



ODYSSEY
CHARTER SCHOOL, INC.

Board of Directors

Leslie Maloney, *President*
Thomas Cole, *Vice President and Treasurer*
Jessicah Nichols, *Secretary*
Sonja White, *Director*
Amanda Larson, *Director*

Wednesday, September 28, 2016, 5:15 p.m.
Meeting Minutes

The mission of Odyssey Charter School, working in partnership with the family and the community, is to help each child reach full potential in all areas of life. Our aim is to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, moral, and social skills as a foundation for life.

A. OPENING EXERCISES

- Call to Order & Establish Quorum – *The meeting was called to order at 5:15 p.m. Those in attendance were Thomas Cole, Sonja White and Amanda Larson.*
- Pledge of Allegiance
- Adoption of the Agenda – *Adopted under one motion by Thomas Cole; seconded by Sonja White.*

B. PUBLIC COMMENT (Members of the public that wish to address the Board must sign-in and will have 3 minutes to speak. The Board will not address the presenter or take action at this time)

C. INFORMATION

1. Review of the Bylaw Amendment and Student Enrollment Policy revision – *Cindy Gilmore reviewed the Bylaw Amendment and Student Enrollment Policy revisions and explained that they have been revised with language from the new legislation.*

D. PUBLIC PRESENTATION

1. HLB Gravier – Presentation of the Oasis annual audit - *Angelo from HLB Gravier presented the Oasis Prep annual audit to the Board. There was a clean opinion and no findings for either school.*
2. Orion Orange – *Constance Ortiz advised the Board that there is a property in Orange County where a school could be built for Orion Orange. There is a city-run charter school located near the property. We will have discussion in a future meeting regarding partnership with this charter school, a possible name change, and a possible charter revision to serve grades 4-8.*
3. Wyoming Campus Purchase – *Rich Moreno and attorney Melissa Gross-Arnold addressed the Board on the options and possible offer for the purchase of the Wyoming Campus. The Management Company and Board member Amanda Larson are working together with Rich Moreno and attorney David Cohen on this process. The Board, as a whole, will make the final decision. An overview was given on the negotiation process with the Bond Holders. A letter of intent has been drawn up for Board approval. The letter of intent includes an offer and general business terms. Melissa explained that once the letter of interest is accepted, negotiations would begin towards a purchase and sale agreement. Attorney David Cohen, who is presented to*

the Board tonight to be retained as representation as borrowers counsel for the purchase, developed the letter. The business terms were discussed with the Board. David Cohen introduced himself. He has done a substantial amount of charter school facility acquisition projects. Wesley Bradish, who is representing the Bond Holders and is with RBC Bank, engaged by the trustee. He works with Richard Moreno.

E. MANAGEMENT COMPANY REPORT

1. Auditor Selection - *Beth Crist discussed with the Board the reasons why the school would like to continue working with HLB Gravier as the auditors for the OCS, Inc. schools. The auditors' work well with the schools and during the SACS accreditation process, the school feels it would be best to not change auditors.*

F. ADMINISTRATOR REPORT

1. Odyssey Charter School – *Presentation of SIP including the proficiencies, learning gains, goals and strategies to meet the goals.*
2. Odyssey Preparatory Academy – *Presentation of SIP including the proficiencies, learning gains, goals and strategies to meet the goals.*
3. Oasis Preparatory Academy – *Presentation of SIP including the proficiencies, learning gains, goals and strategies to meet the goals. Constance advised the Board that there are two Green Apple consultants that will be supporting the Site Administrator and the school to help raise learning gains. Constance explained that enrollment has decreased. There may be, as necessary, recoverable grants from the church and OCS provided to assist Oasis.*

- G. CONSENT AGENDA** (Items below are considered routine and will be approved in one motion. There will be no separate discussion of these items unless a Board Member so requests, in which case the item(s) will be removed from the consent agenda and considered and placed on the Action Agenda) – *Approved under one motion by Thomas Cole; seconded by Sonja White.*

All School Business:

1. **APPROVED:** Approve the Minutes of the Odyssey Charter School, Inc. Board of Director's Meeting for August 25, 2016 as presented.
2. **APPROVED:** Approve the Minutes of the Odyssey Charter School, Inc. Board of Director's Special Meeting for September 1, 2016 as presented.
3. **APPROVED:** Approve the Third Amendment to the Amended and Restated Bylaws.
4. **APPROVED:** Approve the revised Student Admission Policy to become effective January 1, 2017.
5. **APPROVED:** Approve the addendum to The Tech Company agreement for technology services.
6. **APPROVED:** Approve to continue audit services with HLB Gravier for an additional three-years for Odyssey Charter School, Odyssey Preparatory Academy, and Oasis Preparatory Academy.

Odyssey Charter School Business:

7. **APPROVED:** Approve the 2016-2017 School Improvement Plan.
8. **APPROVED:** Approve Katherine Jacobs to teach out-of-field in Physics, and Patricia Reeves to teach out-of-field in Math 6-12 for the 2016-2017 school year.
9. **APPROVED:** Approve Rebecca Adorno, Natalie Beckett, Lyssa Brown-Kerr, Courtney Burkhart, Cynthia Chanou, Tara Colao, Meghan Glosque, Edward Haber, Crystal Kersey, Annemarie Lamoureux, Melissa Laufer, Naomi Lonergan, Megan Lustig, Billy Marsh, Caitlin Miller, Marisa Moore, Kristin Pitts, Jennifer Russo, Michael Senick, Donna Strom, Lesa Thompson, Tina Veltri, Deidre Wilson, Kenneth Woodard, Paula Woulas, Sara Wyman, and BryAnna Zoller to teach out-of-field in ESOL for the 2016-2017 school year.



ODYSSEY
CHARTER SCHOOL, INC.

10. **APPROVED:** Approve the 1st Grade out-of-county field trip to LaPorte Farm in Sebastian, FL.
11. **APPROVED:** Approve the 2016-2017 OCS Elementary campus Squeaky Clean agreement for cleaning services.
12. **APPROVED:** Approve the 2016-2017 OCS Jr/Sr High campus Squeaky Clean agreement for cleaning services.

Odyssey Preparatory Academy Business:

13. **APPROVED:** Approve the Monthly Financial Report for July 2016.
14. **APPROVED:** Approve the 2016-2017 School Improvement Plan.
15. **APPROVED:** Ratify approval of the amended Transportation Agreement.
16. **APPROVED:** Approve the 2016-2017 OPA Squeaky Clean agreement for cleaning services.
17. **APPROVED:** Approve Robert Birmingham to teach out-of-field in Elementary Ed K-6 for the 2016-2017 school year.
18. **APPROVED:** Approve Robert Birmingham, Erin Convery, Stephanie Heck, Tasha Lynch-Treasure, Stacia Mackie, Awilda Rodriguez, and Brittany Williams to teach out-of-field in ESOL for the 2016-2017 school year.

Oasis Preparatory Academy Business:

19. **APPROVED:** Approve the 2015-2016 Final Amended Budget.
20. **APPROVED:** Approve the 2015-2016 Annual Audited Financial Report.
21. **APPROVED:** Approve the Monthly Financial Report for July 2016.
22. **APPROVED:** Approve the 2016-2017 School Improvement Plan.
23. **APPROVED:** Approve to ratify the 2016-2017 Staffing Recommendations.
24. **APPROVED:** Approve Crystal Benjamin, Elaine Bongiardina, Sherray Davenport, and Karina Munoz to teach out-of-field in ESOL for the 2016-2017 school year.

Orion Preparatory Academy-Brevard Business:

25. **APPROVED:** Approve the Revised Monthly Financial Report for July 2016.
26. **APPROVED:** Approve the Monthly Financial Report for August 2016.

Orion Preparatory Academy-Orange Business:

27. **APPROVED:** Approve the Revised Monthly Financial Report for July 2016.
28. **APPROVED:** Approve the Monthly Financial Report for August 2016.

H. ACTION AGENDA (Items for Discussion by the Board)

1. **APPROVED:** Authorize execution and transmittal of the letter of intent to UMB Bank, N.A. from OCS, Inc. regarding the purchase of the Wyoming campus school property. *Approved under one motion by Sonja White; seconded by Thomas Cole.*
2. **APPROVED:** Approve engagement letter to hire Edwards Cohen Attorneys at Law for representation as borrowers counsel for the purchase of the Wyoming campus. *Approved under one motion by Thomas Cole; seconded by Amanda Larson.*

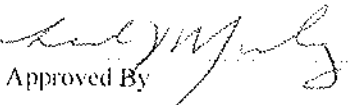
- I. **BOARD DIRECTORS' REPORT** – *Next Board meeting discussion – Since there is a lot of new projects happening at the schools right now. We may need to hold additional Board meetings aside from the Board approved calendar. The Board agreed that they would be open to additional meetings.*
- J. **ADJOURNMENT** - *The meeting was adjourned at 6:18 p.m.*

The undersigned hereby certifies that he/she is a Director and/or Officer of **ODYSSEY CHARTER SCHOOL, INC.**, a not-for-profit corporation organized and existing under the laws of the State of Florida, and that the above is a true and correct copy of the meeting minutes of the Board of Directors of said corporation and the individual charter schools sponsored by the said corporation.

The minutes were adopted by the Board of Directors at a meeting held on December 15, 2016.

ODYSSEY CHARTER SCHOOL, INC.

A Florida not-for-profit corporation

By: 
Approved By

12/21/16
Date



ODYSSEY
CHARTER SCHOOL, INC.

ALL
SCHOOL
BUSINESS



ODYSSEY
CHARTER SCHOOL, INC.

Board of Directors

Leslie Maloney, *President*
Thomas Cole, *Vice President and Treasurer*
Jessicah Nichols, *Secretary*
Sonja White, *Director*
Amanda Larson, *Director*

Monday, August 29, 2016, 5:15 p.m.
Meeting Minutes

The mission of Odyssey Charter School, working in partnership with the family and the community, is to help each child reach full potential in all areas of life. Our aim is to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, moral, and social skills as a foundation for life.

A. OPENING EXERCISES

- Call to Order & Establish Quorum – *The meeting was called to order at 5:15 p.m. Those in attendance were Amanda Larson, Leslie Maloney, and Thomas Cole.*
- Pledge of Allegiance
- Adoption of the Agenda – *The agenda was adopted under one motion by Thomas Cole; seconded by Amanda Larson.*

B. PUBLIC COMMENT (Members of the public that wish to address the Board must sign-in and will have 3 minutes to speak. The Board will not address the presenter or take action at this time)

C. INFORMATION

1. Eldron campus building addition discussion.

D. PUBLIC PRESENTATION

1. HLB Gravier – Presentation of the OCS and OPA annual audits. – *Angelo from HLB Gravier presented the OCS and OPA annual audits to the Board. There was a clean opinion and no findings for either school.*

E. MANAGEMENT COMPANY REPORT – *Beth Crist gave a summary of the 2016-2017 operating budgets for Odyssey Charter School and Odyssey Preparatory Academy.*

F. ADMINISTRATOR REPORT

1. Odyssey Charter School - *None*
2. Odyssey Preparatory Academy - *None*
3. Oasis Preparatory Academy – *Chris Essex addressed the Board with a turnaround plan for Oasis this coming year. A concentration on building a positive school culture and climate; math, and reading interventions need strengthening.*

- G. CONSENT AGENDA** (Items below are considered routine and will be approved in one motion. There will be no separate discussion of these items unless a Board Member so requests, in which case the item(s) will be removed from the consent agenda and considered and placed on the Action Agenda) – *Approved under one motion by Leslie Maloney; seconded by Thomas Cole.*

All School Business:

1. Approve the Minutes of the Odyssey Charter School, Inc. Board of Director's Meeting for June 22, 2016 as presented.
2. Approve the Odyssey Charter School, Inc. 2016-2017 Wellness Policy.
3. Ratify approval of the Planning Through Collaboration agreement for the 2016-2017 school year.
4. Approval of the North American Office Solutions copier agreement.

Odyssey Charter School Business:

5. Approve the 2015-2016 Final Amended Budget.
6. Approve the 2015-2016 Annual Audited Financial Report.
7. Approve the 2016-2017 Operating Budget.
8. Approve the 2015-2016 Fourth Quarter Financial Report.
9. Approve the charter contract amendment revised by Brevard Schools, which replaces the entire governance section (8) with the language consistent with the entire Orion Preparatory Academy-Brevard governance section (9).
10. Approve the K-6 and 7-11 Occupational and Physical Therapy Memorandums of Understanding with Brevard Schools for the 2016-2017 school year.
11. Approve the 2016-2017 Child and Family Consultants Speech agreement.
12. Approve the Early Learning Coalition VPK-Readiness Agreement for the 2016-2017 school year.

Odyssey Preparatory Academy Business:

13. Approve the 2015-2016 Final Amended Budget.
14. Approve the 2015-2016 Annual Audited Financial Report.
15. Approve the 2016-2017 Operating Budget.
16. Approve the Monthly Financial Report for May and June 2016.
17. Approve the charter contract amendment revised by Brevard Schools, which replaces the entire governance section (8) with the language consistent with the entire Orion Preparatory Academy-Brevard governance section (9).
18. Approve the Occupational and Physical Therapy Memorandum of Understanding with Brevard Schools for the 2016-2017 school year.
19. Approve the Early Learning Coalition VPK-Readiness Agreement for the 2016-2017 school year.

Oasis Preparatory Academy Business:

20. Approve the Monthly Financial Report for May and June 2016.

Orion Preparatory Academy-Brevard Business:

21. Approve the Monthly Financial Report for July 2016.

Orion Preparatory Academy-Orange Business:

22. Approve the Monthly Financial Report for July 2016.



ODYSSEY
CHARTER SCHOOL, INC.

- H. ACTION AGENDA** (Items for Discussion by the Board) – *After a brief discussion, the Action Agenda item H-1 was unanimously approved under one motion Thomas Cole; seconded by Leslie Maloney.*
1. Approve to authorize the Board President to act on behalf of the OCS, Inc. Board of Directors to delegate authority to the VPK Directors of all OCS, Inc. schools and future schools to sign the Early Learning Coalition (ELC) agreement, application, and applicable forms associated with the yearly renewal of the ELC VPK Program.
- I. BOARD DIRECTORS' REPORT**
- J. ADJOURNMENT** – *The meeting adjourned at 5:40 p.m.*

The undersigned hereby certifies that he/she is a Director and/or Officer of **ODYSSEY CHARTER SCHOOL, INC.**, a not-for-profit corporation organized and existing under the laws of the State of Florida, and that the above is a true and correct copy of the meeting minutes of the Board of Directors of said corporation and the individual charter schools sponsored by the said corporation.

The minutes were adopted by the Board of Directors at a meeting held on September 28, 2016.

ODYSSEY CHARTER SCHOOL, INC.
A Florida not-for-profit corporation

By: Thomas Cole
Approved By

9/28/16
Date



ODYSSEY
CHARTER SCHOOL, INC.

Board of Directors

Leslie Maloney, *President*
Thomas Cole, *Vice President and Treasurer*
Jessicah Nichols, *Secretary*
Sonja White, *Director*
Amanda Larson, *Director*

Thursday, September 1, 2016, 5:00 p.m.

****Special****

Meeting Minutes

The mission of Odyssey Charter School, working in partnership with the family and the community, is to help each child reach full potential in all areas of life. Our aim is to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, moral, and social skills as a foundation for life.

A. OPENING EXERCISES

- Call to Order & Establish Quorum – *The meeting was called to order at 5:05 p.m. Those in attendance were Leslie Maloney, Thomas Cole and Amanda Larson.*
- Pledge of Allegiance
- Adoption of the Agenda – *Adopted under one motion by Leslie Maloney; seconded by Amanda Larson.*

B. PUBLIC COMMENT (Members of the public that wish to address the Board must sign-in and will have 3 minutes to speak. The Board will not address the presenter or take action at this time)

C. INFORMATION

1. Agreement for Financial Advisory Services – *An agreement has been presented to the Board for financial advisory services with Charter School Services Corp, a Building Hope affiliate. The agreement will be reviewed by the OCS, Inc. attorney to be presented to the Board for approval at the next Board meeting.*

D. PUBLIC PRESENTATION

1. Presentation of facility finance options – Richard Moreno, Building Hope and Constance Ortiz, Green Apple School Management – *Richard Moreno explained to the Board his role with Building Hope as they are registered municipal advisors and work with the bond underwriting process and facility financing. He continued to present several finance options for acquiring and structuring facility purchases and refinancing. He stated the current interest rates are low. There are options to refinance the Eldron site and purchasing the Wyoming site using equity to offset. The options presented were traditional bank borrowings or the issuance of tax-free municipal bonds. Thomas Cole asked Mr. Moreno what his recommendation would be. Mr. Moreno explained that the bonds are at their lowest interest rate, and with the bank, the school would need to refinance every 5 years because of the change in interest rates. The bonds are fixed. Amanda Larson asked what is the compliance with the bonds. Mr. Moreno explained that the school would submit an annual S&P credit rating to the bondholders. It was recommended by the school's attorney that a Board member work directly with the*

management company as support to work through the bond process as there is some compliance and due diligence involved. Mr. Moreno explained the structure of the team that would be involved during the bond process. Constance asked the Board members if they would discuss which Board member would be willing to work with Constance and Green Apple on the bond issuance process. Amanda Larson offered to be the designated Board member representative to lend support with the process. Constance asked what the process would be like. Mr. Moreno explained that the team would hold a weekly call to meet regarding the progress of the bond issuance. After Leslie Maloney inquired about forming a separate non-profit during the process, Mr. Moreno also explained the benefit of forming a separate non-profit for protection of the corporation.

E. ACTION AGENDA (Items for Discussion by the Board)

1. *Thomas Cole made a motion to appoint Amanda Larson as the designated Board member to lend support with Constance Ortiz and Green Apple School Management with the bond issuance process. The motion was seconded by Leslie Maloney, and passed unanimously.*
2. *Leslie Maloney made a motion to approve the Charter School Services Corp agreement for financial advisory services providing there are no changes in fees and scope of services and contingent upon review by attorney. The motion was seconded by Amanda Larson, and passed unanimously.*

F. BOARD DIRECTORS' REPORT

G. ADJOURNMENT – *The meeting adjourned at 5:50 p.m.*

The undersigned hereby certifies that he/she is a Director and/or Officer of ODYSSEY CHARTER SCHOOL, INC., a not-for-profit corporation organized and existing under the laws of the State of Florida, and that the above is a true and correct copy of the meeting minutes of the Board of Directors of said corporation and the individual charter schools sponsored by the said corporation.

The minutes were adopted by the Board of Directors at a meeting held on September 28, 2016.

ODYSSEY CHARTER SCHOOL, INC.

A Florida not-for-profit corporation

By: Thomas Cole
Approved By

9/28/16
Date

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
DATE: September 28, 2016
RE: OCS, Inc. Third Amendment to Bylaws

New legislation allows for charter school Board members to attend Board meetings via communications media technology. Directors attending a Board meeting via telephone or other interactive electronic technology will be counted as part of a quorum.

The Third Amendment to Amended and Restated Bylaws adds language to the Bylaws consistent with new legislation

FISCAL IMPACT

None

RECOMMENDATION

Motion to approve the *Third Amendment to the Amended and Restated Bylaws*.

Attachments: 1) Third Amendment to the Amended and Restated Bylaws.

**THIRD AMENDMENT TO
AMENDED AND RESTATED BYLAWS
OF
ODYSSEY CHARTER SCHOOL, INC.**

THIS THIRD AMENDMENT TO AMENDED AND RESTATED BYLAWS (“Amendment”), of Odyssey Charter School, Inc. (“Corporation”), is intended to amend the Amended and Restated Bylaws of the Corporation, which were adopted and effective as of August 23, 2012, amended on December 18, 2014 and on July 22, 2015 (referred to collectively herein as the “Amended and Restated Bylaws”).

WHEREAS, the Corporation would like to amend its Amended and Restated Bylaws to reflect a clarification to the laws pertaining to quorum for charter school governing boards which was enacted by the Florida Legislature in 2016.

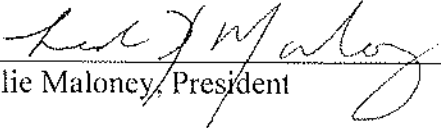
NOW THEREFORE, in consideration of the foregoing premises, the Amended and Restated Bylaws are amended as follows:

1. The “Quorum” subsection Section IV, Operation of Board of Directors, is amended as follows:

Quorum: A majority of the authorized Directors then in the office shall constitute a quorum for the transaction of business. Directors may participate via ~~telephone conference or other interactive electronic technology~~ communications media technology as set forth in Section 1002.33(9), Florida Statutes, and in accordance with the rules adopted by the Administration Commission pursuant to Section 120.54(5), Florida Statutes. Directors attending the meeting in such manner will be counted as part of quorum. The act of a majority of the Directors present, in person or by communications media technology electronically, at any meeting at which there is a quorum shall be the act of the Board of Directors except where otherwise specifically provided by statutes or by these Bylaws.

2. All other provisions of the Amended and Restated Bylaws will remain the same, and the Amended and Restated Bylaws, as amended hereby, shall remain in full force and effect.

The foregoing Third Amendment to Amended and Restated Bylaws of Odyssey Charter School, Inc., was adopted and approved this 28th day of September 2016 by a 2/3 majority of the Board of Directors of the Corporation currently in office who received notice of the proposed Amendment at least seven (7) days prior to their vote.



Leslie Maloney, President

MEMORANDUM

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

TO: Odyssey Charter School, Inc. Board of Directors

FROM: Cindy Gilmore, Green Apple School Management

DATE: September 28, 2016

RE: OCS, Inc. Student Admission Policies Revision

Beginning with the 2017-2018 school year, new legislation allows a parent to seek enrollment in and transport his or her child to any public school in the state, including a charter school, which has not reached capacity. This new legislation will allow any student in the state to attend an Odyssey, Inc. school providing they are not subject to a current expulsion or suspension, and are also subject to the lottery.

The Student Admission Policy has been revised to be consistent with the language of the new legislation.

FISCAL IMPACT

None

RECOMMENDATION

Motion to approve the revised Student Admission Policies and Procedures.

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Attachments: 1) Student Admission Policies and Procedures.

ODYSSEY CHARTER SCHOOL, INC.
VIII. STUDENT ADMISSION POLICIES AND PROCEDURES

This policy applies to each of the schools operated by Odyssey Charter School, Inc. References to "school" refer to the individual school operated by Odyssey Charter School, Inc.

Students are accepted on a first come, first served basis, unless the number of applications exceeds the number of seats available in any class at the school.

Student applications for the upcoming school year are accepted beginning January 1st, and allows students from any school district in the state, providing the student is not subject to a current expulsion or suspension order, to seek enrollment if the school has not reached capacity. A student from another district seeking enrollment under the controlled open enrollment process may not displace students enrolled at the school who reside in the school district. Therefore, if the number of in-county applications exceeds the number of seats available for any grade level at the school, applications for students from outside the county will be placed on a waiting list for that grade level, and will be enrolled after all in-county applicants have been offered any open seat. A student from outside the county whose application is accepted may remain at the school until the student completes the highest-grade level offered by the school.

Unless the CSP Grant admission process is followed as described below, after priority admission, if the number of applicants remaining is less than the number of seats available for any grade level at the school, all applicants are admitted. If the number of applicants exceeds the number of seats available, the remaining applicants are placed in a lottery per grade level, and students are admitted as they are drawn from the lottery until each class is filled. **A lottery is conducted on February 15th. The remaining applicants that were not admitted through the lottery process are placed on a waiting list in the order drawn from the lottery. Students who apply after the deadline will be placed on the waiting list after the lottery applicants on a first come, first served basis.

Parents are notified in writing of their acceptance within a month following the lottery, and must attend a school orientation. Parents whose child has been accepted must register their child(ren) during the designated registration week. Failure to attend school orientation or register within the designated registration week may result in loss of seat.

Application Process

Applications may be obtained at the office or on the school's website. Applications may be submitted to the front office of the school. Upon submission, all applications will be screened for completeness. Kindergarten parents must provide proof of child's age during application process. The child must be 5 years of age by September 1st of the school year in which the student is applying to attend Kindergarten. Applications for admission received after February 15th will be assigned a number and added to the waiting list for the appropriate grade level if a lottery has been conducted. Students not

selected for admission may reapply starting in January for the following school year. If any information on the application is false or not openly disclosed, it may be grounds for immediate withdrawal.

Parent Contact Information

If parent/guardian contact information changes on the application, please notify the school immediately. If the parent/guardian cannot be reached, the student application will be withdrawn from the waiting list.

Enrollment Preference

Florida Statute provides that the school may give enrollment preference to certain student populations. Students with enrollment preference will be offered admission without going through the lottery process provided their applications are received and accepted by the deadline and space is available for the appropriate grade level. If there is not space available at the appropriate grade level to accommodate all applicants with enrollment preference, a lottery will be held among enrollment preference applicants to fill the available spaces. Students who will receive enrollment preference include students who:

- are siblings of a student enrolled in the school;
- are children of a member of the Governing Board;
- are children of an employee of the school;
- have successfully completed a VPK Program provided by the school or the school's Governing Board during the previous year;
- are children of an active duty member of any branch of the United States Armed Forces.**

Lottery Process

A lottery will be held to fill those vacancies that remain after enrollment preference is given. Parents will be notified in writing of their child's acceptance no later than 21 days after the acceptance period deadline and have 15 days to notify the school in writing of their decision to attend.

Waiting List

A waiting list will be maintained for each grade level if applications exceed available space. Parents will be notified in writing if their student has been placed on the waiting list. All vacancies for the current school year will be filled from the waiting list. The waiting list does not carry forward to the next school year.

School Orientation and Registration

Each accepted student and their parent/guardian are required to attend a School Orientation in the Spring. Parents/guardians must attend registration.

Parents must provide a copy of the child's birth certificate, immunization records, physical exam and proof of promotion at the time of registration.

Alternative Lottery Process for Schools Receiving Federal Funds through the Charter School Program (CSP) Active Grant Period.

Some schools operated by Odyssey Charter School, Inc., may have received Federal Charter School Program Grant funds and will need to follow Federally-approved procedures for application and lottery. The school website and application will indicate if these alternative procedures are followed by the school.

Student applications for the upcoming school year are accepted beginning January 1st. After priority admission, if the number of applicants remaining is less than the number of seats available for any grade level, all applicants are admitted. If the number of applicants exceeds the number of seats available, the remaining applicants are placed in a lottery per grade level, and students are admitted as they are drawn from the lottery until each class is filled. The remaining applicants that were not admitted through the lottery process are placed on a waiting list in the order drawn from the lottery. Students who apply after the deadline will be placed on the waiting list via a subsequent lottery.

Parents are notified in writing of their acceptance within a month following the lottery, and must attend a school orientation. Parents who's child has been accepted must register their child(ren) during the designated registration week.

Schools receiving federal funds through a CSP Grant must adhere to federal guidelines for student enrollment during the active grant period. The Enrollment Preferences are not permitted for the student enrollment procedures for such schools while they are receiving Federal funds through the CSP Grant. However, in accordance with the CSP Grant Non-Regulatory Guidance, students in the following categories will be offered admission without going through the lottery process provided their applications are received and accepted by the deadline set forth below and space is available for the appropriate grade level. If there is no available space, they will then receive priority placement on the waitlist. The categories of students are as follows:

- are siblings of a student enrolled in the school;
- are children of a member of the Founding Governing Board;
- are children of an employee of the school (provided the total number of students allowed in this category constitutes only a small percentage of the school's total enrollment);

The school cannot accept students on a first-come, first-served basis during the CSP active grant period. The following timeline will be followed for enrollment:

January 1: Student registration period begins

- February 15: If the number of applicants exceeds capacity, a lottery will be conducted. Students who have registered will be officially enrolled.
- February 16: Second registration period begins
- March 1: If the number of applicants exceeds capacity, a lottery will be conducted. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

After the March 1st or any subsequent period in which the school receives more applications than spaces available, the school will conduct a lottery using the procedures described in this policy for active Federal CSP Grant Recipients.

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors

FROM: Beth Crist, Green Apple School Management

REQUESTING SCHOOL: Odyssey Charter School, Inc

DATE: September 28, 2016

RE: The Tech Company Revised Pricing Addendum

The Tech Company proposed a renewal of their technology managed services to increase the capacity of technology the schools need to increase the infrastructure, as well as, monitoring all technology off-site at the June 22, 2016 Board meeting. The Board approved to continue services with The Tech Company by approving the Independent Contractor Agreement with The Tech Company.

The school's on-site technology employee is no longer with the school. The Tech Company has placed an additional employee at the OCS Elementary campus in lieu of the school replacing an employee at the request of the Site Administrators, and will remain an employee of the Tech Company. The pricing addendum has been revised to reflect the additional cost for the technician assigned to OCS Elementary.

Billing shall be allocated by time and billed in the related pro-ration to each school directly to each school by the contractor.

FISCAL IMPACT

An additional \$3,200 per month for the remainder of the contract.

RECOMMENDATION

Motion to approve the pricing addendum to the Independent Contractor Agreement with The Tech Company for technology services.

Attachments: 1) The Tech Company Pricing Addendum

Odyssey/Oasis 2016-2017

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

Revised 9-16

Technology Managed Services Proposal

Onsite Technology Labor

Full Time Level 1 Technician (est 176hrs/mth)

Personnel to perform all onsite, daily, hands-on technical operations such as PC repair and troubleshooting, classroom equipment deliveries and setup and Teacher technology assistance. Three Technicians will be rotated with a typical rotation being one to two weeks in duration.

Part Time IT Director (est 30hrs/mth)

Management and overview of all Technology Purchases.
Develop Annual Technology Plan as well as Technology Refresh Strategy
Develop Annual E-Rate Submission
Attend Monthly Teacher Technology Committee Meetings (suggest forming)
Attend Biweekly Technology Meetings with Administrative Staff
Attend Biannual Technology Meetings with all Teachers
Attend Annual FETC Conference
Manage and Develop Onsite IT Staff (both TTC and Odyssey)

Managed Technology Services

Servers Qty 10

Odyssey Upper 3, Odyssey Lower 3, Prep 3, Oasis 2
Monitor and Maintain Servers – See attached sheet for details.

Administration Computers Qty est 20

Monitor and Maintain Desktops – See attached sheet for details.

Teacher Computers Qty est 110

Monitor and Maintain Desktops – See attached sheet for details.

Classroom Computers Qty est 35

Oasis Only – Remote Support

Management of wired and wireless networks.
Provide Onsite Staff (both TTC and Odyssey) access to RMM Tool for Computer Support and Control

Provide Level 2/3 Support for Technology Issues.

Managed Help Desk for both Technology and Facilities.

Implement and Support single Help Desk Ticketing System for both Technology and Facility requests.

Provide Odyssey Staff access to PC/Web/Mobile Ticketing System.

Provide email address for request submittal.

Provide 800 number for request submittal. Calls routed to onsite technicians if available if not handled by TTC Staff.

Pricing (Quantities Estimated)

	Qty	Std Rate	Odyssey Rate	Monthly	Discount %
IT Director	30	\$200	\$100	\$1,500	50%
Tech Level 1 Hours-Upper	176	\$75	\$25	\$4,400	67%
Tech Level 1 Hours-Lower	160	\$75	\$20	\$3,200	73%
Servers	10	\$300	\$150	\$1,500	50%
Admin Computers	20	\$50	\$10	\$200	80%
Teachers Computers	110	\$50	\$10	\$750	80%
Classroom Computers	50	\$25	\$2.50	\$88	90%
Help Desk	3	\$100	\$75	\$225	25%

Estimated Monthly Reoccurring - \$13675

Project work such as cabling, school setup, camera installation receive 33% labor discount.

12 month contract required.

APPROVED

MEMORANDUM

SEP 28 2016

OCS, Inc.
Board of Directors

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Beth Crist, Green Apple School Management
REQUESTING SCHOOL: Odyssey Charter School, Inc
DATE: September 28, 2016
RE: Audit Engagement Quotes for 2017-2019

FISCAL IMPACT

Oasis Audit ~ 2017 no increase, 2018 – 2019 \$500 increase
OPA Audit ~ 2017 no increase, 2018 – 2019 \$500 increase
OCS Audit ~ 2017 no increase, 2018 – 2019 \$500 increase
OCS Single Audit ~ 2017 no increase, 2018 – 2019 \$500 increase

OCS Inc Tax Form 990 ~ 2017- 2018 \$500 increase, 2019 \$500 increase
OCS Inc Special Purpose Financials ~ 2017- 2019 no increase

RECOMMENDATION

Motion to approve HLB Gravier, LLC audit services for 2017 – 2019 based on quotes provided-2016

Attachments: 1) HLB Gravier, LLC audit engagement quotes 2017-2019

Odyssey Charter School, Inc
 2017-2019 Audit Engagement Quotes
 HLB Gravier, LLC

	2014		2015		2016		2017		2018		2019	
	FTE	Fees	FTE	Fees	FTE	Fees	FTE	Fees	FTE	Fees	FTE	Fees
Oasis	N/A	N/A	146	5,000	178	5,500		5,500		6,000		6,000
Odyssey Prep Academy	182	4,500	234	5,000	261	5,500		5,500		6,000		6,000
Odyssey Charter School	903	11,500	939	12,000	1018	12,500		12,500		13,000		13,000
Single Audit	N/A	5,000	N/A	5,500	N/A	6,000	N/A	6,000	N/A	6,500	N/A	6,500
Special Purpose FS	N/A	3,000	N/A	3,500	N/A	4,000	N/A	4,000	N/A	4,000	N/A	4,000
Form 990	N/A	2,500	N/A	3,000	N/A	3,500	N/A	4,000	N/A	4,000	N/A	4,500
Total Excl. Single Audit	1085	21,500	1319	28,500	1457	31,000	0	31,500	0	33,000	0	33,500
Total Incl. Single Audit	1085	26,500	1319	34,000	1457	37,000	0	37,500	0	39,500	0	40,000



ODYSSEY
CHARTER SCHOOL

BUSINESS

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Odyssey Charter School
DATE: September 28, 2016
RE: School Improvement Plan (SIP)

The school is required to submit a School Improvement Plan (SIP) to Brevard Public Schools that is based on the goals and objectives of the school and complies with the guidelines provided by the state and/or sponsor (Pursuant to 1002.33(20), F.S., State Board of Education Rule 6A-1.09981 and Contract). The school met with their School Advisory Council (SAC) for recommendations and has successfully submitted the SIP in a timely manner. The school requests acceptance of the attached plan by the OCS Board of Directors.

FISCAL IMPACT

None

RECOMMENDATION

Motion to accept the Odyssey Charter School 2016-2017 School Improvement Plan.

cg

Name of School: Odyssey Charter School **Area:** South **Site administrators:** Wendi Nolder, Elementary; Dr. Monica Knight, Jr/Sr High

District Support: Stephanie Archer, Director School Choice **SAC Chairperson:** Beverley Squire-Wiggins **Superintendent:** Dr. Desmond Blackburn

Mission Statement:

The Mission of Odyssey Charter School is to work in partnership with the family and community, with the aim of helping each child reach full potential in all areas of life. We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual, and social skills as a foundation for life.

Vision Statement:

The vision of Odyssey Charter School is to create a school committed to academic excellence and the education of the whole child. We achieve this by providing accessible quality Montessori education and programs that develop healthy classroom and school communities. The school's aim is to prepare children to reach their full potential while playing a responsible role in protecting the global environment and fostering peace and harmony within our school and community.

Communication of School Improvement Plan:

Briefly explain how the mission, vision and school improvement plan is communicated to all stakeholders.

1. Founder and Head of Schools, along with Leadership Team, presents our mission, vision, and school-wide data during preplanning to all staff and teachers in preparation for the development of the school improvement plan.
2. Ongoing conversations about the implementation of the School Improvement Plan take place in weekly Professional Learning Communities.
3. Information about the school's mission, vision, and school-wide improvements is provided to our families via our summer newsletter and orientation days, and is shared out during our Title I Open Houses during the month of September. In addition, the final School Improvement Plan is posted on our school webpage.
4. The School Advisory Council will review the School Improvement Plan at the fall meeting.

Brevard County Public Schools School Improvement Plan 2016-2017

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement-Examples may be, but are NOT limited to survey data, walk-through data, minutes from PLC's or Dept. Mtgs. Move away from talking about every single data source and determine your rationale. Much like the PGP, what is your focus and why?)* **Considerations/Examples:** What are the areas of success? Where are concerns? What trends do you see? What kind of data are you looking at within your school? What data do you use for teacher practice? How are teachers planning? Are plans Standards Driven? Are Essential Questions meaningful?

What do CWT's tell you about instruction? How will you monitor the depth of implementation?

Through rigorous instruction and dedicated teachers, staff, and administration, Odyssey Charter continues to be a high-performing, 'A' rated, Advanced/SACs Accredited school for the 2016-2017 school year.

Highlights from the 2017 State Data

- 3rd grade Math outperformed the state of Florida average, the Brevard average, and ALL elementary schools in Palm Bay
- 3rd grade Math had a higher percentage of Level 5 and Level 4 students than the State of Florida, a higher percentage of students at Level 5 and Level 4 than Brevard's average and all schools in Palm Bay
- 3rd grade ELA outperformed the state of Florida average, the Brevard average, and ALL traditional public schools in Palm Bay
- 4th grade ELA outperformed the state of Florida average, the Brevard average, and ALL traditional Palm Bay public schools
- 5th grade ELA outperformed the State of Florida average, the Brevard average, and ALL charter schools in Palm Bay
- 5th grade Science outperformed the State of Florida average, the Brevard average, and ALL charter schools in Palm Bay
- 7th grade Civics outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay -- ranking 4th in the district behind Edgewood, Westshore, and DeLaura (84% proficient)
- 7th grade Math and ELA outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay
- 8th grade Math and ELA outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay
- 8th grade Science outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay
- ALL grades Algebra outperformed the State of Florida average, the Brevard average, and ALL middle and high schools in Palm Bay
- ALL grades Geometry outperformed the State of Florida average, the Brevard average, and ALL high schools in Palm Bay (82% proficient)
- 10th grade US History outperformed the State of Florida average, the Brevard average, and ALL high schools in Palm Bay

The below table shows the 3-year enrollment, free & reduced lunch rate, and minority rate for Odyssey Charter School:

	2013-14	2014-15	2015-16
Student Enrollment	903	941	1017
Free & Reduced Lunch Rate	62%	69%	74%
Minority Rate	54%	55%	53%

The SIP team utilized state data, Study Island (standards-based assessment system), Fountas and Pinnell Benchmarking Assessment System (BAS), End-of-Course Assessments (EOCs) and district assessments FLKRS/FAIR to determine the needs for this plan. Additionally, the team reviewed school culture and climate data such as average daily attendance rates and number of office referrals as well as the monthly suspension rates.

Analysis of Current Practice: *(How do we currently conduct business?)*

During the 2016-2017 school year, grade level teacher leads and subject area leads were responsible for working within their grade levels to ensure the consistent implementation of curriculum, standards, and school-wide policies. During pre-planning teachers were led to in an analysis of data from several sources. Once the student data was analyzed, areas in need of instructional support were determined and intervention/enrichment groups were established. As a result of this process, curriculum maps and scope and sequence documents were created where grade level teams worked to align their curriculum to the Florida Standards and the NGSS standards. At midyear, Study Island data will be used to develop content and grade level intervention/enrichment action plans.

Analysis of this year's learning gains has resulted in the school recognizing the need to provide additional training and support for teachers in order for them to fully understand and implement the MTSS process with fidelity and strategies for our learners in the lowest 25%. Administration, Coaches, and Teachers are being provided with additional training in order to target instruction with the intent to close student learning gaps.

Best Practice: *{What does research tell us we should be doing as it relates to data analysis above?}*

Odyssey schools will be transitioning to a new teacher evaluation system this year called iObservation. The underlying philosophical framework of the evaluation system is based on the meta-analysis by Dr. Robert Marzano. His Marzano Research website outlines his strategies and gives teachers and administrators tools to help teachers become more effective.

Marzano's research suggests that a combination of the following school improvement components will ensure student academic success:

- Setting high academic and behavioral goals at the school, class/teacher, and student levels (school improvement plan, teacher action plans, student data notebooks) and communicating those goals with all stakeholders (Title I, parent involvement plan, SAC).
- Providing feedback at the teacher/student level, teacher/teacher level, and at the administration/teacher level (walkthroughs and formal/informal evaluations).
- Building rigorous, high-quality lessons that allow students interact with new knowledge (professional learning communities).
- Establishing a settled and calm school and classroom environment (positive discipline).
- Building positive relationships with all stakeholders (parent involvement plan, school climate/culture).
- Planning time to reinforce curriculum not mastered and/or enriching students that have mastered curriculum (ESE/ESOL/Gifted, MTSS, Lowest 25%, Learning Gains)
- Helping teachers learn new strategies for instruction, like chunking content into smaller sections and then checking for understanding, using media, making predictions and responding in writing, and using academic games. (Professional Learning Communities, Common Planning, Instructional Coaches, and Professional Development – Title I) The more engagement and ownership of the learning, the more students will retain.

OVERALL SCHOOLWIDE GOALS

READING/ELA/WRITING

The school will increase the learning gains for our lowest performing students by 5% over previous year's learning gains.
 The school will increase the learning gains for our highest performing students through targeted enrichment activities, including the implementation of Project Lead the Way.
 The school will increase proficiency and learning gains for our minority populations by 5% over previous year's learning gains in order to close the gap in performance.
 The school will increase our FSA scores in ELA through implementation of guided reading block and literacy stations in K-5th grades.

