

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*


Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: **Valora Cole**


Signature


Date

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Sarasota Classical Preparatory Academy
2. Full name Eric Johnson
- Home Address 11239 Grand Winthrop Avenue
Riverview, Florida 33578
- Business Name and Address Florida Charter Educational Foundation, Inc.
6278 North Federal Highway #384
Fort Lauderdale, Florida 33308
- Phone Number 850-491-2905
- E-mail address Ericjohnson241@gmail.com
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

Florida Charter Educational Foundation, Inc. currently operates 12 charter schools in the state of Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

N/A

5. Why do you wish to serve on the board of the proposed charter school?

Education is an important issue from a personal and professional standpoint. I believe that I would be able to offer a unique perspective to the board due to my education background. As a leader in the Florida College System, I have a professional interest in students being prepared for college to earn a degree or workforce credential.

6. What is your understanding of the appropriate role of a public charter school board member?

To protect the interest of the students and the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am part of the senior leadership team for one of the largest colleges in Florida. This gives me in-depth knowledge of K-20 education issues. I also serve or have served on other boards giving me knowledge of navigating board dynamics and sunshine law issues.

8. Describe the specific knowledge and experience that you would bring to the board.

My experience as an accomplished government and community relations director combined with my knowledge of budget appropriations, executing legislative agendas, directing senior leadership, and building relationships with key leaders will strengthen the board's ability to engage in government and community relations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Mission: To educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum.

Vision: To cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

2. What is your understanding of the school's proposed educational program?

The Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of state-adopted standards.

3. What do you believe to be the characteristics of a successful school?

Florida Charter Educational Foundation, Inc. and the school share the belief that the characteristics of a successful school include goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on high school and post-secondary readiness; and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, the principal provides monthly status reports to the Florida Charter Educational Foundation, Inc. regarding the progress of the school. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

A strong relationship will exist between the principal of the school and Florida Charter Educational Foundation, Inc. During board meetings, the principal will present the school's status report and fields any questions. CSUSA will consult with Florida Charter Educational Foundation, Inc. when hiring the principal, and we will provide input regarding the principal's performance. Florida Charter Educational Foundation, Inc. will hold the principal accountable primarily through the performance expectations defined in the management agreement between Florida Charter Educational Foundation, Inc. and CSUSA.

Governance

1. Describe the role that the board will play in the school's operation.

Florida Charter Educational Foundation, Inc. will hold the charter for the school. Our primary role is to determine and preserve the School's mission and vision; create and oversee the School's operational policies; exercise continuing oversight over charter school operations; monitor academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

Florida Charter Educational Foundation, Inc. will receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

Florida Charter Educational Foundation, Inc. will monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the School's enrollment targets were met, academic goals were achieved, and projected fund balances were maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Since Florida Charter Educational Foundation, Inc. is the initial and leading driver of the school's mission and successful operation, it is crucial that we are informed of the progress the School is making towards achieving its operational, academic, and financial goals. If monthly reports show a shortfall or deficiency in meeting the goals in any area, it is imperative that we as the board, the School, and CSUSA work collaboratively to identify the cause of shortfalls and take proactive action in order to continue making progress towards the School's goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would contact the board attorney immediately.

6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

Florida Charter Educational Foundation, Inc. has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. Florida Charter Educational Foundation, Inc. has contracted with CSUSA to manage the day to-day operations of the school, and we will oversee CSUSA via a performance-based contract. At a meeting of the board, Florida Charter Educational Foundation, Inc. will collectively approve the executed management agreement, and on an annual basis at a meeting of the board, Florida Charter Educational Foundation, Inc. will approve a school budget that includes CSUSA's fee for services.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

ERIC K. JOHNSON

11239 Grand Winthrop Ave.
Riverview, FL 33578

EricJohnson.241@gmail.com
850.491.2905

PROFESSIONAL SUMMARY

Accomplished Government and Community Relations Director experienced in advocacy at all levels of government. Proven leader with expertise in developing and executing strategic direction with senior leadership teams and a broad range of constituencies. Strengths include:

Acquiring Budget Appropriations
Executing Legislative Agendas
Building Relationships with Key Leaders
Influencing Others to Achieve Outcomes

Directing Senior Leadership
Data-Driven and Analytical Problem Solving
Strategic Thinking
Marketing and Communication

PROFESSIONAL EXPERIENCE

HILLSBOROUGH COMMUNITY COLLEGE, Tampa, FL

Director, Community and Government Relations

2014-current

Develop and execute the college's strategy for legislative and government relations priorities. Works directly with the College President, the College's Board of Trustees, elected officials, government agencies, business leaders and multiple federal, state and local constituencies on executing the strategic direction of HCC's legislative and budgetary agenda.

Key Accomplishments:

- Developed and implemented plan to reorganize and rejuvenate the Community and Government Relations Department.
- Created a \$63 million positive financial impact to the college through new operational funding for programs that created additional degrees and credentials and new facilities that train the region's workforce.
- Ensured acquisition of funding for a new state-of-the-art \$26 million Allied Health Building.
- Secured \$7.5 million to create HCC's cutting-edge Advanced Transportation Training Center allowing the college to produce innovative training methods for a highly skilled workforce.

HILLSBOROUGH CO. BOARD OF COUNTY COMMISSIONERS, Tampa, FL

Commissioner's Aide

2010-2014

Directed all legislative, budgetary and administrative actions for Hillsborough County Commission District 2 that contains over 150,000 citizens. Led development of the Commissioner's appropriations and policy strategy. Developed and maintained relationships with state and local elected officials, agency representatives, business leaders and other constituencies associated with Hillsborough County, surrounding counties, the State of Florida and the federal government.

Key Accomplishments:

- Established a new District 2 administration immediately following the Commissioner's election.
- Ensured \$125 million to modernize a critical commission district transportation artery.
- Secured \$3 million towards the redevelopment and sustainability of at-risk areas in the commission district.
- Created the Historic Preservation Challenge Grant promoting historic preservation, heritage tourism, and related business and economic development within incorporated and unincorporated areas of Hillsborough County.

THE FLORIDA SENATE, DISTRICT 12, Tampa, FL
Senior Legislative Assistant

2006-2010

Directed all legislative, budgetary and administrative actions for Senate District 12 that contained over 300,000 constituents in Hillsborough and Pasco Counties. Executed negotiations with Members of the Florida Senate and Senate President's Office staff securing successful results of established priorities. Directed and supervised all legislative office staff on the implementation and execution of strategies for the Senator's legislative agenda.

Key Accomplishments:

- Directed Senate office and professional staff for committee budgets totaling \$19 billion.
- Administered district appropriation requests of \$162 million.
- Spearheaded \$17 million funding project that benefited at-risk children.
- Supervised the direction and strategic direction of over 250 sponsored or cosponsored pieces of legislation between 2006 and 2010.

RECOGNIZED LEADERSHIP

2016 Tampa Bay Business Journal Up & Comer Award Winner

Leadership Tampa Bay, Class of 2017

Hillsborough County Citizens Advisory Committee Appointee

Florida College System - Chancellor's Leadership Class of 2016

Greater Tampa Chamber of Commerce Policy Advisory Committee Member

Federal Bureau of Investigation Citizens' Academy, Class of 2017

Florida Association of Professional Lobbyists - Designated Professional Lobbyist Certification

East Pasco YMCA, Advisory Board Chairman 2012-2017

EDUCATION

UNIVERSITY OF SOUTH FLORIDA, Tampa, FL

Expected May 2019

Masters of Business Administration

FLORIDA STATE UNIVERSITY, Tallahassee, FL

April 2006

Bachelor of Arts in Political Science and Interdisciplinary Social Science

I. ATTACHMENT TEMPLATES

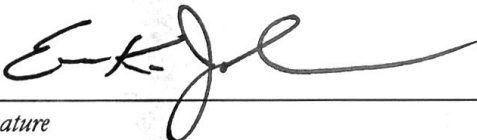
IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Sarasota Classical Preparatory Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Valora Cole (name), FCEF Board Chair (title) to sign as the legal correspondent for the school.



