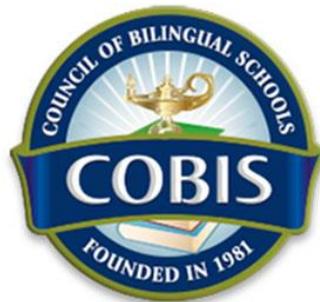




Self-Study 2014-2015



National Independent Private Schools Association





## Welcome NIPSA, COBIS, and SACS Committee Members

Dear Members of the Evaluation Team:

We are looking forward to your accreditation visit to Schoolhouse Preparatory. We are eager to share our program and our school culture with you. Schoolhouse Preparatory is a unique high school designed for unique learners. Our small size, specialized curriculum, and nurturing environment provides an ideal program to optimize the potential of students who have been underestimated by traditional educational institutions.

Our school uses a main website which is mostly informational for families and students interested in learning more about our program [www.schoolhouseprep.com](http://www.schoolhouseprep.com). Students and parents utilize the school portal to access each teacher's home page, the virtual library, and monthly bulletins and updates [www.schoolhouseportal.weebly.com](http://www.schoolhouseportal.weebly.com). Committee members can access the Accreditation Visit Home Page and all supplementary materials here by following these steps:

- Visit: [www.schoolhouseportal.weebly.com](http://www.schoolhouseportal.weebly.com)
- Click on: **Accreditation Login**
- Enter Password: Admin (case sensitive)
- This will lead you to the home page for the site visit. Supplementary materials for each section of the self-study can be accessed by clicking on it.

As you walk on our campus, you will be able to see the spirit of our school on the faces of our students, teachers, and families. We hope that during your visit, you take the time to meet with our students and give them the opportunity to share with you how our school has made such a significant difference in their lives. Their stories will give you a deeper understanding of the mission of Schoolhouse Preparatory and how this little school gets Big Results!

If you have any questions, please feel free to contact us at the school 305.552.1200 or directly at my cell 786.346.4272.

Go Wolfpack!

*Dr. Gigi and Coach Luis*

## SECTION 1: GENERAL DATA

### Schoolhouse Preparatory

This section should include all of the current statistical information for the school.

#### 1.1 Pertinent Information

ITEM	ENTRY
School Name	<b>Schoolhouse Preparatory</b>
Co-Owners	<b>Dr. Jiliann De Villiers/Luis De Villiers</b>
Address	<b>3800 SW 108 Avenue</b>
City	<b>Miami</b>
State	<b>FL</b>
Zip Code	<b>33165</b>
Phone	<b>305.552.1200</b>
Fax	<b>305.552.1211</b>
Email	<b>dr.gigi.schoolhouseprep@gmail.com</b>
Web Site	<b>www.schoolhouseprep.com</b>
Student Portal	<b>www.schoolhouseportal.weebly.com</b>
Date founded	<b>2009</b>
Enrollment	<b>60</b>
Type of School	<b>Coed Special Education</b>
Grades	<b>9<sup>th</sup> – 12<sup>th</sup></b>
After School Program?	<b>Yes</b>
Summer School Program?	<b>Yes</b>
Number of Staff	<b>10</b>
Category	<b>Special Education High School</b>
Year Accreditation Due	<b>2015</b>

##### 1.1.1 Organizational Structure

**Describe the school's classroom organization (i.e. self-contained, departmental, non-graded, etc.)**

Schoolhouse Preparatory is a high school designed for students with unique learning differences who require a smaller class setting with differentiated instruction in order to succeed in school. We offer both a Standard and a Special High School Diploma. Students in the Standard Diploma track are categorized as Freshmen, Sophomores, Juniors and Seniors. Students in the special diploma track are in a self-contained non-graded class.

The curriculum is departmentalized and each teacher is responsible for teaching one specific academic area. The textbooks used meet national standards and are designed for students with learning disabilities. The font is larger, the chapters are shorter, and the amount of student work is reduced.

During Sophomore year, standard diploma track students who maintain a 3.0 GPA are offered the opportunity to participate in the Dual College Enrollment program offered through Miami Dade College. Students in the Special Diploma Track program are in a non-graded self-contained program called “The Academy”. There are only 5 students in the program with one teacher and a paraprofessional. The curriculum is delivered through community based instruction and the goal is to teach our students life management and employability skills as they transition into adulthood.

### **1.1.2 Enrollment (as of October 1<sup>st</sup> of the current school year) 60**

### **1.1.3 Enrollment Three Years Ago 21**

### **1.1.4 Present a Brief History of the School**

Schoolhouse Preparatory was founded in 2009 by Luis and Jiliann De Villiers, a married team of educators pursuing the vision of creating a unique high school program designed for students with learning differences. The school opened with just 5 students. The philosophy and objectives of Schoolhouse reflect the heritage, vision, goals, enthusiasm, dedication, experience and energies of its founders. The school staff shares the vision that by providing discipline, love, encouragement, a solid academic curriculum with small classes and individualized attention, we can achieve success.

Luis and Jiliann De Villiers combined their expertise from Corporate America and the world of education to open the Exceptional Student Education program at Highpoint Academy in 2004 under the leadership and vision of the school’s principal, Alicia Casanova. They both experienced first-hand the challenges that students with special needs face as they transition into adulthood, as well as the limited high school options they have. Following their passion for making the difference in the lives of children, they fulfilled their dream of establishing a high school that meets the academic, social, and emotional needs of young adults, as well as support for their families.

Their lives have been touched by every child and parent they've met along this journey. They've shared tears of pain, and tears of celebration when simple milestones that mean so much have been achieved. Their vision is to provide opportunities to students who have been underestimated by those around them. The story behind each child and their family has been the inspiration for them to open Schoolhouse Preparatory.

## **1.2 School Promotional Information, Admissions and Records**

### **1.2.1 List methods used to give the community and parents of prospective students information about the school.**

The primary source of referrals to Schoolhouse Preparatory is through local special education agencies, families and special education professionals in our community who have clients who meet our profile. These include:

- Autism Speaks
- University of Miami Center for Autism and Related Disorders (UM-CARD)

- Psychiatrists and Psychologists
- Miami Dade County Public Schools
- Families of children at Schoolhouse

The secondary source of referrals is through the internet:

- McKay Scholarship Website
- Internet Search Engines such as Google and Yahoo
- Facebook
- Schoolhouse Prep Website

**1.2.2 List the distinguishing characteristics that attract students to your school. Briefly describe admissions procedures. Please include entrance requirements, tests used, and other screening procedures.**

**Distinguishing Characteristics that make us different**

Schoolhouse Preparatory is the premiere high school for students who require a more personalized educational environment due to their unique learning styles.

***We offer...***

- Small class size with no more than 10 students per teacher
- Safe and nurturing environment
- Dual Enrollment College Program beginning in 10<sup>th</sup> Grade
- Transportation Service is available throughout all of Dade County through STS (Special Transportation Service)
- Career training and field experience
- Personalized attention to each student and their family
- We teach our students self-advocacy skills
- We provide opportunities for students to develop leadership skills by serving on the Student Council
- We foster the development of character, self-esteem, and respect for self and others
- On-site speech and language pragmatics, and occupational therapy
- Before and after school care included in tuition
- Hot lunch served on campus
- Competitive Sports program offered through FHSAA
- A variety of extracurricular programs and clubs

**Admissions Criteria**

Schoolhouse Preparatory is designed for high functioning students who require a more personalized educational environment due to their unique learning styles. We accept students diagnosed with Specific Learning Disabilities, Attention Deficit Disorder, Asperger's Syndrome/High Functioning Autism, and at-risk learners who struggle in a traditional learning environment. Students must be fully verbal and cannot manifest any type of aggressive or self-injurious behavior.

### **Admissions Procedures:**

Candidates must complete an application form and schedule an appointment to spend a half day at our school, as well as take a general skills test. There is a \$50.00 Testing Fee.

#### **The following documents must be submitted:**

- The most current IEP if applicable
- Psychological evaluation not older than three (3) years if applicable
- Incoming Freshmen: Final 8<sup>th</sup> Grade Report Card
- Incoming 10<sup>th</sup> and 11<sup>th</sup> Grade Students: Official High School Transcript
- Most recent standardized test scores
- Two letters of recommendation must be completed by the student's current teacher, school administrator or psychologist. These are confidential and must be mailed directly to the school and cannot be hand delivered by the parent.
- Admissions testing: The student is evaluated in several areas using the Woodcock Johnson Test of Achievement Third Edition. These areas include reading, math, and writing. Additionally, Teachers also observe the student's maturity, overall attitude, discipline, social interaction, responsibility, respect for authority, effort and willingness to learn, overall conduct and general knowledge. Students transitioning from Highpoint Academy Coral Way Campus are not required to take an admissions test.
- Candidates are required to spend a half day at the school for observation. Teachers complete an "Admissions Evaluation" form with comments on their observations and their recommendations for admission.
- Principal interviews the student individually and then holds a conference with parents and student to determine acceptance to the program.
- Once accepted, students are placed on a 45 day Probationary Period.

Previous Progress Reports, school records and Standardized test results and two Letters of Recommendation from previous school are carefully reviewed. Results of these combined evaluations are used to determine eligibility. Final decisions regarding admission are made by the Principal. Admissions Procedures and Forms may be viewed at:

<http://www.schoolhouseprep.com/admissions-procedures-and-forms.html>

**1.2.3 All NIPSA schools are required to have an anti-discrimination policy. Briefly describe how your policy is made public and how is it published.**

Schoolhouse Preparatory admits students of any race, sex, religion, color, national or ethnic origin, to all the rights, privileges, programs and activities generally accorded or made available to students at this school. Schoolhouse Preparatory does not discriminate on the basis of race, sex, religion, color, national or ethnic origin in the administration of its educational policies, admissions policies, Scholarship programs, athletic or other after-school or school-administered programs as well as its hiring policies and practices.

Policy is published in the Policies and Procedures Manual, the school website (<http://www.schoolhouseprep.com/>), and on all promotional brochures (See supplementary materials on <http://schoolhouseportal.weebly.com/section-1.html>)

#### **1.2.4 If needed, list short and long term plans to implement changes in promotional and admissions programs.**

Over the next five years, our goal is to phase out the Special Diploma Track program and only admit students who are eligible to fulfill the 24 credit graduation requirement. We also plan on promoting our school through social media.

#### **1.2.5 Compare present enrollment with school capacity.**

Schoolhouse Prep is licensed for 99 students in grades Kdg. – 12<sup>th</sup>. We are at 60% capacity for students in 9<sup>th</sup> -12<sup>th</sup>.

#### **1.2.6 If the school is planning to grow what is the potential for enrolling new students?**

One of the distinguishing qualities of Schoolhouse is that as a small school, we are able to personalize each student's education and maintain a close relationship with each one of our families. Although our capacity is 99, we plan to cap enrollment at 70 and remain as a 9<sup>th</sup> -12<sup>th</sup> grade high school to ensure the quality of our program.

#### **1.2.7 Describe how student progress is reported to parents.**

Students are placed on an individual Biweekly progress report for all core subjects. Student progress is also reported through Interim progress reports and quarterly report cards (See supplementary materials on <http://schoolhouseportal.weebly.com/section-1.html>). Individual parent conferences are scheduled as needed.

#### **1.2.8 Describe the system used to request records from a former school and to transfer student records from your school to student's next school.**

Schoolhouse Prep uses an official Request of Records form which is signed by the parents authorizing the release of records. When records are requested from our school, we mail the official copies through certified mail (See supplementary materials on <http://schoolhouseportal.weebly.com/section-1.html>).

#### **1.2.9 How are student and personnel records protected against fire, theft, vandalism, etc.? (It is required that adequate protection of school records be evident.)**

All student and personnel records are kept in a fire-proof file cabinet. These records are also scanned and saved on Dropbox.

**1.2.10 Are all required governmental permits and inspection reports current?**

Yes. Permits may be viewed on <http://schoolhouseportal.weebly.com/section-1.html>

**1.3 Geographical Community**

**1.3.1 What community or city does your school serve?** All areas of Miami Dade County.

**1.3.2 Include a map (county or city road map acceptable) in the supplementary materials file showing school and area served.** Map can be viewed on portal <http://schoolhouseportal.weebly.com/section-1.html>

**1.3.3 How are children transported to school? Indicate approximate percentages.**

Parents: **45%**

Car Pools: **5%**

Bus/STS: **50%**

Public Conveyance: 0%

Walk or Bike: **0%**

**1.3.4 What demographic changes are occurring in the community your school serves?**

None. **How do you believe these changes will affect your school?** N/A

## SECTION 2: PHILOSOPHY AND GOALS

### Schoolhouse Preparatory

#### 2.1 Philosophy

##### Our Mission

Schoolhouse Preparatory is a private high school designed for students with learning differences. Our mission is to prepare students to meet their full potential as they transition into adulthood. Our school provides post-secondary training and opportunities for students in educational, vocational, college placement, job placement and life management skills.

##### Philosophy

###### **At Schoolhouse Preparatory, we believe:**

- in the importance of preparing our students into the transition to adulthood.
- students learn in different ways and thus we must provide them with a variety of instructional approaches
- focusing on their individual learning styles.
- each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- that by providing discipline, love and encouragement and a solid academic curriculum with small classes and individualized attention, we can achieve success.
- that the self-esteem of our students can be enhanced by positive relationships and mutual respect between students and faculty.
- that in order for our students to succeed, we must provide them with a safe, nurturing and orderly environment for learning.
- teachers, parents and the community share the responsibility for opening the doors of opportunity for our students

##### Goals

###### **Schoolhouse Preparatory's goals for every student:**

- To create positive and productive members of our community regardless of their challenges.
- To ensure that every student upon graduation is enrolled in a post-secondary collegiate, vocational program or meaningful employment.

**2.1.1 What is the date of adoption?** 2009

**2.1.2 How does the school review philosophy and goals in order to keep them relevant?** The goals are reviewed at the end of every year by our staff and student council.