MATH

The school will increase the learning gains for our lowest performing students by 5% over previous year's learning gains. The school will increase the learning gains for our highest performing students through targeted enrichment activities, including the implementation of Project Lead the Way.
 The school will increase proficiency and learning gains for our minority populations by 5% over previous year's learning gains in order to close the gap in performance.

VPK

Odyssey Charter School offers a private VPK program (funded by state VPK funds) to support strong early literacy training for 4 year olds.

CONTENT AREA: **ENGLISH LANGUAGE ARTS/WRITING**

X Reading Math **X Writing** Science Parental Involvement Drop-out Prevention Programs
X Language Arts Social Studies Arts/PE Other:

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Our ELA goals are to increase the following:

- ELA proficiency from 63% to 66%,
- ELA learning gains from 57% to 60%, and
- ELA lowest 25% learning gains from 49% to 52%.
- ELA ESE students from 36% to 50%
- ELA ELL students from 18% to 50%
- ELA for Black students from 50% to 54%
- ELA for Hispanic students from 56% to 62%

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process
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		Site administrators, Instructional Coaches, ESE and ESOL teachers, and grade level ELA teachers	August 2016 –June 2017	\$100,000 (Title I) \$10,000 (Title II)	<i>Measure</i> PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes
Teachers developing and using standards-based lesson plans	<ol style="list-style-type: none"> 1. New scope and sequence multi-disciplinary standard maps for 9-week windows of instruction (including an emphasis on CLKA domains as well as integration of science and social studies). 2. Provide 90-minute weekly PLC's during common planning time led by school leadership and instructional coach. 3. PLC Consultant to provide guidance during PLC's as well as to provide standards-focused teaching feedback. 				
Common Framework for Effective Teaching Practices	<ol style="list-style-type: none"> 1. Implementation of the Marzano Framework and I/Observation teacher evaluation system 2. Focus on Design Questions 1-9 3. Training on the various indicators from the framework including indicators 1, 4, 6, 9, 15, 24, 28, 33, 39, and 40 	Site administrators, PLC Consultant	Weekly, August 2016- June 2017	\$10,000 Marzano (Title II)	Weekly formative feedback, informal walkthrough's, professional development and scaffolding for understanding
Students' lack of deep understanding of the ELA Florida Standards (LAFS) that they are responsible to master	<ol style="list-style-type: none"> 1. Teachers will use a common board configuration, including the standard and learning goal. 2. Teachers will check for student understanding of standard to be mastered. 3. Students track mastery of standards through checklist and graphing 4. Administrators and coaches will complete walkthroughs to check for student understanding 	ELA teachers, instructional , site administrators, ESE and ESOL teachers	Weekly August 2016 – June 2017	\$0	Classroom walkthrough discussions with students by Literacy coach and site administrators to check for student understanding
Effective Intervention/ Enrichment block for lowest 25% and high achievers	<ol style="list-style-type: none"> 1. Use interventionists for Tier III interventions on an intensive, daily basis 2. Hire Title I Interventionists at the K-6 and 7-12 levels 3. Create an intervention room off of 	Site administrators, Title I Instructional Coaches, Title I Interventionist, ESE and ESOL teachers, and grade level	August 2016 –June 2017	\$50,000 (Title I) \$5,000 (Title II)	Ongoing progress monitoring, MTSS documentation, FSA assessment results

	<p>the new media center</p> <p>4. Provide targeted Leveled Literacy Intervention LI or Wilson interventions on a daily basis</p> <p>5. Cap intervention groups at 4 students to increase the intensity</p> <p>Use of 120-minute balanced literacy block</p> <p>Hire 1 Title I Reading Coach</p> <p>Utilize the three components of balanced literacy: word study (vocabulary, phonics, morphology), focused reading instruction (read-aloud, close reading, guided reading and workstations)</p> <p>Deepen the standards-focus during workstation learning</p> <p>Fine tune guided reading lessons</p> <p>Ongoing progress monitoring for both the LAFS (using SI and Florida Ready) and progress monitoring through the use of running records</p>	<p>teachers</p> <p>ELA teachers, Instructional Coaches, site administrators, ESE and ESOL teachers</p>	<p>Weekly, August 2015 – June 2016</p>	<p>\$xxxxxx Instructional Coaches (Title 1) Study Island \$xxxx (Title 1)</p>	<p>PLC weekly grade level/subject area meetings with Instructional Coaches and site administrators, MTSS monthly grade level meetings during planning periods, Study Island benchmark assessments</p>
<p>Teachers need to create explicit texted-based writing plan for instruction</p>	<ol style="list-style-type: none"> 1. Use of Writing Consultant for 2-Day Professional Development Workshop 2. Unpack the FSA Writing Rubric and model for non-testing grades 3. Culminating writing tasks assigned for each grade level in conjunction with the 9 Week Scope and Sequence 4. Collaborative scoring of student work based on standard writing rubrics 5. 3rd–6th grade teachers will review student work samples using the FSA Writing specs to determine student readiness to be successful. 6. Provide instructional support to students who are not performing at grade level and enrich above grade level performing students during 	<p>Dr. Melissa Fourney to provide a 2-day PD workshop during preplanning, ELA teachers, Reading Coach, administrative team, ESE and ESOL teachers</p>	<p>Weekly, August 2016 – June 2017</p>	<p>Title II (\$2968.75)</p>	<p>2-Day PD on Writing with Dr. Fourney, PLC weekly grade level meetings with Reading Coach and administrative team, classroom walkthroughs, detailed monitoring of student progress in writing, MTSS monthly grade level meetings during planning periods, student work samples</p>

intervention/enrichment blocks.

CONTENT AREA: **MATH**

Reading **X Math** Writing Science Parental Involvement Drop-out Prevention Programs
 Language Arts Social Studies Arts/PE Other:

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Our MATH goals are to increase the following:

- MATH proficiency from 72% to 75%,
- MATH learning gains from 70% to 73%, and
- MATH lowest 25% learning gains from 50% to 53%.
- MATH ESE students from 44% to 50%
- MATH ELL students from 32% to 50%
- MATH for Black students from 52% to 56%
- MATH for Hispanic students from 72% to 75%

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Students need additional math practice for individual student mastery and math fluency	<ol style="list-style-type: none"> 1. Students will be pre- and post-assessed in math to show growth by standard. 2. Instructional Coaches and classroom teachers will analyze the benchmark assessments and recognize weaknesses to form intervention groups. Intervention groups will be fluid. 3. Instructional Coaches and teachers will work with students to master and become fluent (automatic) with math facts required by the MAFS. 4. Students will have opportunities to work independently on individually assigned math content in Study Island and Khan Academy to support 	Math Teachers, Intensive Math Teacher, Instructional Coaches, Site administrators, ESE and ESOL Teachers	August 2016-- June 2017	\$10,000 Study Island and FSA Prep Materials (Title I) \$500 for math materials and refreshments (Title I)	Study Island student reports, Study Island individual student assignment results, classroom assessments, individual student observations

	standards mastery. 5. The teachers and the school will enlist parent support in three ways: a. To support intervention blocks b. To support student mastery at home c. Through Title I Math night					
Lack of effective mathematics interventions	1. Provide an Instructional Coach for K-6 th and 7-12 th grades to help provide strategies to use manipulatives to teach the standards to struggling learners 2. Monitor student data for this group on a monthly basis through Data Team Meetings	Site administrators, Math Coach, ESE and ESOL teachers, and grade level math teachers, math PD consultant	August 2016 –June 2017	\$100,000 (Title I) \$10,000 (Title II)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes	
Teachers developing and using standards-based lesson plans	1. Teachers utilize the common scope and sequence documents for 9-week intervals 2. 90-Minute PLCs during common planning time with school leadership, coaches, and PLC consultant for grades K-6 and 104 minutes for grades 7-12. 3. Instructional Coach, Site administrators, and PLC Consultant perform classroom walkthrough observations. 4. Teachers will unpack learning standards and learning objectives with students. 5. Teachers will check for student understanding of standard to be mastered. 6. Teachers will identify the academic and content vocabulary related to the objective.	Greg Turner (PLC Consultant), Site administrators, Instructional Coaches, ESE and ESOL teachers, and grade level math teachers	August 2016 –June 2017	\$xxxx (Title 3)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observations notes, discussions with students by Instructional Coaches and Site administrators to check for student understanding	
Lack of rigor during the Math block	1. implement 75 minute math block in grades K-6	Math teachers, Instructional Coaches,	Weekly August 2016 – June 2017	\$5000 MAFS Practice Books	Lesson Plans; Walkthrough notes from Site	

	<ol style="list-style-type: none"> 2. Utilize complex math tasks as "bell work" that exemplify real-world problems 3. Supplement math curriculum with Florida Ready MAFS workbook 4. Deepen the standards-focus during math workstation learning 5. Incorporate mathematical writing into the math block 		(Title I)	administrators, PLC consultant, and Instructional Coaches
Lack of Effective Mathematics Interventions/Enrichment	<ol style="list-style-type: none"> 1. Use of interventionist 2. Use of grade level intervention/enrichment blocks for mathematics 3. Determine students' weaknesses and strengths based on data 4. Determine effective intervention/enrichment strategies 5. Group students and provide research-based interventions/enrichment (such as Khan Academy) 	Instructional Coaches, Interventionist	\$37,000 (Title I) \$15,000 Study Island (Title I)	Intensive, mathematic interventions for the lowest performing students, enrichment for the highest achievers

CONTENT AREA: SCIENCE

Reading
 Math
 Writing
 Science
 Parental Involvement
 Drop-out Prevention Programs

Language Arts
 Social Studies
 Arts/PE
 Other:

School Based Objective: (Action statement: *What will we do to improve programmatic and/or instructional effectiveness?*)

Our SCIENCE goal is to increase the following:

- Our SCIENCE proficiency from 63% to 66%.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Teachers lack adequate time to plan in depth, standards-based lessons	1. Creation of multi-disciplinary scope and sequence documents that integrate science BOKs into the ELA curriculum	Site administrators, Science Coach, STEAM Coordinator, ESE and ESOL teachers, and grade level science	August 2016 –June 2017	Science Coach (K-6) Title I (\$30,000); Science Interventionist 7-12 (\$20,000)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

	<p>2. Teachers map Science NGSSS during pre-planning and adjust throughout the year</p> <p>3. Grade level PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards are analyzed to determine best way to teach for student understanding</p>	teachers			
Students' lack understanding and use of content vocabulary	<p>1. Teachers have students apply, use and put in context the vocabulary for lessons during Science instruction and discussions.</p> <p>2. Teachers will instruct on the Greek and Latin Roots to help students decode vocabulary words.</p> <p>3. Provide professional development for teachers on the Marzano's six step process for vocabulary acquisition.</p>	Science Teachers, Science Coach, Site administrators, ESE and ESOL Teachers	Weekly August 2016-- June 2017	\$0	PLC discussions, classroom walkthrough observations and discussions with students by math coach and site administrators
Strengthen science instruction and increase inquiry	<p>1. STEM lab times available for teachers on a daily basis</p> <p>2. Implementation of special modules of Project Lead the Way (PLTW) for Gifted/Honors students in grades 4-12</p> <p>3. Implementation of PLTW modules for all grade levels</p>	Site administrators, ESE and ESOL Teachers, and Grade Level Science Teachers, Gifted/Honors Teacher (PLTW) Science Coach (PLTW and science PLC); PLTW High School teachers Site administrators	August 2016 -- June 2017	\$50,000 PLTW	Pre and Post assessments, PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

CONTENT AREA: **DISCIPLINE/ATTENDANCE**

Reading Math Writing Science Parent Involvement Drop-out Prevention Programs
 Language Arts Social Studies Arts/PE Other: **Discipline/Attendance**

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

In 2015-2016, add data here

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Loss of Instructional Time due to Attendance	Implement attendance protocol with fidelity	Counselor, Family Engagement Specialist, Leadership Team	August 2016- June 2017	\$37,000 (Title I)	Attendance reports AS400
Loss of Instructional Time due to Discipline	<ol style="list-style-type: none"> 1. Provide training for all staff in Positive Discipline in the Classroom 2. Use of deans to assist with the reduction of student behaviors 3. Use of guidance counselors to support teachers and assist students with positive behaviors in the classroom 4. Use of family engagement specialist to increase communication and build a bridge between families and the school 	All staff, Discipline Deans, Site administrators, Counselor, Family Engagement Specialist	August 2016- June 2017	\$37,000 (Title I)	Discipline data reports AS400

CONTENT AREA: **PARENTAL INVOLVEMENT**

Reading Math Writing Science
 Language Arts Social Studies Arts/PE Other:

Parental Involvement Drop-out Prevention Programs Parental Involvement

School Based Objective: (Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

In 2015-2016, 96 parents/guardians volunteered 2782 hours in some manner at the school. In 2016-2017, Odyssey Charter will increase the percentage of parents/guardians that volunteer and the number of hours volunteered at the school by at least 10%.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Parents reading at home with students daily	1. Educate parents on the benefits of reading at home with their child to reinforce and continue building	Family Engagement Specialist, Teachers, Parents/ Families	August 2016 –June 2017	\$500 for materials and refreshments (Title I – family	Monthly Read Aloud logs

	<p>Odyssey's Read Aloud program</p> <ol style="list-style-type: none"> 2. Invite and hold Literacy Night events to model and provide parents with effective reading strategies 3. Invite parents and students to attend a College and Career Night for grades 7-11 			engagement set aside)	
<p>Parents understanding of Florida Standards for ELA, Math, Science</p>	<ol style="list-style-type: none"> 1. Hold grade level and/or subject specific Title 1 Curriculum nights to engage parents in standards based instruction. 2. Hold informational sessions to guide parents in their understanding of the FSA/EOC/NGSSS 	<p>instructional coaches, Teachers, Leadership Team, ESE and ESOL teachers</p>	<p>4 times per year</p>	<p>\$1500 for materials and refreshments (Title I -- family engagement set aside)</p>	<p>Family Night agendas, sign in sheets, handouts, and feedback</p>

CONTENT AREA: **GIFTED/TALENTED**

Reading
 Math
 Writing
 Science
 Language Arts
 Social Studies
 Arts/PE
 Other: **Gifted/Talented**
 Drop-out Prevention Programs

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

To increase the supports provided to our gifted and talented students and to increase recruitment of gifted and talented students, we have done an analysis of the following:

- 1) Our curriculum to ensure that we are providing high quality resources and text,
- 2) Our enrichment opportunities (course work, classes, field trips, speakers, projects, etc) provided to gifted and talented students,
- 3) Our services (including instructional time) provided to gifted and talented students,
- 4) Our staffing that supports gifted and talented students,
- 5) Our training of gifted and talented strategies for regular classroom teachers,
- 6) Our selection and assessment process for gifted placement, and
- 7) Our communication provided to parents of gifted and talented students.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
<p>Teachers do not have enough</p>	<p>1. Provide regular training in gifted strategies to all teachers</p>	<p>Instructional coaches, Site administrators</p>	<p>August - June</p>	<p>\$5,000 (Title II)</p>	<p>Walkthroughs</p>

strategies to enrich gifted and talented students	2. Find funds to support gifted certification for interested teachers	(gifted certified), gifted teacher	August 2016 – June 2017	\$50,000	Pre and Post assessments, classroom walkthrough observations
Strengthen gifted and talented instruction	1. Implementation of special modules of Project Lead the Way (PLTW) for Gifted/Honors students in grades 4-12 2. Implementation of PLTW for all grades K-12	Gifted/Honors Teacher (PLTW) Science Coach (PLTW and science PLC) Site administrators	August - June	TBD	Increase performance levels
Provide opportunities to expand horizons of gifted and talented students through trips, experiences, and courses	1. Develop a comprehensive GATEway plan for grades K-12	Instructional coaches, Site administrators (gifted certified), gifted teacher	August - June	TBD	Increase enrollment
Recruit new students into the GATEway program and/or find additional gifted and talented students	1. Develop a student placement process for GATEway that includes testing and recruitment components	Instructional coaches, Site administrators (gifted certified), gifted teacher	August - June	TBD	Increase enrollment

EVALUATION – Outcome Measures and Reflection–begin with the end in mind.

Qualitative and Quantitative Professional Practice Outcomes: (Measures the level of implementation of professional practices throughout the school)

Where do you want your teachers to be? What tools will you use to measure the implementation of your strategies? How will you measure the change in adult behavior? What tool will be used to measure progress throughout the year? Use real percentages and numbers.

- 100% of classrooms will have a common board configuration and instruction will be standards-based as measured by classroom walkthroughs.
- 100% of teachers will demonstrate their ability to unpack standards as demonstrated by PLC notes.
- 100% of lesson plans will be standards-based as demonstrated through lesson plan review by administration.

Qualitative and Quantitative Student Achievement Expectations: (Measures student achievement)

Where do you want your students to be? What will student achievement look like at the end of the school year 2014-15? What tool will be used to measure progress throughout the year?

Our ELA goal is to increase the following:

- Our ELA proficiency from 63% to 66%,

- Our ELA learning gains from 57% to 60%, and
- Our ELA lowest learning gains from 49% to 52%.
- ELA ESE students from 36% to 50%
- ELA ELL students from 18% to 50%
- ELA for Black students from 50% to 54%
- ELA for Hispanic students from 56% to 62%

Our MATH goal is to increase the following:

- Our MATH proficiency from 72% to 75%,
- Our MATH learning gains from 70% to 73%, and
- Our MATH lowest 25% learning gains from 50% to 53%.
- MATH ESE students from 44% to 50%
- MATH ELL students from 32% to 50%
- MATH for Black students from 52% to 56%
- MATH for Hispanic students from 72% to 75%

Our SCIENCE goal is to increase the following:

- Our SCIENCE proficiency from 63% to 66%.

Part 2: Support Systems for Student Achievement (Federal, State, District Mandates)

For the following areas, please write a brief narrative that includes the data for the year 2013-2014 and a description of changes you intend to incorporate to improve the data for the year 2014-2016. Instructions and support are provided in each section to assist with what data you may include. The instructions are intended to be a guide and may be deleted from each cell to allow for appropriate typing space.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RTI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

- Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs.*
 - Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, teacher support systems, and small group and individual student needs.*
 - Provide the person(s) responsible, frequency of meetings, and any problem-solving activities used to determine how to apply resources for the highest impact*
 - Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS.*
 - Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.*
- (See Accountability and Testing website/SIPTOOLS/MTSS for a checklist that may help you with this section.)

School Leadership used a scheduling process to create common planning and grade level intervention/enrichment blocks at the same time each day. With our

Title I funds, we have hired a Math Coach, a Literacy Coach, and a Professional Learning Community Consultant to work with our Leadership Team and our faculty during our grade level common planning times and intervention/enrichment blocks. In addition, our ESE Teacher, ESOL Teacher, ESOL Assistant, Gifted Teacher, Academic Coaches, and Paraprofessionals will be available during the intervention/enrichment blocks to work with students.

Odyssey's MTSS Leadership Team is comprised of our Administrative Team (Head of Schools, Site administrators, Program Coordinator, and Literacy Coach), along with our Guidance Counselor, Exceptional Education Coordinator, Exceptional Education Teacher, ESOL Teacher, and our Math and Science Coaches. The school utilizes DuFour's (2004) questions that drive the work of the Professional Learning Communities: 1. What is it we want our children to learn?; 2. What will we take as evidence that they have learned it?; 3. How will we plan and deliver first instruction that gets students to learn it?; 4. How will we respond when students have already learned it?; 5. How will we respond when some students have not learned it? During weekly common planning periods and monthly data team chats, teachers are able to discuss academic and behavioral concerns about students with the MTSS Leadership Team. Members of the grade level team and the MTSS Leadership Team listen to concerns and problem solve solutions for interventions and prepare the necessary documentation. Student progress is monitored by the teacher and the team and adjustments are made if necessary. If the interventions are not successful based on the time limit set by the team, the student is then referred to the Individual Problem Solving Team (IPST).

The Leadership Team meets weekly through a collaborative process in order to determine the best ways to utilize our human resources to meet student needs. Administrative team members participate in the grade level Professional Learning Communities and follow up through observations during intervention/enrichment blocks and classroom walkthroughs. Teachers, staff members and school administrators will use Performance Matters to access and analyze data. District and other benchmark assessments will be utilized to track and monitor student mastery of standards. Students from historically underserved subgroups, low-achieving students, and at-risk students are provided with specific learning strategies for vocabulary, notetaking, and studying to help support their mastery of the standards. Monthly data team meetings provide the opportunity to review student progress and provide additional time and support as needed.

In order to support understanding of the MTSS process, the teaching staff is trained during preplanning and on an ongoing basis throughout the school year. Grade levels are provided with daily common planning for working in Professional Learning Communities. ***Odyssey Charter School leverages Title I, II, III, and IDEA funds annually to support students needing assistance with their learning.***

Resource:

DuFour, R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn". (2004)

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).

Please see Odyssey Charter School Title I Parent Involvement Plan Strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students will be included in the PIP.

STUDENT SURVEY RESULTS (Required):

Address Elements of Student Survey Results found in the District Strategic Plan and describe how you will improve student perceptions of these indicators.

Strategic Plan Indicators:

- ✓ Promotes 21st Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
- ✓ Safe Learning Environment 2.2.2, 2.2.3, 2.2.4, 2.2.5

Elementary Student Survey:

- ✓ 21st Century Skills – Refer results pages 3 – 4
- ✓ Online Safety – Refer results pages 4 - 6
- ✓ School Safety – Refer results pages 6 - 7

Secondary Student Survey:

- ✓ 21st Century Skills – Refer results pages 4 - 6
- ✓ Online Safety – Refer results pages 6 - 7
- ✓ School Safety – Refer results pages 7 - 8

21st Century Skills:

A weak area was *“rigorous and challenging curriculum.”* The school is working deeply in Professional Learning Communities in order to help teachers deepen their practice of critical thinking and problem-solving. We expect this process to transfer from the teachers into their classroom practice with their students.

Safe Learning Environment:

Approximately 90% of Elementary and Jr/Sr High students report that they strongly agree or agree that they feel physically safe at school, while 85% of Elementary and Jr/Sr High students report that they strongly agree or agree that they feel emotionally safe at school. The school uses Positive Discipline in the Classroom to maintain school and classroom discipline. Classrooms work on daily class meetings to bring up and solve problems. The school has hired a behavior support person and a social worker on the Elementary campus and a part time counselor on the Jr/Sr High campus to provide additional support to teachers and students with school safety.

Online Safety:

The school will continue to work with teachers to ensure that all students are educated about online safety at school. The school plans to continue to offer online safety training through the local police department for our students and families. The school also plans to bring in an officer from the Sheriff's Office to speak with students and families about online safety and cyberbullying.

Early Warning Systems (SB 850)

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

This list must include the following:

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students who are not proficient in reading by third grade

SECONDARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

2. Provide the following data related to the school's early warning system:

- The number of students by grade level that exhibit each early warning indicator listed above
- The number of students identified by the system as exhibiting two or more early warning indicators

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Students with the following indicators will be discussed by the leadership team and the following strategies will be put in place:

(Strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students are included in each strategy below.)

Odyssey Warning System

- Students with 3 unexcused absences in a calendar month are documented on the truancy checklist and are referred to the guidance counselor.
- Students with 5 unexcused absences are referred to the IPST for attendance meeting. If a medical issue is present, the IPST team will initiate a physician's statement.
- Students with 10 unexcused absences in a semester will be referred to the attendance resource office and will be documented on the truancy checklist.
- Students with one or more suspensions, whether in school or out of school will have a parent- administrator re-entry meeting.
- Students with one or more suspensions will be referred to counselor.
- Students with ongoing conduct issues will be referred to the ISTP team for interventions.
- Students receiving a Level 1 score on the statewide standardized assessments in English Language Arts or mathematics or who are not proficient in reading/math by the third grade will receive appropriate intervention services, which includes daily embedded intervention time, remedial reading and remedial math classes.
- Odyssey follows the district's attendance and behavior procedures.

CTE/STEM:

1. All Levels

- a) # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)
- b) Participation in STEM-related experiences provided for students

The following data may be considered by high schools.

- a) Students enrolling in one or more accelerated STEM-related courses
- b) Completion rate (%) for students enrolled in accelerated STEM-related courses
- c) Students taking one or more advanced placement exams for STEM-related courses
- d) Passing rate (%) for students who take advanced placement exams for STEM-related courses
- e) CTE-STEM program concentrators
- f) Students taking CTE-STEM industry certification exams
- g) Passing rate (%) for students who take CTE-STEM industry certification exams

The following data may be considered by middle and high schools.

- a) Students enrolling in one or more CTE courses
- b) Students who have completed one or more CTE courses who enroll in one or more accelerated courses
- c) Completion rate (%) for CTE students enrolled in accelerated courses
- d) Students taking CTE industry certification exams
- e) Passing rate (%) for students who take CTE industry certification exams
- f) CTE program concentrators
- g) CTE teachers holding appropriate industry certifications

CTE/STEM

Odyssey's Science, Technology, Engineering, and Mathematics Program (STEM) offers junior and senior high school students with engaging and challenging courses throughout their middle and high school years. Our school has a unique focus on these important content areas because the base skills and knowledge from each of these disciplines are deeply intertwined in the real world and are essential for student success. Accessing high quality curriculum and innovative instruction, students from Odyssey will be able to use their STEM skills as a platform to become college- and career-ready. With our growing on-site organic Farm, developing forest trail and our partnership for dual enrollment, exciting field experiences, and expert lecturers with the Florida Institute of Technology, students at Odyssey will have STEM experiences like no other in Brevard Public Schools.

OCS Jr/Sr High STEM A² Overview

The Odyssey Science, Technology, Engineering, and Mathematics Academic Acceleration Program (STEM A²) is a program for students who are gifted, talented, interested, and motivated in deeper STEM knowledge and skills. Honors/Pre AP/AP STEM A² courses place a special emphasis on mathematics and science competency-driven learning experiences that are integrative, inquiry-based, and problem-centered. By participating in the STEM A² program, students will acquire knowledge and skills that transfer across content areas and help participants deepen their investigation, synthesis, analysis, comprehension, problem-solving, communication, and leadership skills. Key STEM A² component include:

- 1) Challenging Curriculum - The program offers challenging/rigorous inquiry-based, experiential curricula related to real-world applications that encourage critical thinking, problem solving, and team work. The program expectations go beyond minimum competencies, as well as local, state and/or national

standards.

2) Inquiry-Based Learning Environment – STEM A² offers a learning environment where students work together as active learners and teachers facilitate student discovery. STEM A² teachers have access to and time allotted for professional development that hones their science knowledge and experiential teaching approach. Students have necessary curriculum materials to ignite their thinking and promoted hands-on outcome-based learning. Student diversity, individuality and uniqueness are recognized and respected in the community of learners.

3) Culture of Learning – STEM A² students have personal short term and long term goals for learning that are developed at the start of their STEM A² courses. Student participants are expected to be motivated in the classroom, school, and broader community through community and service learning projects.

Our school STEM offerings allow students to explore and discover their own personal passions and goals in life while strengthening their academic skills and knowledge base. Odyssey students have the option to choose from a variety of STEM and career experiential learning opportunities via partnerships, electives and clubs such as:

- Lego Robotics teams,
- Zero Robotics team,
- Green Building Ecology student led investigations and school tours,
- Organic fruit, vegetable and gardens and Farm on site,
- Experiences at local organic farms via our Farm to School program,
- Solar Hydroponic and aquaponics agricultural opportunities on site,
- STEM Electives (agricultural entrepreneurship, solar energy)
- Solar Energy Whiz Olympics,
- Partnerships for real world collaboration and problem solving with Florida Tech’s Sustainability, Marine Biology and Aerospace/Mechanical Engineering departments, the Anglers for Conservation organization, Marine Resources Council, the Smithsonian Marine Research Station, University of Florida’s Institute of Food and Agriculture Sciences, the Intellectual Decisions on Environmental Awareness Solutions (IDEAS) organization founded at UF,
- Career Day Speakers and Guests,
- Educational resource partnerships with the Solar Energy Center and Teacher’s College at Columbia University for nutrition and gardening education,
- Future Problem Solving Community Problem Solutions and Odyssey of the Mind teams,
- Math team competitions,
- Mobile computer lab and dedicated computer labs, computer technology integrated into the classroom,
- On-site environmental sciences research using our ponds and woodland forest ecosystems,
- Environmental sciences experiences as via participation in Keep Brevard Beautiful Programs and Beach Clean-ups and participation in environmental programs at Turkey Creek Sanctuary, Erna Nixon Park, Barrier Island Center and the Waste Management Education Programs,
- Civil Air Patrol.

The chart below shows **STEM advanced placement/honors courses** offered at OCS and the number of students grades 6-9 participating in those courses. Students also have the opportunity for accelerated learning in subjects of Math and Science based on achievement levels. For example, we have students in our middle grades taking courses at the high school level. We have students taking advanced coursework through Florida Virtual and EdOptions Academy virtual opportunities.

STEM Advanced Placement/Honors Courses

Number of Students Enrolled in 2016-2017 SY

8 th Grade Algebra I	X
Algebra I Honors	X (7 th Grade) and X (8 th Grade)
Geometry Honors	X-8 th Graders and X-9 th Graders) X 10 TH Graders
Biology I Honors	X 9 TH Graders
AP Statistics	X

The chart below shows the success in placement and completion of STEM accelerated/honors courses at our school.

# of students successfully completing accelerated/honors STEM courses during the 2014-2017 School Year	97% pass rate for 7 th and 8 th grade students in Algebra I
# of students enrolled in more than one accelerated/honors STEM courses for the 2016-2017 School Year	XX students were enrolled in more than one accelerated/honors STEM course for the 2016-2017 school year

Career/Technical Education

The chart below shows the success in placement of students in CTE courses at our school.

# of students enrolled in a CTE course for 2016-2017 School Year	XX students enrolled in CTE courses (combined grades 7-12)
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College and Career Readiness

This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (i) and 1008.37(4), F.S.

COLLEGE AND CAREER READINESS (TO BE COMPLETED BY SECONDARY SCHOOLS) This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Describe the strategies the school uses to support college and career awareness.
2. Describe how the school integrates vocational and technical education programs.
3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. Incorporated by reference in Rule 6A-1.099811, F.A.C. (August 2013)

Career and College Readiness

Odyssey Charter School has implemented several strategies to help support college and career readiness.

1. Guidance Counseling - Hiring of a full time guidance counselor for the Jr/Sr High school
2. Individualized Program of Study (iPS) - This counselor completes the four-year plan (iPS) with students and parents during a conference. During these meetings the counselor discusses the course selections that correlate to the student's college and career goals by reviewing academic history, interests and standardized test scores in order to create personally meaningful program of study that will give the student the greatest opportunity to improve on college or career readiness.
3. Counselor Parent Talks - The counselor holds sessions for parents quarterly to discuss issues related to college and career readiness. When appropriate, the counselor provides students with information about outside vocational and technical programs since those are not provided at our school.
4. Counselor Training - The counselor attends all appropriate district counseling meetings and trainings to inform the leadership team and teachers

about college and career readiness expectations and requirements.

5. OCS Career Pathways - The leadership team is investigating appropriate career pathways and CTE courses to grow the Jr/Sr high school. Two career pathways, Engineering and Computer Programming, were added this year.
6. College and University Partnerships - Partnerships are being formed with local colleges and universities to provide our students with college and career readiness opportunities (tours, dual enrollment, internships). The counselor will plan at least one college visit for interested students and parents annually.
7. Career Day - The school will hold one college and career day each year.
8. Advanced Placement – As the school grows, additional Honors and AP classes will be added to the master schedule to meet student interest and needs.
9. College Coaching Team – A college coaching team, made up of teachers, the counselor, and administration, are working with each individual 11th grader to plan for high school graduation and college preparation.

Now that 11th grade has been added to the school, every student will have a one-on-one meeting with the counselor/college coaching team to determine appropriate course selections based on annual post-secondary readiness evaluation scores. These score reports are provided by two district assessments: PERT and PSAT (10th) and ACT (11th). The scores from these assessments will provide the baseline used by counselors to help students design an academic and career plan reflective of their academic aptitude and post-secondary interests. In addition, the scores from the PERT, EOCs, PSAT and ACT are used to identify potential students for Advanced Placement classes offered on campus. The counselor will assist students in determining which AP courses will benefit them on their post-secondary paths.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Review of past performance data during interviews	Leadership Team	May 2017
2. Ongoing teacher recruitment through Teacher-Teacher	Leadership Team	Ongoing
3. Provide teachers with Professional Development opportunities	Leadership Team, Teacher Leaders, Coaches	May 2017
4. Provide grade level lead teachers to support teachers through induction	Leadership Team	May 2017
5. Leadership Team works very closely with teachers to promote their individual professional growth	Leadership Team	Ongoing
6. Participation in community events and education job fairs	Leadership Team	Ongoing

Our goal is to provide instruction by highly qualified staff to all students through recruitment and ongoing, high-quality professional development, and professional learning communities.

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages,

include the number of teachers the percentage represents (e.g., 70% [35]).

<p>Number of staff and paraprofessionals that are not highly effective</p>	<p>Provide the strategies that are being implemented to support the staff in becoming highly effective</p>
<p>34% of teachers are out of field for ESOL only [27 of 80]</p>	<p>Teachers are required to take classes immediately upon being out of field and continue until they are certified/endorsed. Course reminders are sent out multiple times during the school year and teachers are supported through the process.</p>
<p>4% of teachers are out of field [3 of 80]</p>	<p></p>

**ALIGNMENT OF SCHOOL IMPROVEMENT PLAN
AND
TITLE I SCHOOLWIDE PLAN**

<p>Required Elements of a Title I Schoolwide Plan (SWP) /School Improvement Plan (SIP) (Section 1114 – Components of a Schoolwide Program)</p>	<p>Check the area(s) where each element is addressed in the SIP.</p>	<p>Additional information and references from Title I of the Elementary and Secondary Education Act (ESEA):</p>
<p>1. Include data from comprehensive needs assessment of the school</p>	<p><u>X</u> <i>Rationale</i></p>	<p><i>Include academic achievement of students in relation to the state academic content</i></p>
<p>2. Provide opportunities for all children to meet state standards</p>	<p><u>X</u> <i>Analysis of Current Practice</i> <u>X</u> <i>Strategies</i> <u> </u> <i>MTSS</i></p>	<p></p>
<p>3. Utilize scientifically based strategies to strengthen the core academic program</p>	<p><u> </u> <i>Analysis of Current Practice</i> <u>X</u> <i>Best Practice</i> <u>X</u> <i>Strategies</i></p>	<p><i>Strategies, materials and programs that are research based are a required element of any objective.</i></p>

<p>4. Include additional strategies that increase the amount and quality of learning time</p>	<p><input checked="" type="checkbox"/> Strategies <input checked="" type="checkbox"/> MTSS <input type="checkbox"/> CTE/STEM</p>	<p>All schools are required to indicate what additional learning opportunities are made available during school, before and/or after school, and during summer, when applicable, and help provide enriched and accelerated curriculum.</p>
<p>5. Include strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students</p>	<p><input checked="" type="checkbox"/> Strategies <input checked="" type="checkbox"/> MTSS <input checked="" type="checkbox"/> Early Warning <input type="checkbox"/> System</p>	<p>These may include counseling, pupil services, and mentoring services.</p>
<p>6. State the means of determining whether student needs in the above requirement (#5) are being met</p>	<p><input type="checkbox"/> Strategies <input type="checkbox"/> MTSS <input checked="" type="checkbox"/> Early Warning <input type="checkbox"/> System</p>	<p>Address how the school will determine the educational needs of historically underserved subgroups, low-achieving, and at-risk students are being met.</p>
<p>7. Incorporate instruction by highly qualified teachers</p>	<p><input checked="" type="checkbox"/> Highly Qualified <input type="checkbox"/> Teachers</p>	<p>All instructors working in a Title I school are required to be Highly Qualified (Section 1119). If you have personnel that do not meet the requirements, list strategies to support staff to become highly qualified.</p>
<p>8. Include strategies that support high quality and ongoing professional development for teachers, principals, and paraprofessionals</p>	<p><input checked="" type="checkbox"/> Best Practice <input checked="" type="checkbox"/> Strategies <input type="checkbox"/> MTSS</p>	<p>Each school receiving Title I funds shall devote sufficient resources to effectively carry out this requirement.</p>
<p>9. Include strategies to attract high quality, highly qualified teachers</p>	<p><input checked="" type="checkbox"/> Highly Qualified <input type="checkbox"/> Teachers</p>	<p>Schools must indicate how they mentor, attract and retain high-quality and highly qualified teachers.</p>
<p>10. Include strategies to increase parent involvement</p>	<p><input checked="" type="checkbox"/> Parental</p>	<p>Each Title I school is required to complete a Parent Involvement Plan (PIP) and that plan may be used to meet the requirements of this section in the SIP.</p>

	Involvement	
11. Include strategies that assist preschool children in the transition from preschool to kindergarten	<input checked="" type="checkbox"/> Transition from Preschool <input type="checkbox"/> Analysis of Current Practice <input type="checkbox"/> Strategies <input type="checkbox"/> MTSS	Elementary schools must identify how they will assist students in early childhood programs, such as Head Start and VPK, with the transition into elementary school.
12. Include teachers in using student achievement data to plan the overall instructional program	<input checked="" type="checkbox"/> Analysis of Current Practice <input type="checkbox"/> Strategies <input type="checkbox"/> MTSS	Described in Section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
13. Provide additional assistance for low-achieving students that shall include measures to ensure that students' difficulties are identified in a timely manner	<input checked="" type="checkbox"/> MTSS	Every school is required to incorporate strategies on how they will address the needs of low performing students that experience difficulty mastering the proficient and advanced levels of academic achievement standards (Section 111 (b)).
14. Specify coordination with other federal, state, and local programs	<input checked="" type="checkbox"/> Analysis of Current Practice <input type="checkbox"/> Best Practice <input checked="" type="checkbox"/> MTSS	Schools should include any alignment to other state, federal and local programs that support the educational programs of the school such as violence prevention, nutrition programs, Early Childhood, and Head Start.

Odyssey Charter School
 School Name

Ms. Wendi Nolder / Dr. Monica Knight
 Principal's Signature

MEMORANDUM

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

TO: Odyssey Charter School, Inc. Board of Directors

FROM: Cindy Gilmore, Green Apple School Management

REQUESTING SCHOOL: Odyssey Charter School

DATE: September 28, 2016

RE: Out-of-County Field Trip Request

The Odyssey Charter School 1st grade will be traveling to the LaPorte Farm "Fall Festival Day" in Sebastian, FL on October 13, 2016. The students will be traveling via Odyssey school bus.

FISCAL IMPACT

None

RECOMMENDATION

Motion to approve the Odyssey Charter School 1st grade out-of-county field trip to LaPorte Farm in Sebastian, FL.

Attachments: 1) Field trip request form

cg

- In-County Trip
 - Out-of-County Trip
 - Overnight Trip
- (Check all that apply)



Field Trip Request Form

Teacher Name(s): First Grade Team ^{Thompson} ^{Stuber} ^{Brown} Date of Request: 5/25/10

Field Trip Date: Thurs 10/13/10 Field Trip Times: 9:30 (am/pm) to 1:30 am/(pm)

Destination: LaPorte Farm "Fall Festival Day" City: 7700 129th Street, Sebastian, FL

Distance From School: 18.7 ^{miles} Phone: 772-633-0813 contact: Mrs. Laura LaPorte 32958

Admission Cost for Students and Adults: \$13 ^{Chaperone \$5 -} ^{Teacher - free} Other Costs: 0 (tolls, lunch, etc.)

If the students will be gone for lunch, where will they be eating lunch? on farm / p. picnic tables

Mode of Transportation: School bus

Transportation Cost (Will be determined by administration): \$750

Reason/Objective for the field trip? CKLA Domain 8 Animal/Habitat SC.1.L.14.1
SC.1.W.16.1, 17.1
SC.1.N.1.1

Which classes will be going? First Grade Team (3 classes)

Total Students: 96 Total Staff: 6 Total Parent Volunteers: 4-6 per class

****All Field Trip Request Forms are to be given to the Principal for approval.** Field trips should be requested at least 4 weeks prior to the requested field trip date for in-county field trips and 2 months prior for out-of-county field trips, **which must be approved by the OCS Board of Directors.** Teachers should verify at least 7 days in advance with the Volunteer Coordinator that all volunteers have appropriate screening. All teachers and staff **MUST** ride the bus with students. Chaperones may ride the bus when space is available. **ALL** field trip fees must be collected and turned in at least 7 days prior to the trip date. Monies collected should be turned in daily to the Bookkeeper on a "monies collected" form. A school check will **NOT** be issued that exceeds the cost collected for admission.

Melissa Stuber 5/25/10
 Primary Teacher Signature Date

OFFICE USE ONLY:

Date Received: 8/23/10 Principal Signature: W. Olden

Administrative Approval: MM Disapproval: _____ Board Approval (if applicable): 9/28/10
Date

Routing (Initial):

Principal (approval) _____ Office Manager (copies to teacher, bus supervisor, front desk, finance office, cafe) _____

MM OCS Board Secretary _____ *Original to Finance Office
 (if out-of-county or overnight travel for OCS Board Approval)

MEMORANDUM

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Odyssey Charter School
DATE: September 28, 2016
RE: Out-of-Field Teachers

Katherine Jacobs will be teaching out-of-field in Physics, and Patricia Reeves will be teaching out-of-field in Math 6-12 for the 2016-2017 school year. The following teachers will be teaching out-of-field in ESOL, during the 2016-2017 school year:

Rebecca Adorno	Annemarie Lamoureux	Michael Senick
Natalie Beckett	Melissa Laufer	Donna Strom
Lyssa Brown-Kerr	Naomi Lonergan	Lesa Thompson
Courtney Burkhart	Megan Lustig	Tina Veltri
Cynthia Chanou	Billy Marsh	Deidre Wilson
Tara Colao	Caitlin Miller	Kenneth Woodard
Meghan Glosque	Marisa Moore	Paula Woulas
Edward Haber	Kristin Pitts	Sara Wyman
Crystal Kersey	Jennifer Russo	BryAnna Zoller

FISCAL IMPACT

none

RECOMMENDATION

Motion to approve the aforementioned teachers to teach out-of-field for the 2016-2017 school year.

cg

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Odyssey Charter School
DATE: September 28, 2016
RE: Squeaky Clean Interior Maintenance Agreements

Squeaky Clean Interior Maintenance provides cleaning and custodial maintenance. They will provide cleaning services for both lower and upper campus for one year. Termination upon thirty days advance written notice to the other party. Two individual agreements are presented per building.

