**				**191,618**	**199,660**	**210,452**	**218,777**	**221,507**
118										
119	**7400**	**Facilities Acquisition & Construction 7400**								
120	7400	Building Lease / Rent	950		Per Student	61,047	124,536	211,711	280,729	308,370
125	**7400**	**Sub-Total Facilities Acquisition & Construction**				**61,047**	**124,536**	**211,711**	**280,729**	**308,370**
126										
127	**7500**	**Fiscal Services 7500**								
130	7500	Fee to County School Board - up to 250 students	5%	5%	Annual	26,531	53,047	88,413	105,260	105,256
131	7500	Professional Services - Accounting	18,000	18,000	Annual	18,000	18,000	18,000	18,000	18,000
132	7500	Professional Services - Annual Audit	9,500	9,500	Annual	9,500	9,500	9,500	9,500	9,500
134	**7500**	**Sub-Total Fiscal Services**				**54,031**	**80,547**	**115,913**	**132,760**	**132,756**
135										
136	**7600**	**Food Services 7600**								
137	7600	Salaries (Food Service Workers)		*See Staffing*		8,550	17,100	17,100	34,200	34,200
138	7600	Fringe Benefits		*Plan*		757	1,514	1,514	3,028	3,028
140	7600	Food, Materials & Supplies - Vendor provided meals 100% Participation	5.20	5.20	See the "Food Services" support schedule.	58,968	117,936	196,560	255,528	275,184
141	7600	Food Services FF&E (Leased)	Leased		See "FF&E Acquisition" schedule	3,025	5,101	7,988	9,796	10,386
142	7600	Inspection fees	500	500	Twice per year	1,000	1,000	1,000	1,000	1,000
143	**7600**	**Sub-Total Food Services**				**72,300**	**142,651**	**224,162**	**303,553**	**323,798**

	B	C	D	E	F	G	K	N	Q	T
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
144										
145	**7800**	**Pupil Transportation Services 7800**								
148	7800	Contracted Transportation Services - $144 per bus per day 15% utilization	144	144	15%	25,920	25,920	25,920	25,920	25,920
154	**7800**	**Sub-Total Pupil Transportation Services**			*10%*	**25,920**	**25,920**	**25,920**	**25,920**	**25,920**
155										
156	**7900**	**Operation of Plant 7900**								
157	7900	Salaries (Custodian, crossing guards, security)		*See Staffing*		15,600	15,600	104,000	104,000	104,000
158	7900	Fringe benefits		*Plan*		1,368	1,368	9,077	9,077	9,077
159	7900	Purchased Service (Custodial, fire and alarm, pest control etc)	-	-	see "Other Expenses" schedule	13,221	23,562	37,350	47,690	51,137
160	7900	Lawn Maintenance	0.59	0.59	Utilized Area	2,794	5,588	9,314	12,108	13,039
162	7900	Security Services	62,150	62,150	Annual	62,150	62,150	62,150	62,150	62,150
163	7900	Custodial Supplies & Equipment	80.22	80.22	Per Student	5,054	10,108	16,846	21,900	23,584
164	7900	Property Insurance	-	34,235.00	see "Insurance" schedule	34,235	34,235	34,235	34,235	34,235
165	7900	Telephone & Internet Services	32.46	32.46	Per Student	2,045	4,090	6,817	8,862	9,544
166	7900	Water & Sewer	60.03	60.03	Per Student	3,782	7,564	12,606	16,388	17,648
167	7900	Electricity	1.87	1.87	Utilized Area	8,842	17,684	29,473	38,315	41,262
168	**7900**	**Sub-Total Operation of Plant**				**149,091**	**181,948**	**321,868**	**354,725**	**365,678**
169										
170	**7900**	**Maintenance of Plant 8100**								
171	7900	Repairs & Maintenance	0.47	0.47	Utilized Area	2,205	4,410	7,350	9,555	10,290
173	**7900**	**Sub-Total Maintenance of Plant**				**2,205**	**4,410**	**7,350**	**9,555**	**10,290**
174										
175	**8200**	**Administrative Technology Services 8200**								