Signature

11-30-2023
Date

Eric Johnson

Printed Name

Attestation

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Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

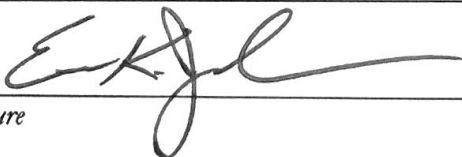
- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: *Eric Johnson*

Signature



11.30.2023

Date

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Sarasota Classical Preparatory Academy
2. Full name Dr. Steve Knobl
- Home Address 18786 Milton Keyes Court
Land O' Lakes, Florida 34638
- Business Name and Address Florida Charter Educational Foundation, Inc. 6278
North Federal Highway #384
Fort Lauderdale, Florida 33308
- Phone Number 727-992-2234
- E-mail address Knobls@yahoo.com
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain. Yes No

Florida Charter Educational Foundation, Inc. currently operates 12 charter schools in the state of Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

High School Principal at Gulf High School (2008-2012): School went from a D to an A during my time as principal. Middle School Principal at Bayonet Point Middle School (2006-2008): School went from a C to an A during my time as principal.

5. Why do you wish to serve on the board of the proposed charter school?

I believe my background and experience in education is a great match for this board. I enjoy this work and believe that parents and their children should have choice in education.

6. What is your understanding of the appropriate role of a public charter school board member?

Governance, fiscal responsibility, and supporting the schools.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

In my professional career, I have served as Regional Campus Director for Rasmussen College's New Port Richey and Land O' Lakes campuses, Academic Dean at Rasmussen College, Principal at Gulf High School, Principal for Bayonet Point Middle School, Assistant Principal for Administration at Gulf Middle School, Assistant Principal for Curriculum and Instruction at Land O' Lakes High School, and various other teaching positions throughout my career. In addition, I am currently an active member of various boards, including the Pasco-Hernando Early Learning Coalition Board of Directors and the Pasco County

United Way Board of Directors □ Congressman Gus Bilirakis' Workforce Board of Directors □ the West, Central, Wesley Chapel,ephyr hills, Dade City, Trinity/Odessa Chamber of Commerce, and the University of South Florida Alumni Association.

8. Describe the specific knowledge and experience that you would bring to the board.

My extensive experience in all levels of education, as well as my experience as a member of various boards.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum.

The vision is to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

2. What is your understanding of the school's proposed educational program?

The Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of state-adopted standards.

3. What do you believe to be the characteristics of a successful school?

Florida Charter Educational Foundation, Inc. and the school share the belief that the characteristics of a successful school include outstanding teachers □ goal-setting on a school-wide, classroom, and individual student basis □ implementation of PLPs for every student □ on-going progress monitoring and assessment □ use of innovative measurement tools to drive research-based instruction and data analysis □ utilization of technology to drive student engagement □ integrated character education programming □ academic intervention and acceleration programs □ supplemental/extracurricular programs □ emphasis on high school and post-secondary readiness □ and meaningful parental involvement.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, the principal provides monthly status reports to the Florida Charter Educational Foundation, Inc. regarding the progress of the school. These reports include Financial Reports □ the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school) □ Satisfaction Surveys □ Strategic Plans □ and an Annual Accountability Report.

5. What do you see as your role regarding the school leaders?

A strong relationship will exist between the principal of the school and Florida Charter Educational Foundation, Inc. During board meetings, the principal will present the school's status report and fields any questions. CSUSA will consult with Florida Charter Educational Foundation, Inc. when hiring the principal, and we will provide input regarding the principal's performance. Florida Charter Educational Foundation, Inc. will hold the principal accountable primarily through the performance expectations defined in the management agreement between Florida Charter Educational Foundation, Inc. and CSUSA.

Governance

1. Describe the role that the board will play in the school's operation.

Florida Charter Educational Foundation, Inc. will hold the charter for the school. Our primary role is to determine and preserve the School's mission and vision; create and oversee the School's operational policies □ exercise continuing oversight over charter school operations □ monitor academic performance and ensure adequate progress is made □ manage resources effectively (adopt and monitor budget and

financials) determine, monitor, and strengthen programs and services ensure legal and ethical integrity and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

Florida Charter Educational Foundation, Inc. will receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

Florida Charter Educational Foundation, Inc. will monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the School's enrollment targets were met, academic goals were achieved, and projected fund balances were maintained, the school's four- year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Since Florida Charter Educational Foundation, Inc. is the initial and leading driver of the school's mission and successful operation, it is crucial that we are informed of the progress the School is making towards achieving its operational, academic, and financial goals. If monthly reports show a shortfall or deficiency in meeting the goals in any area, it is imperative that we as the board, the School, and CSUSA work collaboratively to identify the cause of shortfalls and take proactive action in order to continue making progress towards the School's goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would contact the board attorney immediately.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Florida Charter Educational Foundation, Inc. has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. Florida Charter Educational Foundation, Inc. has contracted with CSUSA to manage the day to-day operations of the school, and we will oversee CSUSA via a performance-based contract. At a meeting of the board, Florida Charter Educational Foundation, Inc. will collectively approve the executed management agreement, and on an annual basis at a meeting of the board, Florida Charter Educational Foundation, Inc. will approve a school budget that includes CSUSA's fee for services.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Sarasota Classical Preparatory Academy
STEVE KNOBL, PH.D.

18786 Milton Keynes Court
Land O' Lakes, FL 34638

www.linkedin.com/in/steveknobl

727.992.2234
knobls@yahoo.com

Link to e-portfolio: <http://www.careerhosting.com/SteveKnobl/Index.html>

Profile: Hillsborough County Early Learning Coalition Chief Executive Officer

A **passionate, energetic, and innovative servant leader** possessing more than 20 years of leadership and management experience in profit and not-for-profit organizations. **Visionary change agent** with career marked by championing institutional vision and mission while galvanizing communities around plans and aspirations for growth, expansion, and influence. **Metric-driven and goal-oriented** executive leader with proven success instituting best in class business practices, capitalizing on opportunities to innovate, and introducing vision, strategies, plans, and programs that drive continuous improvements in performance. An **experienced manager of multimillion-dollar budgets** expertise in initiating projects and programs that boost performance, productivity, and efficiency. Inspirational leader skilled in building high performance teams with competent, committed, and collaborative talent.

AREAS OF EXPERTISE INCLUDE:

Strategy, Vision & Execution	Community Outreach	Transformational Leadership
Budgets/Financial Analysis	Operations Management	Training & Appraisals
Project & Program Implementation	Marketing & Business Development	Compliance and Audits

Professional Experience

RASMUSSEN COLLEGE; New Port Richey, FL & Land O' Lakes, FL **October 2015-December 2015**
Regional Campus Director - New Port Richey Campus & Land O' Lakes Campus

Promoted to lead second Pasco County campus with a focus on enrollment growth, campus culture and business structures. Led and developed 81 employees including an Academic Dean, Dean of Nursing, Director of Admissions, Director of Financial Aid, and Director of Student Affairs on two campuses. Maintained full ownership of campus operations and budget P&L, which included a \$25M annual budget.

RASMUSSEN COLLEGE; Land O' Lakes, FL **September 2012-December 2015**
Campus Director - Land O' Lakes Campus

Promoted to start-up campus, developed and coached staff, led campus through technology implementation and redesign process. Led and developed 46 employees including management team composed of an Academic Dean, Dean of Nursing, Director of Admissions, Director of Financial Aid, and Director of Student Affairs. Maintained full ownership of campus operations and budget P&L, which included an \$8M annual budget. Served as marketing strategist for launching new programs and growth of existing programs. Led the community and business development efforts for the campus. Served on several Board of Directors, task forces, and philanthropic initiatives in the community.