FISCAL IMPACT

\$270.00 per day at 200 days for the Eldron campus, and \$329.00 per day at 200 days for the Wyoming campus.

RECOMMENDATION

Motion to approve the Squeaky Clean Interior Maintenance Contractor Agreements for both Odyssey Charter School locations.

cg

SEP 28 2016

OCS, Inc.
Board of Directors**INDEPENDENT CONTRACTOR AGREEMENT**

THIS INDEPENDENT CONTRACTOR AGREEMENT ("Agreement") is made and entered into this 14th day of September, 2016 by and between Odyssey Charter School, (hereafter referred to as "OCS"), whose address is 1755 Eldron Blvd. S.E., Palm Bay, FL 32909 and Squeaky Clean, (hereafter referred to as "Contractor") whose address is: 2685 Warren Street, Melbourne, FL 32904.

RECITALS

WHEREAS, OCS is a Charter School in Brevard County, Florida; and

WHEREAS, Contractor is in the profession of providing janitorial services; and

WHEREAS, OCS is desirous of engaging contractor to perform said janitorial services; and

WHEREAS, it is determined to be in the mutual advantage of OCS and Contractor to enter into this Agreement set forth herein.

NOW, THEREFORE, in consideration of the covenants and agreements herein contained, Contractor's specific agreement to the terms hereof, and the monies to be paid hereunder, OCS agrees to hire Contractor and Contractor agrees to perform the Services for OCS upon the following terms and conditions:

AGREEMENT

1. **Recitals.** The above recitals are true and correct, form a material part of, and are incorporated into this Agreement.
2. **Scope of Services.** Contractor hereby agrees to perform the following services for OCS during OCS's normal business hours as may be mutually agreed upon between OCS's officers and Contractor:

A copy of the Contractor's quote and description of Scope of Services to be provided is attached and specifically incorporated herein as Exhibit "A" to this Agreement. In the event of any conflict between any provision of this Agreement and Exhibit "A," this Agreement shall control.

3. **Compensation/Term.** OCS will pay Contractor the sum of \$ 270.00 per night for 200 days/months/year. The term of this Agreement shall commence on 9-13-16, 2016 and shall continue for one year from the commencement date. The parties may mutually agree to renew this Agreement for two (2) additional one (1) year terms without change in any terms as provided herein.
4. **Relationship of Parties/Insurance.** The parties hereby agree and intend that the relationship of Contractor to OCS is that of an independent contractor. Contractor

shall maintain and provide valid and current Certificates of Insurance (naming OCS as an additional insured) to OCS as required on Exhibit "B."

5. **Permits, Approvals, and Licenses.** Contractor agrees to be solely responsible for applying for and obtaining any and all required permitting from any local, State, or Federal governmental entity necessary to perform and complete the above described Scope of Services.

Contractor specifically agrees to maintain any and all appropriate local, State, and/or Federal licenses necessary to perform work as outlined in the Scope of Services.

6. **Indemnity.** The Contractor shall indemnify and hold harmless OCS and its officers, agents, and employees from and against all claims, damages, losses, and expenses, including attorney's fees arising out of or resulting from any actions or omissions taken under this Agreement, where such claim, damage, loss, or expense is caused, in whole or in part, by the act or omission of the Contractor, or anyone directly or indirectly employed by the Contractor, or anyone for whose acts any of them may be liable, regardless of whether or not it is caused by or in part by a party indemnified thereunder. As part of this indemnification, Contractor agrees to pay, on behalf of the OCS, the cost of OCS's legal defense as may be selected by OCS for all claims described in this paragraph. Such payment on behalf of OCS shall be in addition to any and all legal remedies available to OCS and shall not be considered to be OCS's exclusive remedy. In agreeing to this provision, OCS does not intend to waive any defense or limit of sovereign immunity to which it may be entitled under Section 768.28, Florida Statutes or otherwise provided. The parties acknowledge that specific consideration has been exchanged for this provision

7. **Control of Work.** Contractor shall perform all work in a timely manner at the direction of OCS who shall have control over the specific method of performance of the services defined in Paragraph 2.

8. **Waiver.** No waiver is enforceable unless in writing and signed by such waiving party, and any waiver shall not be construed as a waiver by any other party or as a waiver of any other or subsequent breach.

9. **Amendments.** This Agreement may not be amended or modified unless by the mutual consent of all of the parties hereto in writing. All amendments or modifications shall be attached to this Agreement and made a part thereof.

10. **Governing Law, Venue, and Attorney's Fees.** This Agreement shall be governed by the laws of the State of Florida. Any action or legal proceedings to enforce this Agreement or any of its terms, or for indemnification, shall be exclusively brought and prosecuted in an appropriate court of jurisdiction in and for Brevard County, Florida, and the parties to this Agreement consent to the personal jurisdiction and venue of such courts and to the service of process by any manner provided by Florida law. In the event that any legal or equitable action is brought by either party to enforce the terms of this Agreement and/or regarding any work performed pursuant to

the Scope of Services provided in Paragraph 2 of this Agreement, the prevailing party shall be entitled to recover all attorney's fees and costs associated with the bringing such action.

11. **Assignment and Binding Effect.** The rights and obligations of the Contractor under this Agreement are personal. This Agreement may not be assigned or transferred in whole, or in part, by either party without the prior written consent of the other party. This Agreement shall be binding upon and inure for the benefit of the parties hereto and their respective heirs and permitted successors and/or assigns.
12. **Severability.** This Agreement shall be construed to be valid and enforceable to the fullest extent allowed by applicable law. The invalidity or unenforceability of any term, sentence, or provision of this Agreement shall not affect the validity or enforceability of any other term, sentence or provision of this Agreement, which shall remain in full force and effect.
13. **Notices.** All notices, requests, demands or other communications required or permitted hereunder shall be in writing and shall be deemed to have been duly given when delivered by hand or mailed registered or certified mail, return receipt requested, and postage prepaid:

If to OCS: Odyssey Charter School
1755 Eldron Blvd S.E.,
Palm Bay, FL 32909

If to Contractor: Contractor Name: Squeaky Clean
Street Address: 2685 Warren Street
City, ST Zip: Melbourne, FL 32909

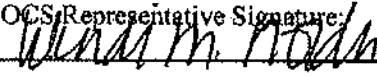
or to such other addresses as either party may have furnished to the other in writing in accordance herewith, except that notices of change of address shall only be effective on receipt.

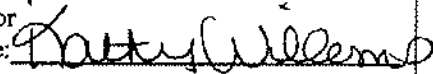
14. **Consents and Authorizations.** By the execution of this Agreement, each party acknowledges and agrees that each such party has the full right, power, legal capacity and authority to enter into this Agreement, and the same constitutes the valid and legally binding agreement of each such party in accordance with the terms, conditions and other provisions contained herein.
15. **Entire Agreement.** This Agreement contains the entire agreement between the parties. This Agreement replaces any and all prior or other agreements or understandings, oral or written, between the parties hereto with respect to the subject matter hereof. The captions are for convenience of reference only and shall not control the interpretation of this Agreement. Contractor agrees that no other promises or inducements have been made to him unless contained in writing, attached hereto or

incorporated herein by reference. Contractor represents that he has read this Agreement in its entirety, has a copy of same, and agrees to all the provisions herein.

16. **Cooperation.** The parties agree to execute such reasonable necessary documents upon advice of legal counsel in order to carry out the intent and purpose of this Agreement as set forth herein.
17. **Gender and Number.** Unless the context otherwise requires, references in this Agreement to any gender shall be construed to include all other genders, references in the singular shall be construed to include the plural, and references in the plural shall be construed to include the singular.
18. **Termination:** Either party may terminate this Agreement by giving the other party written notice of termination at least 30 days prior to the date of such termination.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

Signed, sealed and delivered in the presence of: OCS Witness Signature: _____ OCS Witness Printed Name: _____	"OCS" OCS Representative Signature:  _____ OCS Rep Printed Name: Wendi Nolder _____ Title: <u>Site Administrator</u> _____ Date: <u>9-13-16</u> _____
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Signed, sealed and delivered in the presence of: Contractor Witness Signature: _____ Contractor Witness Printed Name: _____	"CONTRACTOR" Contractor Signature:  _____ Contractor Printed Name: Kathy Willem _____ Title: <u>Owner</u> _____ Date: <u>9/19/16</u> _____
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PROPOSAL

SQUEAKY CLEAN INTERIOR MAINTENANCE
2685 WARREN STREET
MELBOURNE, FLORIDA 32904
321-368-8908

DATE: 07/21/2016

PROPOSAL SUBMITTED TO: MARK GRANT

JOB NAME : ODYSSEY CHARTER SCHOOL/LOWER CAMPUS

LOCATION : 1755 ELDRON BLVD. SE, PALMBAY FLORIDA 32909

WE HEREBY SUBMIT SPECIFICATIONS AND ESTIMATE FOR : JANITORIAL SERVICES

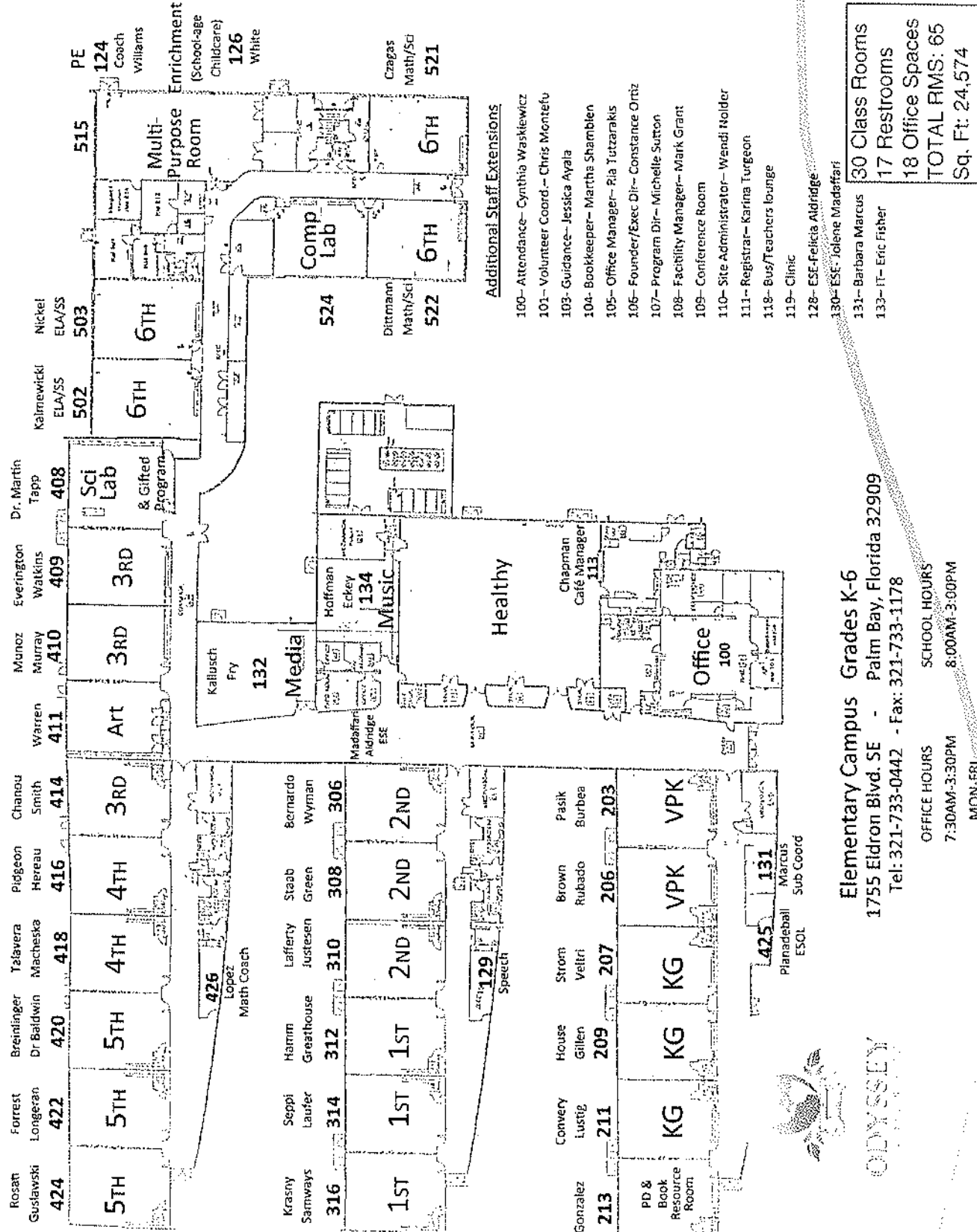
This estimate will cover a five day full service for the specified areas: Cleaning specifications attached. (2 pages)

The following areas to be cleaned: All main offices, lobby, clinic, breakroom and restrooms. Kitchen restroom, Music room, Library & Office. Secondary offices and restrooms (these are located by the multi-purpose room) Multi-purpose room office. Classrooms as follows: Hall #1 - rooms #203,206,207,209,211,213 and hall office. Hall #2 rooms #306,308,310,312,314,316 and hall offices and restrooms. Hall #3 - room #408,409,410,411,414,416,418,420,422,424 and hall office and restrooms. Hall #5 room #502,503,521,522,524, and hall restrooms.

Odyssey Charter School will supply all germicidal and disinfectant cleaners, all paper products, and equipment to perform services.

Exclusions: Services other than the regular scheduled janitorial duties such as Window cleaning, Floor stripping and refinishing, Power washing, Renovations, Moving and Remodeling, emergency cleaning(fire, flood, etc) will be considered extra and billed separately.

Janitorial services to be performed in the evening starting at 5:00 pm unless otherwise agreed by parties.



Additional Staff Extensions

- 101- Attendance- Cynthia Waskiewicz
- 101- Volunteer Coord.- Chris Montefu
- 103- Guidance- Jessica Ayala
- 104- Bookkeeper- Martha Shamblen
- 105- Office Manager- Ria Tutarakis
- 106- Founder/Exec Dir- Constance Ortiz
- 107- Program Dir- Michelle Sutton
- 108- Facility Manager- Mark Grant
- 109- Conference Room
- 110- Site Administrator- Wendi Holder
- 111- Registrar- Karina Turgeon
- 118- Bus/Teachers lounge
- 119- Clinic
- 128- ESE-Felicia Aldridge
- 130- ESE-Jolene Madefari
- 131- Barbara Marcus
- 133- IT- Eric Fisher

30 Class Rooms
 17 Restrooms
 18 Office Spaces
TOTAL RMS: 65
 Sq. Ft. 24,574

Elementary Campus Grades K-6
 1755 Eldron Blvd. SE - Palm Bay, Florida 32909
 Tel: 321-733-0442 - Fax: 321-733-1178

SCHOOL HOURS
 MON-FRI
 7:30AM-3:30PM
 8:00AM-3:00PM



ODYSSEY

CLEANING SCHEDULE 2016 - 2017

PROJECT/EVENT CLEANING SCHEDULE

ORGANIZER C. WILSON

JULY							AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER																																																																																																																																								
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE																																																																																																																														
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

# of Days	Description	# of Days	Description
4	July 26-29 Pre Clean	6	Jan 6-13 Work Days
23	August 1-31 Work Days	1	Jan 16 - Martin L. King Jr Holiday
1	Sept 5 - Holiday/Labor Day	11	Jan 17-31 Work Days
21	Sept 1, 2, 6-30 Work Days	20	Feb 1-29 Work Days
21	Oct 3-31 Work Days	23	Mar 1-31 Work Days
8	Nov 1-10 Work Days	5	Apr 3-7 Work Days
1	Nov 11 Holiday/Veterans	21	Apr 10-14 Spring Break
7	Nov 14-22 Work Days	10	Apr 17-28 Work Days
3	Nov 23-25 Holiday/Thanksgiving	20	May 1-25 Work Days
3	Nov 28-30 Work Days	3	May 26-28 2016
15	Dec 1-21 Work Days	3	May 29-31 Final Cleanup
7	Dec 22-30 Winter Break		
1	Jan 2-5 Winter/New Year's Day	200	Total Work Days

ODYSSEY CHARTER SCHOOLS INC.

CLEANING SPECIFICATIONS

1. Front Entrances and Cleaning

a. Sweeping and Dusting

- i. Offices and entrance floors will be clean and free of dirt streaks and there will be no dirt remaining in corners, behind doors, or where the dirt is picked up with the dustpan after the sweeping operation.
- ii. Wads of gum, tar, and other sticky substance will have been removed from the area.
- iii. Grills and woodwork will be dust-free after dusting.
- iv. There will not be any spots or smudges on the wall surfaces.
- v. All carpeted areas will be vacuumed and spot cleaned as needed

b. Polishing and Wall Spotting

- i. Doorknobs, push bars, kick plates, railings, doors and other surfaces will be clean and polished to an acceptable luster.
- ii. Drinking fountains will be cleaned, disinfected and free of stains. The wall surfaces around the drinking fountains will be free of water spots and streaks.
- iii. Wall surfaces up to a standing height will be free of finger marks, smudges, and other dirt spots of any kinds.

c. Mopping

- i. Office and entrance doors will be free of loose and/or caked dirt particles and will present an overall appearance of cleanliness after mopping.
- ii. Walls, baseboards, and other surfaces will be free of watermarks, scars from the cleaning equipment striking the surfaces, and splashings from the cleaning solution and rinse water.
- iii. All surfaces will be dry and the corners and crevices clean after mopping.

2. Classroom Cleaning

- a. All wastepaper baskets will be empty and in place, clean and ready for

ODYSSEY CHARTER SCHOOLS INC.

use. Liners will be inserted as required.

- b. There will not be any dirt left in corners, under furniture, or behind doors.
- c. Baseboards will be scrubbed thoroughly.
- d. There will not be any dirt left where sweepings were picked up.
- e. There will be no trash or foreign matter under desks, tables, or chairs.
- f. Dusting
 - i. There will not be any dust streaks on desks or other equipment.
 - ii. Corners and crevices will be free from any dust.
 - iii. There will not be any oily spots or smudges on walls, caused by touching them.
 - iv. When inspected, there should be few traces of dust on any surface.
 - v. Windowsills, door ledges, doorframes, door louvers, window frames, baseboards and partitions will be free of dust.
- g. Damp-Wiping
 - i. Mirrors, door glass, and all other glass that can be reached while standing on the floor will be clean and free of dirt, dust, streaks, and spots. (This job does not include window washing.)
 - ii. All blinds should be clean and free from dust and other particles.
- h. Clean Rugs
 - i. Rugs will be clean and free from dust, dirt, and other debris.
 - ii. Any furniture moved during rug cleaning will be replaced.
- i. Elevator Cleaning (Where Applicable)
 - a. Interior surfaces of elevator will be free of loose dirt & dust streaks.
 - 1. Handrails, controls, and other surfaces will be clean and polished.
 - 2. Wall will be free of finger marks and other smudges.

ODYSSEY CHARTER SCHOOLS INC.

- j. Restroom Cleaning
 - i. Trash containers will be emptied and cleaned, liners inserted.
 - ii. All sanitary receptacles will be clean, both inside and outside, and contain a new liner.
 - iii. No trash will be on floor.
- 3. Replenishment of Supplies
 - a. All dispensers of supplies will be clean and filled with the proper supplies nightly. (towels, soap, napkins, etc.)
- 4. Cleaning of Sanitary Receptacles
 - a. All sanitary receptacles will be empty except for a new "liner".
 - b. All sanitary receptacles will be free of spots, stains, and finger marks.
 - c. All sanitary receptacles will be free of odors.
- 5. Cleaning of Toilet Room Fixtures
 - a. All porcelain surfaces of washbasins, toilets, and urinals will be free of dust, dirt, spots, and stains.
 - b. The wall surfaces will be free of spots and smears.
 - c. The plumbing fixtures will be free of dirt and water stains.
- 6. Cleaning of Supply Dispensers, Tile Walls, Stall Partitions, Doors, Shelves, Mirrors and Floors
 - a. All supply dispensers will be clean and free of finger marks and water spots.
 - b. All shelves and shelf brackets will be free of gum, dust, fingerprints, water stains, smudges and other soil.
 - c. All mirrors should be free of streaks, smudges, water spots, dust; lipstick smudges, and should not be cloudy.
 - d. Walls, stall partitions, and doors will be free of hand marks, dust, pencil marks, smudges, water streaks, mop marks, and mold.
 - e. Floors (especially in corners) will be free of dirt and dust, gum, grease, black marks, loose paper, water, mop stains, and strings. Particular attention should be given to area under urinal.

ODYSSEY CHARTER SCHOOLS INC.

f. Wall Cleaning

1. There will be no streaks or spots remaining on walls or signs of not overlapping.
2. There will be no smudges, spots at point where cleaning of the lower and upper halves of the wall overlaps.
3. No water will have been spilled on floor or furnishings.
4. Wall will be uniformly clean all over.
5. Doors, windows and moldings will be clean.

ii. Furniture Replacement

1. All furniture moved during the wall washing operation will be returned to their original position.

g. Floor Cleaning

i. Preparation of Mopping

1. Cleaning solutions, where used, will have been mixed thoroughly and in the proportions specified without undue spillage of either solution or rinse water.
2. The space to be mopped will have been properly prepared for the mopping operation by sweeping the floor area as necessary and otherwise clearing of visible debris.

ii. Floor Mopping

1. The mopping work will have been performed in such manner as to properly clean the floor surface, care is to be taken to see that the correct type and mixture of cleaning solution, if required, has been used. Proper extraction methods will be used to eliminate residue buildup in seams and discoloring of grout.
2. All mopped areas will be clean and free from dirt, streaks, mop marks, and strands, etc.; properly rinsed, if required, and dry-mopped for an overall appearance of cleanliness.
3. Walls, baseboards, and other surfaces will be free of watermarks, scars, or marks from the cleaning equipment striking the surfaces and splashings from the cleaning solution and rinse water.

ODYSSEY CHARTER SCHOOLS INC.

h. Waste Disposal

i. Paper and Trash Collection, Removal and Disposal

1. Bagged trash will be deposited in the dumpsters.
2. All unused waste collection bags will be in the proper storage location.
3. Cardboard boxes will be broken and deposited in recycle bin.
4. Any paper and trash spilled during the collection process will have been cleaned up.

CUSTODIAL SERVICE SPECIFICATIONS

See Cleaning Specifications Page for Description

General Cleaning- Offices, Entrances, Reception Areas, Teacher Lounges and Classrooms

Weekly 5 times

1. Dust and clean all office furniture including file cabinets, desks, credenzas, counter tops, display units and window ledges.
2. Spot clean doors frames, walls and switches.
3. Empty all waste receptacles up to 10 gal. and replace liners when torn or soiled. Wipe/clean receptacles as necessary.
4. Vacuum all carpeted areas.
5. Spot clean all glass entrances, etc. from smudges.
6. Spot clean all walls, doors and carpet as needed.
7. Clean and sanitize drinking fountains/ water coolers
8. Clean and sanitize all telephones.
9. Sweep and spot mop all tile floor areas.
10. Clean and polish elevator as needed.

Monthly 1 time

1. Perform high/low dusting. Check high/low edges, corners, door jams, window ledges, pictures frames, sills and blinds.
2. All light fixtures, ceiling vents and AC grills

Clinic area 5 times weekly

1. Clean and sanitize all office and bedding furniture.
2. Clean and sanitize all restroom equipment and stock all paper supplies.
3. Sweep and damp mop all tile floor areas with clean water and clean mop.

Restrooms (all) Weekly 5 times

1. Sanitize/Disinfect toilets, urinals with a germicidal cleaner.
2. Clean wash basins, mirrors/other restroom equipment
3. Empty all waste receptacles.
4. Sweep and mop all tile floor areas.
5. Clean and polish all bright work.
6. Refill towels, tissue and soap dispensers.
7. Report any malfunctioning equipment
8. Mix Consume in appropriate quantity and pour down drains

Restrooms monthly 1 time

1. Wash down all partition walls
2. Clean all vents/grill
3. Wipe down all trash containers as needed to maintain a clean appearance.

Note: With regards to Janitorial Duties not herein specified, rules of good housekeeping will prevail.



FACILITY PROFILE

Odyssey Charter School
1755 Eldron Blvd SE
Palm Bay, FL 32909

- 49,084 SF
- Serviced 5x per week
- Medical green cleaning specified

COST SUMMARY

Service	Frequency	Cost
Janitorial services	5 nights / wk.	\$7,562.5 / month

Exclusions

- Carpet cleaning
- Window cleaning
- VCT maintenance
- Tile scrubbing
- Hallways



Phone: 321 652 0671

Fax: 321 768 1431

Email: info@uscleaningservice.com

Web: www.USCleaningService.com

Price and Frequency Service Proposal.

Contractor will provide the maintenance janitorial cleaning service and supervision for the following buildings:

1. **Odyssey Preparatory Academy, 1350 Wyoming Drive SE, Palm Bay, FL 32909 - First Floor-**
 - 5 days per week (M to F) \$7,423. - per month. *
 - Project/Event/Extra cleaning schedule days..... \$19.- per hour/per custodian. *

2. **Odyssey Jr/Sr High, 1350 Wyoming Drive SE, Palm Bay, FL 32909 - Second Floor-**
 - 5 days per week (M to F) \$9,711. - per month. *
 - Project/Event/Extra cleaning schedule days..... \$19.- per hour/per custodian. *

3. **Odyssey Charter School, 1755 Eldron Blvd SE, Palm Bay, FL 32909**
 - 5 days per week (M to F) \$11,219. - per month. *
 - Project/Event/Extra cleaning schedule days..... \$19.- per hour/per custodian. *

* (Remark: if applicable, we must add in the invoice 6.5 % FL Sales Tax to all commercial cleaning services accounts)

Payment for this annual contract shall be due monthly after services are performed.

Please let me know if we can answer any other questions or concerns you may have.

P.S.: Thank you for considering this proposal. We always make customers the number one priority by guaranteeing 100% satisfaction with products and service or providing no-cost replacements.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/02/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Not Applicable	CONTACT NAME PHONE (A/C No., Ext) E-MAIL ADDRESS	FAX (A/C No.)
INSURED Brevard Maintenance & Repair Inc, DBA Squeaky Clean Interior Maintenance 2685 Warren Street West Melbourne, FL 32904	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A:	
	INSURER B: Berkshire Hathaway Direct Insurance Company	10391
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR: WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO. JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ 0 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 0 MED EXP (Any one person) \$ 0 PERSONAL & ADV INJURY \$ 0 GENERAL AGGREGATE \$ 0 PRODUCTS - COMPROP AGG \$ 0
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) if yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	N9WC745471	08/02/2016	08/02/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 100,000 E.L. DISEASE - EA EMPLOYEE \$ 100,000 E.L. DISEASE - POLICY LIMIT \$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER Squeaky Clean Interior Maintenance 2685 Warren Street Melbourne, FL 32904	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
--	--

SEP 28 2016

OCS, Inc.
Board of Directors**INDEPENDENT CONTRACTOR AGREEMENT**

THIS INDEPENDENT CONTRACTOR AGREEMENT ("Agreement") is made and entered into this 15th day of August, 2016 by and between Odyssey Charter School, (hereafter referred to as "OCS"), whose address is 1350 Wyoming Blvd. S.E., Palm Bay, FL 32909 and Squeaky Clean, (hereafter referred to as "Contractor") whose address is: 2682 Warren St, Melbourne, FL 32904.

RECITALS

WHEREAS, OCS is a Charter School in Brevard County, Florida; and

WHEREAS, Contractor is in the profession of providing janitorial services; and

WHEREAS, OCS is desirous of engaging contractor to perform said janitorial services; and

WHEREAS, it is determined to be in the mutual advantage of OCS and Contractor to enter into this Agreement set forth herein.

NOW, THEREFORE, in consideration of the covenants and agreements herein contained, Contractor's specific agreement to the terms hereof, and the monies to be paid hereunder, OCS agrees to hire Contractor and Contractor agrees to perform the Services for OCS upon the following terms and conditions:

AGREEMENT

1. **Recitals.** The above recitals are true and correct, form a material part of, and are incorporated into this Agreement.
2. **Scope of Services.** Contractor hereby agrees to perform the following services for OCS during OCS's normal business hours as may be mutually agreed upon between OCS's officers and Contractor:

A copy of the Contractor's quote and description of Scope of Services to be provided is attached and specifically incorporated herein as Exhibit "A" to this Agreement. In the event of any conflict between any provision of this Agreement and Exhibit "A," this Agreement shall control.

3. **Compensation/Term.** OCS will pay Contractor the sum of \$ 329.00 per night for 200 days/months/year. The term of this Agreement shall commence on August 15th, 2016 and shall continue for one year from the commencement date. The parties may mutually agree to renew this Agreement for two (2) additional one (1) year terms without change in any terms as provided herein.
4. **Relationship of Parties/Insurance.** The parties hereby agree and intend that the relationship of Contractor to OCS is that of an independent contractor. Contractor

shall maintain and provide valid and current Certificates of Insurance (naming OCS as an additional insured) to OCS as required on Exhibit "B."

5. **Permits, Approvals, and Licenses.** Contractor agrees to be solely responsible for applying for and obtaining any and all required permitting from any local, State, or Federal governmental entity necessary to perform and complete the above described Scope of Services.

Contractor specifically agrees to maintain any and all appropriate local, State, and/or Federal licenses necessary to perform work as outlined in the Scope of Services.

6. **Indemnity.** The Contractor shall indemnify and hold harmless OCS and its officers, agents, and employees from and against all claims, damages, losses, and expenses, including attorney's fees arising out of or resulting from any actions or omissions taken under this Agreement, where such claim, damage, loss, or expense is caused, in whole or in part, by the act or omission of the Contractor, or anyone directly or indirectly employed by the Contractor, or anyone for whose acts any of them may be liable, regardless of whether or not it is caused by or in part by a party indemnified thereunder. As part of this indemnification, Contractor agrees to pay, on behalf of the OCS, the cost of OCS's legal defense as may be selected by OCS for all claims described in this paragraph. Such payment on behalf of OCS shall be in addition to any and all legal remedies available to OCS and shall not be considered to be OCS's exclusive remedy. In agreeing to this provision, OCS does not intend to waive any defense or limit of sovereign immunity to which it may be entitled under Section 768.28, Florida Statutes or otherwise provided. The parties acknowledge that specific consideration has been exchanged for this provision

7. **Control of Work.** Contractor shall perform all work in a timely manner at the direction of OCS who shall have control over the specific method of performance of the services defined in Paragraph 2.

8. **Waiver.** No waiver is enforceable unless in writing and signed by such waiving party, and any waiver shall not be construed as a waiver by any other party or as a waiver of any other or subsequent breach.

9. **Amendments.** This Agreement may not be amended or modified unless by the mutual consent of all of the parties hereto in writing. All amendments or modifications shall be attached to this Agreement and made a part thereof.

10. **Governing Law, Venue, and Attorney's Fees.** This Agreement shall be governed by the laws of the State of Florida. Any action or legal proceedings to enforce this Agreement or any of its terms, or for indemnification, shall be exclusively brought and prosecuted in an appropriate court of jurisdiction in and for Brevard County, Florida, and the parties to this Agreement consent to the personal jurisdiction and venue of such courts and to the service of process by any manner provided by Florida law. In the event that any legal or equitable action is brought by either party to enforce the terms of this Agreement and/or regarding any work performed pursuant to

the Scope of Services provided in Paragraph 2 of this Agreement, the prevailing party shall be entitled to recover all attorney's fees and costs associated with the bringing such action.

11. **Assignment and Binding Effect.** The rights and obligations of the Contractor under this Agreement are personal. This Agreement may not be assigned or transferred in whole, or in part, by either party without the prior written consent of the other party. This Agreement shall be binding upon and inure for the benefit of the parties hereto and their respective heirs and permitted successors and/or assigns.
12. **Severability.** This Agreement shall be construed to be valid and enforceable to the fullest extent allowed by applicable law. The invalidity or unenforceability of any term, sentence, or provision of this Agreement shall not affect the validity or enforceability of any other term, sentence or provision of this Agreement, which shall remain in full force and effect.
13. **Notices.** All notices, requests, demands or other communications required or permitted hereunder shall be in writing and shall be deemed to have been duly given when delivered by hand or mailed registered or certified mail, return receipt requested, and postage prepaid:

If to OCS: Odyssey Charter School
1350 Wyoming Blvd S.E.,
Palm Bay, FL 32909

If to Contractor: Contractor Name: Squeaky Clean
Street Address: 2685 Warren Street
City, ST Zip: Melbourne, FL 32909

or to such other addresses as either party may have furnished to the other in writing in accordance herewith, except that notices of change of address shall only be effective on receipt.

14. **Consents and Authorizations.** By the execution of this Agreement, each party acknowledges and agrees that each such party has the full right, power, legal capacity and authority to enter into this Agreement, and the same constitutes the valid and legally binding agreement of each such party in accordance with the terms, conditions and other provisions contained herein.
15. **Entire Agreement.** This Agreement contains the entire agreement between the parties. This Agreement replaces any and all prior or other agreements or understandings, oral or written, between the parties hereto with respect to the subject matter hereof. The captions are for convenience of reference only and shall not control the interpretation of this Agreement. Contractor agrees that no other promises or inducements have been made to him unless contained in writing, attached hereto or

incorporated herein by reference. Contractor represents that he has read this Agreement in its entirety, has a copy of same, and agrees to all the provisions herein.

16. **Cooperation.** The parties agree to execute such reasonable necessary documents upon advice of legal counsel in order to carry out the intent and purpose of this Agreement as set forth herein.
17. **Gender and Number.** Unless the context otherwise requires, references in this Agreement to any gender shall be construed to include all other genders, references in the singular shall be construed to include the plural, and references in the plural shall be construed to include the singular.
18. **Termination:** Either party may terminate this Agreement by giving the other party written notice of termination at least 30 days prior to the date of such termination.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

<p>Signed, sealed and delivered in the presence of:</p> <p>OCS Witness Signature: _____</p> <p>OCS Witness Printed Name: _____</p>	<p>"OCS"</p> <p>OCS Representative Signature: <u>M. D. Knight</u></p> <p>OCS Rep Printed Name: <u>Monica Knight</u></p> <p>Title: <u>Site Admin.</u></p> <p>Date: <u>August 15th</u> <u>August 15th</u></p>
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<p>Signed, sealed and delivered in the presence of:</p> <p>Contractor Witness Signature: _____</p> <p>Contractor Witness Printed Name: _____</p>	<p>"CONTRACTOR"</p> <p>Contractor Signature: <u>Kathy Willemo</u></p> <p>Contractor Printed Name: <u>Kathy Willemo</u></p> <p>Title: <u>Owner</u></p> <p>Date: <u>9/22/16</u></p>
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PROPOSAL

SQUEAKY CLEAN INTERIOR MAINTENANCE
2685 WARREN STREET
MELBOURNE, FLORIDA 32904
321-725-5800

DATE: 07/21/2016

PROPOSAL SUBMITTED TO: MARK GRANT

JOB NAME : ODYSSEY CHARTER SCHOOL (UPPER)

LOCATION: 1350 WYOMING ROAD PALMBAY, FLORIDA

WE HEREBY SUBMIT SPECIFICATIONS AND ESTIMATE FOR: JANITORIAL SERVICES

This estimate will cover a five day full service for the specified areas: Cleaning Specifications Attached (2pages)

General cleaning of the following rooms: #201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 215, 216, 217, 219, 220, 221, 222, 223, 224, 227, 232, 234, 235, 237, 239, 240, 241, 242, 246, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258

General cleaning of the Teachers lounge and Restrooms. (upstairs)

General cleaning of the Library/computer room (244,245)

General cleaning of the upstairs men and ladies restrooms.

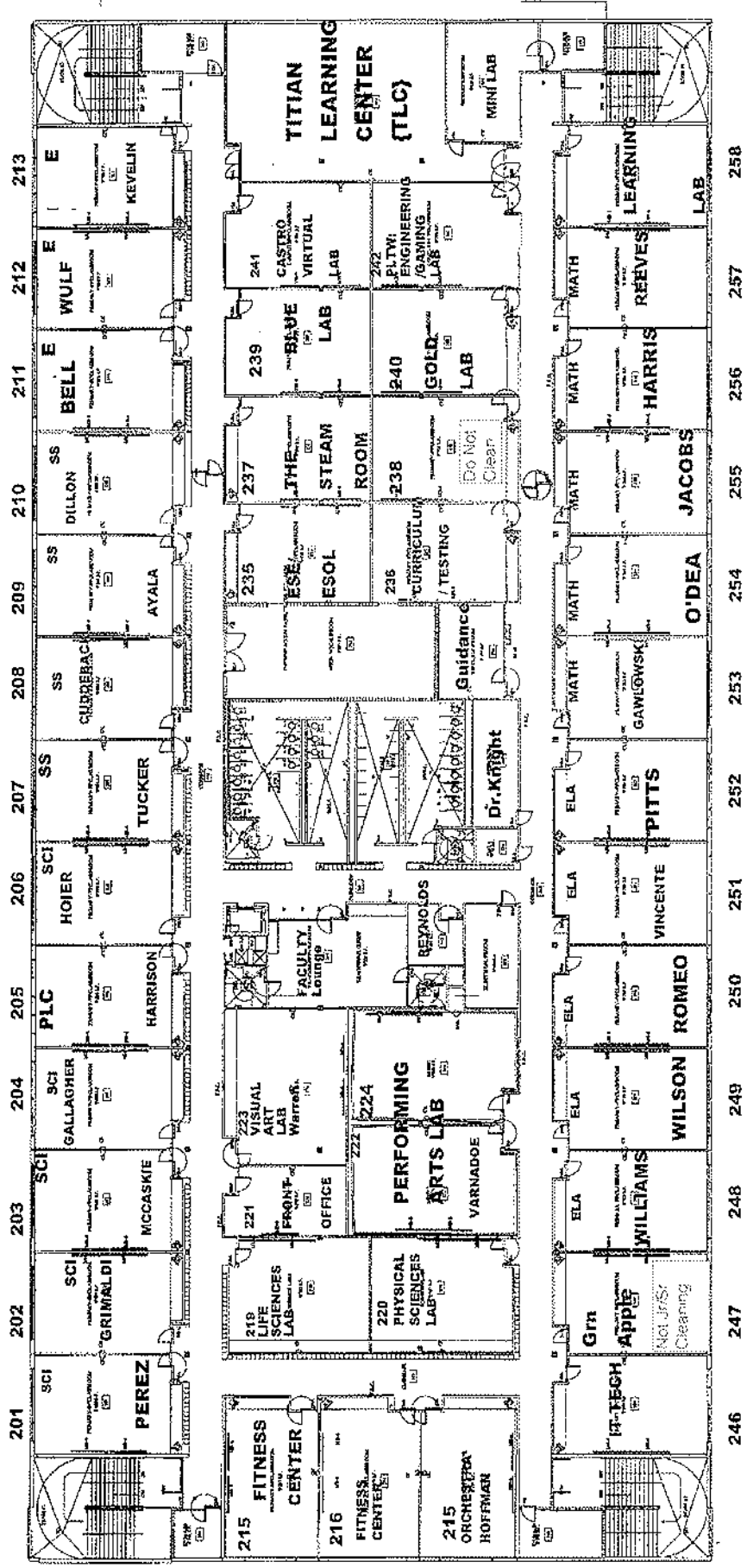
General clean of the mens and ladies locker rooms.

General cleaning of the 2 administrative offices,

Odyssey Charter School will supply all germicidal and disinfectant cleaners, all paper products, and equipment to perform services.

Exclusions: Services other than the regular scheduled janitorial duties such as Window cleaning, Floor stripping and refinishing, Power washing, Renovations , Moving or Remodeling, emergency cleaning (fire,flood,etc.) will be considered extra and billed seperately.

Janitorial Services to be performed in the evening starting at 5:00 pm unless otherwise agreed by parties.



44 ROOMS
Square Ft. 35, 546

CLEANING SCHEDULE 2016 - 2017

PROJECT/EVENT: CLEANING SCHEDULE

ORGANIZER: C. WILSON

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

# of Days	Description	# of Days	Description
4	July 26-29 Pre Clean	6	Jan 6-13 Work Days
23	August 1-31 Work Days	1	Jan 16 - Martin L. King Jr. Holiday
1	Sept 5 - Holiday/Labor Day	11	Jan 17-31 Work Days
21	Sept 1, 2, 6-30 Work Days	20	Feb 1-29 Work Days
21	Oct 3-31 Work Days	23	Mar 1-31 Work Days
8	Nov 1-10 Work Days	5	Apr 3-7 Work Days
1	Nov 11 Holiday/Veterans	21	Apr 10-14 Spring Break
7	Nov 14-22 Work Days	10	Apr 17-28 Work Days
3	Nov 23-25 Holiday/Thanksgiving	20	May 1-25 Work Days
3	Nov 28-30 Work Days		
15	Dec 1-21 Work Days	3	May 29-31 Final Cleanup
7	Dec 22-30 Winter Break		
1	Jan 2-5 Winter/New Year's Day	200	Total Work Days

CUSTODIAL SERVICE SPECIFICATIONS

See Cleaning Specifications Page for Description

General Cleaning- Offices, Entrances, Reception Areas, Teacher Lounges and Classrooms

Weekly 5 times

1. Dust and clean all office furniture including file cabinets, desks, credenzas, counter tops, display units and window ledges.
2. Spot clean doors frames, walls and switches.
3. Empty all waste receptacles up to 10 gal. and replace liners when torn or soiled. Wipe/clean receptacles as necessary.
4. Vacuum all carpeted areas.
5. Spot clean all glass entrances, etc. from smudges.
6. Spot clean all walls, doors and carpet as needed.
7. Clean and sanitize drinking fountains/ water coolers
8. Clean and sanitize all telephones.
9. Sweep and spot mop all tile floor areas.
10. Clean and polish elevator as needed.