**2.1.3 Date of Last Revision of Philosophy and Goals:** August 2013

**2.2 To what extent did the groups listed below help in developing the school’s stated goals?**

	Deeply Involved			Not Involved	
	1	2	3	4	5
2.2.1 Proprietor					
2.2.2 Administrator	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.3 Teachers	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.4 Students	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.5 Parents	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.6 Other (specify)	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.3 How is the school community informed about philosophy and goals? (Staff, parents, students, others).**

Our philosophy and goals are published on the school’s website, Policies and Procedures Manual, Student Handbook and on the school portal.  
<http://www.schoolhouseprep.com/philosophy.html>

**2.4 Describe by example how each of the following developmental goals are implemented in a traditional or unique way.**

**2.4.1 Intellectual**

Students at Schoolhouse Prep have been diagnosed with a learning disorder such as Asperger’s Syndrome, Dyslexia or ADHD. These challenges affect the way our students learn and process new information. Our students have average to above average intelligence. In order to ensure each student’s academic success and challenge them intellectually, we offer customized programs for their unique learning styles. *(For more detailed information see Section 5: Instruction and Learning).*

- **Dual Enrollment program through Miami Dade College**

Schoolhouse Preparatory has a distinctive partnership with Miami Dade College (MDC). Our school provides a training ground for MDC students pursuing a degree in Exceptional Student Education. We provide field experience and training in strategies and innovative programs for their student teachers. In exchange, MDC allows our students to take college courses at the MDC campus in a cohort group alongside regular college students. Our students attend the Interamerican campus which is much smaller. MDC Interamerican Campus has assigned to Schoolhouse Preparatory Walter Anders, Director of ACCESS and Kelly Hernandez, Admissions Director at MDC to assist our students in selecting courses and professors who work best with their unique learning styles. Schoolhouse students are provided accommodations through the ACCESS program <http://www.mdc.edu/access>.

To participate in dual enrollment, students must be in the standard diploma track, maintain a 3.0 GPA, pass one or both sections of the PERT, and be in 10<sup>th</sup> grade or higher. We prepare students for the PERT entrance exam at Schoolhouse and transport them to the InterAmerican Campus of MDC to sit for the PERT. MDC allows Schoolhouse students to take the PERT over several days with unlimited time. Our school registrar handles the entire enrollment process and paperwork for our students.

Students enrolled in the dual enrollment college program can take up to 4 classes a year. These credits may be transferred to any college in or out of Florida.

<http://schoolhouseportal.weebly.com/dual-enrollment.html>

- **Preparation for College Board Entrance Exams**

Upper classmen preparing to take the SAT or ACT participate in test reviews at Schoolhouse. We assist them with the registration process and ensure that they receive extended time. Once Schoolhouse receives accreditation, the College Board will allow our school to be a testing site for the SAT and ACT exams.

- **Community Based Instruction**

Students in the Academy Program are on a Special Diploma Track. Due to greater language and intellectual challenges, they are unable to complete the graduation requirements for a standard diploma. Community Based Instruction is a critical component of the educational program of the Academy. It takes place in the community where the students are able to generalize knowledge and skills learned in the academic environment. The students benefit from age-appropriate, functional, hands-on instruction in essential life skills in a meaningful, natural setting where such skills are commonly used. It is expected that the students will live, play and, ultimately, work, in diverse environments within their community, and it is there that they will participate in typical activities across many settings

#### **Community Based Instruction (CBI) Domains**

**DOMESTIC:** this domain includes the skill areas of self-care, personal grooming, wellness and nutrition, and home care, such as housekeeping, cooking and meal planning.

**VOCATIONAL:** the focus of this domain is to develop employability skills, such as being on time, staying on task, following rules, and calendar skills related to work.

**COMMUNITY:** this domain includes the skill areas of accessing transportation and community sites, such as libraries, grocery stores, shopping centers, the post office and restaurants.

**RECREATION & LEISURE:** the focus of this domain is to learn how to utilize public recreation options, to plan personal leisure time, and to participate in recreational activities.

- **Alternative Textbooks**

The textbooks, courses of study, and instructional materials implemented at Schoolhouse Preparatory are selected based on educational research and curricular standards. Our curriculum implements alternative textbooks that are designed for students with unique learning styles who struggle with reading, language comprehension, or have a cognitive processing disorder. These textbooks use larger fonts, shorter chapters, and are visually appealing. Alternative textbooks provide additional support to students who are on track toward a standard high school diploma but need additional assistance. Our textbooks and curriculum are based on national and state standards.

- **On-Site Tutoring for a Customized Learning Environment**

Teachers remain after school to provide tutoring for students who require extra support. This service is offered at no extra cost to the students.

## **2.4.2 Physical**

- **Athletics**

In accordance with our mission of educating and forming the whole person, Schoolhouse Preparatory strives for excellence in athletics, as well as academics. Our athletic program provides all students the opportunity to build self-confidence and to experience the benefits that flow from physical exercise, teamwork, and competition. In striving for success, the Schoolhouse Prep coaching staff instills the qualities of leadership, loyalty, and sportsmanship. The student athlete learns to cope with both winning and losing - "to be humble in victory and proud in defeat." Schoolhouse Preparatory is a proud member of the Florida High School Athletic Association (FHSA) and competes against Non-ESE high schools in Boys and Girls Basketball, and Bowling.

- **Fitness Center**

The fitness center contains full weight machines, treadmills, and spinning bikes. A personal trainer works with our students in both weight training and conditioning. Students are also allowed to use the Fitness Center during the day to work off excess stress and anxiety.

- **Occupational Therapy**

Schoolhouse Preparatory offers in-house Occupational Therapy for students who require it. Occupational therapy treatment focuses on helping improve a student's cognitive, physical, and motor skills as well as to enhance their self-esteem.

### **2.4.3 Social**

- **Social Events**

Schoolhouse celebrates social gatherings throughout the school year. Students and their parents are encouraged to participate. These events include Winter Formal, Prom, teen nights, homecoming, and Spirit Week. At school, students also participate in pep rallies, and fundraisers where they have to work as a team to reach a common goal.

- **Student Council**

The Mission of the Student Council represents the interests of the student body in student government affairs. This is an elected office and has a representative from every grade level along with an executive board. They work with the administration, faculty, staff and school committee to ensure the student body feels free to express their ideas and suggestions. Student Council promotes a positive relationship between the student body and the administration, faculty, staff and school committee. Student Council promotes the Schoolhouse Preparatory philosophy and goals as set forth within the student handbook. They hold monthly meetings after school to discuss fundraisers, student activities, and recommendations.

- **Extra-Curriculars**

Extra-curricular programs are open to all students at no additional cost. Students, teachers and parents offer their input as to what programs they would like offered at our school based on student interest and talent.

- **The Pack Social Skills Program**

Most of our students struggle with social skills, social pragmatics, and coping with identity issues that arise as they become young adults. The “Pack” helps students with Autism learn to cope with the challenges of living with a disability in a world that does not understand them. This provides them with a safe open venue to discuss topics ranging from sexuality, developing relationships, and independence. Something as simple as how to act at a party, understanding body language, and picking up on social cues are skills that must be taught to them.

#### **2.4.4 Personal**

Our school provides extensive opportunities for our students to develop personally as they transition to adulthood. Clubs and extracurriculars are available to students of all skill and ability levels.

- **CCD**

Students of the Catholic faith are given the opportunity to receive preparation for the sacraments of First Communion and Confirmation in just one year. Classes are taught after school by Mrs. Harripaul who is a Catechist for the Archdioceses of Miami. Local churches often do not make it possible for students with learning disorders to participate in their preparation classes because they cannot accommodate to their learning styles. Our classes are open to our students and their siblings. A private ceremony for our students is held in May at Prince of Peace Catholic Church in Kendall.

- **The Pack Gives Back**

This is a community service program in which students participate in food and toy drives as well as fundraisers for local hospitals and charities. Through Radio Lollipop at Miami Children’s Hospital, they visit patients and their families taking with them toys and often dress up in Disney characters and Action Heroes.

- **Career Training Program**

The Mission of the Career Training Program (CTP) is to increase the student's knowledge of the different career choices and options available to them by completing various on the job field experiences throughout their high school journey. The exposure our students receive through the CTP helps them to create business contacts in the community, truly find a career they will enjoy and develop the necessary interpersonal skills for holding a job. Seniors are given the opportunity to complete a 12 week internship in an area of concentration.

- **Guardianship and Trust Management**

As our students reach the age of 18, some parents realize that their son or daughter may never be able to make decisions for themselves. This affects all the students in the Academy, and a small portion of those in the standard diploma track. A workshop on Guardianship and Trust Management is offered to interested families at the beginning of every school year. Schoolhouse Preparatory works with several attorneys in this field who assist our families at a reduced rate or Pro Bono.

<http://schoolhouseportal.weebly.com/guardianship-and-trust-management.html>.

- **Vocational Rehabilitation**

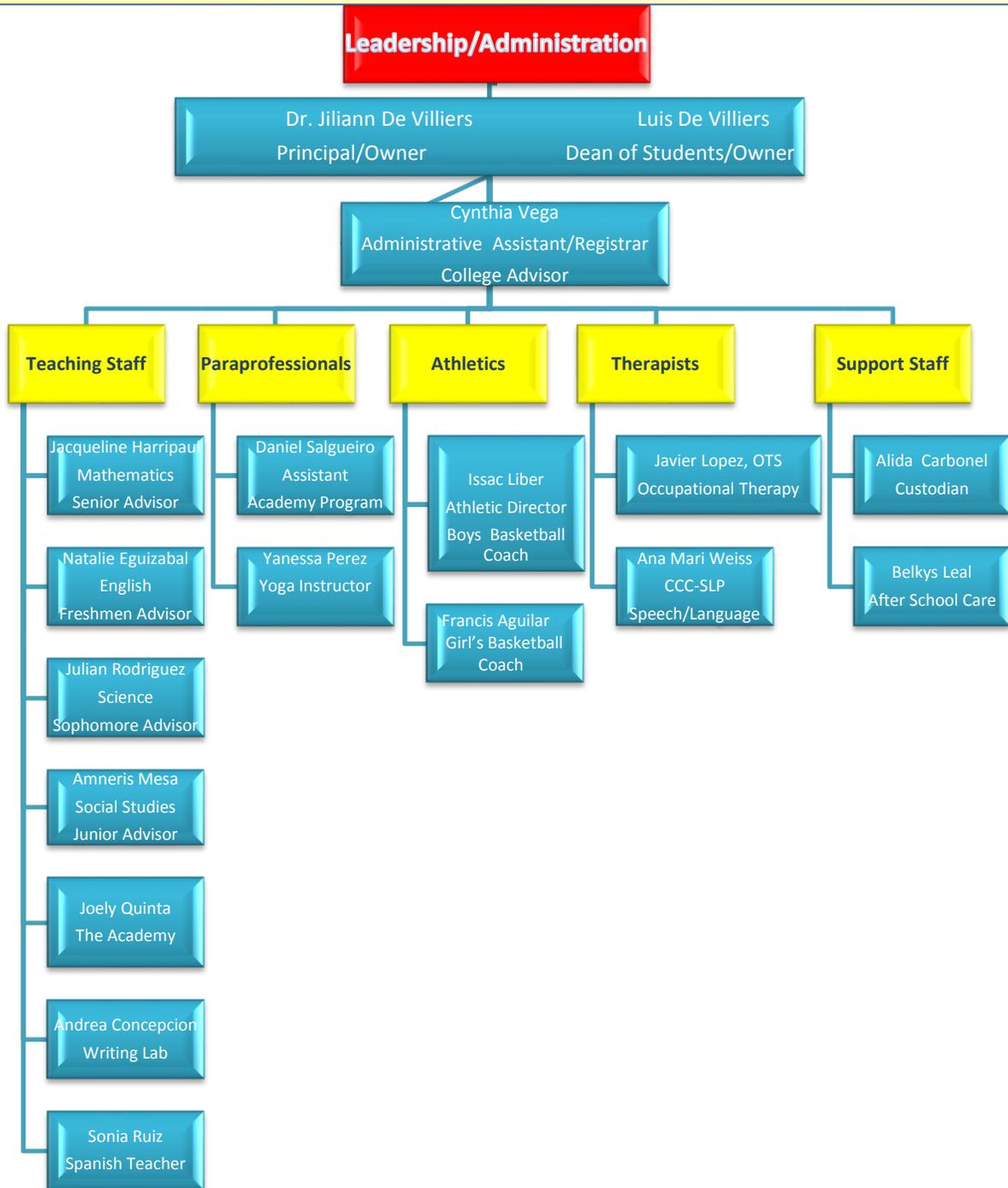
Vocational Rehabilitation (VR) is a federal-state program that helps people who have physical or mental disabilities get or keep a job. Students enrolled in Schoolhouse Preparatory are automatically accepted into Vocational Rehabilitation. We are the only private school in Florida assigned a vocational counselor to service our students at the school site. Once in 12<sup>th</sup> grade, the VR counselor meets with each student and their parents to design a transition plan. VR offers our students the following services:

- Tuition for college or vocational degree; This includes textbooks, assistive technology and devices, and gas or transportation services
- Medical and Psychological Assessment
- Vocational Evaluation and Planning
- Career Counseling and Guidance
- Training and Education After High School
- Job-Site Assessment and Accommodations
- Job Placement, Coaching and On-the-Job Training
- Supported Employment

## SECTION 3: ORGANIZATION AND LEADERSHIP

### Schoolhouse Preparatory

#### 3.1 Append an Organizational Chart: Show lines of authority and communication.



## 3.2 Describe how school policies are determined, implemented and revised.

### How Policies are Determined:

The Florida Department of Education sets specific policies which need to be adhered to by all Florida schools <http://www.fldoe.org/Department/laws.asp>. Additionally, schools that receive the McKay scholarship must adhere and implement specific polices for education students with disabilities <http://www.floridaschoolchoice.org/Information/McKay/>. Schoolhouse Preparatory implements these policies as well as policies developed by the administrative team designed to for the unique characteristics and population of our school.

The school's Policies and Procedures Manual was originally developed and adopted in 2009 by the Leadership Team consisting of Dr. Jiliann De Villiers, Luis De Villiers, and Jacqueline Harripaul. Policies developed specifically for the unique characteristics of our school include discipline, grading, homework and testing, school operations, admissions, financial obligations and tuition, curriculum and academic programs.

### How Policies are Implemented:

All policies are implemented by the administrative staff and faculty of Schoolhouse Preparatory.

### How Policies are Revised:

The administrative staff and faculty review our school policies at the end of each school year or as necessary to ensure that they address all areas of our program as well as student needs. Since we are still in a process of growth, our school revises as these policies as needed.

**3.3 Does the school have written policies covering the following areas?  
Note the degree of implementation by marking 1 (not implemented) to 5 (fully implemented), and document or comment depending on the existence of policy.  
Policies and procedures manual can be viewed on:  
<http://schoolhouseportal.weebly.com/section-3.html>**

		1	2	3	4	5
3.3.1	Policy Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.2	Handling controversial issues and complaints through the proper channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.3	Personnel practices, including job description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.4	Selection of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.5	Selection of library materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.6	Use of school equipment and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.7	Curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.8	Student discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.9	Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.10	Staff Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.11	Purchasing of materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
3.3.12	Hiring and firing of personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>

### **3.4 Describe the working relationship between the school proprietor and administrative staff.**

One of the unique characteristics of Schoolhouse Preparatory is that it is a very small school. The proprietors of Schoolhouse Preparatory firmly believe in the importance of creating a family like working environment based on trust and communication. Our size makes it possible to create this relationship. Each member of the team has been touched in a personal way by someone in their family with special needs. They see what they do more as a ministry than a job.