Key Achievements:

- ♦ Ramped campus up from 6 to 26 employees through purposeful, selective, transparent, and collaborative hiring of generalists with passion for "owning" the customer experience.
- ♦ Initiated leadership strategies such as weekly one-on-ones with managers, campus huddles, targeted campus professional development, and recognition programs.
- ♦ Established organizational culture focused on service excellence, mutual respect, honesty, integrity, and recognition. Utilized Harvard Manage Mentor series, implemented employee professional development program, and implemented a comprehensive performance appraisal system.
- ♦ Achieved rapid financial turnaround from negative 128.7% margin to negative 10.8% margin and rapidly nearing breakeven by instituting monthly financial status call with College CFO, forming regional leadership team, and creating regional efficiencies plan.

- ♦ Executed community outreach strategy that included marketing programs at community events to promote college brand, campus, programs, vision, and mission, while building relationships with community stakeholders. Positioned campus as leader in Rasmussen College's 24-campus system with highest number of donated hours for campus space to community groups and partners, largest number of sponsored community events, and relationships and connections nurtures with legislators and local leaders.

PASCO-HERNANDO EARLY LEARNING COALITION; Spring Hill, FL

January 2013–Present

Board of Directors

Serve on the ELC as an active board member. Served as chair for finance and match committees and currently chair the fundraising committee. Past member of the executive board and lead board member for the QRIS "Sunshine Stars" planning and implementation program. Attend Storybook Forest and Annual Conference to support the coalition staff, providers, and community.

RASMUSSEN COLLEGE; New Port Richey, FL

April 2012–September 2012

Academic Dean – New Port Richey Campus

Recruited to direct all academic operations involving 14 full-time and 60+ adjunct faculty, evaluation and performance review process, coaching and mentoring program, professional development and training programs, and community outreach strategy. Led and developed support team comprised of Associate Dean, Assistant to the Dean, and Executive Assistant. Managed \$3.5M annual budget covering payroll, professional development, materials and equipment, technology, and travel expenses. Partnered with Dean of Nursing on budget resource sharing with School of Nursing and School of Health Sciences.

Key Achievements:

- ♦ Faculty scores on student surveys from D average with 6 receiving an "A" grade to faculty score of "B" with 29 scoring "A" grade after two quarters. Instituted common instructional standards, weekly professional development in sound pedagogy, and shared leadership model.
- ♦ Optimized effectiveness by piloting training program with 50+ faculty and adapted professional development plan, coaching plan, and deliverables.
- ♦ Created channel to share best practices and new college policy, showcase new technology tools, and provide nursing and core faculty opportunity to collaborative plan and develop curriculum and assessments by establishing Regional Professional Development program for all three campuses.

GULF HIGH SCHOOL; New Port Richey, FL

June 2008–April 2012

Principal

Selected by Superintendent to turn around school grade, graduation rate, atmosphere, and discipline at school where 62% of 2K+ students received free breakfast and free/reduced lunch. Led and developed 6 Assistant Principals, 160+ faculty, and more than 80 staff. Managed budget of \$12M-\$14M in annual district, internal, and discretionary funds.

Key Achievements:

- ♦ Propelled school grade from "D" ultimately to "A" by reviewing longitudinal data of all metrics; holding off-site, two-day retreat for staff and faculty to redefine vision and; and developed/led execution of strategic plan.
- ♦ Increased student, parent, and faculty/staff satisfaction from 31% to 87% on average by developing and implementing student and faculty leadership development programs, as well as promoting involvement of faculty, staff, coaches, students, parents, alumni, community, and business partners.
- ♦ Championed academic success of at-risk students by creating mentoring program and forming partnership with several county government agencies.
- ♦ Garnered positive publicity through social media, podcasts, blogs, school newsletters, local press releases, and advertising in the community.

BAYONET POINT MIDDLE SCHOOL; Bayonet Point, FL

March 2006–June 2008

Principal

Promoted by Superintendent to lead school through transformation program to improve school climate, student discipline, and school grade. Directed all school functions including safety, performance, parent integration, and community/business partner outreach. Led and developed 3 Assistant Principals, 100+ faculty, more than 40 staff, and over 1,200 students. Managed \$6M-\$8M annual budget comprised of district, internal, and discretionary funds.

Key Achievements:

- ♦ Boosted school grade from “C” to “A” in two years by fostering data-driven decision-making, collegial and collaborative environments for best practice sharing among faculty, and professional development opportunities. Several middle schools implement process the following year.
- ♦ Drove development and maintenance of faculty website by developing incentive-based program, modeling weekly podcasting and blogging initiatives focused on student and staff recognition, and creating “Geek Squad” program for student leaders in technology to complete projects and develop programs.

GULF MIDDLE SCHOOL; New Port Richey, FL

March 2005–March 2006

Assistant Principal for Administration

Promoted by Superintendent to address climate, discipline, and performance issues at school with 800 students and 60 faculty and staff. Managed multiple school departments and initiatives including physical plant, food and nutritional services, emergency drills, strategic plan, school-wide discipline program, professional development plan, and teacher/staff mentorship program.

Key Achievement:

- ♦ Played key role in transforming school from “D” to “B” grade in one year with significant improvements in academic performance and faculty, staff, and student morale by leading development and implementation of school strategic plan.

LAND O LAKES HIGH SCHOOL; Land O Lakes, FL

August 2002–March 2005

Assistant Principal for Curriculum and Instruction

Appointed by Superintendent to improve campus culture and school grade during period of rapid community development and population growth. Managed master scheduling, testing, International Baccalaureate and Advanced Placement programs, faculty development, and accreditation process. Oversaw leadership team several departments including more than 100 faculty and staff.

Key Achievement:

- ♦ Minimized impact of school enrollment at 181% of capacity, while maintaining safe environment and quality education standards by spearheading development and implementation of 10-period day program.
- ♦ Assembled and led stakeholders through collaborative 14-month planning process, facilitated several community town hall meetings to explain rationale, and implemented plan successfully for three years until second school was built. Two other high schools successfully implemented model.

Additional Experience:

J.W. Mitchell High School Teacher and Coach | River Ridge Middle/High School Teacher and Coach | Richey Elementary School Teacher and Coach

Education

UNIVERSITY OF SOUTH FLORIDA

Ph.D. in Curriculum and Instruction with cognate in Marketing and Leadership, 2010

- ♦ Dissertation: “A Qualitative Study: Perceptions of the Roles, Professional Development, and Challenges of the High School Principal.”

SAINT LEO UNIVERSITY

Master of Education in Educational Leadership, 2000

UNIVERSITY OF CENTRAL FLORIDA

Bachelor of Science in Elementary Education, 1994

University Teaching Experience

SAINT LEO UNIVERSITY

Adjunct Professor in Educational Leadership Graduate Program - June 2011 to August 2015

Honors and Awards

- ♦ Graduate, Leadership Pasco 2013-2014
- ♦ Pasco County Principal of the Year, 2009
- ♦ Pasco County Finalist for Administrator of the Year, 2009
- ♦ Pasco County Assistant Principal of the Year, 2005
- ♦

Board and Community Leadership

- ♦ Pasco-Hernando Early Learning Coalition Board of Directors, 2013-Present
- ♦ Pasco County United Way Board of Directors, 2014-Present
- ♦ Congressman Gus Bilirakis' Workforce Board of Directors - 2014-Present
- ♦ West, Central, Wesley Chapel, Zephyrhills, Dade City, Trinity/Odessa Chamber of Commerce, 2012-Present
- ♦ University of South Florida Alumni Association, 2011 to Present

I. ATTACHMENT TEMPLATES

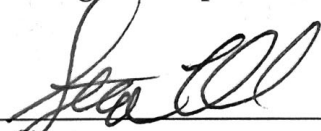
IV. Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Sarasota Classical Preparatory Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Valora Cole (name), FCEF Board Chair (title) to sign as the legal correspondent for the school.