	B	C	D	E	F	G	K	N	Q	T
1						Year 1	Year 2	Year 3	Year 4	Year 5
2						100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment	100% Enrollment
3	Function	Enrollment	Cost	Year 1 Basis	Basis					
176	8200	Internal Technology Support	$40	$40	Per Student	2,520	5,040	8,400	10,920	11,760
177	8200	Technology Personnel	Supplemental support outsourced in row above			-	-	-	-	-
178	8200	Administration IT Purchases (Leased)	Leased		See "IT Acquisition" schedule	4,940	6,612	8,876	11,068	11,743
179	8200	Systems Operation	14.63	14.63	Per Student	922	1,844	3,073	3,995	4,302
181	**8200**	**Sub-Total Administrative Technology Services**				**8,382**	**13,496**	**20,349**	**25,983**	**27,805**
193		**Start-up Cost**								
194		Pre-Incorporation Expenses			Annual	29,000				
195		**Sub-Total Start-up cost**				**29,000**	**-**	**-**	**-**	**-**
196										
202		**TOTAL EXPENDITURES**				**948,373**	**1,485,632**	**2,563,092**	**3,263,627**	**3,529,778**
205		**EXCESS OF REVENUES OVER EXPENDITURES**				**51,956**	**94,736**	**170,184**	**289,770**	**296,859**
207		**CUMULATIVE FUND BALANCE**				**51,956**	**146,692**	**316,876**	**606,646**	**903,505**
208		**FUND BALANCE %**				**5.19%**	**9.28%**	**11.59%**	**17.07%**	**23.61%**
209										

My Ca.Sa

Middle School

Addendum B
Educational Service Provider

Addendum B: EDUCATION SERVICE PROVIDERS

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

ESP Selection

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

My. Ca.Sa Middle Schoolwill enter a contractual relationship with an Education Service Provider (ESP), for the purpose of obtaining professional services for the planning, design and development of the School. In an effort to continue on the successful track of our sister school My Ca.Sa Charter School(K-5) the decision to contract with the same ESP that has a proven track record of success and experience providing services and solutions for every aspect related to the establishment and operations of our educational institutions. Management services by the ESP include, but are not limited to, the following: academic support, financial services, facilities, human resources, strategic planning, governmental liaison, and board facilitation. The Governing Board provides oversight and approval for all of these functions. Contracting with an ESP will benefit the school, as it allows them to handle the back-office services and support, so that school administrators can focus on what's most important; to carry out the mission and purpose of the school.

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

MACS Schools of Education, Inc. Board of Directors, has selected Educade Management to manage My Ca.Sa Charter School (K-5), and Educade Management has provided exemplary services to the school. and Educade Management is staffed by professionals with knowledge and experience with Florida Charter Schools. My Ca.Sa Charter School (K-5) has consistently met their enrollment projections, has demonstrated both financial stability and viability. and Educade Management consists of a team of professionals with many years of experience in the educational profession. It also engages with independent consultants to assist in making strategic guiding decisions for growth and best practices, as well as engaging a financial accounting firm, with a proven track record with high performing charter schools who oversees financial reporting. Other team members consists of a dedicated food service manager that assists, the schools in implementing the National School Lunch program, and a human resource manager that assist school employees with the management of their health and insurance benefits, as well as payroll and payments for all schools.

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

NA

D. Describe whether and how the school's board has assessed the capacity of the ESP to successfully

carry out the functions necessary to operate a high-quality charter school.

The school's governing board assessed the capacity of the board on a continuous basis at minimum on a monthly basis when monthly financials are developed and provided to the schools in a timely manner to ensure contractual obligations to the state and district are met. The Governing board meets on a monthly basis both the School Principal and Educational Service provider, provide the board with a report on the performance of the school with a focus on the following areas: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. These are all elements the Governing Board believes are essential in ensuring a school's fiscal solvency and ability. to provide a quality education. The ESP management oversees its administrative and support staff on a monthly or quarterly basis, to ensure that personnel are highly effective in performing their job responsibilities and offering appropriate support to the School.