Operating two schools can present a challenge which is overcome by technology. The campuses are only one mile apart making it possible to easily travel between the two. When not physically present at the school, the proprietors are able to communicate with Ms. Vega, our administrative assistant via telephone, email, and video conferencing. All documents are instantly updated through DropBox and the website is easily accessed through Weebly.com.

Ms. Vega worked as a special education teacher first at Highpoint Academy in the special education program and later transferred to Schoolhouse. Her preparation for this position comes directly from on-site training. Our working relationship is based on mutual trust and respect. Ms. Vega handles the day to day operation of the school, oversees assessment and testing, as well as the financial operations of the school.

### **3.5 Describe the working relationship between administrative staff, faculty and support staff.**

Given that Schoolhouse Prep is such a small school, the working relationship between all these is reflective of the philosophy and beliefs of the proprietors. It is based on mutual trust, respect and communication. Senior staff is responsible for mentoring our rookies. The faculty regularly makes recommendations regarding the curriculum and programs to the administration which is later discussed with the proprietors for approval. Given the unique learning differences of our students, our programs are constantly changing to meet their needs. The administrative staff, faculty, and support staff collaborate on a regular basis to ensure that we are meeting the academic and emotional needs of each student.

### **3.6 Describe how the school administration works to create a climate of cooperation and mutual respect between members of the instructional and support staffs.**

The school administration organizes quarterly lunch meetings to discuss the school program, students who are struggling, policies and upcoming activities and events. On a regular basis, the faculty and support staff feels comfortable to approach the administration regarding any concern they may have regarding their classes or students. The faculty is supplied with any items and materials needed to support the instructional program. On a personal level, we

celebrate as a school every staff's birthday, birth of a new member, and weddings. The working atmosphere is that of a family that is based on cooperation and mutual respect between all of its members.

**3.7 List each member of the administrative staff by name and title and briefly describe the responsibilities of each.**

### The Leadership Team



Dr. Jiliann De Villiers, affectionately known to her students and families as “Dr. Gigi”, is a veteran of the Miami-Dade County Public School system. Dr. De Villiers began her career in 1988 as an Exceptional Student Education teacher working with children diagnosed with Autism, Down Syndrome, multiple physical impairments, and Specific Learning Disabilities. She was among the pioneers who began implementing an Inclusion Model for servicing children with special needs in the general classroom.

In 1994, she left the classroom to become a Staffing Specialist. In that role, she was responsible for assisting in the diagnosis and placement of students with learning problems as well as designing educational programs to meet their individual needs. During this time, Dr. De Villiers helped to establish support programs for children with disabilities and their families across several schools in the county. In 1997, she worked as an elementary school administrator. Never losing sight of her love for helping children who face learning challenges, Dr. De Villiers developed special intervention programs at her school that targeted children whose educational needs were not being met by the school system.

Luis De Villiers, affectionately known as “Coach Luis” joined his wife in 2004 when they opened the Exceptional Student Education program at Highpoint Academy under the leadership, support and vision of the school's principal and owner, Alicia A. Casanova. Dr. De Villiers has used her years of experience and training to design the program and services offered at the school. Luis De Villiers coming from Corporate America, brought to the program the expertise for organizing different disciplines under one roof in order to provide in house services for the students and their families.

In 2009, Luis and Gigi opened Schoolhouse Preparatory. They both experienced first-hand the challenges that students with special needs face as they transition into adulthood, as well as the limited high school options that their parents have. Following their passion for making the difference in the lives of children, they fulfilled their dream of establishing a high school that meets the academic, social, and emotional needs of young adults, as well as support for their families.



## Dr. Jiliann De Villiers

"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding."

- Robert John Meehan

***Educational Philosophy: Autism is not a problem. It's a journey. Along that journey, our children will find straight paths, rocky paths, and pit stops along the way. As educators, we have to guide these children and their families along the journey and give them the tools to help them succeed and overcome challenges.***

Web Page: <http://www.schoolhouseprep.com/dr-gigi-de-villiers.html>

<b><i>Position</i></b>	<b><i>Principal/Proprietor</i></b>
<b><i>Other Duties/Responsibilities</i></b>	School Operations Guidance and Discipline College Counselor Curriculum Supervisor
<b><i>EDUCATION DEGREES</i></b>	<b>BA Psychology and Special Education/University of Miami, 1989</b> <b>MS Diagnostic Assessment/Florida International University, 1993</b> <b>Doctor of Education/Nova Southeastern University, 2002</b> Dissertation consisted of a four-year study aimed at helping elementary age students with reading disabilities close their achievement gap through the use of specific teaching techniques and programs.
<b><i>CERTIFICATES HELD</i></b>	ESE K-12, Educational Leadership
<b><i>NUMBER YEARS HERE</i></b>	5
<b><i>YEARS OF TEACHING EXPERIENCE</i></b>	26
<b><i>Why I chose to become a Special Education Teacher</i></b>	When I was 7 years old, my parents adopted a young homeless boy who was mentally handicapped. That one act of kindness of my parents impacted forever the life of one child. However, it inspired me to impact the lives of countless children with special needs forever.



# Luis De Villiers

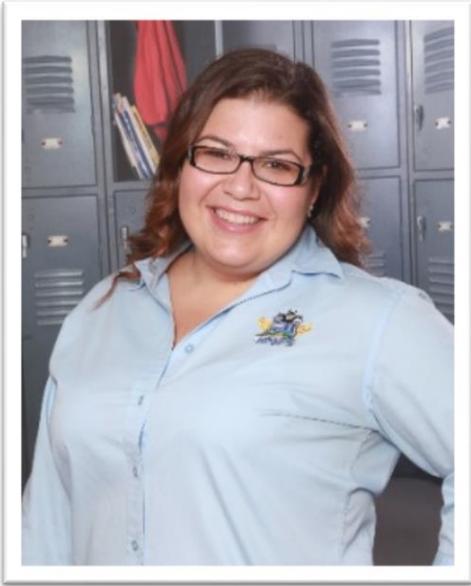
“When we do the best we can, we never know what miracle is brought in our life, or in the life of another.”

- Helen Keller

*Educational Philosophy: The greatest lessons in life I have learned from children with special needs. We are here to teach them, but in the end, they teach us.*

Web Page: <http://www.schoolhouseprep.com/administration-and-faculty.html>

<b>Position</b>	<i>Dean of Students / Proprietor</i>
<b>Other Duties/Responsibilities</b>	School Operations Guidance and Discipline Athletics
<b>EDUCATION DEGREES</b>	BS Business Administration / University of Miami, 1989
<b>NUMBER YEARS HERE</b>	5
<b>YEARS OF EDUCATIONAL EXPERIENCE</b>	12
<b>Why I chose to become a Special Education Teacher</b>	I was introduced to the world of special education by my wife when we were just teenagers. I always noticed that the gratification she received from working with her students was greater than any job I ever held. Twelve years ago, I left the world of corporate America to join her in the world of education. Best decision I ever made!



## Cynthia Vega Martinez

*“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is dumb”*

*-Einstein*

*Educational Philosophy: I am here to open up the doors of opportunity for every student who walks into our school. Some may not want to enter, but for those who do, the possibilities are endless.*

<b><i>Position</i></b>	<i>Administrative Assistant</i>
<b><i>Other Duties/Responsibilities</i></b>	School Operations, Registrar, College Advisor
<b><i>EDUCATION DEGREES</i></b>	Bachelor of Science in Exceptional Student Education Miami Dade College, 2006
<b><i>NUMBER YEARS HERE</i></b>	5
<b><i>YEARS OF TEACHING EXPERIENCE</i></b>	12
<b><i>Why I chose to become a Special Education Teacher</i></b>	I grew up with a disabled uncle. My mom’s brother had meningitis as a child which left him permanently brain damaged. Watching the patience and dedication it took to have him regain simple skills impacted my life incredibly and led me down this path. There is no grater reward then to know you have made a difference in the life of a child.

**3.8 Is the administrative staff sufficient to meet the needs of the school in implementing the school philosophy and goals? Explain.**

Yes. Since we are a small school of only 60 students, our administrative staff of only 3 is sufficient to meet the needs of the school in implementing the school's philosophy and goals. Each member of the team carries out specific functions of the school and collaborates with the faculty to implement each one of our goals.

**3.9 Describe how the administrative staff performs the following functions and evaluate their effectiveness:**

**3.9.1 Develops and administers school policy**

**Level of Effectiveness: Highly Effective**

The administrative staff and school faculty collaborate to review school policy on an annual basis. Policies regarding student performance, testing, and academics are updated as necessary to meet the changing needs of the school.

**3.9.2 Provides, supervises and participates in staff development program**

**Level of Effectiveness: Highly Effective**

The administrative team meets with the faculty at the end of the school year to discuss areas of interest for staff development. Upon their recommendation, the administrative staff develops a series of inservice workshops for the school year. Professional development courses are done online through [www.thecenterforlearning.org](http://www.thecenterforlearning.org), [www.theteachersacademy.com](http://www.theteachersacademy.com), and [www.pbs.org](http://www.pbs.org). Lectures specific to Autism Spectrum Disorders are done through the University of Miami Center for Autism and Related Disorders (CARD) <http://www.nova.edu/card/webinars.html>. All inservice programs are funded through Schoolhouse Prep.

**3.9.3 Evaluates teaching and job performance**

**Level of Effectiveness: Highly Effective**

Teacher evaluations are crucial for continuous improvement of instruction and the academic program. Informal observations of each teacher are done randomly throughout the school year by Dr. De Villiers. When areas that need improvement are observed, Dr. De Villiers calls the teacher in for a conference to address these issues and develop strategies for improvement. Formal Evaluations are done annually using a teacher evaluation instrument. As part of the evaluation process, teachers are required to indicate an area they want to strengthen as well as set goals for the following school year.

**3.9.4 Communicates and counsels with staff, students and parent community**

**Level of Effectiveness: Highly Effective**

The administrative staff maintains an open line of communication with faculty, students and parents. They all have the direct cell phone number to Dr. Gigi,

Coach Luis and Ms. Vega. Important information and reminders are sent to parents and students via text messages, the app Remind 101, and email. Parents are given each teacher's cell phone number and email address. Dr. Gigi has stored on her cell mobile phone the contact numbers to all parents and students. This facilitates quick communication with families when needed. Families are able to reach the administrative staff at all times including weekends either by phone, email or text.

### **3.9.5 Builds climate for good staff and student morale**

#### **Level of Effectiveness: Highly Effective**

The climate of the school is that of a family atmosphere. Families are invited to all student functions such as our Thanksgiving Luncheon, Winter Formal and Senior Prom. We also treat all our moms to a special breakfast for Mother's Day. Schoolhouse Prep celebrates special events and activities throughout the year to boost student morale and school spirit. This includes School Spirit Week, Field Days, our Winter Formal, Senior Dance, homecoming celebrations and student field experiences. We celebrate each student and faculty member's birthday during the lunch period. During the holidays, the staff participates in a Secret Santa Gift exchange which involves a great deal of joking around. Humor is a big part of the working environment. This reflects the philosophy of the proprietors. Laughing makes our jobs more enjoyable and our teaching more effective. You will always find a smile on our students and staff.

### **3.9.6 Directs the curriculum development program**

#### **Level of Effectiveness: Highly Effective**

Dr. De Villiers brings 26 years of experience into the development of the school curriculum. Having worked as a special education teacher during the first part of her career, she has a greater understanding of the way students learn. Schoolhouse Preparatory offers a college preparatory program to students with learning differences. The programs, courses of study, and instructional materials are chosen and implemented based on educational research and curricular standards. Our curriculum implements alternative textbooks that are designed for students with unique learning styles who struggle with reading, language, or a learning disability. These textbooks use larger fonts, shorter chapters, and are visually appealing. Alternative textbooks help students who are on track toward a standard high school diploma but need extra support. Our textbooks and curriculum are based on national and state standards.

### **3.9.7 Evaluates the learning program**

#### **Level of Effectiveness: Highly Effective**

Both students and teachers participate in the evaluation of the learning program. When new textbooks are being considered for adoption, students and teachers

have the opportunity to review the materials and help choose which ones best work with their learning styles.

### **3.9.8 Provides orientation for new teachers**

#### **Level of Effectiveness: Highly Effective**

New teachers are required to complete a four week summer training in-service at the school in order to familiarize themselves with the students, curriculum, and learning environment. They are assigned a peer teacher at the beginning of the school year who will providing guidance and mentoring.

### **3.9.9 Supervises plant use and maintenance**

#### **Level of Effectiveness: Highly Effective**

The school has a full-time maintenance crew that ensures the safety, maintenance and cleanliness of the school plant. Daily walk-through of the building are done to check that everything is functioning properly. Students and staff also bring to the attention of the administrative staff any problem within the school plant that needs immediate attention.

### **3.9.10 Manages school business**

#### **Level of Effectiveness: Highly Effective**

The collection of tuition and maintenance of the McKay Scholarship program is the direct responsibility of the Administrative assistant, Ms. Vega. The accounting, school budget, and operating account is managed by Coach Luis. Dr. De Villiers handles payroll and the monthly book-keeping of all operating expenses.

### **3.9.11 Please describe any additional duties that you may feel important**

#### **Level of Effectiveness: Highly Effective**

The administrative staff is also responsible for coordinating the dual enrollment program with Miami Dade College, organizing all career internships, and coordinating transition meetings with the Department of Vocational Rehab.

***Employee evaluation instrument in supplementary file***

### **3.11 Explain how the administrative staff encourages innovations and reasonable experimentation in the education program?**

Dr. De Villiers encourages all teachers to teach “out of the box”. As part of the teacher pacing guides, teachers must include a culminating activity for each quarter which is fun and innovative. These include lessons off our campus.

### **3.12 To what extent does the administrative staff provide opportunity for staff members to participate in decisions making?**

The staff and faculty members are invited to participate in decision-making as follows:

- New student admissions
- Effectiveness of curricula
- Selection of textbooks

- Selection of extra-curricular programs
- Professional development programs
- Revision of school policies
- Student related activities and function

**3.13 List the professional organizations to which the school and administrative staff belong.**

FAISEF and BIPRISA

**3.14 Describe methods of communicating news and information to staff, students and parent community.**

The monthly newsletter contains information for the month, reminders and upcoming events. The hardcopy is sent home the first of each month and is also emailed to parents as well as posted on the Student portal. The student portal contains relevant information to the school posted on the home page. Each teacher maintains their own site which included test reviews, homework and upcoming assignments.