Monthly 1 time

1. Perform high/low dusting. Check high/low edges, corners, door jams, window ledges, pictures frames, sills and blinds.
2. All light fixtures, ceiling vents and AC grills

Clinic area 5 times weekly

1. Clean and sanitize all office and bedding furniture.
2. Clean and sanitize all restroom equipment and stock all paper supplies.
3. Sweep and damp mop all tile floor areas with clean water and clean mop.

Restrooms (all) Weekly 5 times

1. Sanitize/Disinfect toilets, urinals with a germicidal cleaner.
2. Clean wash basins, mirrors/other restroom equipment
3. Empty all waste receptacles.
4. Sweep and mop all tile floor areas.
5. Clean and polish all bright work.
6. Refill towels, tissue and soap dispensers.
7. Report any malfunctioning equipment
8. Mix Consume in appropriate quantity and pour down drains

Restrooms monthly 1 time

1. Wash down all partition walls
2. Clean all vents/grill
3. Wipe down all trash containers as needed to maintain a clean appearance.

Note: With regards to Janitorial Duties not herein specified, rules of good housekeeping will prevail.

ODYSSEY CHARTER SCHOOLS INC.

CLEANING SPECIFICATIONS

1. Front Entrances and Cleaning

a. Sweeping and Dusting

- i. Offices and entrance floors will be clean and free of dirt streaks and there will be no dirt remaining in corners, behind doors, or where the dirt is picked up with the dustpan after the sweeping operation.
- ii. Wads of gum, tar, and other sticky substance will have been removed from the area.
- iii. Grills and woodwork will be dust-free after dusting.
- iv. There will not be any spots or smudges on the wall surfaces.
- v. All carpeted areas will be vacuumed and spot cleaned as needed

b. Polishing and Wall Spotting

- i. Doorknobs, push bars, kick plates, railings, doors and other surfaces will be clean and polished to an acceptable luster.
- ii. Drinking fountains will be cleaned, disinfected and free of stains. The wall surfaces around the drinking fountains will be free of water spots and streaks.
- iii. Wall surfaces up to a standing height will be free of finger marks, smudges, and other dirt spots of any kinds.

c. Mopping

- i. Office and entrance doors will be free of loose and/or caked dirt particles and will present an overall appearance of cleanliness after mopping.
- ii. Walls, baseboards, and other surfaces will be free of watermarks, scars from the cleaning equipment striking the surfaces, and splashings from the cleaning solution and rinse water.
- iii. All surfaces will be dry and the corners and crevices clean after mopping.

2. Classroom Cleaning

- a. All wastepaper baskets will be empty and in place, clean and ready for use. Liners will be inserted as required.
- b. There will not be any dirt left in corners, under furniture, or behind doors.
- c. Baseboards will be scrubbed thoroughly.
- d. There will not be any dirt left where sweepings were picked up.

ODYSSEY CHARTER SCHOOLS INC.

4. Cleaning of Sanitary Receptacles
 - a. All sanitary receptacles will be empty except for a new "liner".
 - b. All sanitary receptacles will be free of spots, stains, and finger marks.
 - c. All sanitary receptacles will be free of odors.
5. Cleaning of Toilet Room Fixtures
 - a. All porcelain surfaces of washbasins, toilets, and urinals will be free of dust, dirt, spots, and stains.
 - b. The wall surfaces will be free of spots and smears.
 - c. The plumbing fixtures will be free of dirt and water stains.
6. Cleaning of Supply Dispensers, Tile Walls, Stall Partitions, Doors, Shelves, Mirrors and Floors
 - a. All supply dispensers will be clean and free of finger marks and water spots.
 - b. All shelves and shelf brackets will be free of gum, dust, fingerprints, water stains, smudges and other soil.
 - c. All mirrors should be free of streaks, smudges, water spots, dust; lipstick smudges, and should not be cloudy.
 - d. Walls, stall partitions, and doors will be free of hand marks, dust, pencil marks, smudges, water streaks, mop marks, and mold.
 - e. Floors (especially in corners) will be free of dirt and dust, gum, grease, black marks, loose paper, water, mop stains, and strings. Particular attention should be given to area under urinal.
 - f. Wall Cleaning
 1. There will be no streaks or spots remaining on walls or signs of not overlapping.
 2. There will be no smudges, spots at point where cleaning of the lower and upper halves of the wall overlaps.
 3. No water will have been spilled on floor or furnishings.
 4. Wall will be uniformly clean all over.
 5. Doors, windows and moldings will be clean.
 - ii. Furniture Replacement
 1. All furniture moved during the wall washing operation will be

ODYSSEY CHARTER SCHOOLS INC.

returned to their original position.

g. Floor Cleaning

i. Preparation of Mopping

1. Cleaning solutions, where used, will have been mixed thoroughly and in the proportions specified without undue spillage of either solution or rinse water.
2. The space to be mopped will have been properly prepared for the mopping operation by sweeping the floor area as necessary and otherwise clearing of visible debris.

ii. Floor Mopping

1. The mopping work will have been performed in such manner as to properly clean the floor surface, care is to be taken to see that the correct type and mixture of cleaning solution, if required, has been used. Proper extraction methods will be used to eliminate residue buildup in seams and discoloring of grout.
2. All mopped areas will be clean and free from dirt, streaks, mop marks, and strands, etc.; properly rinsed, if required, and dry-mopped for an overall appearance of cleanliness.
3. Walls, baseboards, and other surfaces will be free of watermarks, scars, or marks from the cleaning equipment striking the surfaces and splashings from the cleaning solution and rinse water.

h. Waste Disposal

i. Paper and Trash Collection, Removal and Disposal

1. Bagged trash will be deposited in the dumpsters.
2. All unused waste collection bags will be in the proper storage location.
3. Cardboard boxes will be broken and deposited in recycle bin.
4. Any paper and trash spilled during the collection process will have been cleaned up.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/02/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


PRODUCER Not Applicable	CONTACT NAME _____ PHONE (A/C No, Ext): _____ FAX (A/C No): _____ E-MAIL ADDRESS: _____ <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; text-align: center;">INSURER(S) AFFORDING COVERAGE</td> <td style="width: 20%; text-align: center;">NAIC #</td> </tr> <tr> <td>INSURER A: _____</td> <td>_____</td> </tr> <tr> <td>INSURER B: Berkshire Hathaway Direct Insurance Company</td> <td style="text-align: center;">10391</td> </tr> <tr> <td>INSURER C: _____</td> <td>_____</td> </tr> <tr> <td>INSURER D: _____</td> <td>_____</td> </tr> <tr> <td>INSURER E: _____</td> <td>_____</td> </tr> <tr> <td>INSURER F: _____</td> <td>_____</td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: _____	_____	INSURER B: Berkshire Hathaway Direct Insurance Company	10391	INSURER C: _____	_____	INSURER D: _____	_____	INSURER E: _____	_____	INSURER F: _____	_____
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INSURER E: _____	_____														
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INSURED Brevard Maintenance & Repair Inc, DBA Squeaky Clean Interior Maintenance 2685 Warren Street West Melbourne, FL 32904															

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

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INSR LTR	TYPE OF INSURANCE	ADDITIONAL SUBROGATION WAIVED	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
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	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY					COMBINED SINGLE LIMIT (Ea. accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED: _____ RETENTION \$: _____					EACH OCCURRENCE \$ AGGREGATE \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A N9WC 745471	08/02/2016	08/02/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 100,000 E.L. DISEASE - EA EMPLOYEE \$ 100,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)						

CERTIFICATE HOLDER Squeaky Clean Interior Maintenance 2685 Warren Street Melbourne, FL 32904	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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Odyssey
Preparatory Academy

BUSINESS

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors

FROM: Beth Crist, Green Apple School Management

REQUESTING SCHOOL: Odyssey Preparatory Academy

DATE: September 28, 2016

RE: Monthly Financial Reports

As prescribed in Florida Statute, 1002.33, charter schools are required to provide monthly financial statements to the sponsor. These reports are provided to the Brevard County School District on a monthly basis. Financial reports must have board approval and are accordingly submitted to the governing body of Odyssey Preparatory Academy for approval.

FISCAL IMPACT

None

RECOMMENDATION

Motion to approve July 2016 Monthly Financial Report for Odyssey Preparatory Academy.

Attachments: 1) 2016-2017 July Financial Report

APPROVED

SEP 28 2016

GCS, Inc.
Board of Directors

**Charter School Monthly/Quarterly Financial Reports
Submitted to the Brevard County School Board**

Submitted By:

MSID Number:

Completion Date:

Reporting Period:

Is this a revision? Yes No

Odyssey Preparatory Academy with MSID Number: 6541
 Governmental Accounting Standards Board (GASB) Monthly/Quarterly Financial Form

Brevard County, Florida
 Balance Sheet (Unaudited)

(Date)

ASSETS	Account Number	General Fund	Special Revenue Fund	Debt Service Fund	Capital Outlay Fund	Total Governmental Funds
Cash and cash equivalents	1110	157,460.27	3,023.39	0.00	0.00	160,483.66
Investments	1160	0.00	0.00	0.00	0.00	0.00
Grant receivables	1130	0.00	60,998.05	0.00	0.00	60,998.05
Other current assets	12XX	15,481.62	0.00	0.00	0.00	15,481.62
Deposits	1210	0.00	0.00	0.00	0.00	0.00
Due from other funds	1140	64,021.44	0.00	0.00	0.00	64,021.44
Other long-term assets	1400	0.00	0.00	0.00	0.00	0.00
Total Assets		236,663.33	64,021.44	0.00	0.00	300,684.77
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120	112,466.61	0.00	0.00	0.00	112,466.61
Salaries, benefits and payroll taxes payable	2110, 2170, 2330	57,163.12	0.00	0.00	0.00	57,163.12
Deferred revenue	2410	0.00	0.00	0.00	0.00	0.00
Notes/bonds payable	2180, 2250, 2310, 2320	0.00	0.00	0.00	0.00	0.00
Lease payable	2315	4,122.00	0.00	0.00	0.00	4,122.00
Other liabilities	21XX, 22XX, 23XX	0.00	64,021.44	0.00	0.00	64,021.44
Total Liabilities		173,751.73	64,021.44	0.00	0.00	237,773.17
Fund Balance						
Nonspendable	2710	15,481.62	0.00	0.00	0.00	15,481.62
Restricted	2720	0.00	0.00	0.00	0.00	0.00
Committed	2730	0.00	0.00	0.00	0.00	0.00
Assigned	2740	0.00	0.00	0.00	0.00	0.00
Unassigned	2750	47,729.98	0.00	0.00	0.00	47,729.98
Total Fund Balance		63,211.60	0.00	0.00	0.00	63,211.60
TOTAL LIABILITIES AND FUND BALANCE		236,663.33	64,021.44	0.00	0.00	300,684.77
Notes/Comments/Explanations:						

PLEASE ASSURE THESE BALANCES ARE ALL ZERO						
Total Assets equal Total Liabilities and Fund Balance		0.00	0.00	0.00	0.00	0.00
Total Fund Balance equals Fund Balances, ending on the Statement of Rev. Exp. and Changes in Fund Bal		0.00	0.00	0.00	0.00	0.00

Odyssey Preparatory Academy with MSID Number: 6541
 Brevard County, Florida
 Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
 For Month or Quarter Ended and For the Year Ending Year to Date Through July 31, 2016

FTE Projected 315.382
 FTE Actual 324.00

106.03% % Percent of Projected

Account Number	General Fund			Special Revenue Fund				
	Month/Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
REVENUES								
<i>Federal sources:</i>								
Federal direct	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Federal through state and local	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
<i>State sources:</i>								
FIEFP	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Capital outlay	15,309,949.00	15,309,949.00	15,309,949.00	8.47%	15,309,949.00	15,309,949.00	15,309,949.00	8.47%
Class size reduction	44,883,000.00	44,883,000.00	44,883,000.00	8.30%	44,883,000.00	44,883,000.00	44,883,000.00	8.30%
School recognition	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Other state revenue	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
<i>Local sources:</i>								
Interest	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Local capital improvement tax	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Other local revenue	5,859,884.00	5,859,884.00	5,859,884.00	3.75%	5,859,884.00	5,859,884.00	5,859,884.00	3.75%
Total Revenues	193,825.84	193,825.84	2,382,652.00	8.13%	0.00	0.00	350,170.00	0.00%
EXPENDITURES								
<i>Current Expenditures:</i>								
5000 Instruction	46,925.44	46,925.44	46,925.44	7.88%	46,925.44	46,925.44	46,925.44	0.00%
6000 Instructional support services	54,772.00	54,772.00	54,772.00	9.50%	54,772.00	54,772.00	54,772.00	0.00%
7100 Board	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
7200 School administration	34,452.44	34,452.44	34,452.44	5.34%	34,452.44	34,452.44	34,452.44	0.00%
7400 Facilities and acquisition	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
7500 Fiscal services	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
7600 Food services	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
7700 Central services	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
7800 Pupil transportation services	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
7900 Operation of plant	38,349.52	38,349.52	38,349.52	16.53%	38,349.52	38,349.52	38,349.52	0.00%
8100 Maintenance of plant	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
8300 Administrative technology services	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
9100 Community services	3,288.00	3,288.00	3,288.00	3.43%	3,288.00	3,288.00	3,288.00	0.00%
9200 Debt service	2,143.00	2,143.00	2,668.00	0.48%	2,143.00	2,668.00	2,668.00	0.00%
Total Expenditures	174,822.06	174,822.06	2,394,918.00	7.62%	0.00	0.00	350,170.00	0.00%
Excess (Deficiency) of Revenues Over Expenditures	19,003.78	19,003.78	87,734.00	21.66%	0.00	0.00	0.00	0.00%
OTHER FINANCING SOURCES (USES)								
Transfers in	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Transfers out	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Total Other Financing Sources (Uses)	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Net Change in Fund Balances	19,003.78	19,003.78	87,734.00	21.66%	0.00	0.00	0.00	0.00%
Fund balances, beginning	44,207.82	44,207.82	44,207.82	100.00%	44,207.82	44,207.82	44,207.82	100.00%
Adjustment to beginning fund balance	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00%
Fund Balances, Beginning as Restated	44,207.82	44,207.82	44,207.82	100.00%	44,207.82	44,207.82	44,207.82	100.00%
Fund Balances, Ending	63,211.60	63,211.60	131,941.82	47.91%	0.00	0.00	0.00	0.00%
PLEASE ASSURE THESE BALANCES ARE ALL ZERO								
Current Fund Balance at End of Month equals the Total Fund Balance on the Balance Sheet								

Total Governmental Funds				
Month/Quarter Actual	YTD Actual	Annual Budget	YTD Actual	% of YTD Actual to Annual Budget
0.00	0.00	0.00	0.00	%
0.00	0.00	341,170.00	0.00	0.00%
0.00	0.00	0.00	0.00	%
153,209.00	153,209.00	1,923,962.00	153,209.00	7.96%
34,858.00	34,858.00	420,000.00	34,858.00	8.30%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
5,758.84	5,758.84	162,665.00	5,758.84	3.54%
193,825.84	193,825.84	2,847,797.00	193,825.84	6.81%
96,925.14	96,925.14	1,290,957.00	96,925.14	7.51%
7,177.10	7,177.10	200,451.00	7,177.10	3.58%
0.00	0.00	0.00	0.00	%
30,687.41	30,687.41	574,271.00	30,687.41	5.34%
0.00	0.00	0.00	0.00	%
0.00	0.00	35,934.00	0.00	0.00%
0.00	0.00	164,000.00	0.00	0.00%
0.00	0.00	0.00	0.00	%
0.00	0.00	94,930.00	0.00	0.00%
38,719.72	38,719.72	348,912.00	38,719.72	11.10%
0.00	0.00	8,107.00	0.00	0.00%
0.00	0.00	0.00	0.00	%
1,288.69	1,288.69	37,521.00	1,288.69	3.43%
34.00	34.00	5,000.00	34.00	0.48%
174,822.06	174,822.06	2,760,063.00	174,822.06	6.33%
19,003.78	19,003.78	87,734.00	19,003.78	21.66%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
19,003.78	19,003.78	87,734.00	19,003.78	21.66%
44,207.82	44,207.82	44,207.82	44,207.82	100.00%
0.00	0.00	0.00	0.00	%
44,207.82	44,207.82	44,207.82	44,207.82	100.00%
63,211.60	63,211.60	131,941.82	63,211.60	47.91%

0.00

Capital Outlay Fund				
Month/Quarter Actual	YTD Actual	Annual Budget	YTD Actual	% of YTD Actual to Annual Budget
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	0.00%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	114,975.00	0.00	0.00%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	114,975.00	0.00	0.00%
0.00	0.00	0.00	0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	0.00	0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	114,975.00	0.00	0.00%
0.00	0.00	0.00	0.00	%

0.00

Debt Service Fund				
Month/Quarter Actual	YTD Actual	Annual Budget	YTD Actual	% of YTD Actual to Annual Budget
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	0.00	0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	0.00	0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
-0.00	-0.00	-0.00	-0.00	%
0.00	0.00	0.00	0.00	%
0.00	0.00	0.00	0.00	%

0.00

NOTES TO FINANCIAL STATEMENTS

Odyssey Preparatory Academy

MSID Number: 6541

Year to Date Through July 31, 2016

The requirements for the notes to the financial statements are codified in Section 2300 of the Codification of Governmental Accounting and Financial Reporting Standards published by the Governmental Accounting Standards Board. The Charter school is encouraged to use the notes to the financial statements from the prior fiscal year audit as a guide for the current year's notes for consistency in the financial statement presentation.

Note 1: State of Florida Revenues Received Through the District

The school receives some of its Federal and State of Florida revenues for current operations through the District. Listed on the following page is Schedule 1, which contains the details of these year to date revenues received.

Note 2: Other Revenue

Other year to date revenues received from federal and local sources are located in Schedule 2 on the following page.

Note 3: Due to/(from) Management Company

The management company is responsible to organize, develop and manage the school operations based on contract negotiations between the charter school and the management company. The fees charged by the management company are negotiated under the contract. Based on contract terms, the management company may also enter into agreements for additional services for which the school is expected to pay. Please see Schedule 3 on the following page for details of the management fees, accumulated contributions, and operating costs provided by the management company.

In addition to the information included in Schedule 3, there are other agreements such as facilities use agreements for buildings and/or building rentals paid for by the school. The details of those facilities agreements and any other agreements (not already defined) are listed below.

- 1 The school receives Food and Transportation Services from Odyssey Charter School. Fees are related to the source receipts of the School for FY 2017. Such costs paid totaled \$0 through 7/31/2016.
- 2 The Facility is shared with Odyssey Upper School; building rent paid to an unrelated party is divided between the two schools based on student head counts. As of 7/31/2017 rent expense was \$11,592.75.

Note 4: Long Term Debt

1) At the beginning of this FY the school's total principal amount on all outstanding long term debt was _____ and the school increased its long term debt during this FY through additional borrowing in the amount of _____.

\$40,000.00
\$0.00

Details of each outstanding loan are as follows:

Loan Source	Loan Amount	Date Incurred	Length of Loan	First Payment Date	Payment Frequency	Payment Amount	Total Current FY Principal Pmts	Total Current FY Interest Pmts
Example: FL School Loan Fund	\$100,000.00	07/15/16	36 months	09/01/16	monthly	\$2,861.11	\$25,000.00	\$3,611.00
\$0.00 Please assure this balance is zero.							\$0.00	\$0.00

Note 5: Short Term Debt*

1) At the beginning of this fiscal year, the school had _____ of principal outstanding in short term debt (due during the current fiscal year). The school has increased its short term debt during this FY through additional borrowing in the amount of _____.

*short term debt refers to any debt due during this fiscal year, either from long term debt or short term debt.

NOTES TO FINANCIAL STATEMENTS

Odyssey Preparatory Academy

MSID Number: 6541

Year to Date Through July 31, 2016

Schedule for Note 1	
	Amounts
YTD Revenues received from Federal and State of FL through Brevard School Board	
Base funding	124,490.00
Class size reduction	34,858.00
Declining enrollment	0.00
Discretionary compression	2,831.00
Discretionary lottery	97.00
Discretionary millage	5,557.00
Exceptional student education guaranteed allocation	8,053.00
Instructional materials allocation	1,969.00
Library media allocation	127.00
State stabilization	0.00
Safe schools	600.00
School recognition	0.00
Supplemental academic instruction	7,383.00
Teacher classroom supply assistance program	455.00
Transportation	4,295.00
Merit award	0.00
Less: Administrative fee	-7,304.00
Subtotal-Year To Date	188,067.00
Capital outlay	0.00
Title I / special revenue	0.00
Other: please list	0.00
Other: please list	0.00
Other: please list	0.00
Total Received From State (Through School Board) Year to Date	188,067.00

Schedule for Note 2	
YTD Revenues from sources other than State of Florida (via School Board)	
Contribution from management company	0.00
Other contributions	0.00
National school lunch program	0.00
Preschool Program	4,828.22
School Age Childcare fees	931.02
Other: please list	0.00
Other: please list	0.00
Total Other Revenues Received Year to Date	5,758.84
Total revenues received year to date	
Total received from State (through School Board) year to date	188,067.00
Total other revenues received year to date	5,758.84
Grand Total	193,825.84

**Please assure
this balance
is zero.**
0.00

Schedule for Note 3--Due from Management Company				
	Management Fees	Operating Costs	Accumulated Contribution	Total
Balance due to / (from) management company - beginning of fiscal year	0.00	0.00	0.00	0.00
Invoiced by management company-year to date-current fiscal year (enter as positive)	19,483.33	0.00	0.00	19,483.33
Payments to management company-year to date-current fiscal year (enter as negative)	0.00	0.00	0.00	0.00
Contribution from management company-current fiscal year (enter as negative)	0.00	0.00	0.00	0.00
Balance Due to Management Company	19,483.33	0.00	0.00	19,483.33

CHARTER SCHOOL QUESTIONNAIRE
Odyssey Preparatory Academy
MSID Number: 6541
Year to Date Through July 31, 2016

Revenues & Expenditures		Yes	No	Comments:
1	Does the school's monthly financial report include all funds received during the reporting period?	X		
2	Does the school have any outstanding payments (currently due and payable) aged more than 45 days?		X	
3	Does the school have any outstanding checks older than 180 days outstanding?		X	
4	Are all expenditures approved by the appropriate level of authority?	X		
5	Has any expenditure exceeded the annual budget amount during the reporting period? If yes, please provide an explanation of each.		X	

Assets & Liabilities		Yes	No	Comments:
6	Are all balance sheet accounts reconciled and reviewed by the appropriate party for adjustments to the general ledger during this reporting period?	X		
7	Have any additional loans (short term or long term) been executed during this reporting period?		X	

General		Yes	No	Comments:
8	Were there any fraudulent events (either material or non material in dollars) that occurred during the reporting period?		X	
9	Were there any extraordinary or unusual events that occurred that could impact the operations and/or funding of your school?		X	
10	Was there any change in personnel who produce the financial reports for your school or in the executive management, during this reporting period?		X	
11	Are all of the balances zero at the bottom of the Balance Sheet? If no, please correct the report before submitting it to the District.		X	
12	Are all of the balances zero at the bottom of the Statement of Rev/Exp? If no, please correct the report before submitting it to the District.		X	
13	Is the balance zero for Note 4? If no, please correct the note before submitting it to the District.	X		
14	Is the balance zero for the Schedule for Note 2? If no, please correct the schedule before submitting it to the District.	X		

Additional Information
Please note: Utilities expenses are included in Function 7900 and Object code 300.

Mike Hess, CPA on behalf of Management of the School
Preparer's Printed Name

Mike Hess, CPA
Preparer's Signature

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Odyssey Preparatory Academy
DATE: September 28, 2016
RE: School Improvement Plan (SIP)

The school is required to submit a School Improvement Plan (SIP) to Brevard Public Schools that is based on the goals and objectives of the school and complies with the guidelines provided by the state and/or sponsor (Pursuant to 1002.33(20), F.S., State Board of Education Rule 6A-1.09981 and Contract). The school met with their School Advisory Council (SAC) for recommendations and has successfully submitted the SIP in a timely manner. The school requests acceptance of the attached plan by the OCS Board of Directors.

FISCAL IMPACT

None

RECOMMENDATION

Motion to accept the Odyssey Preparatory Academy 2016-2017 School Improvement Plan.

cg

Brevard Public Schools School Improvement Plan 2016 - 2017

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

Name of School:

Odyssey Preparatory Academy

Asst. Supt. of Leading and Learning:

Stephanie Archer, Assistant Superintendent

Principal:

Rachel Roberts

SAC Chairperson:

Charlotte Chase

Superintendent: Dr. Desmond Blackburn

Mission Statement:

The Mission of Odyssey Preparatory Academy is to work in partnership with the family and community, with the aim of helping each child reach full potential in all areas of life. We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual, and social skills as a foundation for life.

Vision Statement:

The vision of Odyssey Preparatory Academy is to create a school committed to academic excellence and the education of the whole child. We achieve this by providing accessible quality Montessori education and programs that develop healthy classroom and school communities. The school's aim is to prepare children to reach their full potential while playing a responsible role in protecting the global environment and fostering peace and harmony within our school and community.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

1. Founder and Head of Schools presented mission, vision, and school-wide data during preplanning to all staff and teachers in preparation for the development of the school improvement plan.
2. Teachers were provided with individual and school level data to develop professional SMART goals. Ongoing conversations about the implementation of the School Improvement Plan take

Brevard Public Schools School Improvement Plan 2016 - 2017

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

OPA received a school grade of “C” for the 2015-16 school year. This is up from an “F” in 2013-14. Over the past two school years, OPA has made exceptional progress in student achievement.

In 2014-15, there were no learning gains calculated for the school grade due to the first year of the Florida State Assessment (FSA) which replaced the previous assessment (FCAT). Odyssey Prep achieved 52% proficiency in Reading and 58% proficiency in Math, 39% proficiency in Science on the FSA for that year.

In 2015-16, OPA fared much better. While maintaining their “C”, Odyssey Prep achieved significant learning gains in three out of the four categories for learning gains. The school grading formula changed significantly in 2015-16 and placed a larger emphasis on overall student gains as well as gains for the lowest 25%.

OPA exceeded the state average for learning gains in reading for the lowest 25% by 26 points. This placed Odyssey Prep in a class of only 45 schools in the state with 67% learning gains for the lowest 25% when factoring in Free and Reduced Lunch percentages.

This table describes the increase in student enrollment at Odyssey Prep over the last three years.

	2013-14	2014-15	2015-16
Student Enrollment	235	234	255
Free & Reduced Lunch Rate	65%	80%	100%
Minority Rate	63%	64%	64%

When utilizing the demographic data, OPA has made considerable strides in student achievement. Within Brevard County, Odyssey Prep was ranked near the top of the Palm Bay schools, and was one of only a few schools that made achievement in the learning gains categories. However, the mathematics learning gains for OPA’s lowest 25% were lower than the state average.

School-Wide Proficiency Rates

	Reading Proficiency F&P	FSA ELA Achievement	FSA Writing	FSA Mathematics	FCAT Science 5 th Grade
2014-15	N/A	55%	N/A	52%	39%
2015-16	70%	50%	5.6 Average	55%	41%

State Assessment Learning Gains

	Learning Gains Reading	Learning Gains Lowest 25%	Learning Gains Math	Learning Gains Lowest 25%
2015-16 OPA	55%	67%	51%	30%
2015-16 State	52%	41%	52%	40%
Difference	+3	+26	-1%	-10%

School-Wide Grade Specific Proficiency Rates

	Reading Proficiency F&P	FSA Reading Proficiency	FSA Writing Average	FSA Mathematics	FCAT Science 5 th Grade
3 rd Grade	58%	57%	N/A	59%	N/A
4 th Grade	77%	45%	5.6	48%	N/A
5 th Grade	62%	54%	5.5	41%	41%
6 th Grade	54%	29%	5.2	56%	N/A

Analysis of SIP Goals for 2015-16

- The school did not achieve our SIP goal in Reading/ELA which projected 60% of our students becoming Proficient (Level 3 or above) in Reading/ELA. FCAT data for the 2013-2014 school year indicated that 51% of students were Proficient in Reading.
- The school met the SIP goal of 50% for Reading Learning Gains. Reading gains 67% percent of students scoring in the lowest quartile made learning gains.

MATH

- The school met the SIP goal of 50% for Math Learning Gains.
- 50% of students scoring in the lowest quartile made learning gains.

SCIENCE

- The school did not achieve our SIP goal in Science which projected 52% of our students becoming Proficient (Level 3 or above).

Analysis of School-Wide Indicators for Student Achievement

OPA made significant progress in school attendance as well as student behavior incidents. In 2015-16, OPA experienced a decrease in student suspendable behaviors and an increase in in-seat attendance.

Comparison of Early Warning Indicators

	2014-15	2015-16
Daily In-Seat Attendance Rates	93.5	95.3
Suspensions	144	45

Additional Analysis of Early Warning Indicators

OPA looked closely at the specific incidents of chronic attendance issues, which is identified as >90 attendance rate. The largest population of students who experienced low attendance was our Exceptional Education Students, with half of all ESE students experiencing chronic attendance incidents.

	Number of ESE Students	Number of ESE Students with Chronic >90 Absences
2015-16	34	17

These factors are examined further in the following section *Analysis of Current Practice*.

Analysis of Current Practices:

Prior to the start of the school year, the Academic Leadership Team guided staff through a detailed analysis of school-wide data. The various data sources included academic achievement (FSA, School Assessments) as well as early warning indicators such as in-seat attendance, suspension rates and specific population data. Over the course of two “data digs” teachers and staff closely analyzed the implications of the data.

The next step in the process was to identify areas in need of instructional support. Teachers and staff reviewed

the prior year's strategies, including the use of curriculum mapping, implementation of guided reading and balanced literacy. Additionally, teachers and staff analyzed the Professional Learning Community process implemented for the past two years.

The school teams recognized the need to provide stronger science support, as evidenced by the three-year lag in science achievement. Additionally, the school teams noted that a deeper mathematical foundation must be developed, as evidence showed a lack of foundational skills, especially for the lowest 25%.

Best Practice:

According to the National Center for Urban School Transformation, certain aspects of school must exist in order to achieve excellence. We have chosen aspects related to the behavior of the adults and the children. <http://www.ncust.org/wp/>

School Leaders:

- help educators focus on key academic content.
- structure opportunities for teachers to learn content to greater levels of depth.
- engage teachers in designing and implementing assessments that provide concrete, common understandings of the levels of mastery students should attain.
- engage everyone in evaluating curricula and considering opportunities for improvement

Staff:

- Create clarity and specificity about what students are expected to learn
- Minimize transitions, wait time, and time off task
- Focus persistently on the objective to be mastered
- Focus on generating substantial depth of understanding (higher-order thinking)
- Strive to get every student to demonstrate mastery of the objective
- Engage all students in demonstrating their levels of understanding throughout the lesson
- Attend carefully to evidence of student understanding throughout the lesson
- Adapt instruction when student mastery is not evidenced
- Conclude by checking student understanding

Students:

- Students are eager to attend school. They perceive that adults in the school care sincerely about them and about their success. Students feel a personal connection to the adults at school.
- Students feel safe physically and emotionally. They know that the adults in the school do whatever is necessary to create a safe and comfortable learning environment.
- Students believe they are likely to succeed academically. Students believe that their hard work will result in both short-term and long-term exciting opportunities.

Parents:

- Parents believe that educators care about their child. Parents believe that educators perceive potential in their child and are working to maximize that potential.
- Parents feel welcome at school. They feel that educators perceive them as strong, positive partners in the education of their child. Parents feel that their concerns and insights are appreciated.
- Parents believe that educators appreciate whatever small or large contributions they make to their

child's education

READING/ELA/WRITING

Odyssey Preparatory Academy will continue to improve the proficiency level of students in English Language Arts over the previous year's achievement. Study Island (SI) assessments will be used to monitor progress and to determine proficiency according to LAFS. SI will be used in conjunction with the Fountas and Pinnell Benchmark Assessment System to determine reading growth for students in Kindergarten through 6th grade. The school will continue to implement, with fidelity, a weekly 90-minute PLC with each grade level to unpack the Florida Standards. The school will continue to implement the Core Knowledge curriculum, Columbia University Teachers College Writer's Workshop, and SpringBoard programs. One full time instructional coach, two full time interventionists and a full time instructional assistant, funded by Title I, Part A, will be used to support the implement of these programs.

MATHEMATICS

Odyssey Preparatory Academy will continue to improve the proficiency level of students in mathematics. Study Island (SI) assessments will be used to monitor progress and to determine proficiency according to MAFS. SI will be used in conjunction with the Florida Ready MAFS benchmarks to determine and monitor growth for students in Kindergarten through 6th grade. The school will continue to implement, with fidelity, a weekly 90-PLC with each grade level to unpack the Florida Standards. One full time instructional coach, two full time interventionists and a full time instructional assistant, funded by Title I, Part A, will be used to support the implement of these programs.

School-Based Goal: What can be done to improve instructional effectiveness?

Our ELA goals are to increase the following:

- Reading Proficiency from 50% to 53%.
- FSA writing average from 5.6 to 5.9.
- FSA Lowest 25% Reading Learning Gains from 67% to 70%.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Teachers are textbook-focused rather than standards-focused	1. New scope and sequence multi-disciplinary standard maps for 9-week	Greg Turner (PLC Consultant), Site administrator, Instructional Coaches, ESE and	August 2016 –June 2017	PLC meeting notes, PLC standards unpacking forms, lesson plans, classroom

	<p>windows of instruction (including an emphasis on CLKA domains as well as integration of science and social studies).</p> <ol style="list-style-type: none"> 2. 90-minute weekly PLC's during common planning time led by school leadership and instructional coach. 3. PLC Consultant to provide guidance during PLC's as well as to provide standards-focused teaching feedback. 4. Teacher review and gain a deep understanding of FSA test-item specifications 	<p>ESOL teachers, and grade level ELA teachers</p>		<p>walkthrough observation notes</p>
<p>Teachers Using Standards-Based Lesson Plans</p>	<ol style="list-style-type: none"> 1. Teachers will use a common board configuration, including the standard, learning goal, essential question, agenda, vocabulary, and exit ticket. 2. Teachers will unpack learning standards and learning objectives with students. 3. Teachers will check for student 	<p>ELA teachers, Instructional Coaches, site administrator, ESE and ESOL teachers</p>	<p>Weekly August 2016-- June 2017</p>	<p>Classroom walkthrough discussions with students by Instructional Coaches and site administrator to check for student understanding</p> <p>Boards posted in the classroom daily</p>

	<p>understanding of standard to be mastered.</p> <p>4. Teachers will identify the academic and content vocabulary related to the objective.</p> <p>Teachers will utilize "exit tickets" to check for understanding of the objective and learning goal.</p>			
Lack of rigor during the ELA block	<ol style="list-style-type: none"> Use of 120-minute balanced literacy block Hire 1 Title I Reading Coach Utilize the three components of balanced literacy: word study (vocabulary, phonics, morphology), focused reading instruction (read-aloud, close reading, guided reading and workstations) <p>Deepen the standards-focus during</p>	ELA teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	Weekly, August 2015 – June 2016	PLC weekly grade level/subject area meetings with Instructional Coaches and site administrator, MTSS monthly grade level meetings during planning periods, Study Island benchmark assessments
Common Framework for Effective Teaching Practices	<ol style="list-style-type: none"> Implementation of the Marzano Framework Focus on Design Questions 1-9 <p>Training on the various Indicators from the framework including indicators 1, 4, 6, 9, 15, 24, 28, 33, 39, 40</p>	Site Administrator, PLC Consultant	Weekly, August 2016- June 2017	Weekly formative feedback, informal walkthrough's, professional development and scaffolding for understanding

School-Based Goal: What can be done to improve instructional effectiveness?

Our Mathematic goals are to increase the following:

- Mathematics Proficiency from 55% to 58%.
- FSA Lowest 25% Mathematics Learning Gains from 30% to 40%.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Teachers are textbook-focused rather than standards-focused	<ol style="list-style-type: none"> 1. Teachers utilize the common scope and sequence documents for 9-week intervals 2. 90-Minute PLCs during common planning time with school leadership, coaches, and PLC consultant. 3. PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards are analyzed to determine best way to teach for student understanding. 4. Instructional Coach, Site Administrator, and PLC Consultant perform classroom walkthrough observations. Teacher review and gain a deep 	Greg Turner (PLC Consultant), Site administrator, Instructional Coaches, ESE and ESOL teachers, and grade level math teachers		PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

	understanding of FSA test-item specifications			
Teachers Using Standards-Based Lesson Plans	<ol style="list-style-type: none"> 1. Teachers will use a common board configuration, including the standard, learning goal, essential question, agenda, vocabulary, and exit ticket. 2. Teachers will unpack learning standards and learning objectives with students. 3. Teachers will check for student understanding of standard to be mastered. 4. Teachers will identify the academic and content vocabulary related to the objective. 5. Teachers will utilize "exit tickets" to check for understanding of the objective and learning goal. 	Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	Weekly August 2016 – June 2017	Classroom walkthrough discussions with students by Instructional Coaches and site administrator to check for student understanding
Lack of rigor during the Math block	<ol style="list-style-type: none"> 1. Implement 75 minute math block 2. Utilize complex math tasks as "bell work" that exemplify real-world problems 3. Supplement math curriculum with Florida Ready MAFS workbook 4. Deepen the standards-focus during math workstation learning 5. Incorporate mathematical writing into the math block 	Math teachers, instructional coaches,		
Students' lack understanding of conceptual mathematics	<ol style="list-style-type: none"> 1. Implement research-based Spatial Temporal Mathematics 	Math teachers, Instructional Coaches, Math Interventionist, Title I		ST Math Webinars, On-Site PD, Computer Lab Usage, ST Math Usage Reports, ST

	<p>supplemental curriculum</p> <ol style="list-style-type: none"> 2. Create 2nd computer lab to support the effective implementation of Spatial Temporal Mathematics 3. All grade levels will attend two 45 minute ST Math lab times weekly 4. Each classroom is expected to make 1-2 % progress in ST Math curriculum each week <p>Teachers will actively utilize ST Math curriculum to focus on conceptual mathematics</p>	Instructional Assistant, Site Administrator, ESE and ESOL teachers		Math Student Achievement Reports
Lack of Effective Mathematics Interventions	<ol style="list-style-type: none"> 1. Hired one full time Intensive Math Interventionist 2. Create grade level daily intervention blocks for mathematics 3. Determine students' weaknesses and strengths based on data 4. Group students and provide research-based interventions <p>Determine effective intervention/enrichment strategies</p>	Title I Math Interventionist		Intensive, daily mathematic interventions for the lowest performing students
Student lack of automaticity (fluency) with math facts	<ol style="list-style-type: none"> 1. Instructional Coaches and classroom teachers will analyze the benchmark assessments and recognize 	Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	August 2014 – June 2015	Study Island Benchmarking, classroom assessments, individual student observations

	<p>weaknesses to form intervention groups. Intervention groups will be fluid.</p> <ol style="list-style-type: none"> 2. Instructional Coaches and teachers will work with students to master and become fluent (automatic) with math facts required by the MAFS. 3. Teachers will be provided professional development to gain effective research-based strategies to teach math facts. 4. The teachers and the school will enlist parent support in two ways: <ol style="list-style-type: none"> a. To support intervention blocks b. To support student mastery at home through Title I Math night. 			
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School-Based Goal: What can be done to improve instructional effectiveness?