ESP Background

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

Educade Management's mission is to facilitate the Governing Board's vision and mission for school excellence, and viability. and Educade Management has been in operation since 2023, and Educade Management currently manages: My Ca.Sa Charter School(K-5). My Ca.Sa Charter School (K-5), currently serves grades K-4. Based on the most recent FAST and STAR PM1–PM3 data, the school is demonstrating strong academic performance and positive student growth trends in both ELA and Math. In grades K–2, ELA proficiency reached 74% overall, with Kindergarten at 79% and 1st Grade at 82%, indicating early literacy success and a strong foundational start for students. Math proficiency data is even stronger: overall Math proficiency reached 81%, with Kindergarten at 78%, 1st Grade at an impressive 88%, and 2nd Grade at 86%. Student learning growth from Fall 2024 PM1 to Spring 2025 PM3 further validates instructional effectiveness. Math proficiency increased from 58% to 81%, a substantial improvement, while ELA increased from 50% to 74%, demonstrating accelerated progress across grade levels

Educade Management offers services that allow charter schools to focus on what matters most: educating children. Educade Management equips charter schools by providing them with innovative curriculum and services that ensure their back-office needs are met with confidence. Educade Management believes that each charter school is a unique educational entity governed by a Board of Directors who work in the best interests of students and the school. Their mission is to facilitate the Governing Board's vision for school improvement, financial viability, and school excellence. Educade Management has a proven track record in developing and growing high-performing charter schools.

Educade Management's team of professionals provides services and solutions for every aspect related to the establishment and operation of charter schools. These services include, but are not limited to: coordination of management and administrative duties, human resources, food service management, parental and staff disputes, record keeping, bookkeeping, budgeting, staff administration, financial projections, grant solicitation, financing solicitation, future facility applications with sponsors, annual reporting, student assessment, School Board representation, governmental and regulatory compliance, charter renewal coordination, curriculum development, facilities identification, systems development, special projects, litigation coordination, and land use acquisition.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment BB an organization chart for the ESP.

Name	Role and Responsibilities
Jamarca Sanford	Chief Operating Officer Oversees everything that relations to school expansion, marketing, enrollment, financials, budget, and legal matters, and the National School Lunch Program.
Jennexis Sanford	Director of Operations Oversees general operations, that include, facility needs, the National School Lunch Program, and dealing with vendors.
Kathleen Maura	Director of Human Resources Oversees everything related to payroll, benefits and human resources (employee onboarding, benefit management and payroll functions)

ESP Track Record

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

Educade Management is committed to ensuring the success of new charter schools by providing a comprehensive range of services essential to the establishment and operation of educational institutions, and has been instrumental in supporting the growth of our sister school, My Ca.Sa Charter School (K-5), which has consistently met enrollment projections and achieved academic success. With a proven track record of managing and growing charter schools, Educade Management offers expertise in key areas such as academic support, financial services, facilities management, human resources, strategic planning, governmental liaison, and board facilitation. The organization is equipped to manage every aspect related to the operation of charter schools, allowing school administrators to focus on delivering quality education while Educade Management handles the back-office services.

The process of building organizational capacity begins with the initial planning and development phase. During this first year, Educade Management will support the establishment of the new school by providing resources such as instructional materials, technology kits, and staff training. This phase will also include the formation of leadership teams, staff recruitment, finalization of the curriculum, and the procurement of necessary facilities and resources. By the end of the first year, the new school will be prepared to operate at full capacity.

In the second and third years, Educade Management will focus on staff development and the expansion of operational systems. The staff will undergo professional development to align with the school's academic and operational goals, particularly in the integration of STEM education and best management practices. Additionally, Educade Management will implement robust systems for financial and academic oversight. By the end of the second year, the school will have established solid operational and staffing foundations, supported by continuous feedback and assistance from Educade Mangement to ensure smooth and efficient operations.

As the school continues to grow through the third to fifth years Educade Management will monitor and refine operational processes, ensuring that the school remains financially viable, compliant with regulations, and successful in achieving its academic goals. This phase will also involve the hiring of additional staff, including teaching and administrative roles, to accommodate the needs of an expanding student body. Furthermore, Educade Management will continue to assess the performance of the school and make adjustments as necessary to enhance service delivery and overall school success.

An organizational chart for Educade Management will be included in Attachment CC, outlining the leadership structure and the roles and responsibilities of key personnel within the organization. As Educade Management expands its support for new schools, additional leadership roles will be created to ensure that all functional areas are effectively supported.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at http://www.fldoe.org/schools/school-choice/charter- schools/charter-school-reference and attach as Attachment DD.
C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment DD).
D. List and explain any management contract terminations as well as any charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

There have been no contract terminations, or charter revocations, non-renewals, withdrawals or non-openings that the ESP has experienced in the past five (5) years.