***Include in the supplementary materials file or appendix up to three copies of each: staff bulletins, student notices, parent notices/newsletters, staff meeting agenda, parent meeting agenda, and/or school newsletter.***

## **SECTION 4: CURRICULUM**

### **Schoolhouse Preparatory**

#### **4.1 How is the school organized for leadership in curriculum development and supervision?**

Schoolhouse Preparatory offers a standard diploma and a special diploma option. The standard High School Diploma is based on the 24-credit graduation requirements established by the state of Florida. Within the courses required for graduation, Dr. De Villiers is responsible for researching textbooks that can deliver instruction in a manner designed for students with unique learning styles at all ability levels. The Lead Teachers for each subject area reviews textbook selections along with students to determine which ones are most effective to teach the course. Teachers supervise the effectiveness of the curriculum during the school year. If they determine that the textbook and curricular selection for the course is not conducive to the learning process of the students, teachers consult with Dr. De Villiers in order to make any necessary modifications or changes needed to ensure the success of the program.

The lead teacher for the Academy (special diploma track) modifies the community based instructional program yearly based on the changes in student population. All academics focus on life and community living skills. Textbooks and the curriculum selected for the program are reviewed each year by Dr. De Villiers and the Academy Chair in order to implement new programs and modify existing ones.

Since the learning styles of our students vary from year to year, we maintain alternative programs for the delivery of instruction in the areas of Math, English, Science and Social Studies. The faculty and students are active stakeholders in the development and supervision on the curriculum.

#### **4.2 Describe faculty and student input/involvement in curriculum development and assessment.**

The administrative staff, faculty and students are all active stakeholders in curriculum development and assessment. Each lead teacher for their subject area collaborates with Dr. De Villiers in the selection of curriculum and the instructional program for the school year. Teachers are encouraged to think “out of the box” to ensure that their lessons come alive for their students. Students are given an opportunity to rate their classes at the end of the year and make recommendations.

#### **4.3 Explain the decision-making procedures in curriculum matters.**

Recommendations are made by the teachers and students to the administrative staff. Dr. De Villiers holds meetings to discuss curriculum matters with the faculty based on these recommendations. Final decisions must be approved by Dr. De Villiers.

#### **4.4 Has the curriculum changed within the past three years? Explain.**

Yes, the curriculum has changed over the past three years. The school began with only 5 students who presented learning challenges very different from our students today. The curriculum has evolved to include textbooks and materials that present information designed for their unique learning styles while meeting the required state standards for graduation. The “Academy” has evolved into a program that focuses on community living skills and independent living.

Schoolhouse Preparatory has also grown the career training program to include a greater number of field experiences in career related areas, as well as a 12 week internship in an area of concentration during senior year. A partnership has also been established with the Department of Vocational Rehab to ensure a seamless transition into post-graduate educate and community living. The school has developed the dual enrollment college program through a partnership with Miami Dade College.

#### **4.5 What areas of the curriculum are in need of change or additional emphasis?**

Additional emphasis needs to be placed in preparing students in the Academy for life after high school, job placement and independent living. Additionally, many students on the standard diploma option are not candidates for a college career. We need to have a plan in place to find appropriate technical and vocational programs for these students.

#### **4.6 Describe plans to bring about needed changes or additions.**

The administrative staff is presently working to establish a seamless working relationship with Good Will Industries, Robert Morgan Tech, technical colleges and Vocational Rehab to assist students in the Academy with more challenging disabilities to transition to the world of work and independent living. As funds become available, it is our goal to hire a full-time Transition Specialist to focus on these areas.

#### **4.7 Describe, for at least one academic area, how articulation is assured from grade level to grade level (example: math for 1st, 3rd and 5th), or from division to division (example: language arts for Early Childhood, elementary and middle school.)**

Choose any area of academic emphasis. Identify one or more specific areas of instruction (example: math geometry, or language arts - writing), and include goals, activities, texts, or other learning materials, and provide or describe some samples of performance.)

#### 4.7.1 Identify specific areas of instruction

Schoolhouse Preparatory offers a college preparatory program to students with learning differences. The programs, courses of study, and instructional materials are chosen and implemented based on educational research and curricular standards. Our curriculum implements alternative textbooks that are designed for students with unique learning styles who struggle with reading, language, or a learning disability. These textbooks use larger fonts, shorter chapters, and are visually appealing. Alternative textbooks help students who are on track toward a standard high school diploma but need extra support. Our textbooks and curriculum are based on national and state standards.

The Standard Diploma Track is based on a 24 credit requirement in Mathematics, English, Science, Social Studies, Foreign Language, and fine arts electives. These courses meet the graduation requirements as established by the Florida Department of Education (Florida Statute 6A-1.09961). Schoolhouse Preparatory offers two standard high school diploma options:

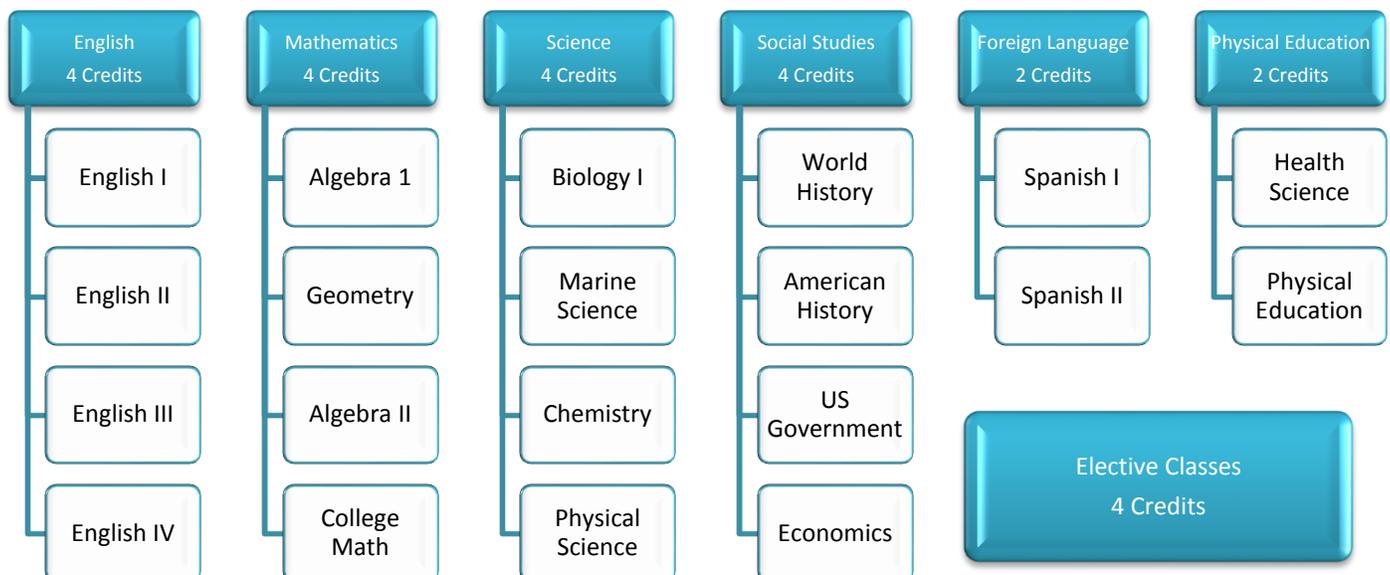
#### Option 1 - Standard Diploma with Dual Enrollment Option

- College courses are offered through Miami Dade College. Upon acceptance to the college, students may start to take credit courses during their Sophomore, Junior and Senior year.
- Eligibility requirements include a minimum 3.0 un-weighted GPA and a passing score on the Reading, writing, and math portions of the PERT.

#### Option 2 - Standard Diploma Option

- Students are required to maintain a cumulative 2.0 un-weighted GPA in order to receive their high school diploma.

Graduation Requirements for a Standard Diploma (24 Credits)



These courses meet the graduation requirements as established by the Florida Department of Education (Florida Statute 6A-1.09961)

\*NOTE: Every student is required to complete 100 hours of Community Service and 40 hours of Work Experience.

#### **4.7.2 List goals**

**SEE CURRICULUM GUIDE**

#### **4.7.3 Include samples of performance objectives (if developed)**

**SEE CURRICULUM GUIDE**

#### **4.7.4 List and evaluate texts and other learning materials**

**SEE CURRICULUM GUIDE**

Our curriculum implements alternative textbooks that are designed for students with unique learning styles who struggle with reading, language, or a learning disability. These textbooks use larger fonts, shorter chapters, and are visually appealing. Alternative textbooks help students who are on track toward a standard high school diploma but need extra support. Our textbooks and curriculum are based on national and state standards.

### **4.8 Describe how the curriculum addresses the academic, social, physical and personal needs of the students.**

- **Academic**

The curriculum uses textbooks developed and designed specifically for students with unique learning styles who have been diagnosed with various learning disorders. Instruction is done through small group instruction, using interactive and hands-on lessons in a stimulating and motivating environment.

- **Social**

Students participate in exciting field trips throughout the year and are given the opportunity to learn about careers by shadowing professionals in our community. Because the workload is modified, students are able to participate in afterschool extra-curricular programs that otherwise would have not been possible.

- **Physical**

Neurologically, most of our students experience processing speed and visual spatial challenges. The larger font and pacing of the content in our textbooks in addition to the individualization of the lessons, makes it possible for our students to make progress and achieve success.

- **Personal Needs of Students**

Our school provides each student with a personalized educational experience. Our small student population allows staff members to understand each student's life story, personal challenges, family issues, and other factors which will directly impact their performance in and out of school. We provide our students with a safe environment in which they are not ashamed or embarrassed to ask for help. In addition, Schoolhouse Preparatory also provides our students with field experiences and training in different careers in which they will be successful in.

**4.9 Provide to the committee in the supplementary file, the curriculum guide or other descriptive material that spells out the school learning program and shows a continuum of instructional content?**

**SEE CURRICULUM GUIDE**

**4.10 How does the curriculum guide specify units of instruction, instructional strategies, materials and methods of student assessment for each course or grade level offered?**

**SEE CURRICULUM GUIDE**

The curriculum Guide charts the framework for our students to follow in order to obtain a Standard high school diploma. Please refer to the course syllabus for assessment and grading information.

**4.11 Make available to the site committee in the supplementary materials any other materials that describe the curriculum.**

**SEE CURRICULUM GUIDE**

**4.12 Compare the curriculum guide, courses of study outlines and course descriptions. Evaluate the agreement between written curricular program and what is actually being taught in the learning program.**

What is actually taught in the learning program is an exact reflection of what is described in the curriculum guide. Modifications that teachers make according to individual student needs include extended time, allowing students to complete class work at home that was not completed at school, and individualized instruction after school.

**4.13 Make a general evaluation of curriculum development procedures.**

**4.13.1 Indicate areas of strength and areas needing improvement.**

**Area of Strength:**

Our textbooks and adaptive materials are a strength in the curriculum implemented at Schoolhouse Preparatory. These textbooks effectively target the unique learning styles of our students and makes learning a lot less challenging

**Area Needing Improvement:**

The career training program is an area that still needs improving. We need to increase the number of community stakeholders who are willing to mentor our students. The staff has also recommended that we add as an elective a career education course that focuses on the transition from school to work.

**4.13.2 Comment on any unique or unusual curricular program or procedures.**

Teachers pre-plan the curriculum goals and objectives for the entire year and maintain Pacing Guides for each 9 weeks. Given the unique learning styles of our students, it presents a challenge to plan on a weekly basis. Progress reports for each subject area are sent home every 2 weeks to report progress to the parents. Students are also encouraged to maintain a Corrections Journal in which they can earn extra credit for correcting wrong answers on each test. To facilitate learning, instruction comes alive through small group instruction, interactive and hands-on lessons in a stimulating and motivating environment. Students participate in exciting field trips throughout the year and are given the opportunity to learn about careers by shadowing professionals in our community.

**TESTING**

The curriculum is designed in such a way that each subject area is assigned a day for testing. This avoids our students having to take multiple tests on the same day. During midterms and finals, there is one test assigned per day and administered during first period. This strategy helps our students be alert and prepared for examinations. All Stanford Achievement Tests (SAT-10) are administered with extended time.

**HOMEWORK**

Homework is an essential part of the school program. However, teachers do not overwhelm our students with it. Teachers assign homework in order to provide extra practice and to encourage further learning thereby reinforcing academic progress. All students are provided with a "HOMEWORK ASSIGNMENT JOURNAL." Students are responsible for writing their daily homework assignments there and for parents to be aware of what their child's homework responsibilities are. Parents must contact the teacher via email if the student has a missed homework assignment. All missed homework must be turned in within a reasonable time-frame agreed upon between the teacher and the student. Homework is never assigned during SAT's, midterms or finals.

## **BINDERS**

Students are required to maintain course binders up to date with all the notes, handouts and assignments. This helps organize executive functioning skills for the student with ADHD.

## **CORRECTIONS JOURNAL**

Students are given the opportunity to improve their grade for the quarter by making corrections to a test. Corrections journals are turned in to the teacher at the end of each quarter for extra-credit. Maintaining a corrections journal is not mandatory and up to the discretion of the student and parent.

## **MISSED ASSIGNMENTS**

When students are absent, it is the student's responsibility to confer with the teacher concerning makeup work and tests. Assignments are posted on each teacher's homepage on the portal [www.schoolhouseportal.weebly.com](http://www.schoolhouseportal.weebly.com). Students will receive a zero for any assignments not turned in

**4.14 If this is not a special needs school, describe any unique instructional practices that are employed for any special needs students.**

This is a special needs school.

**4.14.1 Include the scope and sequence for these practices in the supplementary file.**

**SEE CURRICULUM GUIDE**

**4.14.2 If the school awards a diploma list any requirements that may be unique to this program.**

**SEE CURRICULUM GUIDE**

## SECTION 5: INSTRUCTION

Schoolhouse Preparatory

### 5.1 How do teachers provide for varying interests, abilities and needs of students? Include in your explanation grouping practices or other instructional strategies employed.

Students at Schoolhouse Prep are grouped by grade and ability level. Based on their class performance as well as academic achievement, our school is able to divide the classes by those students who require greater accommodations and those who require a greater challenge. Class size is kept to no larger than ten students per teacher and the curriculum and textbooks used are all developed for students with learning differences.

Our students are mostly visual learners and struggle to follow oral directions. Traditional instruction in which the teacher presents a discussion for students to take down notes is highly ineffective with our learners. In order to keep our students engaged and able to assimilate the information being presented, lessons need to be enriched with visual demonstrations, hands-on activities, and immediate feedback. Lessons need to be short and to the point.

Each classroom is equipped with overhead video projectors which allow the teachers to enhance their lessons with video and audio presentations. At the end of each unit, students are required to do PowerPoint presentations for their class to ensure mastery. In the area of math, students take turns working out problems on the board while explaining the process to their classmates. The science classes are completely hands-on and students regularly participate in lab experiments.