Our Science Assessment Goal is to increase:

- Overall science achievement from 41% to 48%

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Science instruction lacks rigor and focus	<ol style="list-style-type: none"> 1. Creation of multi-disciplinary scope and sequence documents that integrate science BOKs into the ELA curriculum 2. STEM lab times available for teachers on a daily basis 3. Grade level PLC's for Science on a weekly basis 4. Support from Science Coach and Science Lab Teacher to develop meaningful science practice 5. Teacher review and gain a deep understanding of FCAT Science test-item specifications 	Greg Turner (PLC Consultant), Site administrator, ESE and ESOL Teachers, and Grade Level Science Teachers		PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes
Teachers Using	<ol style="list-style-type: none"> 1. Teachers will use a common board 	Science Teachers, Site administrator, ESE		Classroom walkthrough

Standards-Based Lesson Plans	<p>configuration, including the standard and essential question.</p> <ol style="list-style-type: none"> 2. Teachers will discuss standards and learning objectives with students. 3. Teachers will check for student understanding of standard to be mastered. 4. Increase opportunities for students' exposure to and participation in real world science problems and solutions 	and ESOL Teachers		discussions with students by Site Administrator
Students' lack understanding and use of science vocabulary	<ol style="list-style-type: none"> 1. In PLCs teachers identify vocabulary to be taught and best ways to teach for student understanding. 2. Teachers have students apply, use and put in context the vocabulary for lessons during science instruction and discussions. 3. Teachers will instruct on the Greek and Latin Roots to help students decode vocabulary words 4. Provide professional development for teachers on the Marzano's six 	Science Teachers, Site administrator, ESE and ESOL Teachers		PLC discussions, classroom walkthrough observations and discussions with students by Site administrator

	step process for vocabulary acquisition.			
Teachers lack a depth of knowledge in order to provide rigorous and inquiry based Science instruction	<ol style="list-style-type: none"> 1. Provide professional development for teachers in the Socratic and or inquiry method of questioning. 2. Increase partnerships with the STEM community, collegiate, and business organizations. 	Science Teachers, Site administrator		PLC discussions, classroom walkthrough observations and discussions with students by Site Administrator
Students lack exposure to hands-on science	<ol style="list-style-type: none"> 1. Creation of a FOSS STEM lab 2. Creation of student gardens including a solar kitchen and teaching space 3. Inclusion of a STEM Science Teacher for daily science instruction across all grade levels 	STEM Lab Instructor, classroom teachers	Weekly August 2016-June 2017	BOK assessments

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

READING/ELA/WRITING

The SMART goals set for this school year will result in higher student achievement. The focus on balanced literacy should improve the overall reading proficiency of our students and result in a higher level of proficiency on the FSA Reading and Writing assessment. The implementation of guided reading strategies will lead to increased student achievement.

MATH

The SMART goals set for this school year will result in higher student achievement. The implementation of ST Math

will increase student conceptual understanding of mathematical concepts. The goal to implement this program with fidelity will increase student proficiency rates on the FSA Mathematical assessment.

SCIENCE

The use of a dedicated science lab will increase hands-on science learning which should equate to higher levels of student achievement. The cross-curricular scope and sequence documents will further support science vocabulary acquisition and increase student proficiency on the FCAT NGSSS Assessment.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

READING/ELA/WRITING

The SMART goals set for this school year will result in higher student achievement. The school expects to see an increase in overall reading proficiency due to the continued implementation of balanced literacy. The school also expects to maintain high levels of learning gains as measured by the FSA.

MATH

The SMART goals set for this school year will result in higher student achievement. The school expects to see an increase in overall mathematical proficiency due to a focus on conceptual mathematics. Additionally, the school expects to increase the learning gains in the lowest 25% for mathematics.

SCIENCE

The school expects to see an increase in 5th grade science proficiency over the previous years' scores.

Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RTI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

School Leadership used a scheduling process to create common planning and grade level intervention/enrichment blocks at the same time each day. With our Title I funds, we have hired a Reading Coach, Mathematics Interventionist, Reading Interventionist and a Professional Learning Community

Consultant to work with our Leadership Team and our Faculty during our grade level common planning times and intervention/enrichment blocks. In addition, our ESE Teacher, ESOL Teacher, ESOL Assistant, Gifted Teacher, Reading Coach and Instructional Assistant will be available during the intervention/enrichment blocks to work with students.

Odyssey's MTSS Leadership Team is comprised of our Administrative Team (Head of Schools, Site Administrator, and Instructional Coaches), along with our Guidance Counselor, Exceptional Education Coordinator, Exceptional Education Teacher, ESOL Teacher, and our Instructional Coaches. The school utilizes DuFour's questions that drive the work of the Professional Learning Communities:

1. What is it we want our children to learn?
2. What will we take as evidence that they have learned it?
3. How will we plan and deliver first instruction that gets students to learn it?
4. How will we respond when students have already learned it?
5. How will we respond when some students have not learned it?

During weekly common planning periods and monthly MTSS data chats, teachers are able to discuss academic and behavioral concerns about students with the MTSS Leadership Team. Members of the grade level team and the MTSS Leadership Team listen to concerns and problem solve solutions for interventions and prepare the necessary documentation. Ongoing progress monitoring is continually reviewed by the MTSS teams on a regular basis and adjustments are made based on data. If the interventions are not successful based on the time limit set by the team, the student is then referred to the Individual Problem Solving Team (IPST).

The Leadership Team meets weekly through a collaborative process in order to determine the best ways to utilize our human and fiscal resources to meet student needs. Administrative team members participate in the grade level Professional Learning Communities and follow up through observations during intervention/enrichment blocks and classroom walkthroughs. Teachers, staff members and school administrators will use Performance Matters to access and analyze data. District and other benchmark assessments will be utilized to track and monitor student mastery of standards. Monthly MTSS data meetings provide the opportunity to review student progress and provide additional time and support as needed.

In order to support understanding of the MTSS process, the teaching staff is trained during preplanning and on an ongoing basis throughout the school year. Grade levels are provided with daily common planning for working in Professional Learning Communities.

Resource:

DuFour, R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn". (2004)

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data **must be referenced**) Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be

sustained? What are areas of weaknesses and how are they being addressed?

In the 2015-16 school year, Odyssey Preparatory Academy held several family engagement events. These included;

- Monthly Parents as Partners Meetings
- Quarterly Parent Engagement Events (Title I Open House and Annual Meeting, Title I Math Night, Title I Literacy Night, Title I FSA Night)
- Founder's 5-K Event

These events are referenced in the Odyssey Preparatory Academy Title I Parent Involvement Plan (PIP) which is located on the school website and in the school's main office.

Parents are generally pleased with the level of parent engagement offerings. The school has several parent volunteers who assist on a regular basis. Additionally, parents work with students through the "Read Aloud Club" to earn family engagement volunteer hours on a monthly basis.

EARLY WARNING SYSTEMS (SB 850)

Analysis of School-Wide Indicators for Student Achievement

OPA made significant progress in school attendance as well as student behavior incidents. In 2015-16, OPA experienced a decrease in student suspendable behaviors and an increase in in-seat attendance.

Comparison of Early Warning Indicators

	2014-15	2015-16
Daily In-Seat Attendance Rates	93.5	95.3
Suspensions	144	45

Additional Analysis of Early Warning Indicators

OPA looked closely at the specific incidents of chronic attendance issues, which is identified as >90 attendance rate. The largest population of students who experienced low attendance was our Exceptional Education Students, with half of all ESE students experiencing chronic attendance incidents.

	Number of ESE Students	Number of ESE Students with Chronic >90 Absences
2015-16	34	17

2015-16 School Year														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	8	15	17	11	14	13								
1 or more ISS or OSS					1	2								
Level I in ELA or Math				3	7	9								
Course Failure in ELA or Math	3													

Students exhibiting 2 or more indicators	3			3	7	9									
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Odyssey Preparatory Academy closely analyzed the early warning indicators including the following;

- Chronic absenteeism <90
- Suspension rates (for both general education students as well as specified populations, ESE, EII)
- Level 1 on the FSA
- Struggling readers as identified by the FSA or Fountas and Pinnell

After identifying the early warning indicators, the school improvement team and staff at Odyssey Preparatory Academy collaborated on a system to monitor and address the systemic challenges within the student population. These include addressing chronic absenteeism, ESE absence events and early reading difficulties.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Odyssey Preparatory Academy works in conjunction with the early childhood programs (VPK) including its own program, Montessori Village Green. The school begins the transition system in December, by providing parents with information on Kindergarten, Kindergarten Readiness, and the charter school lottery process.

After school lottery, the school works with the ECE community to welcome new kindergarten families to the upcoming school year. Open houses, information night and a planned transition including student achievement data are used to ensure that students successfully transition from the VPK program to the elementary program.

Students who transition from OPA to Odyssey Charter School Jr./Sr. High are provided with transition support. This includes site visits to the program as well as pre-identifying students who need academic support for remedial classroom attendance.

2. COLLEGE AND CAREER READINESS This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fdoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Review of student achievement data during teacher recruitment interviews.	Leadership Team	Ongoing
2. Attending various teacher recruitment fairs and developing a relationship with teacher colleges.	Leadership Team	Ongoing
3. Implemented new effective and highly effective compensation (pay for performance).	OCS Board	Fall 2016

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified
ESOL only 38% {7}	Ongoing ESOL coursework

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Beth Crist, Green Apple School Management
REQUESTING SCHOOL: Odyssey Charter School, Inc
DATE: September 28, 2016
RE: Transportation Agreement - Revised

FISCAL IMPACT

Increased by 5% of Odyssey Charter School, Inc monthly transportation costs determined based on student ridership.

RECOMMENDATION

Motion to approve the revised Odyssey Charter School, Inc Transportation Agreement to reflect the increase of fee for busing services to Odyssey Preparatory Academy.

Attachments: 1) Transportation Agreement and Memorandum of Understanding, revised

TRANSPORTATION POLICY AND MEMORANDUM OF UNDERSTANDING

THIS TRANSPORTATION POLICY AND MEMORANDUM OF UNDERSTANDING ("Policy") is established as of July 1, 2016 regarding provision of transportation by ODYSSEY CHARTER SCHOOL ("OCS") for ODYSSEY PREPARATORY CHARTER ACADEMY ("ODYSSEY PREP") and transportation safety.

Section I. Purpose of Policy, Term and Scope of OCS Responsibilities

The purpose of this Policy is to establish the process by which transportation services are provided to ODYSSEY PREP by OCS, through buses and employees of OCS, utilizing existing OCS routes and stops, in exchange for payment by ODYSSEY PREP to OCS of all of the transportation FTE revenue earned by ODYSSEY PREP through the bus ridership of ODYSSEY PREP students plus 5% of the monthly OCS transportation operating costs. This Policy also establishes the safety requirements for provision of transportation for both OCS and ODYSSEY PREP students.

This Policy shall be for a term effective July 1, 2016 to June 30, 2018, subject to annual review by the Governing Board of Odyssey Charter School, Inc.

1. OCS will furnish student transportation to and from ODYSSEY PREP for the School Year during the days and hours set forth in the OCS and ODYSSEY PREP School Calendars, over the OCS routes and stops.
2. OCS will make available to ODYSSEY PREP applicable school buses for any/all school make-up days, as designated by the Odyssey Charter School, Inc. Board of Directors (hereinafter "Board").
3. OCS will provide at its expense a sufficient number of school buses and/or spare buses to fulfill the requirements of all Federal, State, County and municipal laws, statutes, ordinances, rules and regulations, which are applicable to and enforceable in Brevard County, Florida.
4. OCS will furnish at its expense all labor, parts and other materials required for the operation of the school buses, including drivers, maintenance, repairs, gasoline, oil and other motor fuel and lubricants. OCS shall keep his/her school buses in good safe mechanical condition at all times in accordance with standards established by applicable statutes, rules and regulations. OCS shall keep school buses in clean and sanitary condition at all times while they are in use. All buses will be available for State and local inspections, at all reasonable times. OCS shall immediately correct, or cause to be corrected, all defects or deficiencies reported upon inspection, and over authorized signature shall certify to the repairs made, or other work performed, in no case later than thirty (30) days after the date of inspection. Any school bus determined by inspection to be unsafe for any reason (i.e., failed bus inspection, test, lack of proper insurance coverage, improperly tagged buses, etc.) shall immediately be taken out of service and replaced with an approved alternative and/or spare school bus at OCS's expense until the bus so removed has been certified safe to resume service by the inspecting authority.
5. All bus drivers shall be qualified under State law to drive a school bus and drivers shall be employed or continued in employment by the OCS. Bus drivers shall not drive the school bus until certified and any other authority required by law. OCS shall be responsible for compliance by its drivers with all applicable laws, statutes, rules and regulations for the transportation of the school children now established or to be promulgated in the future by the County, the Florida Department of Education ("FDOE"), Florida Department of Transportation ("FDOT"), and as required by the Charter Contracts with the School Board of Brevard County pertaining to ODYSSEY PREP and OCS ("Charter Contracts").

The bus drivers shall be subject to pre-employment, random, post-accident, return-to-duty and reasonable suspicion drug and alcohol testing and/or in accordance with current FDOE and/or FDOT requirements. OCS shall provide primary and substitute bus drivers who are capable of exercising acceptable control of school children at all times during transportation. Drivers shall observe the highest possible standards of safe driving at

all times and strictly comply with all applicable rules and regulations, as well as all provisions of the Florida department of Motor Vehicle Laws. In addition, OCS employees will not engage in the use of illegal drugs or alcohol while on the job, bring firearms or weapons on the school bus or its surrounding areas, nor use cell phones for personal calls, or texting/messaging/emailing from a cellular or handheld device while driving the school bus.

Bus drivers shall promptly report the detail of any misconduct or breach of order and discipline to the ODYSSEY PREP Principal or OCS Principal, as applicable.

6. OCS shall require a background check for all drivers and substitute drivers providing services under this Policy. Therefore, all drivers must have a current FBI Fingerprinting and Criminal Background Check, a DMV Driving record, and a certified Florida CDEL Driver's license on file with OCS.

Section II. Payment

ODYSSEY PREP shall pay to OCS an amount not to exceed, all Full Time Equivalent (FTE) Transportation revenue received by the ODYSSEY PREP in addition to 5% of OCS monthly transportation operating costs. Subject to annual review by the Governing Board of Odyssey Charter School, Inc.

Section III. Other Requirements

Adverse Weather Conditions or State of Emergencies

1. In the event of extremely adverse weather conditions or declared state of emergency events (i.e., hurricanes, tornados, radiological incidents, etc.) the OCS Principal may authorize alterations to existing school bus routes for the safety of the school bus and its occupants.
2. OCS reserves the right to make changes, alterations or modifications within the general scope of the contract (i.e. bus routes, fuel price adjustments, mileage, pick-up locations, etc.) The payment due to OCS under this memorandum of understanding shall be adjusted (*increased or decreased*) as may be required to reflect any such changes.

School Bus Evacuation Drills

School bus evacuation drills are to be completed twice yearly and before any field trip. OCS is responsible for scheduling school bus evacuation drills for both OCS and ODYSSEY PREP students.

Field Trips

The ODYSSEY PREP Principal shall notify OCS Principal of any and all ODYSSEY PREP field trips in which OCS buses may be needed to provide transportation. Notification shall be made in writing to the OCS Principal no less than 2 weeks prior to the scheduled field trip, detailing the bus to be utilized, the designated bus driver (if applicable), and the day and hours the bus will be in service.

Section IV. Insurance

1. OCS shall maintain property and liability insurance coverage on the school bus (es). Said insurance shall be issued by an insurer and with limitations of coverage defined in the Charter Contracts. The School District shall be named as an Additional Insured in the policies of insurance. OCS shall furnish the District with a Certificate of Insurance, which shall provide that the District be notified at least (30) days prior to the cancellation or expiration of coverage.
2. For all other perils, ODYSSEY PREP and OCS shall each maintain their own respective liability insurance issued by an insurer and with limitations of coverage defined in the Charter Contracts.

Section V. Accounting

Certain expenses incurred and paid by Odyssey Charter School (OCS) provide an economic benefit to ODYSSEY PREP. As such, the following journal entries illustrate the proper recognition of these Transportation service activities:

BOOKS OF OCS

ODYSSEY PREP will collect Transportation funds through its FEFP receipts: such amounts are due and payable to OCS. The following entry shows the recognition for OCS when receipt of such payment has been recorded on the books of ODYSSEY PREP

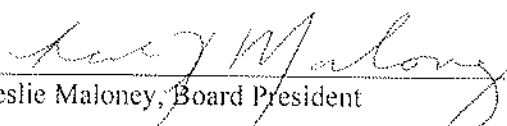
1XXX Due from ODYSSEY PREP	X	
3XXX FEFP – Transportation (ODYSSEY PREP)		X
<i>To record the receipt of Local fees collected for Transportation services at ODYSSEY PREP</i>		

BOOKS OF ODYSSEY PREP

ODYSSEY PREP will collect Transportation funds through its FEFP receipts; such amounts are due and payable to OCS for Transportation services provided. The following entry shows the recognition of such receipts and related transportation service expense:

1XXX Cash	X	
7800-3XX Transportation service expense	X	
3XXX FEFP-Transportation		X
2XXX Due to OCS		X
<i>To record the receipt of FEFP -- Transportation Funds and record transportation expense</i>		

The forgoing Transportation Policy and Memorandum of Understanding was approved by a majority of a quorum of the Governing Board of Odyssey Charter School, Inc., at a meeting held this 28th day of September, 2016.



Leslie Maloney, Board President

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Odyssey Preparatory Academy
DATE: September 28, 2016
RE: Squeaky Clean Interior Maintenance Agreement

Squeaky Clean Interior Maintenance provides cleaning and custodial maintenance. They will provide cleaning services for one year. Termination upon thirty days advance written notice to the other party.

FISCAL IMPACT

\$267.00 per day for 200 days.

RECOMMENDATION

Motion to approve the Squeaky Clean Interior Maintenance Contractor Agreement for Odyssey Preparatory Academy.

cg

INDEPENDENT CONTRACTOR AGREEMENT

THIS INDEPENDENT CONTRACTOR AGREEMENT ("Agreement") is made and entered into this 4th day of September, 2014 by and between Odyssey Preparatory Charter, (hereafter referred to as "OPA"), whose address is 1350 Wyoming Drive S.E., Palm Bay, FL 32909 and Squeaky Clean, (hereafter referred to as "Contractor") whose address is: 2685 Warren Street, Melbourne, FL 32904.

RECITALS

WHEREAS, OPA is a Charter School in Brevard County, Florida; and

WHEREAS, Contractor is in the profession of providing janitorial services; and

WHEREAS, OPA is desirous of engaging contractor to perform said janitorial services; and

WHEREAS, it is determined to be in the mutual advantage of OPA and Contractor to enter into this Agreement set forth herein.

NOW, THEREFORE, in consideration of the covenants and agreements herein contained, Contractor's specific agreement to the terms hereof, and the monies to be paid hereunder, OPA agrees to hire Contractor and Contractor agrees to perform the Services for OPA upon the following terms and conditions:

AGREEMENT

1. **Recitals.** The above recitals are true and correct, form a material part of, and are incorporated into this Agreement.
2. **Scope of Services.** Contractor hereby agrees to perform the following services for OPA during OPA's normal business hours as may be mutually agreed upon between OPA's officers and Contractor:

A copy of the Contractor's quote and description of Scope of Services to be provided is attached and specifically incorporated herein as Exhibit "A" to this Agreement. In the event of any conflict between any provision of this Agreement and Exhibit "A," this Agreement shall control.
3. **Compensation/Term.** OPA will pay Contractor the sum of \$267.75 per Day for 200 days. The term of this Agreement shall commence on September 4th, 2016 and shall continue for one year from the commencement date. The parties may mutually agree to renew this Agreement for two (2) additional one (1) year terms without change in any terms as provided herein.
4. **Relationship of Parties/Insurance.** The parties hereby agree and intend that the relationship of Contractor to OPA is that of an independent contractor. Contractor

shall maintain and provide valid and current Certificates of Insurance (naming OPA as an additional insured) to OPA as required on Exhibit "B."

5. **Permits, Approvals, and Licenses.** Contractor agrees to be solely responsible for applying for and obtaining any and all required permitting from any local, State, or Federal governmental entity necessary to perform and complete the above described Scope of Services.

Contractor specifically agrees to maintain any and all appropriate local, State, and/or Federal licenses necessary to perform work as outlined in the Scope of Services.

6. **Indemnity.** The Contractor shall indemnify and hold harmless OPA and its officers, agents, and employees from and against all claims, damages, losses, and expenses, including attorney's fees arising out of or resulting from any actions or omissions taken under this Agreement, where such claim, damage, loss, or expense is caused, in whole or in part, by the act or omission of the Contractor, or anyone directly or indirectly employed by the Contractor, or anyone for whose acts any of them may be liable, regardless of whether or not it is caused by or in part by a party indemnified thereunder. As part of this indemnification, Contractor agrees to pay, on behalf of the OPA, the cost of OPA's legal defense as may be selected by OPA for all claims described in this paragraph. Such payment on behalf of OPA shall be in addition to any and all legal remedies available to OPA and shall not be considered to be OPA's exclusive remedy. In agreeing to this provision, OPA does not intend to waive any defense or limit of sovereign immunity to which it may be entitled under Section 768.28, Florida Statutes or otherwise provided. The parties acknowledge that specific consideration has been exchanged for this provision

7. **Control of Work.** Contractor shall perform all work in a timely manner at the direction of OPA who shall have control over the specific method of performance of the services defined in Paragraph 2.

8. **Waiver.** No waiver is enforceable unless in writing and signed by such waiving party, and any waiver shall not be construed as a waiver by any other party or as a waiver of any other or subsequent breach.

9. **Amendments.** This Agreement may not be amended or modified unless by the mutual consent of all of the parties hereto in writing. All amendments or modifications shall be attached to this Agreement and made a part thereof.

10. **Governing Law, Venue, and Attorney's Fees.** This Agreement shall be governed by the laws of the State of Florida. Any action or legal proceedings to enforce this Agreement or any of its terms, or for indemnification, shall be exclusively brought and prosecuted in an appropriate court of jurisdiction in and for Brevard County, Florida, and the parties to this Agreement consent to the personal jurisdiction and venue of such courts and to the service of process by any manner provided by Florida law. In the event that any legal or equitable action is brought by either party to enforce the terms of this Agreement and/or regarding any work performed pursuant to

the Scope of Services provided in Paragraph 2 of this Agreement, the prevailing party shall be entitled to recover all attorney's fees and costs associated with the bringing such action.

11. **Assignment and Binding Effect.** The rights and obligations of the Contractor under this Agreement are personal. This Agreement may not be assigned or transferred in whole, or in part, by either party without the prior written consent of the other party. This Agreement shall be binding upon and inure for the benefit of the parties hereto and their respective heirs and permitted successors and/or assigns.

12. **Severability.** This Agreement shall be construed to be valid and enforceable to the fullest extent allowed by applicable law. The invalidity or unenforceability of any term, sentence, or provision of this Agreement shall not affect the validity or enforceability of any other term, sentence or provision of this Agreement, which shall remain in full force and effect.

13. **Notices.** All notices, requests, demands or other communications required or permitted hereunder shall be in writing and shall be deemed to have been duly given when delivered by hand or mailed registered or certified mail, return receipt requested, and postage prepaid:

If to OPA: Odyssey Preparatory Charter Academy
 1350 Wyoming Drive S.E.,
 Palm Bay, FL 32909

If to Contractor: Contractor Name: Squeaky Clean Interior Maintenance
 Address: 2685 Warren Street, Melbourne, FL 32904

or to such other addresses as either party may have furnished to the other in writing in accordance herewith, except that notices of change of address shall only be effective on receipt.

14. **Consents and Authorizations.** By the execution of this Agreement, each party acknowledges and agrees that each such party has the full right, power, legal capacity and authority to enter into this Agreement, and the same constitutes the valid and legally binding agreement of each such party in accordance with the terms, conditions and other provisions contained herein.

15. **Entire Agreement.** This Agreement contains the entire agreement between the parties. This Agreement replaces any and all prior or other agreements or understandings, oral or written, between the parties hereto with respect to the subject matter hereof. The captions are for convenience of reference only and shall not control the interpretation of this Agreement. Contractor agrees that no other promises or inducements have been made to him unless contained in writing, attached hereto or

incorporated herein by reference. Contractor represents that he has read this Agreement in its entirety, has a copy of same, and agrees to all the provisions herein.

16. **Cooperation.** The parties agree to execute such reasonable necessary documents upon advice of legal counsel in order to carry out the intent and purpose of this Agreement as set forth herein.
17. **Gender and Number.** Unless the context otherwise requires, references in this Agreement to any gender shall be construed to include all other genders, references in the singular shall be construed to include the plural, and references in the plural shall be construed to include the singular.
18. **Termination:** Either party may terminate this Agreement by giving the other party written notice of termination at least 30 Days prior to the date of such termination.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

<p>Signed, sealed and delivered in the presence of:</p> <p>OPA Witness Signature:</p> <p>_____</p> <p>OPA Witness Printed Name:</p> <p>_____</p>	<p>“OPA”</p> <p>OPA Representative Signature:</p> <p>_____</p> <p>OPA Rep Printed Name:</p> <p>_____</p> <p>Title: _____</p> <p>Date: _____</p>
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<p>Signed, sealed and delivered in the presence of:</p> <p>Contractor Witness Signature:</p> <p>_____</p> <p>Contractor Witness Printed Name:</p> <p>_____</p>	<p>“CONTRACTOR”</p> <p>Contractor Signature: _____</p> <p>Contractor Printed Name:</p> <p>_____</p> <p>Title: _____</p> <p>Date: _____</p>
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PROPOSAL

**SQUEAKY CLEAN INTERIOR MAINTENANCE
2685 WARREN STREET
MELBOURNE, FLORIDA 32904
321-725-5800**

DATE: 07/21/2016

PROPOSAL SUBMITTED TO: ODYSSEY PREP SCHOOL

JOB NAME : ODYSSEY PREP SCHOOL

LOCATION: 1350 WYOMING ROAD PALMBAY, FLORIDA

WE HEREBY SUBMIT SPECIFICATIONS AND ESTIMATE FOR: JANITORIAL SERVICES

This estimate will cover a five day full service for the specified areas: Cleaning Specifications Attached (2pages)

General cleaning of the following rooms: \$101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 133,134,135,136, 140,143,156,157,158,159,160,161,162,163,164,121

General cleaning of the Teachers lounge and 2 Restrooms.

General cleaning of the downstairs men and ladies restrooms.

General clean of the Lobby/Front Desk

General Cleaning of the Clinic area and restroom

General cleaning of the office Teachers Lounge and restroom

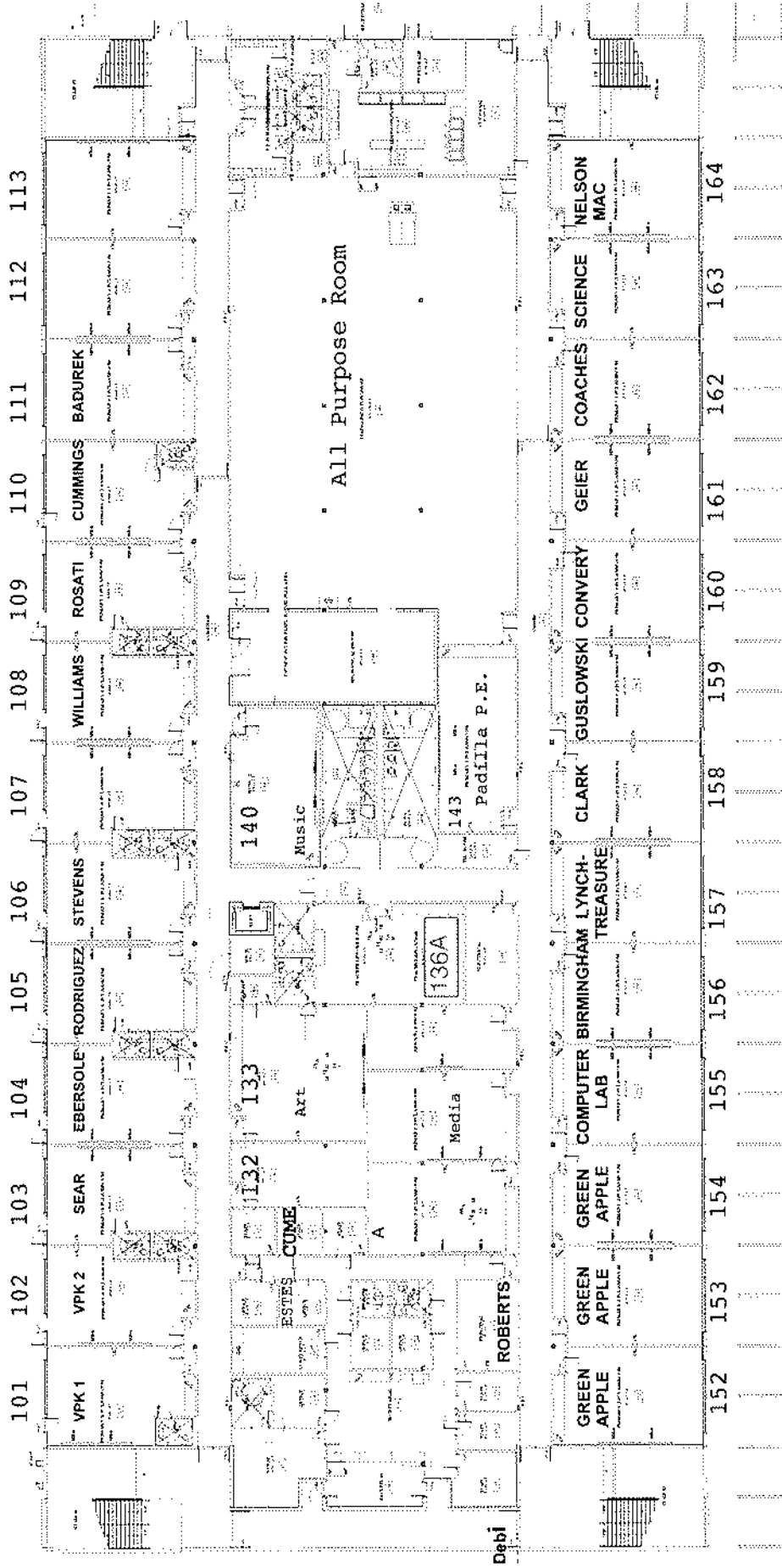
General cleaning of 8 office spaces

Odyssey Charter School will supply all germicidal and disinfectant cleaners, all paper products, and equipment to perform services.

Exclusions: Services other than the regular scheduled janitorial duties such as Window cleaning, Floor stripping and refinishing, Power washing, Renovations , Moving or Remodeling, emergency cleaning (fire,flood,etc.) will be considered extra and billed seperately.

Janitorial Services to be performed in the evening starting at 5:00 pm unless

Odyssey Preparatory Academy



46 Rooms
Sq. Ft. 23, 171

CLEANING SCHEDULE 2016 - 2017

PROJECT/EVENT CLEANING SCHEDULE

ORGANIZER C. WILSON

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S 5 M 6 T 7 W 8 T 9 F 10 S 11 S 12 M 13 T 14 W 15 T 16 F 17 S 18 S 19 M 20 T 21 W 22 T 23 F 24 S 25 S 26 M 27 T 28 W 29 T 30 F 31	S 5 M 6 T 7 W 8 T 9 F 10 S 11 S 12 M 13 T 14 W 15 T 16 F 17 S 18 S 19 M 20 T 21 W 22 T 23 F 24 S 25 S 26 M 27 T 28 W 29 T 30 F 31	S 5 M 6 T 7 W 8 T 9 F 10 S 11 S 12 M 13 T 14 W 15 T 16 F 17 S 18 S 19 M 20 T 21 W 22 T 23 F 24 S 25 S 26 M 27 T 28 W 29 T 30 F 31	S 5 M 6 T 7 W 8 T 9 F 10 S 11 S 12 M 13 T 14 W 15 T 16 F 17 S 18 S 19 M 20 T 21 W 22 T 23 F 24 S 25 S 26 M 27 T 28 W 29 T 30 F 31	S 5 M 6 T 7 W 8 T 9 F 10 S 11 S 12 M 13 T 14 W 15 T 16 F 17 S 18 S 19 M 20 T 21 W 22 T 23 F 24 S 25 S 26 M 27 T 28 W 29 T 30 F 31	S 5 M 6 T 7 W 8 T 9 F 10 S 11 S 12 M 13 T 14 W 15 T 16 F 17 S 18 S 19 M 20 T 21 W 22 T 23 F 24 S 25 S 26 M 27 T 28 W 29 T 30 F 31

# of Days	Description	# of Days	Description
4	July 26-29 Pre-cleaning	6	Jan 6-13 Work Days
23	August 1-31 Work Days	1	Jan 16 Martin Luther King Jr. Holiday
1	Sept 5 Holiday/Labor Day	11	Jan 17-31 Work Days
21	Sept 1, 2, 6-30 Work Days	20	Feb 1-29 Work Days
21	Oct 3-31 Work Days	23	Mar 1-31 Work Days
8	Nov 1-10 Work Days	5	Apr 3-7 Work Days
1	Nov 11 Holiday/Veterans	21	Apr 10-14 Spring Break
7	Nov 14-22 Work Days	10	Apr 17-28 Work Days
3	Nov 23-25 Holiday/Thanksgiving	20	May 1-25 Work Days
3	Nov 28-30 Work Days		
15	Dec 1-21 Work Days	3	May 29-31 Final Cleanup
7	Dec 22-30 Winter Break		
1	Jan 2-5 Winter/New Year's Day	200	Total Work Days

ODYSSEY CHARTER SCHOOLS INC.

CLEANING SPECIFICATIONS

1. Front Entrances and Cleaning

a. Sweeping and Dusting

- i. Offices and entrance floors will be clean and free of dirt streaks and there will be no dirt remaining in corners, behind doors, or where the dirt is picked up with the dustpan after the sweeping operation.
- ii. Wads of gum, tar, and other sticky substance will have been removed from the area.
- iii. Grills and woodwork will be dust-free after dusting.
- iv. There will not be any spots or smudges on the wall surfaces.
- v. All carpeted areas will be vacuumed and spot cleaned as needed

b. Polishing and Wall Spotting

- i. Doorknobs, push bars, kick plates, railings, doors and other surfaces will be clean and polished to an acceptable luster.
- ii. Drinking fountains will be cleaned, disinfected and free of stains. The wall surfaces around the drinking fountains will be free of water spots and streaks.
- iii. Wall surfaces up to a standing height will be free of finger marks, smudges, and other dirt spots of any kinds.

c. Mopping

- i. Office and entrance doors will be free of loose and/or caked dirt particles and will present an overall appearance of cleanliness after mopping.
- ii. Walls, baseboards, and other surfaces will be free of watermarks, scars from the cleaning equipment striking the surfaces, and splashing from the cleaning solution and rinse water.

ODYSSEY CHARTER SCHOOLS INC.

- iii. All surfaces will be dry and the corners and crevices clean after mopping.

2. Classroom Cleaning

- a. All wastepaper baskets will be empty and in place, clean and ready for use. Liners will be inserted as required.
- b. There will not be any dirt left in corners, under furniture, or behind doors.
- c. Baseboards will be scrubbed thoroughly.
- d. There will not be any dirt left where sweepings were picked up.
- e. There will be no trash or foreign matter under desks, tables, or chairs.
- f. Dusting
 - i. There will not be any dust streaks on desks or other equipment.
 - ii. Corners and crevices will be free from any dust.
 - iii. There will not be any oily spots or smudges on walls, caused by touching them.
 - iv. When inspected, there should be few traces of dust on any surface.
 - v. Windowsills, door ledges, doorframes, door louvers, window frames, baseboards and partitions will be free of dust.
- g. Damp-Wiping
 - i. Mirrors, door glass, and all other glass that can be reached while standing on the floor will be clean and free of dirt, dust, streaks, and spots. (This job does not include window washing.)
 - ii. All blinds should be clean and free from dust and other particles.
- h. Clean Rugs
 - i. Rugs will be clean and free from dust, dirt, and other debris.
 - ii. Any furniture moved during rug cleaning will be replaced.

ODYSSEY CHARTER SCHOOLS INC.

i. Elevator Cleaning (Where Applicable)

a. Interior surfaces of elevator will be free of loose dirt & dust streaks.

1. Handrails, controls, and other surfaces will be clean and polished.

2. Wall will be free of finger marks and other smudges.

j. Restroom Cleaning

i. Trash containers will be emptied and cleaned, liners inserted.

ii. All sanitary receptacles will be clean, both inside and outside, and contain a new liner.

iii. No trash will be on floor.

3. Replenishment of Supplies

a. All dispensers of supplies will be clean and filled with the proper supplies nightly. (towels, soap, napkins, etc.)

4. Cleaning of Sanitary Receptacles

a. All sanitary receptacles will be empty except for a new "liner".

b. All sanitary receptacles will be free of spots, stains, and finger marks.

c. All sanitary receptacles will be free of odors.

5. Cleaning of Toilet Room Fixtures

a. All porcelain surfaces of washbasins, toilets, and urinals will be free of dust,

ODYSSEY CHARTER SCHOOLS INC.

dirt, spots, and stains.

- b. The wall surfaces will be free of spots and smears.
- c. The plumbing fixtures will be free of dirt and water stains.

6. Cleaning of Supply Dispensers, Tile Walls, Stall Partitions, Doors, Shelves, Mirrors and Floors

- a. All supply dispensers will be clean and free of finger marks and water spots.
- b. All shelves and shelf brackets will be free of gum, dust, fingerprints, water stains, smudges and other soil.
- c. All mirrors should be free of streaks, smudges, water spots, dust; lipstick smudges, and should not be cloudy.
- d. Walls, stall partitions, and doors will be free of hand marks, dust, pencil marks, smudges, water streaks, mop marks, and mold.
- e. Floors (especially in corners) will be free of dirt and dust, gum, grease, black marks, loose paper, water, mop stains, and strings. Particular attention should be given to area under urinal.

f. Wall Cleaning

- 1. There will be no streaks or spots remaining on walls or signs of not overlapping.
- 2. There will be no smudges, spots at point where cleaning of the lower and upper halves of the wall overlaps.
- 3. No water will have been spilled on floor or furnishings.
- 4. Wall will be uniformly clean all over.
- 5. Doors, windows and moldings will be clean.

ii. Furniture Replacement

- 1. All furniture moved during the wall washing operation will be

ODYSSEY CHARTER SCHOOLS INC.

returned to their original position.

g. Floor Cleaning

i. Preparation of Mopping

1. Cleaning solutions, where used, will have been mixed thoroughly and in the proportions specified without undue spillage of either solution or rinse water.
2. The space to be mopped will have been properly prepared for the mopping operation by sweeping the floor area as necessary and otherwise clearing of visible debris.

ii. Floor Mopping

1. The mopping work will have been performed in such manner as to properly clean the floor surface, care is to be taken to see that the correct type and mixture of cleaning solution, if required, has been used. Proper extraction methods will be used to eliminate residue buildup in seams and discoloring of grout.
2. All mopped areas will be clean and free from dirt, streaks, mop marks, and strands, etc.; properly rinsed, if required, and dry-mopped for an overall appearance of cleanliness.
3. Walls, baseboards, and other surfaces will be free of watermarks, scars, or marks from the cleaning equipment striking the surfaces and splashings from the cleaning solution and rinse water.

h. Waste Disposal

i. Paper and Trash Collection, Removal and Disposal

1. Bagged trash will be deposited in the dumpsters.
2. All unused waste collection bags will be in the proper storage location.
3. Cardboard boxes will be broken and deposited in recycle bin.

ODYSSEY CHARTER SCHOOLS INC.

4. Any paper and trash spilled during the collection process will have been cleaned up.

CUSTODIAL SERVICE SPECIFICATIONS

See Cleaning Specifications Page for Description

General Cleaning- Offices, Entrances, Reception Areas, Teacher Lounges and Classrooms

Weekly 5 times

1. Dust and clean all office furniture including file cabinets, desks, credenzas, counter tops, display units and window ledges.
2. Spot clean doors frames, walls and switches.
3. Empty all waste receptacles up to 10 gal. and replace liners when torn or soiled. Wipe/clean receptacles as necessary.
4. Vacuum all carpeted areas.
5. Spot clean all glass entrances, etc. from smudges.
6. Spot clean all walls, doors and carpet as needed.
7. Clean and sanitize drinking fountains/ water coolers
8. Clean and sanitize all telephones.
9. Sweep and spot mop all tile floor areas.
10. Clean and polish elevator as needed.

Monthly 1 time

1. Perform high/low dusting. Check high/low edges, corners, door jams, window ledges, pictures frames, sills and blinds.
2. All light fixtures, ceiling vents and AC grills

Clinic area 5 times weekly

1. Clean and sanitize all office and bedding furniture.
2. Clean and sanitize all restroom equipment and stock all paper supplies.
3. Sweep and damp mop all tile floor areas with clean water and clean mop.

Restrooms (all) Weekly 5 times

1. Sanitize/Disinfect toilets, urinals with a germicidal cleaner.
2. Clean wash basins, mirrors/other restroom equipment
3. Empty all waste receptacles.
4. Sweep and mop all tile floor areas.
5. Clean and polish all bright work.
6. Refill towels, tissue and soap dispensers.
7. Report any malfunctioning equipment
8. Mix Consume in appropriate quantity and pour down drains

Restrooms monthly 1 time

1. Wash down all partition walls
2. Clean all vents/grill
3. Wipe down all trash containers as needed to maintain a clean appearance.