Legal Relationships

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

The Governing Board is independent from the ESP. The Board hires the ESP to perform specific duties as determined by the Board. The ESP supports the Board's initatives and supports the School but does not manage any day-to-day operations of the School. The ESP is a for-profit corporation and practices an arm's length relationship between the Board and the ESP. The ESP is evaluated annually the Board and a determination for renewal of the contract is based on the ESP's performance. The day-to-day operation of the school is the responsibility of the School Principal. The principal as the school site instructional leader is the sole individual for overseeing and managing the day-to-day operation of the school. In that light, the principal and the ESP report directly to the Board and only the board has the authority to employ or terminate either the principal or the services of the ESP.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated[4] with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The School does not have any legal or contractual relationship with any individual, other entities, or any subsidiary that are affiliated in any way by the ESP.

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

The principal directly supervises all instructional and non-instructional staff. The ESP has no supervisory authority over school site employees.

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

The Board does not intend to enter a financial agreement with the ESP.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

- Setting Performance Goals
- Selecting Curriculum
- Selecting Professional Development programs
- Data Management & Selecting Interim Assessments
- Determining Promotion Criteria
- Setting a School Culture
- Student Recruitment
- School Staff Recruitment & Hiring
- Providing Human Resources (HR) services (payroll, benefits, etc.) Fundraising
- Managing Community Relations
- Selecting and Providing Information Technology Managing Facilities
- Procuring Vendors
- Other Operational and Administrative Services, if Applicable

Educade Management's team of professional provide services and solutions for every aspect related to the establishment and operation of charter schools that include but are not limited to: coordination of management and administrative duties, human resources, food service management, record keeping, bookkeeping, budgeting, staff administration, financial projections, grant solicitation, financing solicitation, annual reporting, student assessment, charter renewal coordination, assist with curriculum development, facilities identification, systems development, special projects, litigation coordination, and land use acquisition.
Although, the ESP supports the School in the aforementioned areas, the school based instructional leader is responsible for making decisions in curriculum, assessment, professional development, school morales, student recruitment, promotion criteria, data analysis and setting school performance goals.

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

The governing board will evaluate the ESP on an annual basis, using a management evaluation form. The ESP is responsible, but not limited to, supporting the school in the areas of academics, finances, facilities, human resources, community relations, marketing, and regulatory compliance. The ESP cannot have

services terminated without cause and must be given 60 days to remediate any deficiencies found during the annual observation. If the ESP's performance is deemed unsatisfactory after this remediation period, the Board reserves the right to terminate services.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

The ESP will charge a 10% fee net of the FEFP in Years 1 and 2. In Years 3 and beyond, the fee will increase to 12% of the net FEFP. The fee is to be paid in equal monthly installments. The fee is subject to negotiation and approval by the Board of Directors.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

The Governing Board holds sole authority over all financial and spending decisions. The ESP is not authorized to make any spending decisions but will provide monthly and quarterly financial reports to the Governing Board. An independent auditor, appointed by the Board, will conduct an annual financial audit in accordance with the Governmental Accounting Standards Board (GASB). The Board is responsible for adopting and maintaining the school's operating budget. It also provides guidance to school administrators, maintains oversight of financial reports, academic progress, and operations, and oversees the hiring of all principals. Additionally, the Board ensures that the school complies with the sponsor's requirements and the terms of the charter school agreement.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