For students who are fidgety and struggle to concentrate, we provide them with weighted vests to help calm them and remain on task longer. For students who are experiencing anxiety, we send them to the gym for five minutes to run on the treadmill. Each class period is fifty minutes long. When the bell rings, students have 5 minutes to get to their lockers and to their next class. This movement and short breaks throughout the day also helps them remain on task.

For every test, each teacher develops a study guide which is reviewed in class along with class notes. Additionally, before a test, the teacher goes over key information with the class to help the students with short term memory. Each teacher is assigned a test date to ensure that students are not required to sit for multiple tests on the same day.

Midterms and finals are also administered during first period and only one subject per day.

**5.2 If community members and/or resources are used to enrich instruction please describe how they are selected and used.**

Instruction is enriched both by community resources and also guest speakers. Often, we can align our curriculum to cover similar topics simultaneously. For example, The English teacher incorporates novels on the holocaust during the same time that it is being studied in Social Studies. This provides us the opportunity of scheduling a visit to the Holocaust Museum. Other community resources we visit to enhance instruction include the Miccosukee Village, theatrical presentations, museums, local banks Biscayne Nature Center, the courthouse and the Dolphin Swim at Island Dolphin Care.

Guest speakers are frequently invited to speak regarding a specific lesson or to motivate and inspire our students. Guest speakers have included politicians, attorneys and civic leaders to discuss our government and responsibilities as American citizens. We have also had guest speakers from banks come to the school to discuss economics and the basics of budgeting. Motivational speakers have included persons who have had to overcome many challenges in their lives and careers to get where they are. It's important for our students to hear about the importance of perseverance when reaching your goals regardless of your disabilities.

**5.3 What measures are used to hold students accountable for doing quality work? Explain.**

Students are given a guide with steps for completing assignments. Work that is sloppy or done with minimum effort is returned to the student to be redone. The highest possible grade when resubmitted is a B. If the work still does not meet standards, the student receives a zero (0) and the parent is contacted. We compare class work to job ethics. If school was a job, you risk being fired if quality and care is not put into what is expected of you.

**5.4 Is emphasis placed on both cognitive and affective growth of students? Explain.**

Equal emphasis is placed on both cognitive and affective growth of students. It is very sad to see that the majority of students come to us feeling defeated and incapable of ever succeeding in school. Many report that they have been belittled and ridiculed by teachers and peers in the past as a result of their learning disabilities. There is no greater feeling of success for our teachers than to see students who have experienced so much failure in school begin to actually learn and succeed academically. The growth

in their self-esteem is priceless. It has been our experience that it is almost impossible to tap into the cognitive without first healing and improving the affective.

**5.5 How are instructional materials and resources developed, selected, adapted, maintained and evaluated?**

Within the courses required for graduation, Dr. De Villiers is responsible for researching textbooks that can deliver instruction in a manner designed for students with unique learning styles at all ability levels. Teachers at each department level review the textbook selection along with students to determine which programs are most appropriate to teach the course. Teachers supervise the effectiveness of the curriculum during the school year. The administrative staff, faculty and students are all active stakeholders in curriculum development and assessment. Each subject area teacher collaborates with Dr. De Villiers in the selection of curriculum and the instructional program for the school year. Teachers are encouraged to think “out of the box” to ensure that their lessons come alive for their students. Students are given an opportunity to rate their classes at the end of the year and make recommendations. Since the learning styles of our students vary from year to year, we maintain alternative programs for the delivery of instruction in the areas of Math, English, Science and Social Studies.

**5.6 Are there sufficient instructional materials and equipment to meet the school’s goals and objectives?**

Yes, there are sufficient instructional materials and equipment to meet the school’s goals and objectives. If at any time during the school year the teachers require additional materials or equipment, a requisition list is sent to Dr. De Villiers for approval and an order is placed.

**5.7 What additional materials and equipment would you like to have?**

We would like to upgrade our video production room to include two video cameras and two Mac computers with current video editing software.

**5.8 Describe the library service and audio-visual materials available to teachers and students. Evaluate quality and quantity.**

Schoolhouse Prep Libraries are DECENTRALIZED. Immediate access to unlimited circulation of books, periodicals and resources are available online and via our Virtual Library that can be accessed from the Schoolhouse Portal at <http://schoolhouseportal.weebly.com/virtual-library-and-resources.html>. This Library provides direct links to Online Resources, Periodicals and Educational Websites which

teachers use to enhance the instructional program. We acquired “**GALE CENGAGE VIRTUAL LIBRARY.**” This online Library supports today’s 24/7 learner with “anywhere access” to Gale’s authoritative, age-appropriate reference texts, images, and multimedia designed to support Common Core State Standards and foster 21st century critical thinking skills.

All classrooms are equipped with high definition overhead video projectors and audio equipment. Online video and audio presentations are directly projected onto the whiteboard. Every teacher also has a computer with wireless internet access with live streaming capability.

**5.9 How is information technology (computers, television, etc.) used in the learning program?**

Teachers use videos and live streaming from our Cengage virtual library to enhance lessons in every subject area. These audio/visual lessons are projected onto whiteboards through high definition projectors. Students also use the computer lab to do research. Additionally, the staff uses Dropbox which is a virtual cloud for file sharing to maintain pacing guides, progress reports, and report cards.

**5.10 Are decision-making techniques taught through problem solving and the use of higher level thinking skills? Describe.**

A crucial area that our students struggle with is problem solving skills. Many of them are quite rigid in their way of thinking and do not always visualize the larger picture. One of the strategies our teachers use is to teach our students to visualize themselves from the outside looking in and break down the problem into the cause, possible solutions, and persons who can help them attain those solutions.

**5.11 Describe the school damage policy regarding replacement of lost or damaged textbooks and other school property.**

Parents/guardians are responsible for replacing any lost or damaged books. Parents will be notified if their child has damaged computers or other school equipment/property along with the cost of the damages. They are responsible for replacing all damaged equipment. Failure to repair or replace may result in a charge to the parent’s credit card on file. (Page 11 of Policies and Procedures Manual).

**5.12 Describe assistance given teachers in the preparation and use of materials.**

New teachers are assigned a peer mentor and required to spend a summer inservice with Dr. De Villiers learning the curriculum. Each quarter, Dr. De Villiers meets with each department head to review the pacing guides for the quarter, and develop appropriate lessons and use of materials for the learners in each group. One of the

greatest strengths of our school is the freedom given to teachers to fully express their creativity and to exercise the profession they studied for so many years. It is within this mental framework that teachers are encouraged to use their skills, ideas, creativity and innovative strategies to enhance our academic programs. We encourage teachers to shift their paradigms and explore options that serve to benefit all students and our school.

**5.13 Give examples of practical teaching tools and instructional techniques presented to teachers in school in-service programs.**

Schoolhouse Preparatory is a school designed specifically for students with unique learning differences. Therefore, our entire curriculum and textbooks are developed as practical teaching tools for enhancing the learning mode of these students.

**(See 4.13.2 Comment on any unique or unusual curricular program or procedures)**

**5.14 Does the school contract for any “outside” instructional services? Describe. Also describe how “contracted teachers” are integrated with school staff and how they are informed about school philosophy, standards and rules.**

Schoolhouse Prep provides Occupational and Speech Therapy to our students through two outside agencies. Our school does not receive any compensation for the students they service. These therapists participate in all faculty meetings and participate in all school related activities. All therapist are required to attend our ethics in education training and receive copies of the School’s policies and procedures manual.

Name	Position	Organization/Agency	Responsibilities
Javier A. Lopez MS, OTR/L, C-SIPT	Occupational Therapist	Children’s Therapy Center	Services students at our school site who require Occupational Therapy as indicated on their IEP
Ana Mari Weiss CCC-SLP	Speech and Language Pathologist	Express Yourself	Services students at our school site who require Speech and Language Therapy as indicated on their IEP

**Append a copy of school’s master daily schedule. Show academic and non-academic time blocks. See Appendix.**

**5.15 Describe the school’s practice for instructional continuity when the regular teacher is absent.**

All classroom teachers are required to have a “Substitute Teachers File” prepared indicating Lesson Plan, Class Schedule, individual student needs and any personal messages with regard to medication, allergies or other specific concerns. These are given to the Substitute Teacher upon arrival in the mornings. There are two permanent substitutes that we use who already know all the students and understand the dynamics of our program.

## SECTION 6: TECHNOLOGY

### Schoolhouse Preparatory

Technology is employed in a variety of ways in different schools, from offering online courses to students of this school or other schools, enhancing instruction by using a variety of technological strategies, employing online instruction provided by other sources, and providing direct instruction in the use of technology. Not all of the items in this section will be appropriate for every school. Respond to the items that are appropriate and mark those that do not apply as Not Applicable.

**6.1 Describe in detail the school's use of technology, how technology enhances the teaching and learning process, the methods employed and the hardware and software available to the teachers and students.**

Schoolhouse Preparatory places great emphasis on technology. We believe in the importance for our students to be 21<sup>st</sup> Century learners. A positive classroom atmosphere with technological advances is considered vital so that students can actually look forward to what can be achieved through the wonders of technology. Our school is equipped with high speed wi-fi access throughout the building that gives students instant access to the worldwide web. Each classroom contains networked computers with webcams and high definition projectors. Our broadcasting program SPN has a Green Screen video production studio. The following use of technology is used to enhance the teaching and learning process:

- **Software**

All computers run on Windows 7. Both teachers and students have access to Microsoft Office as well as Adobe. The computer in the main office uses QuickBooks to run the accounting program. All computers are networked and print to the professional copier in the main office.

- **Hardware**

Teachers and students have access to 4 wireless color printers and scanners throughout the building. The main office uses a Kyocera professional copier and scanner.

- **Electronic Files**

All student progress reports are generated through Excel. These include interim reports, transcripts, and report cards. Teachers also maintain their gradebooks electronically online and are saved to Dropbox.

- **Virtual Library:**

Thanks to today's technological advances, a library does not have to be confined to the walls of a building. Our students are able to research any topic from school or home through our school's Virtual Library that can be accessed through the Student Portal. Students have access to E-Books, search engines, periodicals, and countless video and audio resources. We have a yearly subscription to the Gale Cengage Learning Databases which is updated every 15 minutes.

- **Schoolhouse Portal**

This parent and student portal is used as a communication tool between our teachers, students, and families. Each teacher maintains their own webpage in which they constantly update class assignments, tests reviews, and links to online resources. Students can both submit and download documents through the portal.

- **Dropbox**

This is an online sharing cloud-program installed in every teacher's computer. It is used to maintain all student progress reports (transcripts, interims, report cards). Teachers also use it to maintain pacing guides and gradebooks. There is a Dropbox used only by staff and one used by administration. Teachers can download the Dropbox App to their phones and home computers to have access to their files at all times.

- **High Speed Wi-Fi throughout the Building**

High speed internet access is available throughout the building. The computer lab utilizes Wi-Fi with a higher bandwidth to allow for multiple users at the same time.

- **SPN Green Screen Recording and Broadcasting Studio**

Schoolhouse Prep News "SPN" is the morning news show. It is recorded daily in our green screen recording studio. The studio is equipped with production lighting, lapel microphones, teleprompters, and a high definition recording camera. The computer in the studio uses Final Cut Pro software program for editing and production.

- **High Definition Projectors**

Each classroom is set up with a high definition overhead projector connected to the teacher's computer. This permits the students to view video presentations and conduct online research. Images are projected unto the whiteboard in the classroom.

**6.2 Describe how the technology infrastructure is effective and sufficient to complement the school's mission and educational delivery needs?**

The Technology available at the school is sufficient to meet the educational needs of our students. There are sufficient laptops for student use in the lab as well as in the classroom.

**6.3 What technical support services are provided to maintain the educational technology delivery system? How does the school assure that repairs and adjustments are made in a timely manner?**

Dayanis Herrera is our subcontracted IT specialist. She services and maintains all computers, networking, and technology at Schoolhouse Prep.

**6.4 If employed, how does the course architecture permit online teacher to add content, activities and assessments to extend learning opportunities?**

N/A

**6.5 Describe how courses accommodate multiple school calendars; e.g., block scheduling, 4X4 and traditional schedules.**

N/A

**6.6 Describe methods employed to make courses easy to navigate?**

N/A

**6.7 Describe how courses make maximum use of the capabilities of the online medium and make resources available by alternative means; e.g., video, CDs and pod casts.**

N/A

**6.8 How are hardware, web browser and software requirements specified?**

This is handled by the IT Specialist.

**6.9 How are prerequisite skills in the use of technology identified?**

Teachers are required to possess minimum computers skills which include knowing how to use Microsoft Office and also how to navigate on the web. New students are assessed courses on their computer knowledge as part of the admissions evaluation process.

**6.10 How do the courses utilize appropriate content-specific tools and software?**

N/A

**6.11 How do interoperability technical standards allow sharing content among different learning management systems?**

N/A

**6.12 How do interoperability technical standards ensure sharing of questions, assessments and results with others?**

N/A

**6.13 How do courses meet universal design principles to ensure access for all students? (See Section 508 standards, 6.14 Rehabilitation Act [[www.section 508.gov/](http://www.section508.gov/)] and World Wide Web Consortium [W3C] Guidelines [[www.w3.org/](http://www.w3.org/)].)**

N/A

**6.15 How do online textbooks used in a course meet nationally endorsed standards for publishers that ensure distribution of accessible, alternative versions of textbooks and other instructional materials? (See National Instructional Materials Accessibility Standard [NIMAS] [www.nimas.cast.org](http://www.nimas.cast.org).)**

N/A

**6.16 How is assistance in technical support and course management provided to a course teacher or school coordinator at a remote location?**

N/A

**6.17 If the course provider offers orientation training, describe.**

N/A

**6.18 Make results of peer review and student evaluations of courses available in the appendix.**

N/A

**6.19 Describe how course effectiveness is evaluated.**

N/A

**6.20 Describe how courses are updated periodically to ensure timeliness.**

N/A

**6.21 Is the course provider authorized to operate in all states in which the courses are offered?**

N/A

**6.22 If there is a technology department and technician or technicians, describe how this department works with and is integrated into the instructional process.**

Dayani Herrera is our IT who provides support to our school, teachers and maintains our computers. She also ensures that our software is updated with all the necessary licensing.

**6.23 Describe how technology is utilized as part of school management: e.g., scheduling, accounting, communication, etc.**

Excel spreadsheets are used to develop schedules, gradebooks and student progress reports. All data is backed up to Dropbox which is shared by Schoolhouse Staff. The school also uses massive email blasts and text messages for notifying parents and students.

## SECTION 7: PUPIL SERVICES

### Schoolhouse Preparatory

#### 7.1 Services

##### 7.1.1 What resources and specialists within the school and community are available for counseling?

Guidance and counseling for all students is handled directly by Dr. De Villiers. Additionally, Schoolhouse Preparatory receives support from these agencies that serve as direct providers for our students.