Note: With regards to Janitorial Duties not herein specified, rules of good housekeeping will prevail.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/02/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Not Applicable	CONTACT NAME	
	PHONE (A/C No., Ext.)	FAX (A/C, No.)
	E-MAIL ADDRESS	
	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURED Brevard Maintenance & Repair Inc, DBA Squeaky Clean Interior Maintenance 2685 Warren Street West Melbourne, FL 32904	INSURER A:	
	INSURER B:	Berkshire Hathaway Direct Insurance Company 10391
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO. JECT <input type="checkbox"/> LOC OTHER:					EACH OCCURRENCE \$ 0 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 0 MED EXP (Any one person) \$ 0 PERSONAL & ADV INJURY \$ 0 GENERAL AGGREGATE \$ 0 PRODUCTS - COMPXOP AGG \$ 0	
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$	
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEF RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$	
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	N9WC 745471	08/02/2016	08/02/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 100,000 E.L. DISEASE - EA EMPLOYEE \$ 100,000 E.L. DISEASE - POLICY LIMIT \$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER Squeaky Clean Interior Maintenance 2685 Warren Street Melbourne, FL 32904	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

MEMORANDUM

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Odyssey Preparatory Academy
DATE: September 28, 2016
RE: Out-of-Field Teachers

Robert Birmingham will be teaching out-of-field in Elementary Ed K-6 for the 2016-2017 school year. The following teachers will be teaching out-of-field in ESOL, for the 2016-2017 school year:

Robert Birmingham
Erin Convery
Stephanie Heck
Tasha Lynch-Treasure
Stacia Mackie
Awilda Rodriguez
Brittany Williams

FISCAL IMPACT

none

RECOMMENDATION

Motion to approve the aforementioned teachers to teach out-of-field in the specified subject area for the 2016-2017 school year.

cg



Oasis

Preparatory
Academy

Business

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Statement of Revenues, Expenditures, and Changes in Fund Balance - General fund
For the year ended June 30, 2016

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	\$ 1,076,307	\$ 1,286,560	\$ 1,286,563
Local sources	-	-	-
Other revenues	36,920	28,800	28,790
Total Revenues	1,113,227	1,315,360	1,315,353
EXPENDITURES			
Current:			
Instruction	540,760	697,875	697,872
Instructional Staff Training services	-	750	736
Instructional related technology	2,000	28,900	28,897
School administration	298,305	340,050	340,057
Fiscal services	20,200	15,160	15,160
Operation of plant	201,060	221,475	221,470
Maintenance of plant	2,500	7,500	7,436
Total current expenditures	1,064,825	1,311,710	1,311,628
Excess of revenues			
Over current expenditures	48,402	3,650	3,725
Debt service:			
Interest	-	-	180
Capital outlay:			
Other capital outlay	35,000	52,350	52,347
Total Capital outlay and debt service expenditures	35,000	52,350	52,527
Total expenditures	1,099,825	1,364,060	1,364,155
Excess of revenues			
Over expenditures	13,402	(48,700)	(48,802)
Other financing sources:			
Transfers in	-	(3,400)	(3,375)
Long term advances	-	96,675	96,684
Net change in fund balance	13,402	44,575	44,507
Fund balance at beginning of year	13,916	57,449	57,449
Fund balance at end of year	\$ 27,318	\$ 102,024	\$ 101,956

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Statement of Revenues, Expenditures, and Changes in Fund Balance - Special Revenue Fund
For the year ended June 30, 2016

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal lunch program	\$ 111,600	\$ 129,750	\$ 129,745
Federal sources	265,000	321,625	321,625
Lunch program fees and other revenue	6,000	2,015	2,012
Total Revenues	382,600	453,390	453,382
EXPENDITURES			
Current:			
Instruction	128,363	118,450	118,446
School administration	-	4,250	4,234
Food services	117,600	133,175	133,172
Community Services	-	-	-
Total current expenditures	245,963	255,875	255,852
Excess of revenues			
Over current expenditures	136,637	197,515	197,530
Capital outlay:			
Total capital outlay and			
Debt service expenditures	84,638	198,950	198,945
Total expenditures	330,601	454,825	454,797
Excess of revenues			
Over expenditures	51,999	(1,435)	(1,415)
Other financing sources:			
Transfers in/(out)	(51,999)	1,435	1,415
Net change in fund balance	-	-	-
Fund balance at beginning of year	\$ -	\$ -	\$ -
Fund balance at end of year	\$ -	\$ -	\$ -

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Oasis Preparatory Academy
(A Charter School under Odyssey Charter School, Inc.)

W/L# 0192

Orlando, Florida

Financial Statements and
Independent Auditors' Report

June 30, 2016

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

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Oasis Preparatory Academy
(A Charter School under Odyssey Charter School, Inc.)

W/L# 0192

5200 W. South Street
Orlando, FL 32811

2015-2016

BOARD OF DIRECTORS

Leslie Maloney, President
Thomas Cole, Vice President and Treasurer
Jessicah Nichols, Secretary
Sonja White, Director
Amanda Larson, Director

SCHOOL ADMINISTRATION

Tabitha Woods-Jackson, Principal



CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Oasis Preparatory Academy
Orlando, Florida

We have audited the accompanying financial statements of the governmental activities and each major fund of Oasis Preparatory Academy (the "School"), a charter school under Odyssey Charter School, Inc., as of, and for the year ended June 30, 2016, which collectively comprises the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Oasis Preparatory Academy at June 30, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As described in Note 1, the accompanying financial statements referred to above present only the financial position of Oasis Preparatory Academy at June 30, 2016, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of Odyssey Charter School, Inc.. These financial statements do not purport to and do not present fairly the financial position as of June 30, 2016 and its changes in financial position of Odyssey Charter School, Inc. for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2016 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 through 8 and 25 through 26 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.


CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 29, 2016

Management's Discussion and Analysis
Oasis Preparatory Academy
(A Charter School Under Odyssey Charter School, Inc.)

June 30, 2016

The corporate officers of Oasis Preparatory Academy have prepared this narrative overview and analysis of the School's financial activities for the year ended June 30, 2016.

Financial Highlights

1. The net position of the School at June 30, 2016 was \$315,053.
2. At year-end, the School had current assets on hand of \$134,556.
3. The School had an increase in net position of \$112,438 for the year ended June 30, 2016.
4. The unassigned fund balance at year end was \$80,522.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2016 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference between the four is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal years.

The government-wide financial statements can be found on pages 9 - 10 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Government Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Government Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 11 – 14 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 15 - 24 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, net position was \$315,053 at the close of the fiscal year. A summary of the School's net position as of June 30, 2016 and 2015 is as follows:

	<u>2016</u>	<u>2015</u>
Cash and cash equivalents	\$ 113,122	\$ 77,298
Prepaid expenses and other current assets	17,434	20,942
Due from other agencies	-	10,731
Deposit receivable	4,000	4,000
Capital Assets, net	366,014	201,399
Total Assets	<u>500,570</u>	<u>314,370</u>
Deferred Outflows	<u>-</u>	<u>-</u>
Accrued liabilities and accounts payable	32,600	55,522
Capital Lease Obligation	2,917	6,233
Long term debt	150,000	50,000
Total Liabilities	<u>185,517</u>	<u>111,755</u>
Deferred Inflows	<u>-</u>	<u>-</u>
Net Position:		
Invested in Capital Assets	213,097	145,166
Unrestricted	101,956	57,449
Total Net Position	<u>\$ 315,053</u>	<u>\$ 202,615</u>

At the end of the year, the School is able to report positive balances in total net position.

A summary and analysis of the School's revenues and expenses for the year ended June 30, 2016 and 2015 is as follows:

	<u>2016</u>	<u>2015</u>
REVENUES		
Program Revenues		
Operating grants and contributions	\$ 321,625	\$ 301,822
Lunch program	129,745	79,641
Charges for services	2,012	13,702
General Revenues		
FTE nonspecific revenues	1,286,563	1,023,649
Other revenues	28,790	12,500
Total Revenues	<u>\$ 1,768,735</u>	<u>\$ 1,431,314</u>
EXPENSES		
Instruction	\$ 873,976	\$ 556,730
Instruction-related technology	29,603	709
Instruction staff training	736	1,399
School administration	356,856	352,338
Fiscal Services	15,160	12,242
Food services	139,143	107,642
Operation of plant	233,207	196,776
Maintenance of Plant	7,436	595
Interest	180	268
Total Expenses	<u>1,656,297</u>	<u>1,228,699</u>
Increase in Net Position	112,438	202,615
Net Position at Beginning of Year	<u>202,615</u>	<u>-</u>
Net Position at End of Year	<u>\$ 315,053</u>	<u>\$ 202,615</u>

The School's revenues and expenses increased by \$337,421 and \$427,598, respectively, in the current year. The School had an increase in its net position of \$112,438 for the year.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the School's financing requirements.

In particular, the *unassigned fund balance* may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of \$101,956. The fund balance is unassigned and available for spending at the School's discretion is \$80,522. These funds will be available for the School's future operations.

Achievements 2015-2016

2015-2016 was Oasis Preparatory Academy's second school year. The School had a good start in building its team of educators to serve its community children and growth in student population. The 2015-2016 school year brought a student increase of approximately 20%.

Capital Assets

The School's investment in capital assets as of June 30, 2016 amounts to \$366,014 (net of accumulated depreciation). This investment in capital assets includes building and improvements, furniture, fixtures, text books and computer equipment. As of June 30, 2016, the School had long term debt totaling \$150,000 relating to capital assets.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Green Apple School Management, LLC, 1350 Wyoming Dr SE, Palm Bay, Florida 32909.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for total governmental funds (both general fund and special revenue funds) to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
Federal sources	\$ 265,000	\$ 321,625	\$ 321,625
Federal lunch program	111,600	129,750	129,745
Charges for services	6,000	2,015	2,012
General Revenues			
FTE Nonspecific Revenues	1,076,307	1,286,560	1,286,563
Other revenues	36,920	28,800	28,790
Total Revenues	<u>1,495,827</u>	<u>1,768,750</u>	<u>1,768,735</u>
EXPENDITURES			
Instruction	669,123	816,325	816,318
Instruction-related technology	2,000	28,900	28,897
Instruction staff training	-	750	736
School administration	298,305	344,300	344,291
Fiscal services	20,200	15,160	15,160
Food services	117,600	133,175	135,132
Operation of plant	201,060	221,475	221,470
Maintenance of plant	2,500	7,500	7,436
Interest	-	-	180
Total Current Expenditures (before capital outlay and debt service)	1,310,788	1,567,585	1,569,620
Capital outlay	<u>119,638</u>	<u>251,300</u>	<u>251,292</u>
Total Expenditures	<u>\$ 1,430,426</u>	<u>\$ 1,818,885</u>	<u>\$ 1,820,912</u>

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Statement of Net Position
June 30, 2016

	Governmental Activities
<u>Assets</u>	
Current assets:	
Cash and cash equivalents	\$ 113,122
Prepaid expenses and other current assets	17,434
Deposits receivable	4,000
	134,556
Capital assets, depreciable	499,314
Less: accumulated depreciation	(133,300)
	366,014
Total Assets	500,570
<u>Deferred Outflows of Resources</u>	
	-
<u>Liabilities</u>	
Current liabilities:	
Salaries and wages payable	27,463
Accounts payable	5,137
Capital lease obligation payable	2,917
Total Current Liabilities	35,517
Long term debt - Odyssey Charter School, Inc.	150,000
	150,000
Total Liabilities	185,517
<u>Deferred Inflows of Resources</u>	
	-
<u>Net position</u>	
Net investment in capital assets	213,097
Unrestricted	101,956
Total Net Position	\$ 315,053

The accompanying notes are an integral part of this financial statement.

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Statement of Activities
For the year ended June 30, 2016

FUNCTIONS	Program Revenues				Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction	\$ 873,976	\$ -	\$ 321,625	\$ -	\$ (552,351)
Instructional staff training	736	-	-	-	(736)
Instructional related technology	29,603	-	-	-	(29,603)
School administration	356,856	-	-	-	(356,856)
Fiscal services	15,160	-	-	-	(15,160)
Food services	139,143	2,012	129,745	-	(7,386)
Operation of plant	233,207	-	-	-	(233,207)
Maintenance of plant	7,436	-	-	-	(7,436)
Interest	180	-	-	-	(180)
Total governmental activities	\$ 1,656,297	\$ 2,012	\$ 451,370	\$ -	\$ (1,202,915)
General revenues:					
FTE nonspecific revenues					1,286,563
Interest and other revenue					28,790
Change in net position					112,438
Net position, beginning					202,615
Net position, ending					<u>\$ 315,053</u>

The accompanying notes are an integral part of this financial statement.

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Balance Sheet - Governmental Funds
June 30, 2016

	General Fund	Special Revenue	Total Governmental
		Fund	Funds
<u>Assets</u>			
Cash and cash equivalents	\$ 113,122	\$ -	\$ 113,122
Prepaid expenses	17,434	-	17,434
Deposits receivable	4,000	-	4,000
Total Assets	<u>134,556</u>	<u>-</u>	<u>134,556</u>
<u>Deferred Outflows of Resources</u>			
	-	-	-
<u>Liabilities</u>			
Salaries and wages payable	27,463	-	27,463
Accounts payable	5,137	-	5,137
Total Liabilities	<u>32,600</u>	<u>-</u>	<u>32,600</u>
<u>Deferred Inflows of Resources</u>			
	-	-	-
<u>Fund balance</u>			
Nonspendable, not in spendable form	21,434	-	21,434
Unassigned	80,522	-	80,522
	<u>101,956</u>	<u>-</u>	<u>101,956</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balance	<u>\$ 134,556</u>	<u>\$ -</u>	<u>\$ 134,556</u>

The accompanying notes are an integral part of this financial statement.

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
For the year ended June 30, 2016

Total Fund Balance - Governmental Funds \$ 101,956

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets of \$499,314 net of accumulated depreciation of \$133,300 used in governmental activities are not financial resources and therefore are not reported in the fund. 366,014

Long term liability which is not due and payable in the current period and, therefore, is not reported in the governmental funds. (152,917)

Total Net Position - Governmental Activities \$ 315,053

The accompanying notes are an integral part of this financial statement.

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Statement of Revenues, Expenditures, and Changes in Fund Balance-Governmental Funds
For the year ended June 30, 2016

	General Fund	Special Revenue Fund	Total Governmental
Revenues:			
State passed through local	\$ 1,286,563	\$ -	\$ 1,286,563
Federal sources	-	321,625	321,625
Federal lunch program	-	129,745	129,745
Other revenue	28,790	-	28,790
Local and lunch fees	-	2,012	2,012
Total Revenues	1,315,353	453,382	1,768,735
Expenditures:			
Current			
Instruction	697,872	118,446	816,318
Instructional staff training services	736	-	736
Instructional related technology	28,897	-	28,897
School administration	340,057	4,234	344,291
Fiscal services	15,160	-	15,160
Food services	-	135,132	135,132
Operation of plant	221,470	-	221,470
Maintenance of plant	7,436	-	7,436
Capital Outlay:			
Other capital outlay	52,347	198,945	251,292
Debt Service:			
Interest	180	-	180
Total Expenditures	1,364,155	456,757	1,820,912
Excess of revenues over expenditures	(48,802)	(3,375)	(52,177)
Other financing sources:			
Long term proceeds and repayments, net	96,684	-	96,684
Transfers in and (out)	(3,375)	3,375	-
Net change in fund balance	44,507	-	44,507
Fund Balance at beginning of year	57,449	-	57,449
Fund Balance at end of year	\$ 101,956	\$ -	\$ 101,956

The accompanying notes are an integral part of this financial statement.

Oasis Preparatory Academy
 (A charter school under Odyssey Charter School, Inc.)
 Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
 of Governmental Funds to the Statement of Activities
 For the year ended June 30, 2016

Net Change in Fund Balance - Governmental Funds \$ 44,507

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays of \$251,292 differed from depreciation expense of \$86,677. 164,615

The proceeds from debt issuance provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net position. Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. This is the amount by which repayments of \$3,316 exceeded proceeds of \$100,000 in the current period. (96,684)

Change in Net Position of Governmental Activities \$ 112,438

The accompanying notes are an integral part of this financial statement.

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Oasis Preparatory Academy (the "School"), is a charter school sponsored by the School Board of Orange County, Florida (the "District"). The School's charter is held by Odyssey Charter School, Inc., a not-for profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of Odyssey Charter School, Inc., which is composed of five members and also governs other charter schools. The current charter expires on June 30, 2019 and is renewable for an additional term pursuant to law or by mutual written agreement between the School and the District. During the term of the charter, the District may terminate the charter if good cause is shown. The School is located in Orlando, Florida for students from kindergarten through eighth grades and is funded by the District. These financial statements are for the year ended June 30, 2016, when 178 students were enrolled for the school year.

Basis of presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity. Program revenues include: (1) charges for services which report fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. Other revenue sources not properly included with program revenues are reported as general revenues.

Note 1 – Summary of Significant Accounting Policies (continued)

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Fund Financial Statements

Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. Major individual governmental funds are reported as separate columns in the fund financial statements:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund - accounts for specific revenue, such as federal grants and capital outlay funding that are legally restricted to expenditures for particular purposes.

Measurement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Note 1 – Summary of Significant Accounting Policies (continued)

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. “Measurable” means the amount of the transaction can be determined. “Available” means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Inter-fund Transfers

Outstanding balances between funds are reported as “due to/from” other funds. Inter-fund transfers are made to move any excess or shortage of funds derived from the National School Lunch Program from the Special Revenue Fund to the General Fund.

Cash and cash equivalents

All deposits are held in major banks and high grade investments. The School has not adopted a formal investment policy. Cash and cash equivalents include all highly liquid investments with a maturity of three months or less.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Long –Term Debt

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities statement of net position. In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

Note 1 – Summary of Significant Accounting Policies (continued)

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with cost of \$2,000 or more. Building improvements, additions and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Capital assets are depreciated using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in operations. Estimated useful lives, in years, for depreciable assets are as follows:

Building and improvements	5-39 Years
Furniture, equipment, and library	3-10 Years

Revenue Sources

Revenues for operations will be received primarily from the State through the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made.

Finally, the School may also receive Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Note 1 – Summary of Significant Accounting Policies (continued)

Compensated Absences

The School grants a specific number of sick days. Full time salary employees are entitled to one day per month to up to ten days of active work during the ten-month period. Full-time hourly employees are entitled to four days of paid leave annually. In the event that available time is not used by the end of the benefit year, employees will not be able to “rollover” unused days for use in future years. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for sick days available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Income Taxes

Oasis Preparatory Academy qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Subsequent Events

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 29, 2016, which is the date the financial statements were available to be issued.

Order of Fund Balance Spending Policy

The School’s policy is to apply expenditures against non-spendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year by adjusting journal entries. First Non-spendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including non-spendable amounts). Then any remaining fund balance amounts for the non-general funds are classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when non-spendable amounts plus the restricted fund balances for specific purposes amounts exceed the positive fund balance for the non-general fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Net position and Fund balance classifications

Government-wide financial statements

Equity is classified as net position and displayed in three (3) components:

- a) Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
- b) Restricted net position - consists of net position with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments. Restricted net position of the School relate to reserves required by the landlord for property maintenance and repairs.
- c) Unrestricted net position - all other net position that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

Fund financial statements

Under GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories list below:

- a) Nonspendable - includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed, or assigned).
- b) Restricted - fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted fund balance of the School relate to reserves required by the landlord for property maintenance and repairs. There are no restricted fund balances at year end.
- c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
- d) Assigned - fund balance classification are intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
- e) Unassigned - portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Note 1 – Summary of Significant Accounting Policies (continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

Note 2 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2016:

	Balance 7/1/15	Additions	Retirements/ Reclassifications	Balance 6/30/16
Capital assets, depreciable:				
Buildings and Improvements	\$ 42,318	\$ 5,495	\$ -	\$ 47,813
Computer equipment and software	75,744	64,803	-	140,547
Furniture, equipment and textbooks	129,960	180,994	-	310,954
Total Capital Assets	248,022	251,292	-	499,314
Less Accumulated Depreciation:	(46,623)	(86,677)	-	(133,300)
Capital Assets, net	<u>\$201,399</u>	<u>\$164,615</u>	<u>\$ -</u>	<u>\$366,014</u>

For the fiscal year ended June 30, 2016, depreciation expense is allocated in the Statement of Activities by function as follows:

Instruction	\$ 57,658
Food service	4,011
Instructional related technology	706
Operation of plant	11,737
School administration	12,565
Total Depreciation Expense	<u>\$ 86,677</u>

Note 3 –Management Agreement

The School uses a professional charter school management company to provide management and administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting. The School contracted with Green Apple School Management, LLC. The agreement with Green Apple School Management, LLC is for a period of five years through June 30, 2018 unless terminated, modified or renewed by the parties. The agreement between the School and the management company both called for a fee of \$500 per full time equivalent (FTE) student for the school year ended June 30, 2016. During the year ended June 30, 2016, the School incurred \$65,251 in management fees.

Green Apple School Management, LLC is located at 1350 Wyoming Drive SE, Palm Bay, Florida. The managing member is Constance Ortiz.

Note 4 –Transactions with School District and Other Divisions of Odyssey Charter School, Inc.

The School obtained three lines of credit promissory notes with Odyssey Charter School, Inc. on October 18, 2013, July 15, 2014 and August, 28, 2014 for maximum loan amounts of \$50,000; \$20,000 and \$80,000; respectively; The unpaid principal of these lines of credit shall bear simple interest at the rate of zero percent (0%) per annum. Notes shall be due and payable within five years from the time the advance is made, or by the conclusion of the initial charter term on June 30, 2018; June 30, 2019 and June 30, 2018; respectively. There shall be no penalty for early repayment of all or any part of the principal. The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2016.

	<u>Balance</u> <u>July 01, 2015</u>	<u>Additions</u>	<u>Repayments</u>	<u>Balance</u> <u>June 30, 2016</u>
Loan Payable -				
Odyssey Charter School	\$ 50,000	\$ 100,000	\$ -	\$ 150,000
	<u>\$ 50,000</u>	<u>\$ 100,000</u>	<u>\$ -</u>	<u>\$ 150,000</u>

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of 5% of the qualifying revenues of the School. For the year ended June 30, 2016, administrative fees withheld by the School District totaled \$63,394.

Note 5 – Capital Lease

The School leases certain office equipment under capital leases with annual payments totaling approximately \$2,976 through 2017. The assets and liabilities under the capital leases are recorded at the lower of the present value of the future minimum lease payments or the fair value of the assets. Minimum future lease payments under such leases are as follows:

<u>Year ending</u>	<u>Payments</u>
2017	\$ 2,976
Total future minimum lease payments	2,976
Less amount representing interest	59
Present value of future minimum lease payments	<u>\$ 2,917</u>

The following schedule provides a summary of changes in long-term debt for the year ended June 30, 2016:

	<u>Balance</u>			<u>Balance</u>
	<u>July 01, 2015</u>	<u>Additions</u>	<u>Repayments</u>	<u>June 30, 2016</u>
Capital Lease	\$ 6,233	\$ -	\$ 3,316	\$ 2,917
	<u>\$ 6,233</u>	<u>\$ -</u>	<u>\$ 3,316</u>	<u>\$ 2,917</u>

Note 6 – Deposits Policy and Credit Risk

It is the School's policy to maintain its cash and cash equivalents in major banks and in high grade investments. As of June 30, 2016, the carrying amount of the School's deposits was \$113,122 and the respective bank balances totaled \$204,355.

Deposits at FDIC-insured institutions are insured up to \$250,000 per depositor, per financial institution. The School is a charter school under Odyssey Charter School, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Odyssey Charter School, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2016, bank balances in potential excess of FDIC coverage totaled \$204,355.

Note 7 – Commitments, Contingencies and Concentrations

On November 4, 2013, the School entered into a lease agreement with Mount Sinai Missionary Baptist Church of Orlando, Inc. for the building and premises. The lease agreement is set to expire on June 30, 2018 and may be renewed. Initial fixed and second year annual payments under this agreement based on \$600 per full time equivalent students (FTE) are approximately \$87,600; for year three based on \$625 per FTE and for year four \$700 per FTE, plus certain additional property expenses including repairs, maintenance and insurance.

Note 7 – Commitments, Contingencies and Concentrations (continued)

For 2016, the School’s rent expense totaled \$106,800.

Future minimum payments under this lease agreement are as follows:

<u>Year</u>	
2017	\$111,250
2018	\$124,600

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various federal, state and local funds which is subject to financial and compliance audits. It is the opinion of management that the amount of revenue, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Note 8 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in the past. In addition, there were no reductions in insurance coverage from those in the prior year.

Note 9 – Defined Contribution Retirement Plan

The School sponsors a defined contribution plan for all full-time employees working 35 hours or more a week and who have been employed for at least one year. The plan permits voluntary contributions from employees, based on a salary reduction agreement, and provides a matching contribution up to 3% of the employee’s compensation, after one year of employment. The School contributed to the Plan \$2,012 for the year ended June 30, 2016.

REQUIRED SUPPLEMENTARY INFORMATION

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Statement of Revenues, Expenditures, and Changes in Fund Balance - General fund
For the year ended June 30, 2016

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	\$ 1,076,307	\$ 1,286,560	\$ 1,286,563
Other revenues	36,920	28,800	28,790
Total Revenues	1,113,227	1,315,360	1,315,353
EXPENDITURES			
Current:	-	-	
Instruction	540,760	697,875	697,872
Instructional Staff Training services	-	750	736
Instructional related technology	2,000	28,900	28,897
School administration	298,305	340,050	340,057
Fiscal services	20,200	15,160	15,160
Operation of plant	201,060	221,475	221,470
Maintenance of plant	2,500	7,500	7,436
Total current expenditures	1,064,825	1,311,710	1,311,628
Excess of revenues			
Over current expenditures	48,402	3,650	3,725
Debt service:			
Interest	-	-	180
Capital outlay:			
Other capital outlay	35,000	52,350	52,347
Total Capital outlay and debt service expenditures	35,000	52,350	52,527
Total expenditures	1,099,825	1,364,060	1,364,155
Excess of revenues			
Over expenditures	13,402	(48,700)	(48,802)
Other financing sources:			
Transfers in	-	(3,400)	(3,375)
Long term advances	-	96,675	96,684
Net change in fund balance	13,402	44,575	44,507
Fund balance at beginning of year	57,449	57,449	57,449
Fund balance at end of year	\$ 70,851	\$ 102,024	\$ 101,956

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Oasis Preparatory Academy
(A charter school under Odyssey Charter School, Inc.)
Statement of Revenues, Expenditures, and Changes in Fund Balance - Special Revenue Fund
For the year ended June 30, 2016

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal lunch program	\$ 111,600	\$ 129,750	\$ 129,745
Federal sources	265,000	321,625	321,625
Lunch program fees and other revenue	6,000	2,015	2,012
Total Revenues	382,600	453,390	453,382
EXPENDITURES			
Current:			
Instruction	128,363	118,450	118,446
School administration	-	4,250	4,234
Food services	117,600	133,175	135,132
Total current expenditures	245,963	255,875	257,812
Excess of revenues Over current expenditures	136,637	197,515	195,570
Capital outlay:			
Other capital outlay	84,638	198,950	198,945
Total capital outlay and Debt service expenditures	84,638	198,950	198,945
Total expenditures	330,601	454,825	456,757
Excess of revenues Over expenditures	51,999	(1,435)	(3,375)
Other financing sources:			
Transfers in/(out)	(51,999)	1,435	3,375
Net change in fund balance	-	-	-
Fund balance at beginning of year	-	-	-
Fund balance at end of year	\$ -	\$ -	\$ -

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.



CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Oasis Preparatory Academy
Orlando, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Oasis Preparatory Academy (the "School") as of, and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 29, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter dated September 29, 2016 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 29, 2016

MANAGEMENT LETTER

To the Board of Directors of
Oasis Preparatory Academy
Orlando, Florida

Report on the Financial Statements

We have audited the financial statements of the governmental activities and each major fund of Oasis Preparatory Academy as of and for the year ended June 30, 2016 and have issued our report thereon dated September 29, 2016.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reports and Schedules

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosure in those reports, which are dated September 29, 2016, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no findings and recommendations made in the preceding annual financial audit report.

Official Title

Section 10.854.(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity. The official title of the entity is Oasis Preparatory Academy.

Financial Condition

Sections 10.854(1)(e)2, Rules of the Auditor General, require that we apply appropriate procedures to determine whether or not Oasis Preparatory Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific

Financial Condition (Continued)

condition(s) met. In connection with our audit, we determined that Oasis Preparatory Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, require that we apply financial condition assessment procedures for Oasis Preparatory Academy. It is management's responsibility to monitor Oasis Preparatory Academy financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same. We have applied such procedures as of the fiscal year end and no deteriorating financial condition has been noted.

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require that we apply appropriate procedures to determine whether Oasis Preparatory Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In Connection with our audit, we determined that Oasis Preparatory Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Other Matters

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but which warrants the attention of those charged with governance. In connection with our audit, we did not have any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Orange County, Federal and other granting agencies, the Board of Directors, and applicable management and is not intended to be and should not be used by anyone other than these specified parties.


CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 29, 2016

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Beth Crist, Green Apple School Management
REQUESTING SCHOOL: Oasis Preparatory Academy
DATE: September 28, 2016
RE: Monthly Financial Reports

As prescribed in Florida Statute, 1002.33, charter schools are required to provide monthly financial statements to the sponsor. These reports are provided to the Orange County School District on a monthly basis. Financial reports must have board approval and are accordingly submitted to the governing body of Oasis Preparatory Academy for approval.

FISCAL IMPACT

None

RECOMMENDATION

Motion to approve the July 2016 Monthly Financial Report for Oasis Preparatory Academy.

Attachments: 1) 2016-2017 July Financial Report

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

Oasis Preparatory Academy with MSID Number 0192
Orange County, Florida
Balance Sheet (Unaudited)
July 31, 2016

	Accounts	General Fund	Special Revenue Fund	Debt Service	Capital Outlay	Total Governmental Funds
ASSETS						
Cash and cash equivalents	1110	\$ 123,185.85	\$ 12,098.87	\$ -	\$ -	\$ 135,284.72
Investments	1160					
Grant receivables	1130					
Other current assets	12XX	15,980.25				15,980.25
Deposits	1210	4,000.00				4,000.00
Due from other funds	1140	12,098.87				12,098.87
Other long-term assets	1400					
Total Assets		\$ 155,264.97	\$ 12,098.87	\$ -	\$ -	\$ 167,363.84
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120	\$ 14,967.79	\$ 12,098.87	\$ -	\$ -	\$ 27,066.66
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	27,462.87				27,462.87
Deferred revenue	2410					
Notes/bonds payable	2180, 2250, 2310, 2320					
Lease payable	2315					
Other liabilities	21XX, 22XX, 23XX					
Total Liabilities		42,430.66	12,098.87	-	-	54,529.53
Fund Balance						
Nonspendable	2710	19,980.25				19,980.25
Restricted	2720					
Committed	2730					
Assigned	2740	92,854.06				92,854.06
Unassigned	2750					
Total Fund Balance		112,834.31	-	-	-	112,834.31
TOTAL LIABILITIES AND FUND BALANCE		\$ 155,264.97	\$ 12,098.87	\$ -	\$ -	\$ 167,363.84

Oasis Preparatory Academy with MSID Number 0192
 Orange County, Florida
 Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
 For Month Ended and For the Year To Date Ending
 July 31, 2016

FTE Projected
 FTE Actual

192
 178

93% Percent of Projected

Account Number	General Fund			Special Revenue			% of YTD Actual to Annual Budget	% of YTD Actual to Annual Budget
	Month/Quarter Actual	YTD Actual	Annual Budget	Month/Quarter Actual	YTD Actual	Annual Budget		
Revenues								
FEDERAL SOURCES								
Federal direct								
Federal through state and local								
STATE SOURCES								
FEFP								
Capital outlay								
Class size reduction								
School recognition								
Other state revenue								
LOCAL SOURCES								
Interest								
Local capital improvement tax								
Other local revenue								
Total Revenues	109,451.28	109,451.28	1,396,281.00	-	-	246,000.00	8%	0%
Expenditures								
Current Expenditures								
Instruction								
Instructional support services								
Board								
School administration								
Facilities and acquisition								
Fiscal services								
Food services								
Central services								
Pupil transportation services								
Operation of plant								
Maintenance of plant								
Administrative technology services								
Community services								
Debt service								
Total Expenditures	96,019.85	96,019.85	1,338,249.00	2,551.10	2,551.10	246,000.00	7%	1%
Excess (Deficiency) of Revenues Over Expenditures	13,431.43	13,431.43	58,032.00	(2,551.10)	(2,551.10)	-	23%	-
Other Financing Sources (Uses)								
Loan proceeds (payments)								
Transfers in								
Transfers out								
Total Other Financing Sources (Uses)	(2,551.10)	(2,551.10)	(30,000.00)	2,551.10	2,551.10	-	9%	-
Net Change in Fund Balances	10,880.33	10,880.33	28,032.00	-	-	-	39%	-
Fund balances, beginning	101,953.98	101,953.98	101,953.98	-	-	-	100%	-
Adjustments to beginning fund balance								
Fund Balances, Beginning as Restated	101,953.98	101,953.98	101,953.98	-	-	-	100%	-
Fund Balances, Ending	\$ 112,834.31	\$ 112,834.31	\$ 129,985.98	\$ -	\$ -	\$ -	87%	%

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Oasis Preparatory Academy
DATE: September 28, 2016
RE: School Improvement Plan (SIP)

The school is required to submit a School Improvement Plan (SIP) to Orange County Public Schools that is based on the goals and objectives of the school and complies with the guidelines provided by the state and/or sponsor (Pursuant to 1002.33(20), F.S., State Board of Education Rule 6A-1.09981 and Contract). The school met with their School Advisory Council (SAC) for recommendations and has successfully submitted the SIP in a timely manner. The school requests acceptance of the attached plan by the OCS Board of Directors.

FISCAL IMPACT

None

RECOMMENDATION

Motion to accept the Oasis Preparatory Academy 2016-2017 School Improvement Plan.

cg

Name of School: Oasis Preparatory Academy **Site Administrator:** Christopher Essex

Area Superintendent: Kia Scott, Director School Choice **SAC Chairperson:** OCS Board Chair, Leslie Maloney **Superintendent:** Dr. Jenkins

Mission Statement:

The Mission of Oasis Preparatory Academy is to work in partnership with the family and community, with the aim of helping each child reach full potential in all areas of life. We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual, and social skills as a foundation for life.

Vision Statement:

As a school we are committed to academic excellence and the education of the whole child. We achieve high standards of achievement through providing accessible quality holistic education programs along with the Montessori philosophy which focuses upon mastery learning, individualized instruction plans, and differentiation of instruction to meet the needs of students. Additional focus upon creating healthy students is achieved through a healthy school lunch program and nutrition education. The school's aim is to prepare children to reach full their potential while playing a responsible role in fostering peace and harmony within our school and community.

Communication of School Improvement Plan:

Briefly explain how the mission, vision and school improvement plan is communicated to all stakeholders.

1. Founder and Head of Schools presented mission, vision, and school-wide data during preplanning to all staff and teachers in preparation

for the development of the school improvement plan.

2. The School Improvement Plan is developed and reviewed through collaboration with faculty.
3. Ongoing conversations about the implementation of the School Improvement Plan takes place during early release discussions and in Professional Learning Communities.
4. SIP Presented to Odyssey Charter School Board for acceptance.
5. School will review the mission, vision, and SIP with parents during the first Title I night.

Oasis Preparatory Academy School Improvement Plan 2016-17

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement-Examples may be, but are NOT limited to survey data, walk-through data, minutes from PLC's or Dept. Mtgs. Move away from talking about every single data source and determine your rationale. Much like the PGP, what is your focus and why?)* **Considerations/Examples:** What are the areas of success? Where are concerns? What trends do you see? What kind of data are you looking at within your school? What data do you use for teacher practice? How are teachers planning? Are plans Standards Driven? Are Essential Questions meaningful? What do CWT tell you about instruction? How will you monitor the depth of implementation?

Oasis serves a student population of 100% minority and 100% poverty. The School received a grade of "F" for the 2015-16 school year. This was a significant reduction from the 2014-15 school year, where the school received a grade of "D". The School placed as one of the lowest 300 elementary schools in the State based upon the English Language Arts achievement and learning gains/points achieved in the school grades model for the Florida Department of Education's State assessment and accountability grading system.

At the end of the 2015-16 school year, Oasis had 146 students enrolled. Of those students, 75 students returned for the 2016-17 school year, 48 new Kindergarteners enrolled, and an additional 40 new 1st through 5th grade students enrolled. This is more than a 50% mobility rate. Mobility is of concern since higher mobility tends to correlate with lower achievement. Mobility affects the school itself by impacting the performance of the

students coming in and out of the system; thereby weighing on the overall test scores of for the entirety of the school. New students take time to catch up with a new curriculum. Student records take time and energy to transfer.

This table describes the increase in student enrollment at Oasis Prep over the last two years, which is approximately a 20% increase.

	2014-15	2015-16	2016-17
Student Enrollment	145	178	XXX
Free & Reduced Lunch Rate	100%	100%	100%
Minority Rate	98%	98%	XX%

School-Wide Proficiency Rates

	FSA ELA Achievement	FSA Mathematics	FCAT Science 5 th Grade
2014-15	31%	33%	45%
2015-16	23%	26%	18%

State Assessment Learning Gains

	Learning Gains Reading	Learning Gains Lowest 25%	Learning Gains Math	Learning Gains Lowest 25%
2015-16	32%	N/A*	41%	N/A*

*The School did not have enough students to qualify for a learning gain in its lowest 25% of students

Analysis of SIP Goals for 2015-16

The School did not achieve many of our School Improvement Plan goals for academic achievement.

1. In Reading, our goal was to increase Reading proficiency by 11%. It was anticipated that the School would move from 31% to 42% proficient. The School dropped to 23% proficient in Reading.
2. Another Reading goal was to increase reading proficiency from 38% proficiency to 65% proficiency as determined by the Fountas and Pinnell Benchmarking Assessment System. The proficiency rate did not improve. Due to mobility, the 1516 F&P data is not statistically valid measure for use in the development of the 1617 goals.
3. In Math, our goal was to increase Math proficiency by 10%. It was anticipated that the School would move from 33% to 43% proficient. The School dropped to 26% proficient in Math.
4. Another Math goal was to increase math proficiency in grades 3-6, as measured on Study Island, on the cold assessments. The cold assessments were designed to test student mastery of the standards taught. 100% of the grade levels showed significant gains on the math cold assessment on Study Island from the fall cold assessments to the spring cold assessments. Since each of the cold assessments evaluated different standards, actual proficiency can't be determined through these assessments. However, gains in performance (increase in the percent of standards mastered) increased in all grade levels.

Analyzing reasons why we were not able to achieve our goal determined the following:

1. Lack of effective and collaborative school-based leadership
2. Teacher shortage that impacted finding highly qualified teachers to begin the school year
3. A large percentage of students that started below grade level academically
4. 100% minority and economically disadvantaged student population and 50% mobility
5. Lack of teacher preparedness or experience working with high need student populations
6. Underdeveloped MTSS and Exceptional Education program for qualified students

Analysis of Current Practice: *(How do we currently conduct business?)*

Near the beginning of the school year, the School Leadership team guided staff through a detailed analysis of school-wide data. The various data sources included academic achievement (FSA, School Assessments) as well as early warning indicators such as in-seat attendance, suspension rates and specific population data. Over the course of several meetings to analyze data, teachers and staff closely reviewed the implications of the data to be able to inform classroom instruction and remedial plans.

In 2016-17 Oasis will continue the development of the professional learning community (PLC) process. Over the course of the year, Oasis will hold weekly grade level PLC meetings during which teachers collaborate together to gain common understanding of grade level Florida State Common Core learning standards, known as “unpacking.” A systematic process exists where teachers work collaboratively to unpack standards, identify academic vocabulary to be taught, instruction implementation and expected student outcomes are discussed, and documented through lesson planning. Students’ mastery of Florida standards taught are assessed periodically and data is reviewed regularly to inform on-going instruction.

Over the summer, Oasis’ Literacy Coach collaborated with Odyssey Charter and Odyssey Preparatory School Leadership and Instructional Coaches to develop an ELA scope and sequence, which includes interdisciplinary units in science and culminating activities in writing. Oasis teaching staff participated in pre-planning training to include professional development in Positive Discipline in the Classroom (an essential element of the School), Balanced Literacy Implementation, Guided Reading, Fountas and Pinnell Leveled Literacy Intervention, and Forney Writing. Teachers from Odyssey Preparatory Academy provided staff development to Oasis teachers on Standards based instruction through the use of the core curriculum. The School Leadership recognizes the need to provide additional and training and support for teachers in order for them to fully understand and

implement the MTSS process, as well as Exceptional Education guidelines and services. Teachers are being trained by School Leadership and a newly hired MTSS Coordinator in the MTSS process. Using Fountas and Pinnell Benchmarking and other systems, a systematic process will be implemented to help with providing successful intervention for below grade level (BGL) students. In addition, the interventionist and Instructional Coach will be trained in Wilson for 3rd grade and up, while K-2 teachers will be trained Wilson Foundations, for additional support in reading. Because of the School's academic struggles, the OCS Board recognized a need and made a change to the School Leader in order to facilitate a stronger focus on student achievement and BGL learners, and in order to move the School toward a collaborative leadership model that was more aligned to the School's mission and vision.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

According to the National Center for Urban School Transformation, certain aspects of school must exist in order to achieve excellence. We have chosen aspects related to the behavior of the adults and the children. <http://www.ncust.org/wp/>

School Leaders:

- Help educators focus on key academic content
- Developing teaching strategies for mastery learning including: quality first instruction, student engagement, checks for understanding, and reteach opportunities
- Structure opportunities for teachers to learn content to greater levels of depth

- Engage teachers in designing and implementing assessments that provide concrete, common understandings of the levels of mastery students should attain

- Engage teachers with evaluation of curricula and considering opportunities for improvement

Staff:

- Create clarity and specificity about what students are expected to learn
- Minimize transitions, wait time, and time off task
- Focus persistently on the objective to be mastered
- Focus on generating substantial depth of understanding (higher-order thinking)
- Strive to get every student to demonstrate mastery of the objective
- Engage all students in demonstrating their levels of understanding throughout the lesson
- Attend carefully to evidence of student understanding throughout the lesson
- Adapt instruction when student mastery is not evidenced
- Conclude by checking student understanding

Students:

- Students are eager to attend school. They perceive that adults in the school care sincerely about them and about their success. Students feel a personal connection to the adults at school.
- Students feel safe physically and emotionally. They know that the adults in the school do whatever is necessary to create a safe and comfortable learning environment.
- Students believe they are likely to succeed academically. Students believe that their hard work will result in both short-term and long-term exciting opportunities.