See Attachment EE

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

See Attachment EE

My Ca.Sa

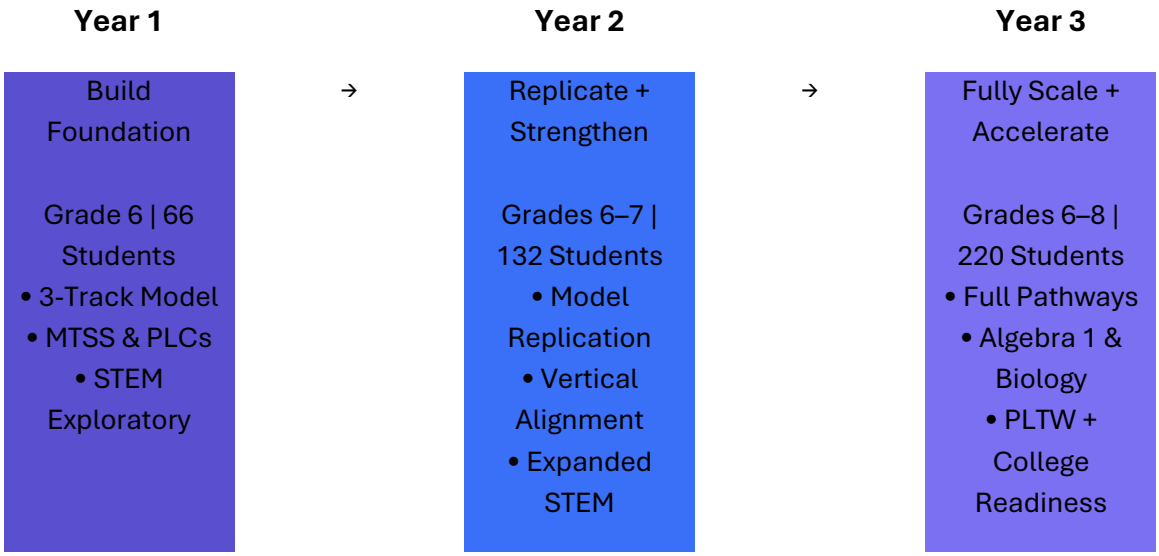
Middle School

Attachment FF
Additional Attachments

Attachment FF-Phased Implementation of Educational Programming

MCMS has designed a rigorous and scalable academic model that ensures full implementation of its educational program and curriculum while aligning to projected enrollment growth. While the full program outlined in Sections 3 and 4 is comprehensive, implementation will be strategically phased to maintain quality, fidelity, and operational efficiency.

Implementation Timeline



Year 1: Foundational Implementation (Grade 6 – 66 Students)

MCMS will open with Grade 6 only, enrolling approximately 66 students, which allows the school to immediately implement a structured, differentiated instructional model with fidelity.

Grade 6 will be organized into three academic tracks:

(1) Accelerated (advanced learners)

(2) On Grade Level

(3) Below Grade Level (with built-in intervention supports)

This structure allows MCMS to:

1. Fully implement MTSS with Tier 1, Tier 2, and Tier 3 supports
2. Provide targeted intervention (Intensive Reading, Foundational Math)

3. Ensure data-driven grouping and flexible movement between tracks
4. Maintain small group instruction aligned to the Gradual Release model
5. Begin implementation of STEM, Project-Based Learning (PBL), and interdisciplinary instruction

Core components fully implemented in Year 1 include standards-aligned curriculum, literacy aligned to CERP and Science of Reading, STEM integration, data-driven instruction, MTSS framework, and technology integration.

Year 2: Expansion to Grade 7 (Total 132 Students)

MCMS will expand to include Grade 7 while maintaining Grade 6.

Key focus:

1. Replicate the Grade 6 model with fidelity into Grade 7
2. Continue three-track model
3. Expand vertical alignment across Grades 6–7
4. Strengthen STEM pathways and rigor

Year 3: Full Middle School Model (Grades 6–8; 220 Students)

With the addition of Grade 8, MCMS will reach full program implementation.

At this stage:

1. Full 6–8 vertical alignment is operational
2. Students progress through defined academic pathways
3. Acceleration pathways include Algebra 1, Biology, and potential dual enrollment exposure

Program components fully realized include PLTW Gateway, advanced STEM, and college and career readiness structures.

6th Grade STEM Exploratory Model

At MCMS, 6th grade will serve as an exploratory year within the STEM pathways, designed to expose students to a broad range of disciplines prior to selecting a focused pathway. During this foundational year, all students will engage in structured rotations and interdisciplinary experiences

that include robotics, engineering design, coding, technology applications, and problem-based learning aligned to real-world scenarios. This exploratory approach allows students to build foundational skills, discover their interests, and develop confidence across multiple STEM domains. Through hands-on experiences, collaborative projects, and teacher guidance, students will be supported in identifying their strengths and preferences. By the end of 6th grade, students will be equipped to make an informed decision regarding the STEM pathway they will pursue more deeply in 7th and 8th grade, ensuring both engagement and sustained academic growth. The exploratory model is intentionally designed to ensure students enter pathways in Grades 7–8 with both exposure and readiness, preventing premature tracking and increasing long-term success in advanced coursework.