Signature

11-30-23

Date

Steve Knobl

Printed Name

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

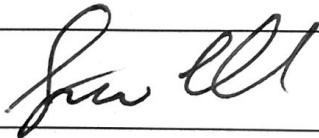
(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: *Steve Knobl*



Signature

11-30-23

Date

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Sarasota Classical Preparatory Academy
2. Full name Randolph Walker
Home Address 208 Lake Pointe Drive #208
Oakland Park, Florida 33308
Business Name and Address Florida Charter Educational Foundation, Inc.
6278 North Federal Highway #384
Fort Lauderdale, Florida 33308
Phone Number 954-536-0597
E-mail address RannyJr@hotmail.com
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

Florida Charter Educational Foundation, Inc. currently operates 12 charter schools in the state of Florida.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

N/A

5. Why do you wish to serve on the board of the proposed charter school?

To assist our schools in providing extraordinary service to the students/districts that they serve.

6. What is your understanding of the appropriate role of a public charter school board member?

To attend and actively participate in all board meetings, adhere to the code of conduct, and adhere to the governing board member role.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been a member of numerous boards, including the Lauderdale Lakes Library of Friends, among many others.

-
8. Describe the specific knowledge and experience that you would bring to the board.

Community partnerships and networking; managerial and financial experience; risk-management expertise; knowledge of compliance management.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Mission: To educate scholars through key tenants of classical education grounded in a rigorous and data-driven curriculum.

Vision: To cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

-
2. What is your understanding of the school's proposed educational program?

The Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each student's mastery of state-adopted standards.

-
3. What do you believe to be the characteristics of a successful school?

Florida Charter Educational Foundation, Inc. and the school share the belief that the characteristics of a successful school include a sound governing board; a well-researched curriculum; goal-setting on a school-wide, classroom, and individual student basis; implementation of PLPs for every student; on-going progress monitoring and assessment; use of innovative measurement tools to drive research-based instruction and data analysis; utilization of technology to drive student engagement; integrated character education programming; academic intervention and acceleration programs; supplemental/extracurricular programs; emphasis on high school and post-secondary readiness; and meaningful parental involvement.

-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

During board meetings, the principal provides monthly status reports to the Florida Charter Educational Foundation, Inc. regarding the progress of the school. These reports include Financial Reports; the School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school); Satisfaction Surveys; Strategic Plans; and an Annual Accountability Report.

-
5. What do you see as your role regarding the school leaders?

A strong relationship will exist between the principal of the school and Florida Charter Educational Foundation, Inc. During board meetings, the principal will present the school's status report and fields any questions. CSUSA will consult with Florida Charter Educational Foundation, Inc. when hiring the principal, and we will provide input regarding the principal's performance. Florida Charter

Educational Foundation, Inc. will hold the principal accountable primarily through the performance expectations defined in the management agreement between Florida Charter Educational Foundation, Inc. and CSUSA, and in ensuring that the school leader is maintaining the school's mission.

Governance

1. Describe the role that the board will play in the school's operation.

Florida Charter Educational Foundation, Inc. will hold the charter for the school. Our primary role is to determine and preserve the School's mission and vision; create and oversee the School's operational policies; exercise continuing oversight over charter school operations; monitor academic performance and ensure adequate progress is made; manage resources effectively (adopt and monitor budget and financials); determine, monitor, and strengthen programs and services; ensure legal and ethical integrity; and maintain academic and financial accountability.

2. How will you know if the school is successful at the end of the first year of operation?

Florida Charter Educational Foundation, Inc. will receive, in addition to monthly reports, an annual report summarizing the school's operational, academic, and financial performance at the end of the school year. The year will be deemed successful if the report reflects that the year's academic goals were achieved, enrollment targets were met, and the fund balance projected in the year's budget was maintained.

3. How will you know at the end of four years of the school is successful?

Florida Charter Educational Foundation, Inc. will monitor the school's progress on a monthly, quarterly, and yearly basis. If at the end of four years, the School's enrollment targets were met, academic goals were achieved, and projected fund balances were maintained, the school's four-year progress will be deemed a success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Since Florida Charter Educational Foundation, Inc. is the initial and leading driver of the school's mission and successful operation, it is crucial that we are informed of the progress the School is making towards achieving its operational, academic, and financial goals. If monthly reports show a shortfall or deficiency in meeting the goals in any area, it is imperative that we as the board, the School, and CSUSA work collaboratively to identify the cause of shortfalls and take proactive action in order to continue making progress towards the School's goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would contact the board attorney immediately.

6. If your school intends to contract with a third-party ESP:
 - a. Summarize your involvement in the selection process;

-
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Florida Charter Educational Foundation, Inc. has collectively chosen to continue the partnership with CSUSA due to their successful management of our current charter schools. Our schools have achieved outstanding academic success with strong student enrollment. Florida Charter Educational Foundation, Inc. has contracted with CSUSA to manage the day to-day operations of the school, and we will oversee CSUSA via a performance-based contract. At a meeting of the board, Florida Charter Educational Foundation, Inc. will collectively approve the executed management agreement, and on an annual basis at a meeting of the board, Florida Charter Educational Foundation, Inc. will approve a school budget that includes CSUSA's fee for services.

Disclosure

- 1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Randolph Walker

208 Lake Pointe Dr, Fort Lauderdale FL 33309

Rannyjr@hotmail.com - 954-536-0597

EXECUTIVE PROFILE

Business Development - Leadership - Sales & Marketing

Highly accomplished enterprising visionary combining outstanding sales & business development. I am results-oriented, decisive leader, with proven success in establishing a lasting presence in new and old markets, identifying growth opportunities, and initializing strong business alliances. Develop international partnerships to drive bottom-line profits. Thrive in dynamically changing environments requiring focused decision making. A key contributor that is able to work independently as well as cooperatively as a team member, creating a rewarding environment.

CORE COMPETENCIES

Innovative Leadership Style
Sales Team Building
Relationship Management

Credit Analysis
Business Development
Portfolio Management

Risk Management
Cross Selling
Business Banking

PROFESSIONAL EXPERIENCE

BankUnited - Fort Lauderdale and Plantation, FL
VP Hub-Branch Manager & Small Business Banker

03/2013-Current

With BankUnited being intensely focused on independent business development, I was able to work independently and communicate with Franchisees, business owners, Business Brokers, Commercial brokers and investor to help with their financial business needs with the following products; SBA loans, equipment leasing, commercial mortgages, lines of credit, remote deposit capture, treasury management, etc. Due to high performance I was promoted to a Hub manager, taking on an additional office.

Key Achievements:

- Actively involved in networking and chamber events.
- Prospecting business brokers, commercial brokers, realtors, business owners and others.
- Schedule conference calls nationwide or local meetings with potential prospective clients
- Educate prospective clients about loan products, leasing and financing products.
- Create rapports with prospective brokers in order to receive business referrals.
- Maintaining existing client relationships, and creating new relationships.
- Managed a portfolio of over \$116 million in deposit balances.
- Increased quarterly assets by 25% leveraging COI's and relationships.
- Sourced, structured and presented lending opportunities to businesses.
- Always keeping an active loan pipeline

- Always working my book of business to fully transition clients over to BankUnited
- Manage a staff of 10 employees between two branch locations
- Adaptable to a rapidly changing environment and capable of generating new business.

BankUnited - Fort Lauderdale, FL

01/2012-03/2013

AVP Assistant Branch Manager and Small Business Banker

Made sure all new accounts are in compliance with BSA/OFAC and other regulators, while actively involved in outside business development activities. Because of my continued success and high performance, surpassing our targeted goal consistently, I was promoted to Vice President and Branch Manager.

Key Achievements:

- Demonstrated the ability to generate new deposits, consumer and commercial loans and consistently surpass monthly goals.
- Researched and informed customers of any credit problem.
- Training and development of team members
- Assisting leaders when necessary to make critical and analytical decisions
- Developed sales and networking plans to increase our deposits by 25% in my first year

BankUnited- Fort Lauderdale, FL

06/2004-01/2012

Relationship Banker III and Licensed Banker

Establish long term business relationships with clients and provide financial solutions to their needs. Transitioned from a savings and loans banker to a business banker.