SUPPORT SERVICE PROVIDERS			
Name	Position	Organization/Agency	Responsibilities
Javier Lopez	Occupational Therapist	Children's Therapy Center	Services students at our school site who require Occupational Therapy as indicated on their IEP
Ana Mari Weiss	Speech and Language Therapist	Express Yourself	Services students at our school site who require Speech and Language Therapy as indicated on their IEP
Kelly Hernandez	Dual Enrollment Coordinator	Miami Dade College Interamerican Campus	Sets up admissions testing and scheduling of all Schoolhouse students taking dual enrollment courses on campus
Walter Anders	ACCESS Center Supervisor for ESE Students	Miami Dade College Interamerican Campus	Ensures that all Schoolhouse students taking dual enrollment courses on campus receive accommodations as required for ESE students under IDEA
Britney Cochran	Vocational Counselor	FI Dept of Voc Rehab	Voc Rehab Counselor assigned to Schoolhouse Prep. Conducts the Voc Rehab intake of all Schoolhouse students at our school site and sets up psychological and vocational evaluations.
Aleida Alvarez	STS Coordinator	STS Miami Dade County	Conducts the intake and eligibility of all Schoolhouse students who apply for STS at our school site.
Robert Beers	Director	Transportation America	Schedules the STS pick-up times for all Schoolhouse Students who receive this service
Dr. Suzanne Diamond	Educational Consultant	Suzanne Diamond	Assists new families who are

		Consultant	applying to Schoolhouse Prep and require assistance applying for the McKay scholarship.
Joanny Maeurice	Community Outreach	Autism Speaks – Miami Chapter	Recruits Schoolhouse students to participate in Career Days, Musical Performances, and Public Speaking events in the community in order to promote Autism Awareness
Nicole Tanner	McKay Scholarship Regional Director	FLDE Office of Parental Choice	Regional Director assigned to Schoolhouse Prep. She processes and manages the McKay Scholarship for our school.
Dayani Herrera	IT Specialist	Microsoft	Services and maintains all computers, networking, and technology at Schoolhouse Prep.

**7.1.2 Describe the techniques and tools used to identify the special needs of children. Explain how these are implemented.**

Upon admission, students are required to submit the most recent psychological evaluation and a copy of their IEP. Additionally, Dr. De Villiers administers a WJIII tests of achievement to all incoming students in order to identify areas that require remediation. This data is given to each classroom teacher in order for them to develop personalized accommodations. As a school designed specifically for students with unique learning differences, these accommodations are provided to all our students:

<ul style="list-style-type: none"> <li>Shortened Assignments</li> <li>Additional time for tests</li> <li>Use of <b>Time Timer</b> as a visual aide</li> <li>Provide overview of previous class</li> </ul>	<ul style="list-style-type: none"> <li>Monitor that daily HW and assignments are written in agenda</li> <li>Weekly progress report</li> <li>Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Use of graphic organizers and visuals in the areas of writing and reading comprehension</li> <li>Implementation of a clinically-based curriculum</li> </ul>
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**7.1.3 Describe the testing program, including provisions made for interpretation of data to staff, parents and students.**

- Standardized Testing Standard Diploma Track**

Students on the Standard Diploma Track are administered the Stanford Achievement Test 10<sup>th</sup> Edition as part of the standardized testing program. The test is administered in the Spring. Students are given extended time to complete the test. Results are given

to the parents through a data summary report generated through the test publishing company. The summary report includes a description of each subtest, state and national percentiles as well as the grade level scored at for each subtest.

- **Standardized Testing Special Diploma Track**

Students on the Special Diploma Track are administered the Woodcock Johnson Test of Achievement 3<sup>rd</sup> Edition. The test is administered in the Spring. Students are assessed in the area of Broad Reading, Broad Math, and Broad Writing. Results are given to the parents through a data summary report generated through the WJIII's scoring program. The summary report includes a description of each subtest, state and national percentiles as well as the grade level scored at for each subtest.

- **Midterms and Final Examinations**

A midterm exam is given at the completion of the first semester. Final Exams are given in May before the end of the school year. Such examinations are intended as comprehensive assessments of the content covered during a semester/annual course. Students who maintain an "A" average in a course for 3 semesters are exempt from taking the final exam.

Midterm and finals scheduling allows for one subject area to be tested per day. All Midterm and Final examinations are administered during homeroom class. Teachers provide students with a study guide that covers all the material they will be tested on. The study guide is reviewed in class, posted on the portal, and sent home with the students to study.

- **Quarterly Tests for Each Subject**

Students are administered a test at the end of each lesson for every subject area. The test is based on material covered in class, notes and handouts. The teacher develops a study guide for each test and reviews it in class with the students. The review sheet is also posted on the student portal on each teacher's page. Teachers are assigned a test day for their subject area to ensure that students do not have to study for multiple tests on the same day. Students who want to improve their average in a subject area are given the option of correcting their test in the Corrections Journal. This is not mandatory. At the end of the quarter, extra credit points will be awarded to students who choose to apply the corrections journal to improve their grade.

- **Reporting to Students and Parents**

The results of standardized tests are reported to the students and parents through a computer generated report. The summary report includes a description of each subtest, state and national percentiles as well as the grade level scored at for each subtest.

The results of daily tests and quizzes are documented in the Bi-Weekly progress reports and sent home to the parents. The parents are encouraged to contact the teachers should they be interested in discussing their child’s progress.

**7.1.4 Include samples of tests and schedules in the supplementary materials file.**

**See Appendix.**

**7.1.5 Describe the guidance and counseling program.**

- **Counseling**

The teachers and staff of Schoolhouse Preparatory serve a vital role in helping our students realize their full potential. They help students navigate their way through teenage issues and situations that are uniquely difficult when also faced with the challenges of having special needs such as Autism Spectrum Disorders. The Guidance and Counseling program is led by Dr. De Villiers. Social issues are addressed through the social pragmatics group “The Pack” led by Ms. Mesa.

**Each grade level is assigned a mentor teacher:**

Freshmen	Mr. Julian Rodriguez
Sophomores	Ms. Natalie Eguizabal
Juniors	Ms. Amneris Mesa
Seniors	Mrs. Harripaul
Academy	Joely Quinta

- **College and Career Guidance**

Ms. Vega ensures that our students have access to all the latest tools and resources available to plan and prepare for their career goals. It all begins with assisting students during their adjustment to high school and helping them develop the skills and strategies necessary for academic success as well as life after high school. Ms. Eguizabal evaluates the abilities, interests, skills, and performance of students at each grade level. Based on these observations, students are placed in a variety of field experiences to explore these career interests. By Senior year, students are in internships in their area of interest. Field experience and internship supervisors are given evaluation forms to rate the performance of the student interns. Ms. Eguizabal

shares these results with the students in order to identify strengths and areas that require growth.

Dr. De Villiers is responsible for organizing programs geared to high school adjustment, peer relationships, standardized testing, college orientation, and drug and alcohol awareness. She is directly responsible for College Guidance and admissions to the Dual Enrollment Program through Miami Dade College. Throughout the year, she arranges for Juniors and Seniors to visit local colleges and explore scholarship opportunities. She also coordinates preparing students for the college board examinations such as the SAT/ACT as well as registering for these tests. Dr. De Villiers is responsible for inviting special guest speakers to discuss various topics ranging from academic to vocational and social issues.

- **Vocational Rehabilitation:**

Schoolhouse Preparatory has partnered with the Florida Department of Vocational Rehabilitation (DVR). Our liaison is Britney Cochran. Seniors are called in for a meeting with DVR and their parents during September of their senior year at Schoolhouse Prep. Seniors are signed up with this federal program in order to receive tuition reimbursement for either college or vocational programs as well as assistance with job placement.

### **7.1.6 Describe school discipline practices. Are they consistent with school policies?**

Our Behavior Management Plans and discipline practices are designed to encourage positive, age-appropriate behavior so that all students can learn and prosper in a safe and nurturing classroom environment. Students are taught to understand that all choices have consequences. Students are expected to abide by all school and class rules and behave in an appropriate manner. Teachers are encouraged to utilize strategies for behavior improvement, to use positive reinforcement and to work closely with each child and their families. Our goal is for all Schoolhouse Preparatory students to grow up to be respectful law-abiding Citizens.

When disciplining students with disabilities, the school has to determine if the misbehavior is a result of the student or the disability. Factors taken into consideration when disciplining special education students include:

- Changes in medication
- Changes in home environment
- Changes in diet
- Health related issues

- Neurological issues such as seizures and other irregular neurological patterns

**(See Policies and Procedures Manual pg. 30 for school behavior code).**

### 7.1.7 Explain briefly suspension and expulsion procedures, and provisions, if any for re-admittance.

**(Suspension and Expulsion Procedures may be found on page 32 of the Policies and Procedures Manual).**

- 1) Teacher Warning - Teacher speaks with Student and attempts to resolve conflict.
- 2) Written Warning -Teacher instructs student to leave the classroom with supervision and think about the incident and possible consequences for continued misbehavior. Teacher may assign academic work to be done during that time.
- 3) Office Referral - Teacher contacts administration and explains incident. Administrator attempts to resolve conflict and gives appropriate warning to student(s) and/or assigns a consequence (depending on incident). Administrator documents details of the incident and report is filed accordingly.
- 4) Detention - Depending on incident, detentions may be assigned by Teacher and/or Dean of Students.
  - a. Detention: Location, date and time will be assigned by the Teacher that assigns and monitors the detention. Detentions will be assigned based on each Teacher's complete discretion and judgment.
- 5) Indoor Suspension - Student will be assigned work to do in the office or inside a classroom. This day will be considered an unexcused absence. Student will be placed on "Probation."
- 6) Outdoor Suspension - Student will be required to stay at home for at least one day and make up all assigned work, in addition to a special project. Suspension time will depend on severity of the Offense. This day will be considered an unexcused absence and student will be placed on "Probation".
- 7) "Expulsion" - Student has failed to meet required school rules and regulations. Student will not be accepted back at Schoolhouse Preparatory. No monies will be refunded or reimbursed.

**NOTE:** Suspensions and expulsions are assigned by teacher, administrator and principal jointly. If and when deemed necessary, parents will be required to attend a staffing with principal, and administrator(s), during the school day in order to discuss incident, strategies for improvement and/or consequences.

**Automatic Suspension and/or Immediate Expulsion are issued if:**

- Student threatens to commit a crime, including harm to himself or others, or who brings a potential weapon to school.
- Student skips school and/or leaves campus without permission.
- Student vandalizes, steals, does graffiti or destroys school property.
- Student bullies, threatens/harasses or is physically or emotionally abusive to another student or teacher either verbally, physically or in writing via e-mail, internet chat rooms, Twitter, Facebook, etc.

**7.1.8 What specific health services does the school offer? Describe the health services facility. What improvements, if any, would you like to make?**

Several of our staff members are certified in First-Aid/CPR, In case of an emergency, everyone is instructed to call 911 immediately and to take the necessary First-Aid measures in order to stabilize a child until help arrives. All Faculty / Staff members are required to fill out an Accident/incident Report in duplicate. They are also required to notify the school office immediately. Depending on the severity of the circumstance, parent will be contacted by phone, advised of accident/incident, and either instructed to pick up child or given any other necessary information or instructions.

First-Aid supplies are kept secured in an isolation area next to office. In case of illness, children are isolated in this area until parents can pick them up. When there is suspicion of a contagious disease, child is isolated and parents are notified immediately. They are instructed to pick up child from school right away.

Due to space limitations, the isolation area is located within the main office. We would like to build a separate area for students who require medical attention.

**7.1.9 Describe the school's drug awareness program.**

There is a Zero Tolerance Drug and Alcohol policy at Schoolhouse Preparatory. We recognize that today's youth live in a society where drug and alcohol abuse exists. We believe that it is part of our mission to help our students make positive, healthy choices and to offer them and their parents resources to help prevention. Students are subject to random searches of their bookbags, lockers, and cars if the school has probable suspicion of drug use.

Schoolhouse Preparatory offers these Drug Awareness Programs:

- Substance Abuse Prevention Presentations by Dr. De Villiers to all incoming Freshmen and new students.

- Drinking and Driving Under the Influence Prevention Presentations by Miami-Dade Police to all 11th and 12th Graders
- Students are required to take a course in Health that addresses these issues.
- Schoolwide participation in Red Ribbon Alcohol and Drug Awareness Week including a presentation by local police agencies.

**(Drug Prevention Program may be viewed on the Portal Section 7).**

#### **7.1.10 Describe the school's food service or lunch program.**

The school lunch is catered in through NutriSpa. This is a school food service program. A monthly menu is provided to our students. Students also have the option of bringing in their own food or lunch. Food is not prepared on the premises.

#### **7.1.11 Does the school provide transportation service? If so, describe the program and the loading and unloading areas.**

The school does not provide transportation services.

#### **7.1.12 Describe the procedures employed for the supervision of children during bus and private vehicle loading and unloading.**

Students are dropped off in the front of the school and exit through the circular driveway. Teachers are stationed at drop-off and pick-up points to supervise students.

#### **7.1.13 Please include a copy of the school's written disaster plan in the supplementary file.**

The safety of our students is paramount at all times. Our teachers are trained to react appropriately in cases of unpredictable disasters and severe weather conditions (including storms, tornadoes, hurricanes, lightning, etc.). All students are brought inside the building when severe weather is evident. With regard to school closings, our policy is to follow the decisions made and announced by the Dade County Public School System. We will also immediately post information on our school's website.

**(The Disaster plan can be viewed on the Portal Section 7).**

## 7.2 Activities

**7.2.1 Does the school have a service and/or leadership training program such as a student government? If so, describe.**

### **Student Council**

Every student at Schoolhouse Prep is offered the opportunity to run for office in the Student Council. The Mission of the Student Council is to represent the interests of the student body in student government affairs. The Council works with the administration, faculty, staff and school committees to ensure the student body feels free to express their ideas and suggestions. Student Council promotes a positive relationship between the student body and the administration, faculty, staff and school committees. They promote the Schoolhouse Preparatory philosophy and goals as set forth within the student handbook. Student Council holds regularly scheduled meetings once a month.

**Student Council By-Laws and application can be viewed on portal Section 7.**

### **Keynote Speaking**

Dr. De Villiers is frequently invited to do presentations on Autism and students with learning differences at colleges and teacher inservice programs. To each presentation, students from the Junior and Senior class accompany Dr. De Villiers and candidly share their experiences regarding growing up with a disability. It is more impacting to hear from someone who lives with these challenges than to read about it from the pages of a textbook. These presentations have not only helped our students embrace their disability but also make the difference in the lives of others like them.