Plan for Students Entering in 7th Grade (Years 2 and 3)

MCMS recognizes that some students will enter the school in 7th grade without having participated in the 6th grade exploratory experience. To ensure equitable access and success, the school will implement a structured onboarding and acceleration plan for incoming 7th grade students. These students will participate in a STEM Bridge component during the first quarter of the school year, embedded within their coursework and/or advisory period. This bridge will provide targeted exposure to key 6th grade STEM concepts, including introductory robotics, engineering design processes, and technology applications. Additionally, students will receive guidance from teachers and counselors to help identify a STEM pathway aligned to their interests and readiness levels. Ongoing support, including differentiated instruction and access to supplemental resources, will ensure that students can successfully integrate into their selected pathway without gaps in foundational knowledge.

Plan for Students Entering in 8th Grade (Years 3 and 4)

Students entering MCMS in 8th grade will be supported through an accelerated transition plan designed to ensure they can successfully engage in the school's STEM-focused instructional model. Upon enrollment, student data will be reviewed to determine academic placement and readiness. These students will participate in a targeted STEM orientation and onboarding process that introduces key concepts, tools, and expectations of the program. Where appropriate, students will be placed in courses or provided with supplemental supports that integrate foundational STEM skills within grade-level instruction. Teachers will utilize differentiated strategies, scaffolded instruction, and small-group support to address any gaps while maintaining access to rigorous, grade-level content. Counseling and academic advising will also play a key role in supporting these students, ensuring they remain on track for high school readiness and are able to fully participate in STEM-related coursework and experiences.

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Name of School:	My Ca.Sa Middle School	
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High Performing Replication: N/A		**WL # TBD**
High Performing System Replication: N/A		

The Miami Dade County Public School District

CHARTER SCHOOL MODEL APPLICATION

REVIEW PROCESS

2025-2026 Application Cycle

Charter School Application Evaluation Instrument

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Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☒

Name of Person Compiling the Assessment: A. DiGirolamo Date: May 7, 2026

Title: Executive Director, Charter School Compliance and Support

Charter School Application Evaluation Instrument

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STANDARDS	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7
	Mission, Guiding Principles and Purpose	Target Population and Student Body	Educational Program Design	Curriculum Plan	Student Performance, Assessment and Evaluation	Exceptional Students	English Language Learners
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14
	School Culture and Discipline	Supplemental Programming	Governance	Management and Staffing	Human Resources and Employment	Professional Development	Student Recruitment and Enrollment
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 15	SECTION 16	SECTION 17	SECTION 18	SECTION 19	SECTION 20	SECTION 21
	Parent and Community Involvement	Facilities	Transportation	Food Service	School Safety and Security	Budget	Financial Mgmt and Oversight
Meets	✓	✓	✓	✓	✓	✓	✓
Partially Meets							
Does Not Meet							
	SECTION 22	Addendum A	Addendum A1	Addendum B	Form IEPC-M1A		
	Start-Up Plan	Replications	High Performing Replications	Education Service Providers	Applicant's Historical Performance	Board Member Information and Disclosure Forms	
Meets	✓			✓	✓	✓	
Partially Meets							
Does Not Meet							
Not Applicable		✓	✓				

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I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2)

Evaluation Criteria:
A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s): s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s): s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
Concerns and Additional Questions	**Reference**

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4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s): s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s): s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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High Performing System Replication: N/A	

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s): s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
Concerns and Additional Questions	**Reference**

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7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s): s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐
Strengths		**Reference**
Concerns and Additional Questions		**Reference**

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II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s): s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Charter School Application Evaluation Instrument

Name of Applicant:	MACS Schools of Education, Inc.
Name of School:	My Ca.Sa Middle School
Grade Levels:	**6-8**
Date Technical Review Completed: 05/01/26	**Date of Review by ARC: 05/07/26**
High Performing Replication: N/A	**WL # TBD**
High Performing System Replication: N/A	

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s): s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: N/A		

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	**Reference**
Concerns and Additional Questions	**Reference**

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High Performing System Replication: N/A	

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: N/A	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: N/A	

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):
NA

Evaluation Criteria:
A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: N/A	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. <u>Facilities</u>

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s): s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: N/A	

17. <u>Transportation</u>
The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)

Evaluation Criteria:
A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: N/A	

18. <u>Food Service</u>
The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)1.

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced-price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: N/A	

19. <u>School Safety and Security</u>

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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High Performing System Replication: N/A	

20. <u>Budget</u>
The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

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Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s): s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☒	☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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High Performing System Replication: N/A		

Applicant History Worksheets (Form IEPC-M1A)
The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):
s. 1002.33(6)(a)

Evaluation Criteria:
A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard	N/A
☒	☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**