Key Achievements:

- Open new accounts for personal use, or for business entities; maintain solid and professional relationships with clients and play an active role as their banker, by following up regularly.
- Open new accounts for personal use, or for business entities; maintain solid and professional relationships with clients and play an active role as their banker, by following up regularly.
- Five times Winners Circle Champion due to loans and deposits growth.
- Recognition as the top selling annuity banker.
- Promoted from a relationship banker to an assistant branch manager

Recognitions at BankUnited

- Ambassador to the West Coast of Florida
- Ambassador to New York
- BankUnited Training Advisory Committee
- Retail and Small Business Goals Development Committee
- Broward County CRA Task Force Committee and Liaison

EDUCATION

Texas A&M University

MBA: Business & Finance - 2019

Broward College: Fort Lauderdale, FL

Bachelors Science: Supervision and Management -2013

AA/AS: Arts and Criminal Justice-2003

License

Notary Public

Florida Health-Life & Variable Annuity License

Boards

The greater Caribbean American Chamber of Commerce

The Lauderdale Lakes Library of Friends

I. ATTACHMENT TEMPLATES

IV. Statement of Assurances

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- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Valora Cole (name), FCEF Board Chair (title) to sign as the legal correspondent for the school.



Signature

Randolph Walker

Printed Name

11-30-2023

Date

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

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 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

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Name: *Randolph Walker*

R Walker
Signature

11-30-2023
Date

Attachment M

Organization Charts:

Pre-Opening

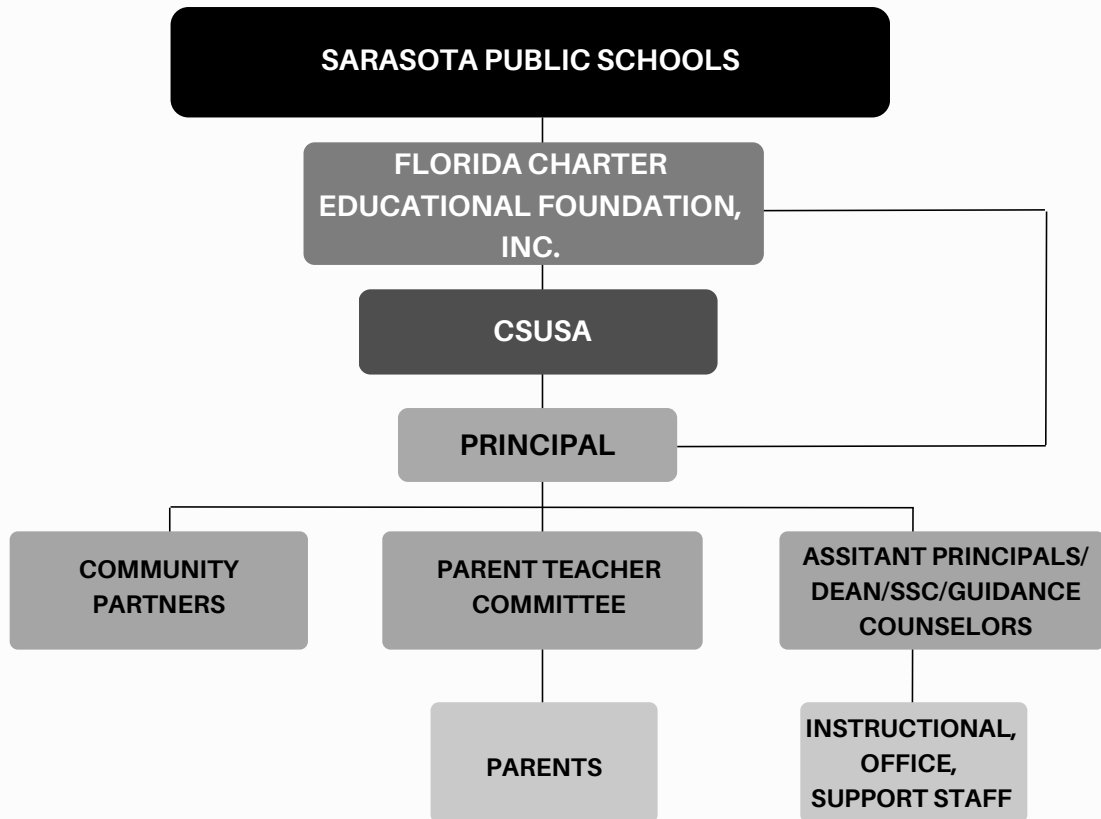
Year 1

Year 5



Sarasota Classical Preparatory Academy
**GOVERNANCE LEVEL
ORGANIZATIONAL CHART**

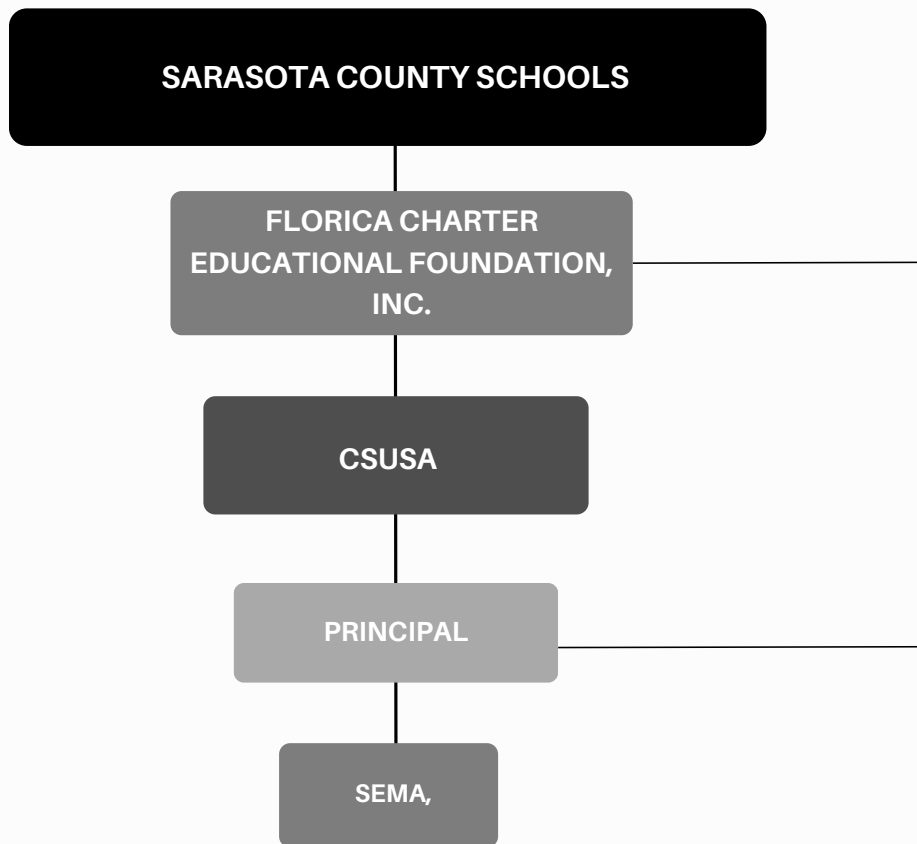
SARASOTA CLASSICAL PREPARATORY ACADEMY





Sarasota Classical Preparatory Academy
**PRE-OPENING
ORGANIZATIONAL CHART**

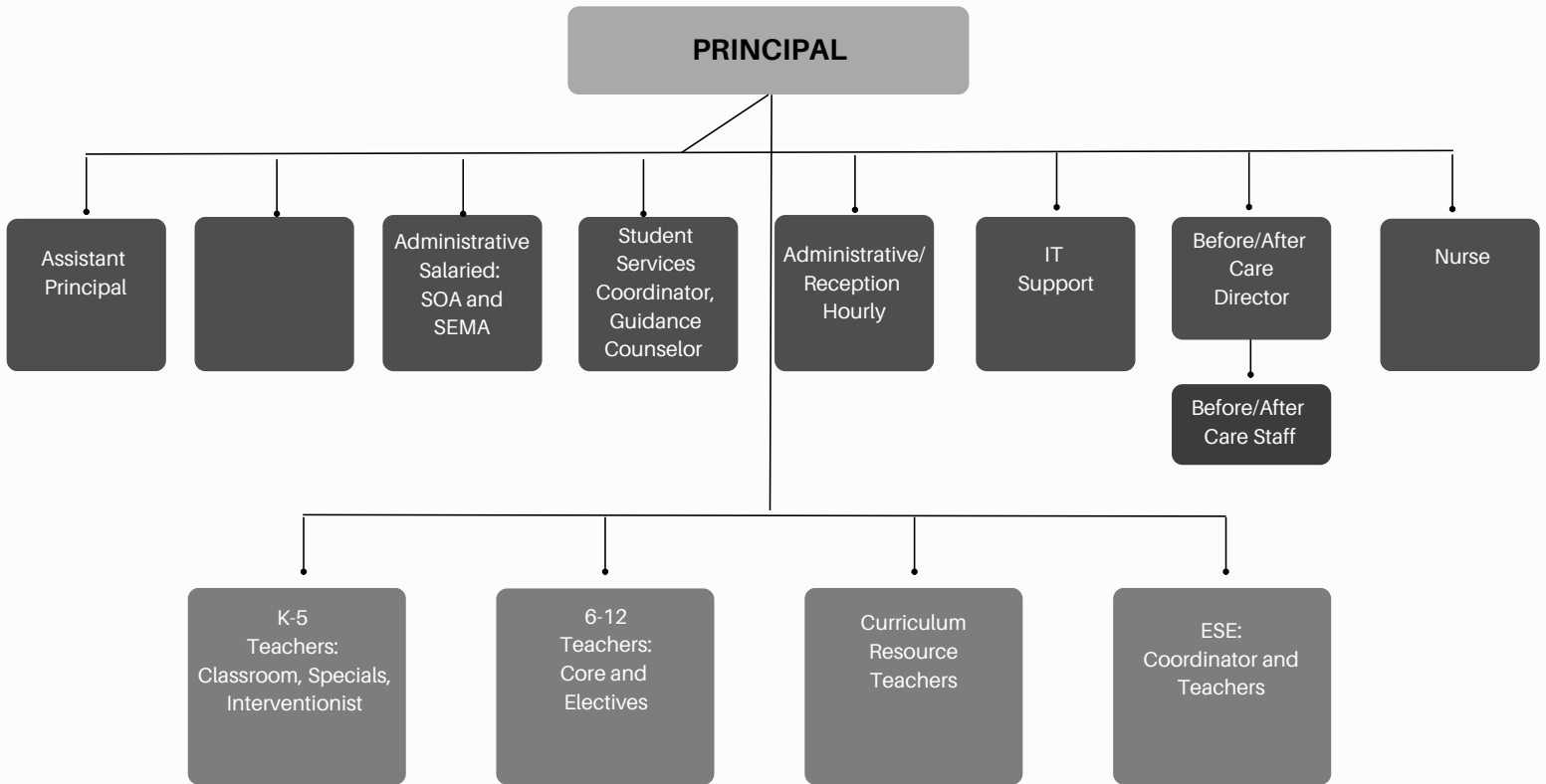
SARASOTA CLASSICAL PREPARATORY ACADEMY





Sarasota Classical Preparatory Academy
YEAR 1
ORGANIZATIONAL CHART

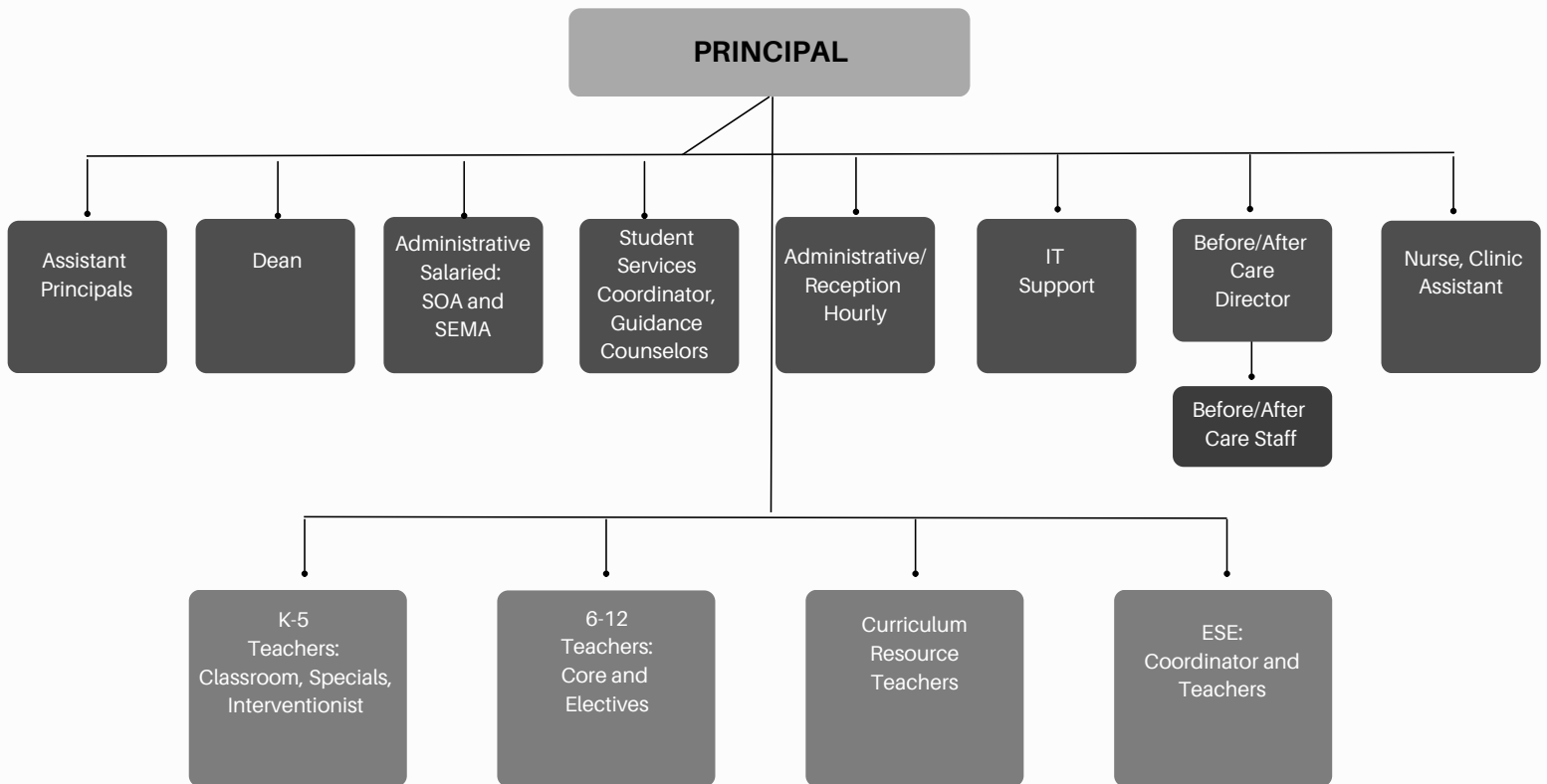
SARASOTA CLASSICAL PREPARATORY ACADEMY





Sarasota Classical Preparatory Academy
YEAR 5
ORGANIZATIONAL CHART

SARASOTA CLASSICAL PREPARATORY ACADEMY



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Attachment N

Job Description:

Principal

PRINCIPAL

JOB PURPOSE: Serve as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Serve as Educational Leader of the School
- Serve as a Chief Administrator of the School
- Supervise and Develops Staff; Cultivate leadership in others
- Communicate with Stakeholders
- Shape the vision of success for all students within the CSUSA framework
- Lead the team, including all stakeholders, on a journey to sustainable success through long-term planning with ongoing monitoring, support and measurable milestones.
- Create a climate conducive to student success
- Improve teacher practice through ongoing observations, coaching, feedback and support
- Manage people, data and processes with the goal of school improvement
- Professional Standards for Educational Leaders
 - Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student
 - Act ethically and according to professional CSUSA norms
 - Strive for equity of educational opportunity and culturally responsive practices
 - Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment
 - Cultivate an inclusive, caring, and supportive school community
 - Develop the professional capacity and practice of school personnel
 - Foster a professional community of teachers and other professional staff
 - Engage families and the community in meaningful, reciprocal, and mutually beneficial ways
 - Manage school operations and resources
 - Act as agents of continuous improvement

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates the ability to lead people and get results through others.
2. Has the ability to think ahead and plan over a 1–2 year time span.
3. Has the ability to organize and manage multiple priorities.
4. Possesses problem analysis and problem resolution at both a strategic and functional level.
5. Collaborates to establish and manage the school's budgets and resources, including negotiating variances and related reporting.