### **The Pack Gives Back**

This community service club provides an opportunity for its members to take on leadership roles doing fundraising, toy drives, and philanthropic work in our community. The activity most popular for this club is dressing up as characters such as Disney's Mickey and Friends and Holiday Characters and visiting children at Miami Children's Hospital. Students personally deliver toys to all the patients in ICU, the cancer unit, and other patients able to receive visits. Though emotionally draining, it is also a fulfilling experience for all those involved. This service club is sponsored by Dr. Gigi's Raise Me Up Foundation.

**7.2.2 Describe any after school student enrichment classes or workshops that the school may provide?**

Schoolhouse Preparatory offers a wide selection of enrichment classes and clubs after school. These programs are developed based on student interests. The offerings are

divided into 2 semesters to give students the opportunity to participate in as many enrichment classes as they wish. Enrichment programs are completely free. Programs available include:

- The Pack Social Skills
- Yoga
- SPN Broadcasting and Video Production
- Drama
- Competitive Sports (See Section 7.2.3)
- Band and Audio Production
- Oil Painting
- 3D Art Design
- Journalism
- Preparation for the Sacrament of Confirmation for Catholic Students

**(A complete description of enrichment programs can be viewed on the Portal Section 7)**

**Clubs include:**

- Student Council: Student Government
- The Pack Gives Back: Community Service
- Yearbook Club: Responsible for designing and creating the school Yearbook.

**7.2.3 Describe any intramural or interscholastic sports programs that the school may offer?**

In accordance with our mission of educating and forming the whole person, Schoolhouse Preparatory strives for excellence in athletics, as well as academics. Our athletic program offers students the opportunity to build self-confidence and to experience the benefits that flow from physical exercise, teamwork, and competition. In striving for success, the Schoolhouse Prep coaching staff instills the qualities of leadership, loyalty, and sportsmanship. The student athlete learns to cope with both winning and losing - "to be humble in victory and proud in defeat."

Schoolhouse Preparatory is a member of the Florida High School Athletic Association (FHSA). Our school competes in District 2A. Our athletic program has been able to expand as the school population has grown. We presently offer Boys Basketball, Girls Basketball, and Bowling. Our future plans include adding Volleyball as a sport. Our Athletic Director and Head Coach, Isaac Liber, has 28 years of experience coaching high school athletics. Four of his teams have gone to the state tournament in Lakeland, Florida. He's also been coach of the year 3 times with a career record of 615 wins and 275 losses.

#### **7.2.4 What kind of extracurricular and social activities does the school sponsor?**

We pride ourselves in offering our students as typical of a High School experience as possible. Despite being a small school designed for students with numerous learning and social challenges, Schoolhouse celebrates social gatherings throughout the school year. Students and their parents are encouraged to participate. These events include Winter Formal, Prom, teen nights, and team building activities. At school, students also participate in pep rallies, spirit week, and fundraisers where they have to work as a team to reach a same goal.

**Pictures can be viewed in the Photo <http://schoolhouseportal.weebly.com/photo-gallery-2013-2014.html> and the flyers are posted on the Portal Section 7.**

#### **7.2.5 Describe, from the administration and faculty perspective, the strengths and weaknesses of the student activities program, including limiting factors that interfere with the development of the program.**

##### **Weakness**

The greatest weakness of the student activities program can better be described as a challenge. It is a challenge to get participation in these social programs when so many of our student body is socially impaired. In many cases, the parents are socially impaired as well. Individuals on the Autistic Spectrum prefer solitary activities and we basically have to push them out of their comfort zone to get them to participate in parties and other social activities. Before they arrived at our school, their social life was mostly confined to the inside of their bedroom sitting behind a computer screen.

The initial reaction is that fear of the unknown. Through our social skills class “The Pack”, these students are taught what to expect, how to act, how to dance, and the basics of social pragmatics. As the year progresses, we get greater participation in these events and the students actually look forward to them.

##### **Strength**

Parents and family members are welcomed to attend all after school events and social functions. This gives families an opportunity to network with one another and foster friendships that extend beyond the school building. All events and activities are open to every student at Schoolhouse Prep. We make it a point to keep events either free or at a minimal cost for our families. We will also sponsor any student who we are aware is going through financial hardship.

#### **7.2.6 If the school publishes a school yearbook or annual, how involved are students in its development?**

The Yearbook is completely designed and created by the Yearbook Club under the direction of Hayden Harripaul, a Schoolhouse Prep Alumnus. The club is responsible for collecting pictures of events and designing the pages. The yearbook is done online through ***Yearbook Life Publishing Company***

***Include a copy of the school yearbook in the supplementary materials file.***

**7.2.7 Survey students (third grade and up) for their opinion about their school, including, but not restricted to, services and activities.**

**(See NIPSA suggestions for questionnaires in the appendix.)**

***Include individual questionnaires in the supplementary materials file.***

## SECTION 8: SCHOOL STAFF

Schoolhouse Preparatory

### 8.1 Faculty

#### 8.1.1 Are faculty members involved in the selection and orientation of new teachers and other members of the instructional staff? If so, how?

Yes. Senior staff members are involved in the interview process. They are also assigned as peer teachers and mentors to teachers new to our school.

#### 8.1.2 What incentives, other than contractual salary, are given to the instructional staff for successful fulfillment of their duties and responsibilities? What employee benefits does the school provide?

- **RATIOS:** Teachers have no more than 10 students per class.
- **ENVIRONMENT:** A nurturing and warm family-style environment.
- **POSITIVE REINFORCEMENT.** Verbal encouragement and positive interaction between Administration and Faculty. Respect, communication and support is provided at all times.
- **RESOURCES:** Teachers are able to request materials needed for instruction at any time during the school year.
- **PLANNING PERIODS:** Teachers receive a daily planning period as well as duty free lunch.
- **CONTINUING EDUCATION:** Paid continuing education Workshops and/or Seminars are provided throughout the year.
- **COMMUNICATION:** Regularly scheduled Faculty Meetings at the end of each Quarter (*with hosted lunch*) are held to provide close interaction between staff and Administration. Additionally, the Principal's office is open at all times for immediate access and communication.
- **SOCIAL EVENTS:** All faculty members and their significant others are invited to attend at no cost the Winter Formal, Staff Holiday Party, Prom and End of Year Party. All Faculty members receive a "Christmas Bonus."
- **BENEFITS/COMPENSATION:** All staff is given 5 paid vacation days per year, paid Christmas and Spring Break vacation, and paid legal holidays. Teachers

who offer a seventh period elective are given supplemental pay. A 3%-5% salary increase is awarded annually to all Faculty members and staff, depending on years worked, performance and job description. Teachers are also provided with opportunities to tutor students after-school and/or to coordinate their own Extra-Curricular class and derive 100% of these fees. Teachers with children enrolled at Schoolhouse Preparatory receive free tuition.

### **8.1.3 Indicate the percentage of turnover in the instructional staff in the last three years. Explain the reason for the turnover.**

Schoolhouse Preparatory has only been open for 5 years and we have slowly grown the number of staff. During this time, only 2 teachers have left to pursue advanced positions. Our staff has grown from 3 teachers when we first opened to 10 at the present time.

### **8.1.4 To what extent does the instructional staff contribute to the identification of problems related to the instructional program of the school and how active are teachers in seeking their solution? Explain.**

The instructional staff regularly meets with the principal and is given the opportunity to identify problems related to the instructional program.

### **8.1.5 What are some of the morale boosting activities provided faculty and staff members?**

- Field Day activities where students go up against the staff in different sporting events.
- Dress up days during Spirit week, Halloween and other special events.
- All faculty members and their significant others are invited to attend at no cost the Winter Formal, Staff Holiday Party, Prom and End of Year Party.

### **8.1.6 If applicable, describe how the school utilizes volunteers.**

Parent volunteers are used at all school events to assist with admission and event planning. Local universities place student teachers pursuing a degree in Special Education at Schoolhouse to receive training and service hours. These colleges include Miami Dade College, Florida International University and the University of Miami.

### **8.1.7 Do faculty members attend off campus workshops and seminars? Describe your policy and staff participation.**

Faculty members attend seminars off campus as well as online.

### 8.1.8 What non-instructional or extra-curricular assignments are given to teachers? To what extent do teachers have a say in the assignment?

None

### 8.1.9 Summarize faculty's opinion as to how consistently and effectively the school administrative staff handles referred student discipline problems.

Faculty is of the opinion that all discipline problems are handled immediately and efficiently by the administration. Part of the advantage of being such a small school is that we have a personal relationship with our parents and we can immediately contact them if a problem should arise. Our school adheres to a strict policy of not admitting students diagnosed with behavioral problems or aggressive behaviors. The majority of discipline problems we have experienced over the past 5 years are not significant and are usually handled by the teacher.

### 8.1.10 Staff Qualifications

ADMINISTRATION			
NAME	Dr. Jiliann Tamayo De Villiers 	Luis De Villiers 	Cynthia Vega Martinez 
POSITION	Principal/Owner	Dean /Owner	Administrative Assistant
DUTIES	School Operations Guidance and Discipline College Counselor Curriculum Supervisor	School Operations Accounting Guidance Athletics Supervisor	Registrar Bookkeeper Clerk Guidance
EDUCATION DEGREES Major/Minor	Doctorate Educational Leadership Nova Southeastern University 2002 Masters of Science Psychology and Diagnostics 1993 Bachelors of Arts Psychology /Special Ed University of Miami 1989	Bachelors of Science Business Administration University of Miami 1989	Bachelors of Science Exceptional Student Ed Miami Dade College 2006
CERTIFICATES HELD	Florida Dept of Education <ul style="list-style-type: none"> <li>• Ed Leadership</li> <li>• Specific Learning Disabilities</li> <li>• Mental Retardation</li> <li>• Expires: 6/2016</li> </ul>	N/A	N/A
# YEARS HERE	5	5	5
TOTAL # Exp. Yrs.	25	12	11

## FACULTY

NAME	Eguizabal, Natalie	Harripaul, Jacqueline	Rodriguez, Julian	Mesa, Amneris	Quinta, Joely	Concepcion, Andrea	Liber, Isaac
							
<b>POSITION</b>	ESE Teacher	ESE Teacher	ESE Teacher	ESE Teacher	ESE Teacher	Writing Lab	Athletic Director Boy's Basketball Coach
<b>DUTIES</b>	English Literature Career Placement Community Service Sophomore Advisor	Mathematics Student Council CCD Teacher Senior Advisor	Science SPN Moderator Freshmen Advisor	Social Studies Pack Social Skills Junior Advisor	Academy Leader Community Based instruction	Drama Program School Newspaper	Phys. Ed Before School Care Study Hall Athletics
<b>COURSE &amp; STUDENT LOAD</b>	Grades 9 <sup>th</sup> – 12 <sup>th</sup> World Literature American Literature British Literature Exploring Literature	Grades 9 <sup>th</sup> – 12 <sup>th</sup> Algebra 1 Algebra 2 Geometry College Math	Grades 9 <sup>th</sup> – 12 <sup>th</sup> Biology Health Science Physical Science Chemistry	Grades 9 <sup>th</sup> – 12 <sup>th</sup> American Govt. World History American History Economics	Grades 9 <sup>th</sup> – 12 <sup>th</sup> Life Skills Reading Life Skills Math Health Social Studies  Employability Skills and Community Based Instruction	Grade 9 <sup>th</sup> -12 <sup>th</sup> Writing for College Success	9 <sup>th</sup> Grade Phys. Ed.
<b>EDUCATION DEGREES Major/Minor</b>	Masters Business Adm. Carlos Albizu/2009 Bachelors ESE Miami Dade /2006	Masters Educational Leadership ACE/2012 Bachelors Business Univ. of Phoenix 2007	Bachelors of Science in Biological Science FIU/2009	Bachelors of Science in Psychology  Albizu / 2012	Bachelors Of Science Special Education FIU/2010	Bachelors Communications UM/2011	Miami Dade Community College Sports Management 2001
<b>CERTIFICATES HELD</b>	FDOE Elem Ed K-6 ESE K-12 ESOL Social Sci 6-9 Endorsement Expires: 6/2016	FDOE ESE K-12 Expires 6/2018	FDOE Professional Test Passed  ESE Certification in Process	FDOE ESE K-12 Expires 6/2016	FDOE Professional Test Pass  ESE Certification in Process	FDOE Professional Test Pass  ESE Certification in Process	Certified Referee CPR/American Red Cross
<b># YEARS HERE</b>	2	5	2	3	4	1	2
<b>TOTAL # Exp.. Yrs.</b>	10	7	2	6	7	2	30



# Natalie Eguizabal

“The object of education is to prepare the young to educate themselves throughout their lives. “

- Robert Maynard Hutchins

**Educational Philosophy:** The goal of education is to enrich the lives of our students while producing articulate, expressive thinkers and lifelong learners, who are socially responsible, resilient, and active citizens of the world. Education is about teaching students, not subjects. It is about engaging students in their learning, and maximizing the potential of each and every child. Education is about looking beyond the child’s intellect, and seeing the whole child. We should never limit our expectations of a student based on their mental abilities; instead we should always expect the most from them and help them excel. Education is about providing students with opportunities to be challenged and still succeed.

**Web Page:** <http://schoolhouseportal.weebly.com/english.html>

**Why I chose to become a Special Education Teacher**

I have been teaching for 9 years, and have definitely learned the most during my years in special education. I was originally a music education major, but as I began to tutor students with special needs, I realized that I loved working with them. There is a certain complexity in teaching a student with special needs, but the ability to get through in spite of the barriers is so rewarding.



# Jacqueline Harripaul

“If a child can’t learn the way we teach, maybe we should teach the way they learn.”

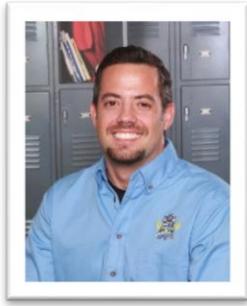
-Ignacio Estrada

**Educational Philosophy:** Education is the ability to teach students to learn beyond the classroom. I believe that a student needs to think outside of the box. It is a teacher’s job to provide opportunities for a student to learn. I can teach numbers, formulas and instruct students all day long, but if I can inspire curiosity to learn then I have done my job as a teacher. My motivation is for them to build a foundation to thereby create a successful future.

**Web Page:** <http://schoolhouseportal.weebly.com/mathematics.html>

**Why I chose to become a Special Education Teacher**

I believe all parents are teachers, and so there lies my foundation. My youngest son was born with both physical and learning differences. Due to these reasons, I was inspired to teach special needs students to learn and think in ways that don’t limit them to the classroom. No two students learn in the exact same way. They are not perfect, but who is? I aspire to be a leader in teaching my son and his peers to become educated citizens and contributing members of our community. My mission as a parent and teacher is to be a good role model and help them build a bridge to a successful future.