Parents:

- Parents believe that educators care about their child. Parents believe that educators perceive potential in their child and are working to maximize that potential.
- Parents feel welcome at school. They feel that educators perceive them as strong, positive partners in the education of their child. Parents feel that their concerns and insights are appreciated.
- Parents believe that educators appreciate whatever small or large contributions they make to their child's education

ENGLISH LANGUAGE ARTS (ELA)/READING/WRITING Instruction

Oasis will improve the proficiency level of students in ELA through the use of formative assessment data, including the use of BOY/MOY/EOY Data from Fountas and Pinnell Benchmarking Assessment System and implementation of Leveled Literacy Intervention instruction. The use of this data will drive small group literacy instruction.

Study Island (SI) assessments will also be used to monitor progress and determine student mastery of Language Arts Florida Standards (LAFS). These assessments will be provided as “cold assessments” to determine instructional needs and reteach standards.

The school will continue to implement, with fidelity, weekly PLC meetings with each grade level to unpack the Florida Standards and create learning plans. These meetings will occur for 45 minutes twice a week.

The school will implement, small group literacy instruction, implementing the Core Knowledge Language Arts curriculum and focusing on standards-based writing using the FSA writing rubric. A full time instructional coach, an ESE/Interventionist and other support staff will be used to support the implementation of these programs.

A Montessori coach will work with Kindergarten teachers to bring in time tested Montessori materials in reading and math. Teachers will be supported weekly throughout the year with Montessori coaching support.

Math and Science

Oasis Preparatory Academy will improve the proficiency level of students in math and science. Florida Ready pre and post tests will be used in 2nd grade and up to determine in-house mastery of the Florida standards. Cold Study Island (SI) assessments will be used to monitor progress and to determine proficiency and mastery of the standards most recently taught according to MAFS. SI will be used to determine growth for students in Kindergarten through 6th grade.

The school plans to implement, twice a week 45 minute PLC's with each grade level to unpack the Florida Standards and develop learning plans. The school plans to implement, small group mathematics instruction with a focus on complex mathematical tasks and deep understanding of mathematical standards and practices.

In addition to Oasis Preparatory Academy's focus on mathematics, the data shows a lack of scientific methods and understanding of science. A science coach will work with the elementary teachers to review the science curriculum map and pacing guide, develop mastery of science vocabulary needed for science FCAT success, and to analyse and address results of Study Island cold assessments to determine the need for re-teaching of science standards. In addition, to address this gap, we will ensure that unpacking standards and creating regular learning plans will increase students understanding of science.

CONTENT AREA: READING/ENGLISH LANGUAGE ARTS/WRITING

X Reading Math **X Writing** Science Parental Involvement Drop-out Prevention Programs

X Language Social Arts/PE Other:

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Currently, only 14% of the Oasis students in the tested grades (grades 3, 4, and 5) demonstrated proficiency on this Fall's Fountas and Pinnell benchmarking system (grades 3 only) or on last spring's ELA FSA (grades 4 and 5).

1) The School's ELA goal is to increase proficiency from 23% in 1516 to 30% in 1617.

2) Last year, 32% of students got a learning gain. The goal for this year is to have 50% of students get a learning gain.

3) The School did not have enough students to qualify for the lowest 25% learning gains last year. The School expects to have a gain with at least 50% of students in this group this year.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure

<p>Hiring of highly qualified teaching staff during a teacher shortage in an impoverished area</p>	<ol style="list-style-type: none"> 1. HR department will start recruiting process early in the year. 2. Interviewing candidates is a priority. 3. Make connections with Universities to help recruitment 4. Attend recruitment/job fairs to help recruitment for area. 5. Increased salary scale for high need area and developed a sign on bonus. 	<p>Site administrator, contracted trainer, Instructional Coaches, Leadership team, HR department</p>	<p>Jan 2016 –ongoing</p>	<p>\$60,000 from general budget to support salary</p>	<p>Hiring records and retention of highly qualified staff</p>
<p>Underdeveloped ESE and MTSS process and intervention services</p>	<ol style="list-style-type: none"> 1. Hired a highly-qualified school leader with Master's in School Leadership and Special Education, with over 20 years ESE experience. 2. Hired highly-qualified ESE staffing specialist, MTSS coordinator, and interventionist. 3. Determine students' weaknesses and strengths based on data. 4. Provide research-based interventions. 5. Provide ongoing progress monitoring through Leveled Literacy Intervention (LLI) and Wilson. 	<p>School leader, MTSS Coordinator and ESE staffing specialist, Instructional Coach, and classroom teachers</p>	<p>August 2016-June 2017</p>	<p>\$42,000 MTSS/ESE Coordinator (SAI funds) \$125,000 General Fund</p>	<p>MTSS meetings with classroom teachers, progress monitoring data from F&P, LLI and Wilson</p>

Common Framework for Effective Teaching Practices	6. Increase the quality of services to students with disabilities. 1. Off-site training of the school leader on the Marzano framework. 2. Implementation of the Marzano Framework. 3. Focus on Design Questions 1-9. 4. Training on the various indicators from the framework including indicators 1, 4, 6, 9, 15, 24, 28, 33, 39 and 40	Site Administrators, PLC Consultant	Weekly August 2016-June 2017	\$10,000 Marzano (Title II)	Weekly formative feedback, informal walkthrough's, professional development and scaffolding for understanding
Teachers lack training in the Montessori Method of Education	1. Hire Montessori certified instructor and consultant. 2. Offer monthly trainings for Kindergarten teachers in the Montessori method for ELA and Math. 3. Offer training in individualized instruction and small group instruction for mastery learning.	Kindergarten teachers, school leader, instructional coaches	September 2016-June 2017	\$0 Expense incurred by Green Apple School Management	Montessori observation checklists and classroom walkthrough observations
Teachers developing and using standards-based lesson plans	1. New scope and sequence multi-disciplinary standard maps for 9-week windows of instruction (including an emphasis on CLKA domains as well as integration of science and social studies). 2. Provide weekly PLC's during common planning time led by	Site Administrators, Instructional Coaches, ESE and ESOL teachers, and grade level ELA teachers	August 2016-June 2017	\$15,000	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

Approximately 80% of all students are below grade level in ELA and need additional time for reading instruction	<p>school leadership and instructional coach.</p> <p>3. PLC Consultant to provide guidance during PLC's, as well as to provide standards-focused teacher feedback and classroom walkthrough development.</p>	Classroom teachers, coaches, ESE and ESOL teachers	August 2016-June 2017	\$10,000	Start and end times of the school day and grade level schedules
Students' lack of deep understanding of the ELA Florida Standards (LAFS) that they are responsible to master	<p>1. Teachers will use a common board configuration, including the standard and learning goal.</p> <p>2. Teachers will check for student understanding of standard to be mastered.</p> <p>3. Students track mastery of standards through checklist and graphing.</p> <p>4. Administrators and coaches will complete walkthroughs to check for student understanding.</p>	ELA teachers, instructional, school leader, ESE and ESOL teachers	Weekly August 2016-June 2017	\$0	Classroom walkthrough discussions with students by Reading Coach, PLC Consultant and School Leader to check for student understanding
Students' lack of vocabulary understanding	<p>1. in PLCs teachers identify vocabulary to be taught and best ways to teach for student understanding.</p>	ELA teachers, Instructional Coaches, site administrator, ESE	Weekly August 2016 -- June	\$0	PLC discussions, classroom walkthrough observations and discussions with

<p>and use of content vocabulary</p>	<ol style="list-style-type: none"> Teachers have students apply, use and put in context the vocabulary for lessons during ELA instruction and discussions. Teachers will instruct on the Greek and Latin Roots to help students decode vocabulary words. Teachers help students with strategies to learn unfamiliar words to include; (1) Pre-identification of critical vocabulary; (2) multiple opportunities to practice using essential lesson vocabulary; (3) word walls used as tools to prompt students to use important lesson vocabulary; (4) expecting students to explain their understanding of important ideas and concepts through original writing. 	<p>and ESOL teachers</p>	<p>2017</p>		<p>students by instructional Coaches and school leader</p>
<p>Effective intervention block for lowest 25%</p>	<ol style="list-style-type: none"> Along with a 90 minute literacy block created an additional 60 minutes of interventions daily Hire Interventionist Determine students' weaknesses and strengths based on data. Provide targeted LLI and/or Wilson interventions daily. Provide on-going progress monitoring. 	<p>School leader, ELA teachers, MTSS Coordinator, Interventionist, and Reading Coach, ESE and ESOL teachers</p>	<p>August 2016-June 2017</p>	<p>\$42,000 Interventionist</p>	<p>Ongoing progress monitoring, MTSS documentation and meetings, FSA assessment results</p>

Lack of rigor and cohesive ELA Block	<p>6. Cap intervention groups to increase effectiveness.</p> <ol style="list-style-type: none"> School established explicit expectations for the 90-minute literacy and additional 60 minutes of reading intervention Utilize three components of balanced literacy: Word Study (vocabulary, phonics, morphology), focused reading instruction (read-aloud, close reading, guided reading, and work stations). Ongoing professional development for teachers on small group instruction. Deepen the standards focus during workstation learning. Ongoing progress monitoring and running records for LAFS (using Study Island, Florida Ready, and F&P) 	School leader, ELA teachers, Instructional Coaches, ESE/ESOL teachers	Weekly August 2016-June 2017	\$50,000 Instructional Coach	Use of PLC and staff meetings to develop higher level understanding and efficiency with small group instruction, Weekly PLC and daily walk-thrus.
Teachers need to create explicit text-based writing plan for instruction	<ol style="list-style-type: none"> Use of Writing Consultant for 2-day Professional Development. Unpack the FSA Writing Rubric and model for non-tested grades. Culminating writing tasks assigned for each grade level in conjunction with the 9-week 	Dr. Melissa Fourney to provide a 2-day PD workshop during pre-planning, school leader, ELA teachers, Reading Coach, ESE and ESOL teachers	Weekly August 2016-June 2017	\$1,500	2-day PD on Writing with Dr. Fourtney, PLC weekly grade level meetings with school leader and Reading Coach, classroom walkthroughs, detailed monitoring of student progress in writing, MTSS

<p>Students lack higher-level thinking skills in the realm of Integration of Knowledge and Ideas</p>	<p>scope and sequence.</p> <ol style="list-style-type: none"> 4. Collaborative scoring of student work based on standard writing rubrics 5. 3rd-5th grade teachers will review student work samples using the FSA Writing specs to determine student readiness to be successful. 6. Provide instructional support to students who are not performing at grade level and enrich above grade level performing students during intervention/enrichment blocks. <ol style="list-style-type: none"> 1. Teachers will carefully plan steps to build student skills in comprehension. 2. Teachers will explicitly teach higher-level thinking skills. 3. Teachers will utilize higher-level Blooms Taxonomy including probing questions that push student thinking. 4. Teachers will model complex thinking through the use of think-alouds. 				<p>monthly grade level meetings during planning periods, student work samples</p>
	<p>ELA teachers, school leader, Reading Coach, PLC Consultant, ESE and ESOL teachers</p>		<p>Weekly August 2016-June 2017</p>	<p>\$0</p>	<p>Teacher lesson plans, classroom walkthroughs, complex text selections with pre-planned questions</p>

CONTENT AREA: **MATH**

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Parental Involvement	<input checked="" type="checkbox"/> Drop-out Prevention Programs
<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Arts/PE	<input checked="" type="checkbox"/> Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*
 Currently, only 17% of the Oasis students in the tested grades (grades 4 and 5) demonstrated proficiency on last spring's Math FSA.

- 1) The School's Math goal is to increase proficiency from 26% in 1516 to 30% in 1617.
- 2) Last year, 41% of students got a learning gain. The goal for this year is to have 50% of students get a learning gain.
- 3) The School did not have enough students to qualify for the lowest 25% learning gains last year. The School expects to have a gain with at least 50% of students in this group this year.

Strategies: *(Small number of action oriented staff performance objectives)*

	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Teachers struggle with developing standards-focused curriculum	<ol style="list-style-type: none"> 1. Teachers map Florida Math Standards (MAFS) standards/curriculum during pre-planning 2. PLC and standards-based 	Greg Turner (PLC Consultant), Site administrator, Instructional Coaches, ESE and ESOL	August 2016–May 2017	\$8,000 (Title II)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation

	<p>professional development</p> <ol style="list-style-type: none"> 3. Form grade level PLCs during common planning time with school leadership, coaches, and PLC consultant. 4. PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards are analyzed to determine best way to teach for student understanding. 5. Instructional Coaches and Site Administrator perform classroom walkthrough observations. 6. Teacher review and gain a deep understanding of FSA test-item specifications 	<p>teachers, and grade level math teachers</p>		<p>notes</p>
<p>Students' lack of deep understanding of the Math Florida Standards (MAFS) that they are responsible to master</p>	<ol style="list-style-type: none"> 1. Teachers will use a common board configuration, including the standard, and learning goals. 2. Teachers will unpack the MAFS standards and learning objectives with students, including a focus on mathematical and academic vocabulary. 3. Teachers will increase accountability for students including rigorous independent workstation. 	<p>Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers</p>	<p>Weekly August 2016-- May 2017</p> <p>\$0</p>	<p>Classroom walkthroughs, weekly lesson plans and feedback on explicit instruction and unpacking of the standards.</p>
<p>Lack of understanding of</p>	<ol style="list-style-type: none"> 1. Use of MAFS resources to supplement mathematical 	<p>Math teachers, Math Instructional Coach,</p>	<p>Bi-Weekly August 2016 -- May 2017</p> <p>\$10,000</p> <p>Instructional</p>	<p>PLC weekly grade level/subject area meetings</p>

mathematical practices and pedagogy	<p>instruction</p> <ol style="list-style-type: none"> PLC's twice a week one week concentration on math. Use of differentiated instruction during the mathematics block to ensure that all students are able to demonstrate mastery Use of mastery assessments to ensure students are mastering standards 	site administrator, ESE and ESOL teachers		Coaches (Title 1)	with Instructional Coaches and site administrator, MTSS monthly grade level meetings during planning periods, Study Island benchmark assessments
Student lack of problem solving skills and persistence/perseverance during the problem solving process	<ol style="list-style-type: none"> Teachers will collaborate to create complex mathematical tasks that are rooted in real-world problems with multiple ways to solve them. Students will be exposed to and use multiple problem-solving strategies to solve complex problems and change course if necessary. 	Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	August 2016 – May 2017	\$0	Study Island benchmarking assessment, classroom walkthrough observations

CONTENT AREA: **SCIENCE**

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Prevention Programs
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Currently, only 15% of the Oasis students in grade 5 demonstrated proficiency on last spring's ELA Math FSA and only 7% on ELA FSA. These scores will likely impact the proficiency of the FCAT Science assessment

- 1) The School's Science goal is to increase proficiency from 18% in 1516 to 30% in 1617.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Teachers are textbook-focused rather than standards-focused	<ol style="list-style-type: none"> 1. Teachers map Next Generation Sunshine State Science Standards during pre-planning 2. PLC and standards-based professional development 3. Form grade level PLCs during common planning time with school leadership, coaches, and PLC consultant. 4. PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards are analyzed to determine best way to teach for student understanding. 	Site Administrator, and Grade Level Science Teachers	August 2016–May 2017		PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

Students' lack understanding and use of science vocabulary	<p>5. Site administrator performs classroom walkthrough observations of 5th grade Science.</p> <p>6. Teacher review and gain a deep understanding of FCAT Science test-item specifications</p>	Science Teachers, Site administrator, ESE and ESOL Teachers	Weekly August 2016 – May 2017	\$0	PLC discussions, classroom walkthrough observations and discussions with students by Site administrator
Students' access to hands-on inquiry based science laboratory experiences	<p>1. In PLCs teachers identify vocabulary to be taught and best ways to teach for student understanding.</p> <p>2. Teachers have students apply, use and put in context the vocabulary for lessons during science instruction and discussions.</p> <p>3.</p>	Science Teachers, Site administrator,	January 2015 – May 2017	\$35,000	PLC discussions, classroom walkthrough observations and discussions with students by Site Administrator

CONTENT AREA: **DISCIPLINE/ATTENDANCE**

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Drop-out Prevention Programs
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Arts/PE	<input checked="" type="checkbox"/> Other: Discipline	

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

During the fall of 2015-2016 Oasis Preparatory Academy had 44 office behavior referrals. Oasis will decrease office behavioral referrals by 20 referrals during the spring.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Loss of Instructional Time due to behavior	<ol style="list-style-type: none"> 1. Develop discipline procedures 2. Instructional Coach, PE teacher to help with discipline 3. Hold parent meetings to discuss issues regarding behaviors and classroom expectations 4. PD on classroom management strategies for teachers 5. Teachers to implement classroom rules and procedures 6. Insure that all classroom behavioral steps have been followed prior to referral, 	Site Administrators, Leadership Team, teachers	Ongoing	\$1000 (General)	Discipline Management System to monitor progress

	<p>except for emergency.</p> <ol style="list-style-type: none"> 7. Develop MTSS process for extreme behaviors to provide appropriate interventions 8. Use help from the district support for behavioral issues and training. 9. Implement discipline committee to help organize procedures, processes, and problem solving any concerns regarding discipline. 				
<p>Loss of instructional time due to behavior</p>	<ol style="list-style-type: none"> 1. Hire Discipline Dean. 2. Provide training for all staff in Positive Discipline in the Classroom. 3. Hired experienced teachers, hired instructional coach to help strengthen classroom instruction as a means of reducing student behaviors. 4. Use of Dean to assist with the reduction of student 	<p>All staff, Discipline Dean, school leader</p>	<p>August 2016-June 2017</p>	<p>\$25,000</p>	<p>Discipline data reports</p>

	behaviors.			
	5. Creation of a reflection room.			

CONTENT AREA: **PARENTAL INVOLVEMENT**

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Parental Engagement	<input type="checkbox"/> Drop-out Prevention Programs
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*
 In 2014-15, Oasis Preparatory Academy held three parent meetings that were fun activities for the students and parents. Oasis will have a minimum of 4 parent meetings that include an academic training model to help parents with improving student's academics.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Knowledge of the educational systems and rules for students to be	<ol style="list-style-type: none"> Host Parent Night to review students benchmark testing to help students set academic goals Host Parent Meeting for 	Site Administrator, Parents and Stakeholders	Ongoing throughout the year	\$3,248.00 TITLE I	

successful	understanding the FSA assessments 3. Host parent meeting to review high school graduation requirements				
Parents Volunteer in the Classrooms	1. Create opportunities for parents to volunteer in the child's classroom	Site Administrator, Parents, Teachers	Ongoing throughout the year	Monthly Keep N Track	
Parents understanding the new standards	2. Title I Curriculum Nights for ELA and Mathematics	Staff, instructional coaches, Leadership Team, teachers	October and January	\$1000 (Title I – family engagement set aside)	Parent Night agendas, sign in sheets, handouts
Inaccurate volunteer data	1. Implementation of new KeepNTrack volunteer management system	Front desk staff, IT coordinator	August, 2015		Monthly Keep N Track reports

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Oasis Preparatory Academy
DATE: September 28, 2016
RE: Staffing Recommendations

The Oasis Preparatory Academy Charter Contract requires the Board to approve all staffing recommendations for each school year. A list of recommended staff is attached.

FISCAL IMPACT

Salaries included in the Board approved 2016-2017 Annual Budget.

RECOMMENDATION

Motion to ratify approval of the Oasis Preparatory Academy Staffing Recommendations for the 2016-2017 school year.

Attachments: 1) Oasis Preparatory Academy 2016-2017 Staffing Recommendations

**Oasis Preparatory Academy
Staffing Recommendations
2016-2017**

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

Name	Title	Full-Time/Part-Time	Rate Type
Abercrombie, Nigel Lavar	PE Teacher	Full-Time	Salaried
Anglin, Stefanie	Cafe Cashier	Part-Time	Hourly
Benjamin, Crystal Sandra	3rd Grade Teacher	Full-Time	Salaried
Davenport, Sherraye	2nd Grade Teacher	Full-Time	Salaried
Davis, Polly Jean	Cafe Manager	Full-Time	Salaried
Davis, Terence Sherrard	Custodian	Full-Time	Salaried
Diaz, Altagracia	2nd Grade Teacher	Full-Time	Salaried
Essex, Christopher	Site Administrator	Full-Time	Salaried
Ewbank, Vanessa	Instructional Coach	Full-Time	Salaried
Rivera, Maria	Registrar	Full-Time	Hourly
Gonzalez, Celina Marie	Bookkeeper	Full-Time	Salaried
Gonzalez, Elaine	Kindergarden Teacher	Full-Time	Salaried
Graham, Tracy A	4th/5th ELA/SS Teacher	Full-Time	Salaried
Griffin, Rosina	4th/5th MA/SC Teacher	Full-Time	Salaried
Hartley, Heidi	Music Teacher	Part-Time	Hourly
Johnson-Reid, Kimberli	Para-Professional	Full-Time	Hourly
Killam, Renee	Kindergarden Teacher	Full-Time	Salaried
Morales, Wanda	1st Grade Teacher	Full-Time	Salaried
Munoz, Karina Adalette	K-1 Teacher	Full-Time	Salaried
Rose, Andrew	Admin Support	Full-Time	Hourly
Viani, Miriam Maria	Spanish Teacher	Part-Time	Hourly

MEMORANDUM

APPROVED

SEP 28 2016

GCS, Inc.
Board of Directors

TO: Odyssey Charter School, Inc. Board of Directors
FROM: Cindy Gilmore, Green Apple School Management
REQUESTING SCHOOL: Oasis Preparatory Academy
DATE: September 28, 2016
RE: Out-of-Field Teachers

The following teachers will be teaching out-of-field in ESOL for the 2016-2017 school year:

Crystal Benjamin
Elaine Bongiardina
Sherraye Davenport
Karina Munoz

FISCAL IMPACT

none

RECOMMENDATION

Motion to approve the aforementioned teachers to teach out-of-field in the specified subject area for the 2016-2017 school year.

cg



Brevard

BUSINESS

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors

FROM: Beth Crist, Green Apple School Management

REQUESTING SCHOOL: Orion Preparatory Academy-Brevard

DATE: September 28, 2016

RE: Monthly Financial Reports

As prescribed in Florida Statute, 1002.33, charter schools are required to provide monthly financial statements to the sponsor. These reports are provided to the Brevard County School District on a monthly basis. Financial reports must have board approval and are accordingly submitted to the governing body of Orion Preparatory Academy-Brevard for approval.

FISCAL IMPACT

None

RECOMMENDATION

Motion to approve the revised July 2016 Monthly Financial Report, and the August 2016 Monthly Financial Report for Orion Preparatory Academy-Brevard.

Attachments: 1) 2016-2017 Revised July Financial Report
2) 2016-2017 August Financial Report

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

**Charter School Monthly/Quarterly Financial Reports
Submitted to the Brevard County School Board**

Submitted By:

MSID Number:

Completion Date:

Reporting Period:

Is this a revision? Yes No

Governmental Accounting Standards Board (GASB) Monthly/Quarterly Financial Form
MSID Number: 6542

with
Brevard County, Florida
Balance Sheet (Unaudited)

(Date)

	Account Number	General Fund	Special Revenue Fund	Debt Service Fund	Capital Outlay Fund	Total Governmental Funds
ASSETS						
Cash and cash equivalents	1110	0.00	0.00	0.00	0.00	0.00
Investments	1160	0.00	0.00	0.00	0.00	0.00
Grant receivables	1130	10,466.50	0.00	0.00	0.00	10,466.50
Other current assets	12XX	0.00	0.00	0.00	0.00	0.00
Deposits	1210	0.00	0.00	0.00	0.00	0.00
Due from other funds	1140	0.00	0.00	0.00	0.00	0.00
Other long-term assets	1400	0.00	0.00	0.00	0.00	0.00
Total Assets		10,466.50	0.00	0.00	0.00	10,466.50
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120	10,466.50	0.00	0.00	0.00	10,466.50
Salaries, benefits and payroll taxes payable	2110, 2170, 2330	0.00	0.00	0.00	0.00	0.00
Deferred revenue	2410	0.00	0.00	0.00	0.00	0.00
Notes/bonds payable	2180, 2250, 2310, 2320	0.00	0.00	0.00	0.00	0.00
Lease payable	2315	0.00	0.00	0.00	0.00	0.00
Other liabilities	21XX, 22XX, 23XX	0.00	0.00	0.00	0.00	0.00
Total Liabilities		10,466.50	0.00	0.00	0.00	10,466.50
Fund Balance						
Nonspendable	2710	0.00	0.00	0.00	0.00	0.00
Restricted	2720	0.00	0.00	0.00	0.00	0.00
Committed	2730	0.00	0.00	0.00	0.00	0.00
Assigned	2740	0.00	0.00	0.00	0.00	0.00
Unassigned	2750	0.00	0.00	0.00	0.00	0.00
Total Fund Balance		0.00	0.00	0.00	0.00	0.00
TOTAL LIABILITIES AND FUND BALANCE		10,466.50	0.00	0.00	0.00	10,466.50
Notes/Comments/Explanations:						

PLEASE ASSURE THESE BALANCES ARE ALL ZERO

Total Assets equal Total Liabilities and Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00
Total Fund Balance equals Fund Balances, ending on the Statement of Rev. Exp. and Changes in Fund Bal	0.00	0.00	0.00	0.00	0.00	0.00

Orion Preparatory School with MSID Number: 6542
 Brevard County, Florida
 Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
 For Month or Quarter Ended and For the Year Ending 42582

FTE Projected 0.00
 FTE Actual 0.00

#DIV/0! % Percent of Projected

Account Number	General Fund			Special Revenue Fund				
	Month/Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
REVENUES								
<i>Federal sources:</i>								
Federal direct	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Federal through state and local	0.00	0.00	0.00	%	0.00	0.00	0.00	%
<i>State sources:</i>								
FEFP	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Capital outlay	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Class size reduction	0.00	0.00	0.00	%	0.00	0.00	0.00	%
School recognition	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Other state revenue	0.00	0.00	0.00	%	0.00	0.00	0.00	%
<i>Local sources:</i>								
Interest	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Local capital improvement tax	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Other local revenue	10,466.50	10,466.50	0.00	%	0.00	0.00	0.00	%
Total Revenues	10,466.50	10,466.50	0.00	%	0.00	0.00	0.00	%
EXPENDITURES								
<i>Current Expenditures:</i>								
Instruction	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Instructional support services	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Board	0.00	0.00	0.00	%	0.00	0.00	0.00	%
School administration	8,045.50	8,045.50	0.00	%	0.00	0.00	0.00	%
Facilities and acquisition	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Fiscal services	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Food services	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Central services	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Pupil transportation services	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Operation of plant	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Maintenance of plant	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Administrative technology services	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Community services	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Debt service	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Total Expenditures	8,045.50	8,045.50	0.00	%	0.00	0.00	0.00	%
Excess (Deficiency) of Revenues Over Expenditures	2,421.00	2,421.00	0.00	%	0.00	0.00	0.00	%
OTHER FINANCING SOURCES (USES)								
Transfers in	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Transfers out	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Total Other Financing Sources (Uses)	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Net Change in Fund Balances	2,421.00	2,421.00	0.00	%	0.00	0.00	0.00	%
Fund balances, beginning	2,421.00	2,421.00	0.00	%	0.00	0.00	0.00	%
Adjustment to beginning fund balance	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Fund Balances, Beginning as Restated	2,421.00	2,421.00	0.00	%	0.00	0.00	0.00	%
Fund Balances, Ending	0.00	0.00	0.00	%	0.00	0.00	0.00	%
PLEASE ASSURE THESE BALANCES ARE ALL ZERO								
Current Fund Balance at End of Month equals the Total Fund Balance on the Balance Sheet								

NOTES TO FINANCIAL STATEMENTS

Orion Preparatory School

MSID Number: 6542

July 31, 2016

The requirements for the notes to the financial statements are codified in Section 2300 of the Codification of Governmental Accounting and Financial Reporting Standards published by the Governmental Accounting Standards Board. The Charter school is encouraged to use the notes to the financial statements from the prior fiscal year audit as a guide for the current year's notes for consistency in the financial statement presentation.

Note 1: State of Florida Revenues Received Through the District

The school receives some of its Federal and State of Florida revenues for current operations through the District. Listed on the following page is Schedule 1, which contains the details of these year to date revenues received.

Note 2: Other Revenue

Other year to date revenues received from federal and local sources are located in Schedule 2 on the following page.

Note 3: Due to/(from) Management Company

The management company is responsible to organize, develop and manage the school operations based on contract negotiations between the charter school and the management company. The fees charged by the management company are negotiated under the contract. Based on contract terms, the management company may also enter into agreements for additional services for which the school is expected to pay. Please see Schedule 3 on the following page for details of the management fees, accumulated contributions, and operating costs provided by the management company.

In addition to the information included in Schedule 3, there are other agreements such as facilities use agreements for buildings and/or building rentals paid for by the school. The details of those facilities agreements and any other agreements (not already defined) are listed below.

1 Enter info (include payment amount, length of agreement, parties involved) INCLUDE ADDITIONAL PAGES IF DATA DOES NOT FIT IN THIS SPACE.	PLEASE
2 Enter info (include payment amount, length of agreement, parties involved) INCLUDE ADDITIONAL PAGES IF DATA DOES NOT FIT IN THIS SPACE.	PLEASE

Note 4: Long Term Debt

1) At the beginning of this FY the school's total principal amount on all outstanding long term debt was _____ and the school increased its long term debt during this FY through additional borrowing in the amount of _____

\$0.00
\$0.00

Details of each outstanding loan are as follows:

Loan Source	Loan Amount	Date Incurred	Length of Loan	First Payment Date	Payment Frequency	Payment Amount	Total Current FY Principal Pmts	Total Current FY Interest Pmts
Example: FL School Loan Fund	\$100,000.00	07/15/16	36 months	09/01/16	monthly	\$2,861.11	\$25,000.00	\$3,611.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00

\$0.00 Please assure this balance is zero.

\$0.00

Note 5: Short Term Debt*

1) At the beginning of this fiscal year, the school had _____ of principal outstanding in short term debt (due during the current fiscal year). The school has increased its short term debt during this FY through additional borrowing in the amount of _____

*short term debt refers to any debt due during this fiscal year, either from long term debt or short term debt.

NOTES TO FINANCIAL STATEMENTS

Orion Preparatory School

MSID Number: 6542

July 31, 2016

Schedule for Note 1	
	Amounts
YTD Revenues received from Federal and State of FL through Brevard School Board	
Base funding	0.00
Class size reduction	0.00
Declining enrollment	0.00
Discretionary compression	0.00
Discretionary lottery	0.00
Discretionary millage	0.00
Exceptional student education guaranteed allocation	0.00
Instructional materials allocation	0.00
Library media allocation	0.00
State stabilization	0.00
Safe schools	0.00
School recognition	0.00
Supplemental academic instruction	0.00
Teacher classroom supply assistance program	0.00
Transportation	0.00
Merit award	0.00
Less: Administrative fee	0.00
Subtotal-Year To Date	0.00
Capital outlay	0.00
Title I / special revenue	0.00
Other: please list	0.00
Other: please list	0.00
Other: please list	0.00
Total Received From State (Through School Board) Year to Date	0.00

Schedule for Note 2	
YTD Revenues from sources other than State of Florida (via School Board)	
Contribution from management company	10,466.50
Other contributions	0.00
National school lunch program	0.00
Other: please list	0.00
Other: please list	0.00
Other: please list	0.00
Other: please list	0.00
Total Other Revenues Received Year to Date	10,466.50
Total revenues received year to date	
Total received from State (through School Board) year to date	0.00
Total other revenues received year to date	10,466.50
Grand Total	10,466.50

<p>Please assure this balance is zero.</p> <p align="right">0.00</p>

Schedule for Note 3--Due from Management Company				
	Management Fees	Operating Costs	Accumulated Contribution	Total
Balance due to / (from) management company - beginning of fiscal year	0.00	0.00	0.00	0.00
Invoiced by management company-year to date-current fiscal year (enter as positive)	0.00	0.00	0.00	0.00
Payments to management company-year to date-current fiscal year (enter as negative)	0.00	0.00	0.00	0.00
Contribution from management company-current fiscal year (enter as negative)	0.00	0.00	0.00	0.00
Balance Due to Management Company	0.00	0.00	0.00	0.00

CHARTER SCHOOL QUESTIONNAIRE

Orion Preparatory School

MSID Number:

6542

42582

Revenues & Expenditures		Yes	No
1	Does the school's monthly financial report include all funds received during the reporting period?	X	
2	Does the school have any outstanding payments (currently due and payable) aged more than 45 days?		X
3	Does the school have any outstanding checks older than 180 days outstanding?		X
4	Are all expenditures approved by the appropriate level of authority?	X	
5	Has any expenditure exceeded the annual budget amount during the reporting period? If yes, please provide an explanation of each.	X	

Assets & Liabilities		Yes	No
6	Are all balance sheet accounts reconciled and reviewed by the appropriate party for adjustments to the general ledger, during this reporting period?	X	
7	Have any additional loans (short term or long term) been executed during this reporting period?		X

General		Yes	No
8	Were there any fraudulent events (either material or non material in dollars) that occurred during the reporting period?		X
9	Were there any extraordinary or unusual events that occurred that could impact the operations and/or funding of your school?		X
10	Was there any change in personnel who produce the financial reports for your school or in the executive management, during this reporting period?		X
11	Are all of the balances zero at the bottom of the Balance Sheet? If no, please correct the report before submitting it to the District.		X
12	Are all of the balances zero at the bottom of the Statement of Rev/Exp? If no, please correct the report before submitting it to the District.		X
13	Is the balance zero for Note 4? If no, please correct the note before submitting it to the District.		X
14	Is the balance zero for the Schedule for Note 2? If no, please correct the schedule before submitting it to the District.		X

Additional Information	
Accounts payable represents fees / costs associated with start-up and pre operational costs paid by other organizations	

Preparer's Printed Name _____

Comments:

School is not operational, there were no funds

School is not operational and does not have a budget at this time. Expenses incurred related to those establishing start-up and other organizational costs before the school is operational.

Comments:

Comments:

ations on behalf of this Charter:

Preparer's Signature

APPROVED

SEP 28 2016

OCS, Inc.
Board of Directors

**Charter School Monthly/Quarterly Financial Reports
Submitted to the Brevard County School Board**

Submitted By: Orion Preparatory School

MSID Number: 6542

Completion Date: September 20, 2016

Reporting Period: August 31, 2016

Is this a revision? Yes No

Governmental Accounting Standards Board (GASB) Monthly/Quarterly Financial Form
Orion Preparatory School with MSID Number: 6542

Brevard County, Florida
Balance Sheet (Unaudited)

(Date)

ASSETS	Account Number	General Fund	Special Revenue Fund	Debt Service Fund	Capital Outlay Fund	Total Governmental Funds
Cash and cash equivalents	1110	0.00	0.00	0.00	0.00	0.00
Investments	1160	0.00	0.00	0.00	0.00	0.00
Grant receivables	1130	10,466.50	0.00	0.00	0.00	10,466.50
Other current assets	12XX	0.00	0.00	0.00	0.00	0.00
Deposits	1210	0.00	0.00	0.00	0.00	0.00
Due from other funds	1140	0.00	0.00	0.00	0.00	0.00
Other long-term assets	1400	0.00	0.00	0.00	0.00	0.00
Total Assets		10,466.50	0.00	0.00	0.00	10,466.50
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120	10,466.50	0.00	0.00	0.00	10,466.50
Salaries, benefits and payroll taxes payable	2110, 2170, 2330	0.00	0.00	0.00	0.00	0.00
Deferred revenue	2410	0.00	0.00	0.00	0.00	0.00
Notes/bonds payable	2180, 2250, 2310, 2320	0.00	0.00	0.00	0.00	0.00
Lease payable	2315	0.00	0.00	0.00	0.00	0.00
Other liabilities	21XX, 22XX, 23XX	0.00	0.00	0.00	0.00	0.00
Total Liabilities		10,466.50	0.00	0.00	0.00	10,466.50
Fund Balance						
Nonspendable	2710	0.00	0.00	0.00	0.00	0.00
Restricted	2720	0.00	0.00	0.00	0.00	0.00
Committed	2730	0.00	0.00	0.00	0.00	0.00
Assigned	2740	0.00	0.00	0.00	0.00	0.00
Unassigned	2750	0.00	0.00	0.00	0.00	0.00
Total Fund Balance		0.00	0.00	0.00	0.00	0.00
TOTAL LIABILITIES AND FUND BALANCE		10,466.50	0.00	0.00	0.00	10,466.50

Notes/Comments/Explanations:

PLEASE ASSURE THESE BALANCES ARE ALL ZERO						
Total Assets equal Total Liabilities and Fund Balance		0.00	0.00	0.00	0.00	0.00
Total Fund Balance equals Fund Balances, ending on the Statement of Rev. Exp. and Changes in Fund Bal		0.00	0.00	0.00	0.00	0.00

Orion Preparatory School with MSID Number: 6542
 Brevard County, Florida
 Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
 For Month or Quarter Ended and For the Year Ending 42613

FTE Projected 4100
 FTE Actual 4100

#DIV/0! % Percent of Projected

Account Number	General Fund			Special Revenue Fund				
	Month/Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
REVENUES								
<i>Federal sources:</i>								
Federal direct								
Federal through state and local								
<i>State sources:</i>								
FEFP								
Capital outlay								
Class size reduction								
School recognition								
Other state revenue								
<i>Local sources:</i>								
Interest								
Local capital improvement tax								
Other local revenue								
Total Revenues	0.00	10,466.50	0.00	%	0.00	0.00	0.00	%
EXPENDITURES								
<i>Current Expenditures:</i>								
Instruction								
Instructional support services								
Board								
School administration								
Facilities and acquisition								
Fiscal services								
Food services								
Central services								
Pupil transportation services								
Operation of plant								
Maintenance of plant								
Administrative technology services								
Community services								
Debt service								
Total Expenditures	0.00	8,045.50	0.00	%	0.00	0.00	0.00	%
Excess (Deficiency) of Revenues Over Expenditures	0.00	2,421.00	0.00	%	0.00	0.00	0.00	%
OTHER FINANCING SOURCES (USES)								
Transfers in								
Transfers out								
Total Other Financing Sources (Uses)	0.00	0.00	0.00	%	0.00	0.00	0.00	%
Net Change in Fund Balances	0.00	2,421.00	0.00	%	0.00	0.00	0.00	%
Fund balances, beginning								
Adjustment to beginning fund balance								
Fund Balances, Beginning as Restated	0.00	-2,421.00	0.00	%	0.00	0.00	0.00	%
Fund Balances, Ending	0.00	0.00	0.00	%	0.00	0.00	0.00	%
PLEASE ASSURE THESE BALANCES ARE ALL ZERO								
Current Fund Balance at End of Month equals the Total Fund Balance on the Balance Sheet								

NOTES TO FINANCIAL STATEMENTS

Orion Preparatory School

MSID Number: 6542

August 31, 2016

The requirements for the notes to the financial statements are codified in Section 2300 of the Codification of Governmental Accounting and Financial Reporting Standards published by the Governmental Accounting Standards Board. The Charter school is encouraged to use the notes to the financial statements from the prior fiscal year audit as a guide for the current year's notes for consistency in the financial statement presentation.

Note 1: State of Florida Revenues Received Through the District

The school receives some of its Federal and State of Florida revenues for current operations through the District. Listed on the following page is Schedule 1, which contains the details of these year to date revenues received.

Note 2: Other Revenue

Other year to date revenues received from federal and local sources are located in Schedule 2 on the following page.

Note 3: Due to/(from) Management Company

The management company is responsible to organize, develop and manage the school operations based on contract negotiations between the charter school and the management company. The fees charged by the management company are negotiated under the contract. Based on contract terms, the management company may also enter into agreements for additional services for which the school is expected to pay. Please see Schedule 3 on the following page for details of the management fees, accumulated contributions, and operating costs provided by the management company.

In addition to the information included in Schedule 3, there are other agreements such as facilities use agreements for buildings and/or building rentals paid for by the school. The details of those facilities agreements and any other agreements (not already defined) are listed below.

1 Enter Info (include payment amount, length of agreement, parties involved) INCLUDE ADDITIONAL PAGES IF DATA DOES NOT FIT IN THIS SPACE.	PLEASE
2 Enter Info (include payment amount, length of agreement, parties involved) INCLUDE ADDITIONAL PAGES IF DATA DOES NOT FIT IN THIS SPACE.	PLEASE

Note 4: Long Term Debt

1) At the beginning of this FY the school's total principal amount on all outstanding long term debt was _____ and the school increased its long term debt during this FY through additional borrowing in the amount of _____

\$0.00
\$0.00

Details of each outstanding loan are as follows:

Loan Source	Loan Amount	Date Incurred	Length of Loan	First Payment Date	Payment Frequency	Payment Amount	Total Current FY Principal Pmts	Total Current FY Interest Pmts
Example: FL School Loan Fund	\$100,000.00	07/15/16	36 months	09/01/16	monthly	\$2,861.11	\$25,000.00	\$3,611.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00
	\$0.00					\$0.00	\$0.00	\$0.00

\$0.00 Please assure this balance is zero. \$0.00

Note 5: Short Term Debt*

1) At the beginning of this fiscal year, the school had _____ of principal outstanding in short term debt (due during the current fiscal year). The school has increased its short term debt during this FY through additional borrowing in the amount of _____

*short term debt refers to any debt due during this fiscal year, either from long term debt or short term debt.