6. Has experience with employee training and development.
7. Possesses strong customer and student orientation.
8. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. Has experience leading high performance teams and is a strong team player.
10. Has a strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Possesses broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Has detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

PHYSICAL DEMANDS

- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

JOB REQUIREMENTS:

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership for Applicable State.
- Minimum 2yrs relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Demonstrated ability to lead a school community toward improved academic achievement.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Attachment O

Principal Qualifications

Principal Qualifications

1. Demonstrates the ability to lead people and get results through others.
2. Has the ability to think ahead and plan over a 1-2 year time span.
3. Has the ability to organize and manage multiple priorities.
4. Possesses problem analysis and problem resolution at both a strategic and functional level.
5. Collaborates to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Has experience with employee training and development.
7. Possesses strong customer and student orientation.
8. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. Has experience leading high performance teams and is a strong team player.
10. Has a strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Possesses broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Has detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

Attachment P

Job Descriptions:
Administrative Staff Positions
(Administrative Leadership and Front Office Staff)

ASSISTANT PRINCIPAL

JOB PURPOSE

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Educational Leadership

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates performance in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.
- Serves as acting Principal responsible for building operations when Principal is out of the building.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Generates and maintains personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students.
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal.
- Attends school-related activities and events to oversee student behavior and achievements.
- Generates and maintains accurate discipline records.
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal.

Human Resources

- Assists the principal in the recruiting, screening, background check and reference checks and recommends and assigns school staff. Is familiar with hiring statutory laws and state regulations.
- Supports the new hire/recruiting process by properly completing job requisition form, offer letter request, and other items as needed, and secure all the required paperwork (applications and Release forms).
- Supports the Principal during the new employee-interview process, as needed.

- Assists Human Resources Department in maintaining compliance with certification guidelines.
- Ensures new hire paperwork is coordinated with the Business Administrator/Bookkeeper and on schedule with the payroll calendar.
- Maintains personnel files in a confidential manner.
- Conducts new employee orientation. Insures the signed Employee Handbook acknowledgement has been received.
- Supports the Principal in disciplinary actions, coach & counsels, exit interviews, etc... as requested.
- Assists the Principal and Human Resources Department in coordinating Performance Appraisal process, including maintaining data in SIS & HR on-line systems.

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Vice President of Education

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrates the ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Works and interacts with individual at all levels of the organization.
5. Thinks ahead and plan over a 1-2 year time span.
6. Has the ability to organize and manage multiple priorities.
7. Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Is able to coach and manage the performance of others
11. Possesses strong customer and student orientation.
12. Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership in Applicable State.
- Two to five years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Successful results of criminal and employment background check.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

- While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:
- Usual office working conditions.

PHYSICAL DEMANDS

- Agility and ability to quickly move in a school environment where children are present.
- Travel within or outside of Florida.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

Make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Sarasota Classical Preparatory Academy
SCHOOL OPERATIONS ADMINISTRATOR

JOB PURPOSE

The School Operations Administrator is responsible for managing the financial, operational, and HR functions at the school level. The School Operations Administrator will work daily with the CSUSA Support Center functional areas to ensure school compliance with all CSUSA policies and protocols as established for all areas of responsibility. These functional areas include but are not limited to procurement, offer letters, onboarding, and grants.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Human Resources Management

- Creates position openings in UltiPro HR system.
- Works in conjunction with Offer Letter Specialist to commence offer process and sends required documents regarding offers.
- Boards new employees in the UltiPro HR system and works daily with Employee Onboarding and Compliance Specialist to insure all employees have completed all new hire paperwork in a timely manner.
- Supports all school personnel in completing electronic Human Resources (“HR”) onboarding submissions, including but not limited to, electronic on-boarding and benefit applications in the UltiPro HR system.
- Implements and monitors new hire information in UltiPro, Time & Attendance system in UltiPro and LaunchPad; maintains employee data in UltiPro.
- Works in conjunction with the Principal, the Finance Department and the Human Resources Department to ensure that the school stays within the approved Staffing Budget and various line items.
- Manages and maintains all confidential employee and school documents.

Payroll

- Manages employees in self-posting PTO in the HR system.
- Ensures compliance and accuracy in the HR Time and Attendance system in UltiPro HR system.
- Audits payroll previews presented by Payroll Department to authorize processing of payroll.
- Manages and trains employees on all required HR systems.
- Prepares School-based reports as required by the Payroll Department.
- Oversees and approves I.T. and Facilities school based employee hours and PTO.

Benefits

- Assists the Human Resources Department in formulating and executing open enrollments and other Benefit meetings and prepares required reports.
- Manages and trains employees on family status changes, 401k, benefits selection and compiles appropriate paperwork as required.
- Manages requests, information and documentation from employees for FMLA, Short-term and Long- term disability and assists Human Resources Department with requests, information and documentation.

Operations

- Works directly with Director and Manager of Procurements on purchase orders and goods needed.
- Manages National School lunch program at the school level working directly with the Support Center.
- Manages the school’s food and transportation services by coordinating with service providers and overseeing deliveries.
- Manages all school inventory purchased.

Finance/Accounting

- Manages financial records of the School in accordance with Company Policy and assists Staff Accountant with monthly Financial Statements.
- Supervises all check request and bank deposits including cash deposits of \$10,000 or more and ensures compliance with the Currency Transaction Reporting Requirements and Company Policy which will be provided and trained upon once hired.
- Supervises and trains delegates to make deposit and accept cash on schools behalf.
- Forwards approved invoices to Accounts Payable department on a weekly basis.

- Monitors and reconciles balances of School-based accounts in a timely manner.
- Manages and trains on procedure for collection of any NSF checks in a timely manner.
- Oversees and approves expenditure Invoices at the school level.
- Maintains and reconciles Petty Cash Account based on Company Policy.
- Prepares and maintains school budget and staffing matrix at the school level with Finance department in Adaptive Planning monthly.
- Participates on all School Dashboard calls and assists Principal with follow-up issues related to the call, as needed.

Grants/Compliance

- Works daily with Education Grants Manager.
- Supervises timelines and grant draw downs.
- Attends grant trainings to prepare and administer grants at school level.
- Supports compliance department ensuring compliance at school level is maintained.

Risk Management

- Ensures adherence to proper safety procedures.
- Acts as liaison to HR and Benefits teams in relation to respective employee injuries.
- Processes and oversees all Workers' Compensation claims electronically in the prescribed manner, and assists Employee in seeking medical care by providing proper authorization forms.
- Oversees, maintains, and processes all student accident claims in the prescribed manner.
- Acts as a Liaison to Facilities and Finance departments on property and casualty claims.

Information Technology

- Supervises all school based I.T. employees.
- Point of contact for submitting Work Tickets for I.T., property, maintenance and safety needs at the school and processes all Help Tickets in a timely manner.
- Ensures all permits and licensing are renewed/paid and posted on a timely basis; no permit or license should be expired.
- Maintains an accurate, documented inventory of school keys for administrators, teachers and substitutes.
- Manages and documents end of year key return from faculty/staff.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

SKILLS AND KNOWLEDGE

1. Time Management: Prioritizing, Organizing, Scheduling
2. Computer Basics – Windows, Internet
3. Aptitude for mathematics and the ability to concentrate on detail.
4. Communication – Oral, Written, Interpersonal (active listening)
5. Ability to multitask
6. Ability to remain calm in fast-paced environment

JOB REQUIREMENTS:

- Bachelor's or higher in Accounting, Finance or related field of study from an accredited institution.
- At least 2+ year's School Operations or Business Management experience required Experience in an educational environment preferred.
- Must maintain confidentiality at all times.
- Knowledge and practical experience beyond basic bookkeeping.
- Knowledge and practical experience using MS Word, Excel, QuickBooks.
- Ability to work independently and make decisions in accordance with established policies and regulations.
- Polite, courteous and tactful with the public and co-workers.

IT SUPPORT SPECIALIST

JOB PURPOSE

Serve as an IT Support Specialist in maintaining & supporting system availability of critical and non-essential school systems. Supports IT needs of assigned regional schools as determined by State IT team. Provides superior customer support to school administration, teachers, parents & students per support structure established by State IT Team

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Manage assigned service zone to ensure support tickets are completed within the Service Level Agreement while following company policy related to inventory management, service call management, safety initiatives, and others.
- Monitor support requests to determine larger-scale issues.
- Plan and support network and computing infrastructure in tandem with State IT team and outsourced partners
- Provide daily assistance within assigned regional area for end-user support, including, but not limited to computer hardware, software installation and upgrades, backups, and networking.
- Provide regular written and verbal updates to the State IT Director/Manager team on the operational status of systems supporting the education environment.
- Escalate support requests & issues as needed to State IT Escalation Team
- Maintain disaster recovery and prevention procedures.
- Plan and support network and computing infrastructure in tandem with State IT team and outsourced partners
- Maintain and implement IT related documentation, SOPs, and best practice procedures.
- Be a technology liaison for schools, clients and vendors.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Perform other duties as delegated by Florida State IT Director, Manager, and Escalation team.
- Ensure adherence to best practice safety procedures.
- Review & stay current on developments, literature and technical sources of information related to job.
- Follow federal and state laws, as well as company policies.

****MAY PERFORM OTHER DUTIES AS ASSIGNED** DISCLAIMER**

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports company's goals and strategic priorities
2. Works and interacts with staff and relates to individuals at all levels of the organization; relates to individuals at all levels. As unique situations present themselves, the incumbent must be sensitive to corporate needs, employee goodwill, and the public image.
3. Ability to organize and manage multiple priorities.
4. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
5. Strong customer orientation.
6. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
7. Demonstrates excellent oral (including presentations), written, interpersonal (active listening), skills and ability; positive and professional phone etiquette.
8. High performance teams and a strong team player.
9. Strong track record for analyzing problems/issues, identifying patterns and recommending creative solutions.
10. Proactive and takes initiative. Thinks creatively.
11. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Relevant technical certifications such as A+, Azure AI-900, SEC+, NET+, CCNA, etc.
- Bachelor's degree in computer science, information systems or equivalent combination of education and experience
- 2-5 years of experience supporting IT customers
- Advanced knowledge and experience resolving hardware and software issues in an enterprise environment
- Prior experience in a school environment is preferred but not required
- Commitment to company values
- Valid driver's license and reliable transportation required to allow for support of regionally assigned schools.
- Such alternatives to the above requirements as CSUSA may deem appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of state.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

ADMINISTRATIVE ASSISTANT

JOB PURPOSE

Responsible for ensuring the smooth and efficient operation of the school office in order for the office's maximum positive impact on the education of children can be realized.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Understands role as CSUSA Representative as evidenced within:

- Leads by example in adherence and knowledge of the CSUSA and school's Vision, Mission and Values demonstrated by his/her commitment to act in an ethical manner using behaviors that promote a team concept.
- Follows through on duties and projects assigned.
- Participates in and successfully completes training programs offered to increase skill and proficiency related to assignments.
- Reviews current developments, literature and technical sources of information related to job responsibility.
- Follows company policies, and federal and state laws.
- Ensures adherence to good safety procedures.
- Consults directly with CSUSA personnel when applicable.

School office responsibilities

- Takes and transcribes dictation of various types, including reports, correspondence, observation and evaluation reports, letters, memos, newsletters, and other documents.
- Maintains the schedule of appointments for the principal and makes arrangements for meetings, conferences, interviews and other activities.
- Prepares evaluations, memos, newsletters, presentations and other documents at direction of the Principal.
- Coordinates the assignments and the work of substitute teachers.
- Performs office routines and practices such as sorting mail, operating the copy machine, serving as telephone receptionist and others.
- Prepares processes and maintains oversight of purchase orders.
- Maintains an appropriate filing system and readily retrieves documents through the use of this system.
- Manages records and correspondence, improves systems when necessary; responds to requests for information.
- Acts as an information resource for other office personnel in the building; communicates assigned duties to other office personnel as required.
- Has the ability to organize and prioritize multiple assignments.
- Is extremely organized, process driven, and detail oriented.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
3. Establishes excellent interpersonal skills between all constituents: is courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations; requires demonstrated poise, tact and diplomacy.
4. Maintains the confidentiality of school business.
5. Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
6. Possesses great phone etiquette.

7. Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
8. Works with and interacts with staff and relates to individuals at all levels of the organization., Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
9. Possesses strong customer orientation.
10. Works with large amounts of data, researches and interprets records, detects errors, and makes the necessary corrections.
11. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
12. Strives to implement best practices.

JOB REQUIREMENTS

- High School diploma or equivalent.
- One to two years of office experience with a wide variety of responsibilities.
- Successful results of criminal and employment background check.
- Comfortable working in learning environment as part of a team.
- Bilingual ability may be required per advertised vacancy specifications.
- Demonstrated proficiency with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Commitment to company values.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual office working conditions.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting for long periods of time
- The employee must frequently lift and/or move up to 20 pounds and occasionally lift and/or move up to 10 pounds of force
- Vision abilities required by this job include close vision, depth perception and ability to adjust focus.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is non-exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

HEALTH AIDE

JOB PURPOSE

To assist in the support of the instructional program by creating a climate of health and well-being in the school and by addressing the health needs of the school, consistent with the goals set forth by CSUSA.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provide basic healthcare to students and staff
- Perform health screenings
- Serve as liaisons between school personnel, family, and community healthcare providers to ensure a healthy school environment
- Serving as consultants with other school professionals, such as food service personnel, physical education teachers, coaches, and counselors
- Providing health-related education to students and staff in both individual and group settings
- Monitoring immunizations, managing communicable diseases, and assessing the school environment as to prevent injury and ensure safety
- Overseeing infection control measures
- Actively participating in school safety plans that address school violence, bullying, and emergencies that may occur at school
- Overseeing medication administration, health care procedures, and the development of healthcare plans
- Overseeing vision, hearing, body mass index, and mental health screening procedures
- Making decisions related to the delegation of healthcare tasks as directed by state laws and professional practice guidance
- Providing health advice to school educational teams, such as the Committee on Special Education and the Individualized Educational Plan (IEP) team

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- School software
- Answering phones
- Interacting with all school stakeholders
- Attention to detail
- Time management
- Strong verbal and written communication
- Clinical duties:
 - take vital signs
 - collect patient medical history and information
 - prepare and clean clinic areas
 - prepare and administer medications
 - log patient visits and keep appropriate records
 - properly dispose of waste and contaminated materials
- Administrative duties:
 - answer phones
 - follow-up with patients regarding questions
 - log patient information
 - create and manage school health records
 - track and order supplies