NOTES TO FINANCIAL STATEMENTS

Orion Preparatory School

MSID Number: 6542

August 31, 2016

Schedule for Note 1	
	Amounts
YTD Revenues received from Federal and State of FL through Brevard School Board	
Base funding	0.00
Class size reduction	0.00
Declining enrollment	0.00
Discretionary compression	0.00
Discretionary lottery	0.00
Discretionary millage	0.00
Exceptional student education guaranteed allocation	0.00
Instructional materials allocation	0.00
Library media allocation	0.00
State stabilization	0.00
Safe schools	0.00
School recognition	0.00
Supplemental academic instruction	0.00
Teacher classroom supply assistance program	0.00
Transportation	0.00
Merit award	0.00
Less: Administrative fee	0.00
Subtotal-Year To Date	0.00
Capital outlay	0.00
Title I / special revenue	0.00
Other: please list	0.00
Other: please list	0.00
Other: please list	0.00
Total Received From State (Through School Board) Year to Date	0.00

Schedule for Note 2	
YTD Revenues from sources other than State of Florida (via School Board)	
Contribution from management company	0.00
Other contributions	10,466.50
National school lunch program	0.00
Other: please list	0.00
Other: please list	0.00
Other: please list	0.00
Other: please list	0.00
Total Other Revenues Received Year to Date	10,466.50
Total revenues received year to date	
Total received from State (through School Board) year to date	0.00
Total other revenues received year to date	10,466.50
Grand Total	10,466.50

**Please assure
this balance
is zero. 0.00**

Schedule for Note 3--Due from Management Company				
	Management Fees	Operating Costs	Accumulated Contribution	Total
Balance due to / (from) management company - beginning of fiscal year	0.00	0.00	0.00	0.00
Invoiced by management company-year to date-current fiscal year (enter as positive)	0.00	0.00	0.00	0.00
Payments to management company-year to date-current fiscal year (enter as negative)	0.00	0.00	0.00	0.00
Contribution from management company-current fiscal year (enter as negative)	0.00	0.00	0.00	0.00
Balance Due to Management Company	0.00	0.00	0.00	0.00

CHARTER SCHOOL QUESTIONNAIRE

Orion Preparatory School

MSID Number:

6542

42613

Revenues & Expenditures	Yes	No	Comments:
1 Does the school's monthly financial report include all funds received during the reporting period?	X		School is not operational, there were no funds
2 Does the school have any outstanding payments (currently due and payable) aged more than 45 days?		X	
3 Does the school have any outstanding checks older than 180 days outstanding?		X	
4 Are all expenditures approved by the appropriate level of authority?	X		
5 Has any expenditure exceeded the annual budget amount during the reporting period? If yes, please provide an explanation of each.	X		School is not operational and does not have a budget at this time. Expenses incurred related to those establishing start-up and other organizational costs before the school is operational.

Assets & Liabilities	Yes	No	Comments:
6 Are all balance sheet accounts reconciled and reviewed by the appropriate party for adjustments to the general ledger, during this reporting period?	X		
7 Have any additional loans (short term or long term) been executed during this reporting period?		X	

General	Yes	No	Comments:
8 Were there any fraudulent events (either material or non material in dollars) that occurred during the reporting period?		X	
9 Were there any extraordinary or unusual events that occurred that could impact the operations and/or funding of your school?		X	
10 Was there any change in personnel who produce the financial reports for your school or in the executive management, during this reporting period?		X	
11 Are all of the balances zero at the bottom of the Balance Sheet? If no, please correct the report before submitting it to the District.		X	
12 Are all of the balances zero at the bottom of the Statement of Rev/Exp? If no, please correct the report before submitting it to the District.		X	
13 Is the balance zero for Note 4? If no, please correct the note before submitting it to the District.		X	
14 Is the balance zero for the Schedule for Note 2? If no, please correct the schedule before submitting it to the District.		X	

Additional Information
Accounts payable represents fees / costs associated with start-up and pre operational costs paid by other organizations on behalf of this Charter

Preparer's Printed Name

Preparer's Signature



Orange

BUSINESS

MEMORANDUM

TO: Odyssey Charter School, Inc. Board of Directors

FROM: Beth Crist, Green Apple School Management

REQUESTING SCHOOL: Orion Preparatory Academy-Orange

DATE: September 28, 2016

RE: Monthly Financial Reports

As prescribed in Florida Statute, 1002.33, charter schools are required to provide monthly financial statements to the sponsor. These reports are provided to the Brevard County School District on a monthly basis. Financial reports must have board approval and are accordingly submitted to the governing body of Orion Preparatory Academy-Orange for approval.

FISCAL IMPACT

None

RECOMMENDATION

Motion to approve the revised July 2016 Monthly Financial Report, and the August 2016 Monthly Financial Report for Orion Preparatory Academy-Orange.

Attachments: 1) 2016-2017 Revised July Financial Report
2) 2016-2017 August Financial Report

APPROVED

Orion Preparatory Academy with MSID Number 0102
Orange County, Florida
Balance Sheet (Unaudited)
July 31, 2016

SEP 28 2016
OCS, Inc.
Board of Directors

	Accounts	General Fund	Special Revenue Fund	Debt Service	Capital Outlay	Total Governmental Funds
ASSETS						
Cash and cash equivalents	1110	\$ -	\$ -	\$ -	\$ -	\$ -
Investments	1160	-	-	-	-	-
Grant receivables	1130	974.50	-	-	-	974.50
Other current assets	12XX	-	-	-	-	-
Deposits	1210	-	-	-	-	-
Due from other funds	1140	-	-	-	-	-
Other long-term assets	1400	-	-	-	-	-
Total Assets		\$ 974.50	\$ -	\$ -	\$ -	\$ 974.50
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120	\$ 974.50	\$ -	\$ -	\$ -	\$ 974.50
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	-	-	-	-	-
Deferred revenue	2410	-	-	-	-	-
Notes/bonds payable	2180, 2250, 2310, 2320	-	-	-	-	-
Lease payable	2315	-	-	-	-	-
Other liabilities	21XX, 22XX, 23XX	-	-	-	-	-
Total Liabilities		974.50	-	-	-	974.50
Fund Balance						
Nonspendable	2710	-	-	-	-	-
Restricted	2720	-	-	-	-	-
Committed	2730	-	-	-	-	-
Assigned	2740	-	-	-	-	-
Unassigned	2750	-	-	-	-	-
Total Fund Balance		-	-	-	-	-
TOTAL LIABILITIES AND FUND BALANCE		\$ 974.50	\$ -	\$ -	\$ -	\$ 974.50

APPROVED

Orion Preparatory Academy with MSID Number 0102
 Orange County, Florida
 Balance Sheet (Unaudited)
 August 31, 2016

SEP 28 2016
 OCS, Inc.
 Board of Directors

	Accounts	General Fund	Special Revenue Fund	Debt Service	Capital Outlay	Total Governmental Funds
ASSETS						
Cash and cash equivalents	1110	\$ -	\$ -	\$ -	\$ -	\$ -
Investments	1160					
Grant receivables	1130					
Other current assets	12XX	974.50	-	-	-	974.50
Deposits	1210					
Due from other funds	1140					
Other long-term assets	1400					
Total Assets		\$ 974.50	\$ -	\$ -	\$ -	\$ 974.50
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120		\$ -	\$ -	\$ -	\$ -
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	974.50				974.50
Deferred revenue	2410					
Notes/bonds payable	2180, 2250, 2310, 2320					
Lease payable	2315					
Other liabilities	21XX, 22XX, 23XX					
Total Liabilities			\$ -	\$ -	\$ -	\$ -
Fund Balance		974.50				974.50
Nonspendable	2710					
Restricted	2720					
Committed	2730					
Assigned	2740					
Unassigned	2750					
Total Fund Balance						
TOTAL LIABILITIES AND FUND BALANCE		\$ 974.50	\$ -	\$ -	\$ -	\$ 974.50

Orion Preparatory Academy with MSID Number 0102
 Orange County, Florida
 Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)
 For Month Ended and For the Year To Date Ending
 August 31, 2016

FTE Projected
 FTE Actual

0
 0

% Percent of Projected

Account Number	General Fund				% of YTD Actual to Annual Budget	Special Revenue
	Month/ Quarter Actual	YTD Actual	Annual Budget	Annual Budget		
	\$	\$	\$	%	\$	%
Revenues						
FEDERAL SOURCES						
Federal direct						
Federal through state and local						
STATE SOURCES						
FEPP						
Capital outlay						
Class size reduction						
School recognition						
Other state revenue						
LOCAL SOURCES						
Interest						
Local capital improvement tax						
Other local revenue		974.50				
		974.50				
Total Revenues		974.50				
Expenditures						
Current Expenditures						
Instruction						
Instructional support services						
Board						
School administration		974.50				
Facilities and acquisition						
Fiscal services						
Food services						
Central services						
Public transportation services						
Operation of plant						
Maintenance of plant						
Administrative technology services						
Community services						
Debt service						
		974.50				
Total Expenditures		974.50				
Excess (Deficiency) of Revenues Over Expenditures						
Other Financing Sources (Uses)						
Loan proceeds						
Transfers in						
Transfers out						
Total Other Financing Sources (Uses)						
Net Change in Fund Balances						
Fund balances, beginning						
Adjustments to beginning fund balance						
Fund Balances, Beginning as Restated						
	\$	\$	\$	%	\$	%



ODYSSEY
CHARTER SCHOOL, INC.

ACTION
AGENDA
ITEMS



ODYSSEY
CHARTER SCHOOL, INC.

APPROVED

SEP 28 2016

DCS, Inc.
Board of Directors

September 28, 2016

VIA EMAIL (mark.heer@umb.com) and FedEx
UMB Bank, N.A., as Trustee
1010 Grand Avenue, Fourth Floor
Kansas City, Missouri 64106
Attn: Mark Heer, Esq.

RE: Property located at 1350 Wyoming Drive, SE, Palm Bay, Florida

Dear Mr. Heer:

Odyssey Charter School, Inc. (or an affiliate assignee, "Buyer") has been advised that UMB Bank, N.A., as trustee for all of the holders of certain municipal bonds ("Bondholders") issued to finance the charter school facility located at the address above (as more particularly described in the Agreement (defined below), the "Property"), is authorized to offer to sell the Property on behalf of the Bondholders, which have taken title to the Property via enforcement of their mortgage securing such bonds. Buyer is the present lessee of the Property under two leases (the "Leases"), and is willing to consider the purchase of the Property from the Bondholders ("Seller") on the terms and conditions set forth herein, including execution and delivery of final purchase and sale documentation.

This letter of intent is only for the purposes of outlining the parties' interest in structuring a purchase and sale agreement (the "Agreement"). It is expressly understood and agreed that except as expressly set forth herein, this letter shall not in any way constitute a binding agreement between Buyer and Seller, but is intended only to outline some of the basic terms and conditions to be used in the formulation of the Agreement, to be negotiated in good faith. Except as set forth herein, neither Buyer nor Seller shall be bound unless and until a definitive purchase Agreement is mutually executed and delivered, which Agreement shall supersede this letter in its entirety. Except as set forth herein, no party shall be under any legal obligation to the other party by reason of this letter.

1. Purchase Price. The purchase price (the "Purchase Price") payable by Buyer for the Property shall be the sum of Eight Million Four Hundred Thousand Dollars (\$8,400,000.00), subject to a credit to be provided by Seller at Closing (defined below) in the amount of One Hundred Thousand Dollars (\$100,000.00) in recognition of certain HVAC matters. The Purchase Price shall be paid by Buyer at Closing in the form of cash or other current funds, with credits for prepaid rent, additional rent and security deposits previously made under the Leases, and normal prorations as applicable.
2. Good Faith Deposit; No Marketing. Seller has requested that Buyer post with Buyer's counsel (as escrow agent) a good faith deposit in the amount of One Hundred Thousand Dollars (\$100,000.00), within five business days of the date on which Seller delivers an executed copy of this Letter of Intent to Buyer. Such deposit shall be released to Buyer if the parties do not both execute and deliver the Agreement within thirty-one calendar days of the date of on which Seller delivers an executed copy of this Letter of Intent to Buyer, or retained by escrow agent as the initial deposit under the Agreement if the same is so executed and delivered. Buyer is willing to do so, in exchange for the binding obligation of Seller to cease any efforts to sell the Property to any other person or entity, including without limitation directing any listing agent(s) for the Property to immediately suspend any sales efforts, remove any internet or other media listings of the Property, advise any interested parties that the Property is under an exclusive dealing provision. Seller shall not engage in any such activities for its own account either, and shall return without explanation any unsolicited offers for the Property and decline to respond to any inquiries concerning the sale of the Property. Such exclusive negotiation period shall commence on the date on which Seller delivers to Buyer an executed copy of this Letter of Intent, and shall end (i) at 5:00 p.m. on the thirty-first calendar day following Seller's delivery of an executed copy of this Letter of Intent to Buyer, if the parties have not executed the Agreement on or before such date and time, or (ii) as provided in the Agreement if the parties have executed the Agreement prior to such date and time.
3. Due Diligence Review; Delivery of Documents. To the extent that the same are in its possession, Seller shall deliver to Buyer copies of all of documents concerning the Property described in Exhibit A attached hereto, within ten days of the effective date of the Agreement, and shall deliver with the last of such documents a notice stating that it has completed delivery of all such documents in its possession. Following such date, Buyer shall have a period of forty-five days to conduct its review of the Property and all aspects thereof, and determine in its sole discretion whether the Property is feasible and desirable for its needs. In the event that Buyer determines not to pursue the acquisition of the Property, the deposit shall be immediately refunded to Buyer, the Agreement shall terminate, and the leases in effect on the date hereof shall continue as provided therein. In the event that Buyer determines to proceed to secure financing and close on the Property, Buyer shall give written notice thereof to Seller prior to the end of the due diligence period, and shall, within five business days of the giving of such notice, deposit the additional sum of Three Hundred Twenty Thousand Dollars (\$320,000) with the escrow agent. Such deposit, and the initial deposit described

above, shall be held by the escrow agent and applied to the Purchase Price at Closing, or as otherwise provided in the Agreement.

4. Financing Contingency. Seller acknowledges and agrees that Buyer requires financing to consummate the acquisition of the Property. The Agreement shall contain a financing contingency providing to Buyer a period of ninety days to obtain a commitment for permanent financing for the acquisition of the Property, in an amount and on terms reasonably acceptable to Buyer. In the event that Buyer obtains such a commitment, it shall notify the Seller thereof in writing, whereupon the deposits shall become nonrefundable except for Seller default, condemnation, casualty loss and similar occurrences set forth in the Agreement. In the event that Buyer is unable to obtain such a commitment within the allotted period, the deposits shall be refunded in full to Buyer, the Agreement shall be terminated, and the leases in effect on the date hereof shall continue as provided therein.
5. Closing, Costs. The closing of the purchase and sale of the Property (the "Closing") shall take place on the date which is not later than thirty days following the satisfaction of the financing contingency, at a specific time and location mutually and reasonably acceptable to the Buyer and Seller. Buyer shall pay all costs associated with its financing of the acquisition, including recording costs, documentary stamp, intangibles, simultaneous issue premium for lender's title insurance and other taxes and fees related to the mortgage, and costs of survey and other investigations of the Property. Seller shall pay transfer taxes and recording costs for the deed, and the owner's title insurance search charges and premium. Each party shall pay its own attorneys' fees and expenses.
6. Documentation: Following receipt of the original executed counterpart of this letter from Seller, Buyer shall direct its counsel to prepare a draft of the Agreement and will transmit the same to Seller for its review. Upon execution and delivery by both parties of the Agreement, this Letter of Intent shall be deemed to have been replaced, superseded and of no further force or effect.
7. Brokerage Fees: Seller represents and warrants to Buyer that Seller has not engaged a broker to act on its behalf with respect to this Letter of Intent or the transactions described herein. Buyer represents and warrants to Seller that Buyer has not engaged a broker to act on its behalf with respect to this Letter of Intent or the transactions described herein.
8. Title: At Closing, Seller shall convey to Buyer by special warranty deed good, marketable and insurable fee simple title to the Property, free and clear of all liens, easements and other encumbrances, except those title exceptions which have been caused by or are otherwise acceptable to Buyer.
9. Binding Letter: This Letter of Intent is not intended as, and does not constitute, a binding agreement by any party, nor an agreement by any party to enter into a

binding agreement, but is merely intended to specify some of the proposed terms and conditions of the transaction contemplated herein. Neither party may claim any legal rights against the other by reason of the signing of this Letter of Intent or by taking any actions in reliance thereon. Each party hereto fully understands that no party shall have any legal obligations to the other, or with respect to the proposed transaction, unless and until all of the terms and conditions of the proposed transaction have been negotiated and agreed to by all parties and set forth in a definitive Purchase Agreement which has been signed and delivered by all parties. Except for the provisions of Sections 19, 20 and 21 hereof, the only legally binding obligations that Buyer and Seller shall have shall be those contained in such signed and delivered Purchase Agreement. Furthermore, any costs incurred or action taken by either Purchase or Seller in the absence of an executed and delivered Purchase Agreement will be at such party's sole risk.

Odyssey Charter School, Inc. looks forward to working with you on this transaction.

Sincerely,

Odyssey Charter School, Inc.

By: _____
Its: President

ACCEPTED BY SELLER:

UMB Bank, N.A., as trustee

By: _____
Its: _____

EXHIBIT A

Due Diligence Information

A) PHYSICAL ITEMS

1. Site Plans.
2. Floor plans.
3. Environmental reports (any and all Phase I, II, III regulatory searches, asbestos reports, etc.).
4. Soils reports/geotechnical reports.
5. Building plans and specifications, including "record" drawings, civil, landscape, architectural, structural, mechanical, electrical, fire protection system.
6. Certificates of occupancy and building permits.
7. Warranties (construction, roof, mechanical equipment, etc.).
8. Utility permits.
9. Zoning maps and zoning description.
10. Copies of utility bills for last three years.
11. Schedule of capital improvements over past three years.

B) FINANCIAL INFORMATION

1. Two years of detailed historical financial information and budget for current year.
2. Last two years tax bills and assessments, including special assessment/assessment zones or areas.

C) TITLE & SURVEY

1. Existing title policy and copies of underlying exception documents.
2. Legal description.
3. Certified ALTA survey.
4. Title documents showing Seller has fee simple title to the Property.

D) OTHER INFORMATION

1. Copies of prior litigation.
2. Service and maintenance contracts.
3. Management contracts.
4. Three years of insurance coverage (including costs) and claims history.
5. Personal property schedule.
6. Any other contracts or agreements affecting the Property.



Attorneys at Law

APPROVED

SEP 28 2016

OCB, Inc.
Board of Directors

200 West Forsyth Street, Suite 1300
Jacksonville, Florida 32202
Telephone 904.633.7979
Facsimile 904.633.9026

September 27, 2016

Odyssey Charter School, Inc.
1755 Eldron Boulevard, SE
Palm Bay, Florida 32909
Attention: Leslie Maloney, President

Re: Engagement Letter for Legal Services

Dear Ms. Maloney:

Our firm is very pleased to have the opportunity to work with you in support of Odyssey Charter School, Inc., and its mission. We have worked successfully with other charter schools in a variety of matters, especially in connection with acquisition, development and financing of school facilities.

In keeping with our firm's policy, I am writing to confirm your engagement of our firm as counsel for Odyssey Charter School, Inc. ("Client"), with respect to the acquisition and financing of a currently leased charter facility in Palm Bay, Florida. While we may be asked to represent Client on other matters in the future, our work at this time is limited to this matter. We have waived our retainer requirement for the Project, in light of Client's needs. However, waiver of the retainer requirement is not a waiver of fees and expenses incurred.

The lead attorney for this project will be David Cohen. Please note, however, that it is the practice of the members of our firm to delegate responsibilities to others here, including associates, paralegals and legal assistants, when they are in a better position to carry out those responsibilities, whether because of experience, expertise or other factors. We also try to delegate assignments to persons who can properly perform the work at a lesser cost.

Attached to this letter are two addenda. The first addendum sets forth the terms of how our fees for legal services are determined and billed under this engagement. The second addendum sets forth our firm's policies regarding other matters relevant to this engagement, including cost advances and reimbursement obligations and the retention of client files. Please review the addenda carefully as they are a material part of the agreement regarding this engagement.

If this letter reflects your understanding of our engagement, please have a copy of this letter signed on behalf of Client to indicate its agreement and return the signed copy to me.

Odyssey Charter School, Inc.
September 27, 2016
Page 2

The satisfaction of our clients with our work and our fees is important to us. If anything in this letter or the attached addenda presents a problem or is unclear, please let me know. Thank you for the opportunity of working with you.

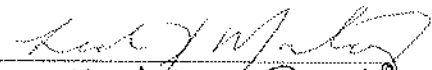
Sincerely,

David Cohen



Attachments

APPROVED AND AGREED TO BY CLIENT:

By: 
Its: Leslie Maloney, Board President
Date: 9-28-16

ADDENDUM 1
Fees for Legal Services

1. **Fees.** For the matter(s) covered by this engagement, the fees for legal services will be based on the hourly rates for the lawyers or paralegals performing the services. These rates reflect the experience and expertise of the individuals involved. The hourly rates for partners in the firm will be \$360, the hourly rate for associates will be \$250, and hourly rate for paralegals will be \$120. Any estimate of fees that may be discussed represents only an estimate of such fees and shall not establish, limit or affect the actual amount of fees.

The firm's fees and the client's obligation to pay the same are in no way contingent on the ultimate outcome of the matter(s) covered by this engagement.

All fees are exclusive of costs. Costs are separately addressed in Addendum 2.

2. **Billing and Payment.** The firm submits statements for legal services monthly. The statements are due and payable in full within thirty (30) days of receipt.

3. **Retainer.** With new clients or with substantial new matters for existing clients, the firm requires the client to pay a retainer. A retainer is in the nature of a deposit, held by the firm for the protection of its investment of time and effort. With a retainer, the firm still bills for services, and the retainer is applied against fees and costs billed on the statements. Depending on the scope of services anticipated and the amount of the retainer, the firm reserves the right to require an additional retainer to secure payment of future statements. Any unapplied portion of the retainer will be returned to the client promptly following the completion of this engagement.

ADDENDUM 2
General Terms of Engagement for Legal Services

1. **Advances and Costs.** Most matters require the firm to make certain expenditures and incur certain costs on the client's behalf. Some of these reflect payments to third parties while others represent internal costs incurred to provide services. These expenses include items such as fees for filings, delivery and copying charges, telephone and fax charges, title insurance search and examination fees, travel, meals and lodging expenses, computer-assisted research, court reporter and transcription costs, and a variety of others. In retaining the firm, the client agrees that the firm has the authority to use its judgment in making such expenditures and incurring such costs on the client's behalf, and that the client will pay such amounts as billed on the firm's periodic statements. The firm will use reasonable efforts to minimize these costs and generally will seek the client's approval before incurring significant items of expense. If the nature of the matter is such that substantial advances are anticipated, the firm may require a separate deposit for such purpose. The firm is under no obligation to advance funds for the client, and, at the firm's election, may require that certain cost items be billed directly to the client by the vendor(s). The client agrees to pay such items as billed by the vendor(s), without mark-up or handling fee by the firm.

The costs and expenditures relating to this engagement are not predictable. Accordingly, the firm makes no commitment to the client concerning the maximum costs that will be necessary to resolve or complete the subject matter(s). Any estimate of costs that may be discussed represents only an estimate of such costs and shall not establish, limit or affect the actual amount of costs.

2. **Delinquent Payments.** Any fee or cost not paid when due will, at the firm's option, bear a late charge at the rate of 1-1/2% percent per month for each month the due amount remains unpaid. In the event that any fee or cost is not paid in full within thirty (30) days after its due date, the firm will have the option to withdraw from its representation of the client under this engagement, and the client hereby authorizes and consents to such withdrawal under those circumstances.

3. **Staffing.** Staffing of this engagement will depend primarily upon the firm's judgment as to the experience and expertise required to discharge its professional responsibilities properly. Certain work may be done by paralegals or legal assistants. Such persons, although not lawyers, have undergone training to perform certain services that would otherwise be performed by lawyers. That work is supervised by lawyers. The use of paralegals and legal assistants allows us to deliver legal services to you at a lower cost. Also, on occasion, when the nature of a specific engagement or personnel needs require, the firm may use contract lawyers or paralegals to assist on a specific project. Ordinarily, the services for such contract personnel are billed based on experience and expertise of the individuals on the same basis as for "regular" lawyers and paralegals.

4. **Communications.** The firm will attempt to keep the client closely advised of the progress of this engagement. It is the firm's general practice to send clients copies of all material documents relating to the subject matter(s). In certain cases, to avoid any miscommunications between the firm and the client, the firm may request that a representative of the client be designated as the primary contact for communications with the client.

5. Document Retention Policy. We have adopted a policy for client file retention to comply with applicable legal ethics rules. Under that policy, at the conclusion of the representation of a client in a matter, a responsible firm attorney will direct a review of the file to determine which materials should be retained because of pending proceedings or as a record of the representation and which are no longer needed. Ordinarily, the firm will retain such materials as correspondence, final substantive work product, material documents obtained from the client, and material documents obtained from third parties. The firm may elect not to retain duplicate copies of documents, drafts, notes and other items determined by the firm not to be needed by the client or by the firm after the conclusion of the representation. Client files may be retained and stored as paper copies (and other tangible materials) or electronically, as the firm elects. In the event the firm elects to retain and store client files electronically, the firm will contact the client to determine the client's wishes regarding file retention before any paper copies or other tangible file materials are destroyed. Original documents of legal significance that may not be stored electronically under applicable legal ethics rules will either be retained by the firm or delivered to the client in accordance with the client's wishes.

As to retained client file materials, ordinarily the firm will keep files for seven (7) years. At the end of that time, the firm will use diligent efforts to advise the client of the pending disposition of the files and to provide the client with a reasonable opportunity to obtain possession of the files. If the firm is unable to contact the client or the client does not elect to recover possession of the files, the firm will destroy the file materials or retain them in electronic form, at the firm's discretion. If the client's file materials are voluminous and the firm's storage space is limited, the firm may return the file materials to the client sooner than the end of the normal seven (7) year period.

If a client wishes to make specific arrangements for the retention or disposition of files, the client should advise the firm in writing. Whatever alternative arrangements are agreed to should be put in writing so both client and the firm are clear on their obligations. If at any time the client's files become subject to legal or administrative process or become relevant to pending or threatened litigation, the client should promptly advise the firm, so the firm can take appropriate steps to preserve the subject files. At the conclusion of a representation, even if the client directs the firm to return files from the representation, the firm will have the right to retain a copy of the client files.

6. Termination. The client has the right to terminate the firm's representation at any time. Subject to the rules of professional conduct established by the Supreme Court of the State of Florida, the firm has the same right to terminate its representation. In the event the firm elects to terminate its representation, the firm will provide the client with reasonable notice in order that the client may arrange alternative representation. If this engagement is terminated, the client will remain responsible for payment to the firm for services performed and costs incurred before termination and in connection with the orderly transition of the matter.

7. Dispute Resolution. In the event of any dispute between the client and the firm regarding the performance of legal services or the payment of any fee or cost, at the firm's election, the parties shall attempt to resolve the disputed matter through the Attorney/Client Assistance Program or Grievance Mediation Program administered by The Florida Bar before initiating any litigation or other formal proceeding regarding such matter.

EDWARDS **COHEN**

Edwards, Cohen, Dawson, Mangu & Noble, P.A.

September, 2016

I. FIRM OVERVIEW

A. General

Edwards, Cohen, Dawson, Mangu & Noble, P.A. is a Jacksonville-based business law firm representing a broad range of private and public entities and institutions. Senior members of the Firm are all “AV” rated by Martindale Hubbell for highest legal skills and ethical standards. All of the Firm’s attorneys attended and excelled at the top law schools in the country, and they serve the community through a broad range of civic and charitable organizations.

The Firm was established over 20 years ago, and is comprised of senior members who have each practiced in Jacksonville for 25 or more years. Senior members of the Firm have practiced and gained experience with some of the most highly-regarded international and regional law firms, including White & Case, Jones Day Reavis & Pogue, Foley & Lardner, Nossaman Guthner Knox & Elliot, Akerman Senterfitt, and Mahoney Adams & Criser.

Recognizing the advantages of small firm practice for its clients, the Firm strives to avoid the “big firm” culture, cost and billing practices. Clients are served directly by the Firm’s senior attorneys, at billing rates below rates charged for associates at larger firms, and without “group” involvement in projects unless absolutely necessary.

The Firm’s members have an in-depth knowledge of business, finance and real estate concerns, economic drivers, government structures and processes, and the variety of legal constructs to achieve client goals. This knowledge creates value in the representation of clients on either side of business, finance or real estate transactions.

Representative clients include: commercial and residential developers; logistics firms; charter facilities developers; education services companies; big box retailers; government agencies; and financial institutions.

Practice areas include: real estate; land use and zoning; public finance; private finance; project finance; corporate; logistics; and government agency and contracting.

B. Charter Schools

The Firm has extensive experience representing charter schools, charter facilities developers, education service providers, and lenders to the charter industry.

The Firm represented a charter facilities developer in the first rated Rule 144a bond offering in the country, as well as the first bank to make a loan to a charter facility developer in Florida. Over the course of the last several years, financing transactions completed by the Firm in the charter industry total over \$500 Million.

In addition to private finance for charter developers, the firm has represented charter operators in several public finance (tax-exempt bond) transactions, drawing on both its expertise in the public finance arena as well as in the charter industry.

Charter facility development, from the ground up, is a particular area of concentration for the Firm, from identification and evaluation of potential charter sites, to support for land use and zoning efforts, negotiation of construction contracts, land acquisition, construction financing and facilities leasing. The Firm believes that it is in the very top tier of Florida firms in terms of representation of ground-up charter developments.

Charter school acquisition of formerly leased facilities is a complex matter, and the Firm has guided several charter operators through the process, from negotiation of purchase terms through simultaneous closing of acquisition and financing. The Firm has also represented charter facilities owners in such transactions, and so is able to understand the perspectives of both sides in the deals.

Transactions for Florida charter schools often involve participants from several states, such as sellers of real property, lenders or bond underwriters, rating agencies, etc. The Firm's knowledge of the particularities of Florida's charter school laws are critical in the proper structuring of transactions and the various security interest and financial covenant provisions.

Application of the essential real estate skills, and a broad knowledge of financing alternatives and market conditions, allow the Firm to serve charter industry clients with a high level of expertise and understanding.

C. Specialized Expertise

The following are selected areas of specialized expertise relevant to representation of charter school clients:

- i. Florida's charter school legislation and implications for real property ownership and financing;
- ii. Due diligence requirements and ability to interpret results for good business decision-making;
- iii. Negotiation skills for real property acquisition, construction, financing and leasing;
- iv. Sunshine laws;
- v. School board support and professional advice in charter facility decision-making, including acquisition deliberations and financing guidance;
- vi. Property ownership structuring;
- vii. Financial and economic expertise; and
- viii. Innovative finance, including New Markets Tax Credit financing, financial asset securitization, non-traditional assessment-based bonds, pooled facilities financing, debt restructuring, project financing, and pooled tax-based infrastructure finance.

II. RATES AND CHARGES

The Firm's standard billing rates for partners range from \$300 to \$375 per hour, associates are billed at \$230 to \$275 per hour, and paralegals are billed at \$120 to \$150 per hour.

The Firm charges its clients for incidental expenses such as travel or courier services at its cost, and copies are charged at \$0.25 per page. The Firm does not charge any administrative fees or overhead in connection with ancillary services arranged through the firm, such as survey or environmental assessments.

III. MEMBER BIO'S

Lead attorneys in the charter industry are David Cohen, Jean Mangu and Greg Dawson. Biographical sketches of each follow in alphabetical order. Additional information about the Firm and its attorneys may be found at www.edcolaw.com.

David Cohen

David Cohen, a native of Jacksonville, was born in 1953. Since 1997, David has been a member of the law firm of Edwards Cohen, a Jacksonville firm that began in 1994. His primary areas of practice are real estate and finance, ranging from tax-exempt bond transactions to project finance for corporate, municipal and quasi-governmental agencies, in transactions ranging in size up to \$1.75 billion. Since 2001, David has developed a sub-specialty in the representation of the various participants in the charter school industry, including charter schools, charter facilities developers, education services providers, and lenders to the charter industry.

David earned a Bachelor of Arts degree (Economics) in 1975, with High Honors, a Master of Arts degree in Economics in 1977 (concentration in regulated industries), and a PhD in Finance in 1982 (concentrations in corporate finance and econometrics), from the University of Florida. His doctoral dissertation was an economic and econometric analysis of the impact of futures trading on market interest rates. He received his Juris Doctor degree from Emory University (top 2% of class), was elected to the Order of the Coif, served on the Emory Law Review and was the first Finance Fellow in Emory's Law and Economics Program.

Following completion of his Master's program at the University of Florida, David became the staff economist (later Acting Chief Economist) for the Arkansas Public Service Commission. David's legal career began with a complex finance and corporate practice with the national law firms of Jones, Day, Reavis & Pogue and White & Case (Los Angeles and Miami), where he practiced in the areas of mergers and acquisitions, municipal finance, corporate finance and project finance. He also practiced environmental law with Nossaman Guthner Knox & Elliot in Southern California. David returned to Jacksonville in 1992, practicing with Mahoney, Adams & Criser before leaving to become a shareholder in Edwards Cohen. Since returning to Jacksonville, David has served as a board member for Jewish Community Alliance, as a board member and Vice President/Finance for Jewish

Family and Community Services, and as a member of the board of River Garden Hebrew Home.

Greg Dawson

Greg Dawson, a native of Long Island, was born in 1954. Greg joined Edwards Cohen in 2003. His primary areas of practice are business law and commercial real estate, including sales and acquisitions, development and construction, leasing and lending and loan workouts (representing lenders and borrowers). Mr. Dawson's practice also includes the representation of a national transportation logistics company in complex, service-based projects and the representation of developers in private-public redevelopment projects.

Mr. Dawson practiced in Dallas, Texas for seven years before coming to Jacksonville in 1988. He has been a shareholder in Mahoney Adams & Criser, P.A and Akerman Senterfitt, two large Florida law firms, prior to joining Edwards Cohen.

Greg received a Bachelor of Arts degree from Hofstra University in 1978 (Summa Cum Laude, Highest Honors) and a Juris Doctor degree in 1981 from the University of Virginia, with High Honors.

Mr. Dawson is a member of the Florida Bar, the State Bar of Texas, the American, Florida and Jacksonville Bar Associations, and the Business Law and Real Property and Probate Sections of the Florida Bar.

Mr. Dawson is a former Commissioner (and three-term Chairman) of the Planning Commission of the City of Jacksonville, and he has been recognized by Florida Trend as one of the State's "Legal Elite" in the practice of real estate law. In addition, he is a Leadership in Energy and Environmental Design Accredited Professional (LEED AP).

Jean Mangu

Jean Mangu was born in Barberton, Ohio, in 1956. Jean practices in the area of government finance, including related tax and securities law matters. She has extensive experience serving as bond counsel and counsel to issuers, purchasers, trustees, credit enhancers, borrowers, underwriters and other parties in connection with governmental purpose financings, including general obligation, revenue and special assessment bonds, and private activity financings, including housing, industrial development and 501(c)(3) bonds. Jean currently serves as general finance counsel to St. Johns County and as general counsel to the Housing Finance Authority of St. Johns County.

Ms. Mangu practiced 17 years and was a partner in the national law firm Foley & Lardner before joining Edwards Cohen. She received her Bachelor of Arts degree from the University of Florida in 1978 and her Juris Doctor degree from the University of Florida, with high honors, in 1985, where she served as an editor of the Law Review and was elected to the Order of the Coif.

Ms. Mangu is a member of the Local Government Law Sections of the Florida Bar and the American Bar Association, and the National Association of Bond Lawyers.

Jean served on the Mayor's Commission on the Status of Women, and is a past president of the Uptown Civitan Club.

ODYSSEY CHARTER SCHOOL, INC.
VIII. STUDENT ADMISSION POLICIES AND PROCEDURES

This policy applies to each of the schools operated by Odyssey Charter School, Inc. References to "school" refer to the individual school operated by Odyssey Charter School, Inc.

Students are accepted on a first come, first served basis, unless the number of applications exceeds the number of seats available in any class at the school.

Student applications for the upcoming school year are accepted beginning January 1st and allows students from any school district in the state, providing the student is not subject to a current expulsion or suspension order, to seek enrollment if the school has not reached capacity. A student from another district seeking enrollment under the controlled open enrollment process may not displace students enrolled at the school who reside in the school district. Therefore, if the number of in-county applications exceeds the number of seats available for any grade level at the school, applications for students from outside the county will be placed on a waiting list for that grade level, and will be enrolled after all in-county applicants have been offered any open seat. A student from outside the county whose application is accepted may remain at the school until the student completes the highest-grade level offered by the school.

Unless the CSP Grant admission process is followed as described below, after priority admission, if the number of applicants remaining is less than the number of seats available for any grade level at the school, all applicants are admitted. If the number of applicants exceeds the number of seats available, the remaining applicants are placed in a lottery per grade level, and students are admitted as they are drawn from the lottery until each class is filled. **A lottery is conducted on February 15th. The remaining applicants that were not admitted through the lottery process are placed on a waiting list in the order drawn from the lottery. Students who apply after the deadline will be placed on the waiting list after the lottery applicants on a first come, first served basis.

Parents are notified in writing of their acceptance within a month following the lottery, and must attend a school orientation. Parents whose child has been accepted must register their child(ren) during the designated registration week. Failure to attend school orientation or register within the designated registration week may result in loss of seat.

Application Process

Applications may be obtained at the office or on the school's website. Applications may be submitted to the front office of the school. Upon submission, all applications will be screened for completeness. Kindergarten parents must provide proof of child's age during application process. The child must be 5 years of age by September 1st of the school year in which the student is applying to attend Kindergarten. Applications for admission received after February 15th will be assigned a number and added to the waiting list for the appropriate grade level if a lottery has been conducted. Students not

selected for admission may reapply starting in January for the following school year. If any information on the application is false or not openly disclosed, it may be grounds for immediate withdrawal.

Parent Contact Information

If parent/guardian contact information changes on the application, please notify the school immediately. If the parent/guardian cannot be reached, the student application will be withdrawn from the waiting list.

Enrollment Preference

Florida Statute provides that the school may give enrollment preference to certain student populations. Students with enrollment preference will be offered admission without going through the lottery process provided their applications are received and accepted by the deadline and space is available for the appropriate grade level. If there is not space available at the appropriate grade level to accommodate all applicants with enrollment preference, a lottery will be held among enrollment preference applicants to fill the available spaces. Students who will receive enrollment preference include students who:

- are siblings of a student enrolled in the school;
- are children of a member of the Governing Board;
- are children of an employee of the school;
- have successfully completed a VPK Program provided by the school or the school's Governing Board during the previous year;
- are children of an active duty member of any branch of the United States Armed Forces.**

Lottery Process

A lottery will be held to fill those vacancies that remain after enrollment preference is given. Parents will be notified in writing of their child's acceptance no later than 21 days after the acceptance period deadline and have 15 days to notify the school in writing of their decision to attend.

Waiting List

A waiting list will be maintained for each grade level if applications exceed available space. Parents will be notified in writing if their student has been placed on the waiting list. All vacancies for the current school year will be filled from the waiting list. The waiting list does not carry forward to the next school year.

School Orientation and Registration

Each accepted student and their parent/guardian are required to attend a School Orientation in the Spring. Parents/guardians must attend registration.

Parents must provide a copy of the child's birth certificate, immunization records, physical exam and proof of promotion at the time of registration.

Alternative Lottery Process for Schools Receiving Federal Funds through the Charter School Program (CSP) Active Grant Period.

Some schools operated by Odyssey Charter School, Inc., may have received Federal Charter School Program Grant funds and will need to follow Federally-approved procedures for application and lottery. The school website and application will indicate if these alternative procedures are followed by the school.

Student applications for the upcoming school year are accepted beginning January 1st. After priority admission, if the number of applicants remaining is less than the number of seats available for any grade level, all applicants are admitted. If the number of applicants exceeds the number of seats available, the remaining applicants are placed in a lottery per grade level, and students are admitted as they are drawn from the lottery until each class is filled. The remaining applicants that were not admitted through the lottery process are placed on a waiting list in the order drawn from the lottery. Students who apply after the deadline will be placed on the waiting list via a subsequent lottery.

Parents are notified in writing of their acceptance within a month following the lottery, and must attend a school orientation. Parents who's child has been accepted must register their child(ren) during the designated registration week.

Schools receiving federal funds through a CSP Grant must adhere to federal guidelines for student enrollment during the active grant period. The Enrollment Preferences are not permitted for the student enrollment procedures for such schools while they are receiving Federal funds through the CSP Grant. However, in accordance with the CSP Grant Non-Regulatory Guidance, students in the following categories will be offered admission without going through the lottery process provided their applications are received and accepted by the deadline set forth below and space is available for the appropriate grade level. If there is no available space, they will then receive priority placement on the waitlist. The categories of students are as follows:

- are siblings of a student enrolled in the school;
- are children of a member of the Founding Governing Board;
- are children of an employee of the school (provided the total number of students allowed in this category constitutes only a small percentage of the school's total enrollment);

The school cannot accept students on a first-come, first-served basis during the CSP active grant period. The following timeline will be followed for enrollment:

January 1: Student registration period begins

- February 15: If the number of applicants exceeds capacity, a lottery will be conducted. Students who have registered will be officially enrolled.
- February 16: Second registration period begins
- March 1: If the number of applicants exceeds capacity, a lottery will be conducted. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

After the March 1st or any subsequent period in which the school receives more applications than spaces available, the school will conduct a lottery using the procedures described in this policy for active Federal CSP Grant Recipients.