# Julian Rodriguez

“I never teach my pupils I only provide the condition in which they can learn.”

- Albert Einstein

**Educational Philosophy:** No mind is alike and molding young minds is continually developing and changing over time. Building connections with our students is just as important as providing the knowledge and experience they will keep for the rest of their lives. There are no glass ceilings in education. We never assume limitation and push for higher expectations.

**Web Page:** <http://schoolhouseportal.weebly.com/science1.html>

## Why I chose to become a Special Education Teacher

I have always had a passion for the sciences. As a child and as an adult, I question everything around me and strive to find explanations to them. The answer to those questions fascinates me and spreading that knowledge is my true purpose in life. That is why I teach. I was diagnosed with a Learning Disability as a child and always struggled in school. Special teachers I had growing up helped me to overcome those challenges. I teach special education because I want to be able to provide students with learning differences a path to learning that they may never get.



# Amneris Mesa

“When you know better, you do better.”

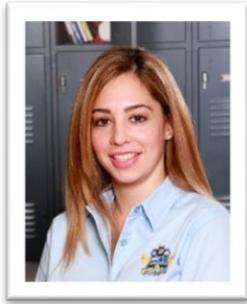
— Maya Angelou

**Educational Philosophy:** More than transmitting knowledge, I believe that teaching is about inspiring others to discover their purpose and potential in life. As a teacher, I have the opportunity to impact the lives of student’s every day. Each student enters my classroom with a unique and valuable set of life experiences. In my classroom, not one student is alike. I intend to motivate my students to be productive citizens through challenging yet supportive lessons and assignments. My #1 goal is to help my students better understand their lives and the larger social world in which they live.

**Web Page:** <http://schoolhouseportal.weebly.com/mesa-social-studies.html>

## Why I chose to become a Special Education Teacher

I became a special Ed teacher because I believe my students will bring something unique and special to the world. I was diagnosed with a learning disability and was placed in special education classes from elementary through high school. I personally understand how my students learn and retain information. From my own experiences, I know how valuable teacher encouragement and motivation is for helping students succeed in school and in life. I want to provide my students that type of encouragement I never received from my teachers growing up.



# Joely Quinta

## The Academy

“Treat people as if they were what they ought to be, and you help them become what they are capable of becoming.”

– Goethe

**Educational Philosophy:** I believe that each student is a unique individual who learns in different ways. In the right environment, each student grows and matures emotionally, physically, and socially. My goal as an educator is to bring out the fullest potential of each student.

**Web Page:** <http://schoolhouseportal.weebly.com/academy.html>

**Why I chose to become a Special Education Teacher**

My cousin with Down Syndrome inspired me to become a Special Education teacher. There is a great need for teachers who can understand and teach children who do not learn the same way that a typical child does. I believe that I can make a difference in the lives of these students.



# Andrea Concepcion

Who do you think made the first stone spears? The Asperger guy. If you were to get rid of all the autism genetics, there would be no more Silicon Valley.

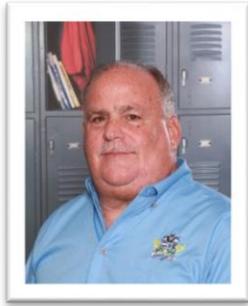
- Temple Grandin

**Educational Philosophy:** I believe each and every student has the potential to bring something unique and special to the world. I will help my students to develop their potential by believing in them as capable individuals. I will assist children in discovering who they are, so they can express their own opinions and nurture their own ideas. I have a vision of a world where people learn to respect, accept, and embrace the differences between us, as the core of what makes life so fascinating.

**Web Page:** <http://schoolhouseportal.weebly.com/writing-lab.html>

**Why I chose to work with Special Education students**

My younger sister Samantha was diagnosed with Autism at the age of 13. She is presently a Sophomore at Schoolhouse Prep. She is my inspiration to help others like her succeed.



# Isaac Liber

## Athletic Director

“Sports don’t build character. They reveal it.”

- John Wooden

**Educational Philosophy:** Sports is my passion I strive for excellence in athletics and to provide every student athlete to build self-confidence. I believe in instilling into my athletes the qualities of leadership, loyalty, and sportsmanship. I teach them how to cope with both winning and losing - "to be humble in victory and proud in defeat."

**Web Page:** <http://schoolhouseportal.weebly.com/athletics.html>

<b>Why I chose to coach students with special needs</b>	Over the past 30 years, I have met many talented athletes who never had the possibility of playing high school sports due to poor grades as a result of having a learning disability. At schoolhouse Prep, I have the opportunity to give those students the chance of succeeding in both sports and in school. This has been one of the most rewarding experiences I have had in my coaching career and feel honored to be a part of the “Wolfpack.”
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Part-Time Faculty					
NAME	Molina, Justo	Ruiz, Sonia	Quintana, Ed	Aguilar, Francis	Perez, Yanessa
POSITION	Art Teacher	Spanish Teacher	Band Director	Conditioning Coach Girl's Basketball Coach	Yoga Instructor
DUTIES	Extra-Curricular	Foreign Language	Extra-Curricular	Trainer / Coaching	Extra-Curricular
COURSE & STUDENT LOAD	Oil Painting	Spanish I Spanish II	Wolfpack Band	Boys and Girls Basketball Team	Academy
EDUCATION DEGREES Major/Minor	Bachelor of Arts FSU Fine Arts	Master of Science FIU Special Education	Masters of Music Universidad de Venezuela	Bachelor of Science FIU	AA Miami Dade College
CERTIFICATES HELD	N/A	ESE K- 12 Elementary 1-6 ESOL Endorsement	N/A	FDOE Professional Passed	Certified Yoga Instructor
# YEARS HERE	2	1	3	1	1
TOTAL # Exp.. Yrs.	5	35	25	3	5

STAFF			
NAME	Leal, Belkys	Alida Carbonell	Salguiero, Daniel
POSITION	After Care	Custodian	Paraprofessional for the Academy
DUTIES	After Care Supervisor	Amintenance of buiding and facility	Teacher Assistant
COURSE & STUDENT LOAD	0	0	15
EDUCATION DEGREES Major/Minor	Bachelor of Science / Education In Progress	N/A	Bachelor of Science/Engineering In Progress
CERTIFICATES HELD	CPR/American Red Cross	CPR/American Red Cross	N/A
# YEARS HERE	3	3	1
TOTAL # Exp.. Yrs.	3	3	2

# Therapists

**Ana Mari Weiss, CCC-SLP**



Ana Mari R. Weiss is a licensed and registered Speech Language Pathologist in Florida. She is a member of the American Speech Language Hearing Association, where she attained her Certificate of Clinical Competencies (CCC). She has achieved a Master of Science in both Speech Language Pathology and Exceptional Student Education (ESE). Ana Mari is passionate about working with the children at Schoolhouse Preparatory and devoting her life to helping children with communication difficulties. She bases her principles on meeting every child's unique and individual needs by incorporating a variety of therapy techniques that provide effective and enjoyable therapy sessions.

She has extensive experience working with children with Autism Spectrum Disorders, auditory processing disorders, feeding disorders, articulation and fluency disorders, as well as children with social and pragmatic delays. She is a certified provider for the DIR: Floortime as well as the Beckman Oral Motor Assessment and Intervention. Ana Mari is proud to have focused her career as a speech and language pathologist in helping children with special needs by using both traditional methods and cutting edge therapy techniques to provide highly effective outcomes.

**Javier A. Lopez MS, OTS/L, C-SIPT**



Javier Lopez is a registered and licensed Occupational Therapist since 2000. During this time, he has been practicing in pediatric occupational therapy in clinical, home, and school settings. He is certified to administer the Sensory Integration Praxis Test (SIPT) and sensory integration. Currently, he is the owner/therapist of Children's Therapy Center in South Miami, Florida. This is a 2,000 sq foot state-of-the-art facility. He has taken his vision / approach to occupational therapy and applied it to the children at Schoolhouse Preparatory. Javi, as he is affectionately known, interacts with the teachers on a regular basis to constantly assess the effectiveness of the treatment plan and educate parents about the child's progress in occupational therapy.

## 8.2 Support Staff

### 8.2.1 Are the lines of authority well defined? Explain.

Yes the lines of authority are clearly defined. There is an open line of communication between the staff, administrative assistant and principal. There also exists a great deal of mutual respect between administration and staff. Teachers and paraprofessionals report to Ms. Vega, the administrative assistant and she reports directly to the Principal/ Owners. The small size of our staff makes the process very simple.

### 8.2.2 Describe the ways in which two-way communication with administration is established and maintained?

Our method for two-way communication is very personalized and made possible because of our small size. Dr. De Villiers and Ms. Vega maintain an open door policy. Teachers can meet with either of them at any time and personally communicate any concerns or requests. The administration also meets with staff personally during their planning periods. Other modes of communication include text messaging as well as email blasts sent to staff regarding important reminders and upcoming events.

### 8.2.3 If there is a job description available for each job, how were the job descriptions developed and how are they kept up to date?

The job description was developed by Dr. De Villiers. It is based upon 26 years of experience, educational philosophy, and the vision of the school. The job description is updated as the needs of the school change. **Job description may be viewed on the Portal Section 8.**

### 8.2.4 Who makes daily job assignments?

Dr. De Villiers develops the Master schedule and job assignments. Staff are given their master assignments and schedule at the beginning of the school year. Any changes to the schedule or teacher assignments is communicated in writing through email by either the Administrative Assistant or the Principal.

### 8.2.5 If additional employees may be needed to accomplish the work necessary for the smooth operation of the school, how would they be utilized?

No additional employees are needed to ensure the smooth operation of the school.

### **8.2.6 Describe the support staff in-service training program.**

Support staff participates in all monthly faculty meetings. They also receive training in CPR/First Aid, as well as attend an annual workshop in Ethics in Education training.

### **8.2.7 How are the work performances of individuals evaluated? Is evaluation discussed with the employees?**

Teachers and support staff are required to complete a Self-Evaluation Form at the end of the year. The Principal uses an observation form based on 6 standards to evaluate teacher performance. Students are also given the opportunity to anonymously rate their teachers. These surveys and observation tools are discussed with the teacher, and recommendations for growth are made.

**(Evaluation forms can be viewed on the Portal Section 8)**

### **8.2.8 If the school gives preference to promotion from within, how is information regarding all job openings made available?**

An announcement is made to the staff and interested applicants must interview for the position.

## SECTION 9: THE PARENT COMMUNITY

### Schoolhouse Preparatory

Please describe in detail the role and the extent to which parents are involved in the life of the school. Include the following topics:

#### 9.1 If there is a parent organization, describe its structure and its relationship to the school program.

The Parent/Teacher Organization at Schoolhouse Preparatory, known as the PTO, seeks to provide support for the school in several areas. However, the main objective of the organization is to raise funds through numerous events and activities for the purpose of improving educational programs and/or obtaining additional supplies of materials for the overall improvement of our school. Additionally, this united group of parents serves to bring into closer relation the home and the school by organizing activities that unite families within themselves and with our faculty.

The Executive Board of Directors consists of wonderful parents who have been with our school for many years. They give long hours of their time and effort to make all Schoolhouse Preparatory events successful. They also form part of the Advisory Board of Dr. Gigi's Raise Me Up Foundation which is a registered 501(c)(3). Through the foundation they help organize the annual silent auction and gala to raise funds that not only benefit our school but also special needs children in our community.

The PTO also helps whenever teachers ask. It is truly an organization of dedicated parents who believe in what Schoolhouse Preparatory has to offer and know that their lending hand can truly make a difference to those working with their children. Through this organization, programs are able to function at their fullest potential.

#### 9.2 Other than a parent organization, is there a parent participation program (library aides, office helpers, playground supervisors, room mothers, etc)?

Yes. Our team Moms organize a snack and water schedule for athletic games. Many of our parents who own their own companies volunteer as mentors of the field experience program for career and vocational development. Additionally, parents of all Seniors are involved in planning the Senior Trip and Prom.

#### 9.3 How effective and valuable to the school is this? If you do not provide such an opportunity, why was that decision made?

Our parents form a vital part of our school community. They believe and appreciate everything that Schoolhouse Preparatory has done for their families and know that their lending hand can truly make a difference to those working with their children.

**9.4 Does the school encourage the parent community to share its recommendations and concerns with the school? How? If not, why not?**

Yes. Recommendations are shared either through parent surveys or directly to the Principal, administrative assistant or teachers. Open lines of communication exist with all our parents. They are able to both email or directly text our teachers, as well as the principal and the administrative assistant.

**9.5 If parent recommendations are being used, describe how.**

Parent recommendations are analyzed for their cost feasibility. Most recommendations are made for enrichment programs. These recommendations are listened to, taken into consideration, and implemented if possible.

**9.6 Is the parent community involved in (and, if so, how):**

**9.6.1 Curriculum development**

NO - Since this is a special education school, our parents reach out to us to find the best material and programs that can address the educational challenges of their children.

**9.6.2 Student activities**

Yes - Parents are involved and very supportive of the Athletic program and the band. They also participate in special events, Winter Formal and Prom. Many of our families who own their businesses offer to mentor our students by providing field experience

**9.6.3 Selection of textbooks**

NO - Since this is a special education school, our parents reach out to us to find the best material and programs that can address the educational challenges of their children.

**9.6.4 Fund raising projects**

Yes - Large fundraising efforts are done through Dr. Gigi's Raise Me Up Foundation. The PTO and many of our parents volunteer to organize the silent auction and gala. Smaller fundraising events parents participate in include Spirit Week, teen nights, and bake sales.

**9.6.5 Helping solve school problems**

NO - the challenges of our students are very unique and confidential. For these reasons, the administration chooses not to involve parent in school problems.

### **9.6.6 Interpreting and promoting the school's program in the community at large**

Yes - Our parents are our greatest advertising tool in the community. They regularly refer students to us who may be suitable candidates for our school. Our parents are also a resource for finding programs and services available to special needs children.

### **9.6.7 Evaluating the school program**

Parents fill out an anonymous parent survey every year. This is done voluntarily. Results of the survey are shared with the staff and posted on the website.

### **9.6.8 Any other ways the parent community is involved**

- Parents are involved through the Raise Me Up Foundation
- Donate items to all our drives and fundraisers
- Support the school and our teachers always
- Maintain a very close relationship with the administration and staff

## SECTION 10: SCHOOL PLANT - BUILDING AND GROUNDS

### Schoolhouse Preparatory

**10.1 Describe the suitability of the following facilities in relation to implementing the school program. Consider whether the physical plant facilitates or obstructs the attainment of goals. Consider lighting, heating, ventilation and acoustic factors, and indicate strengths and weaknesses. Consider the safety of the students and faculty and how the physical plant impacts the mission, educational program and goals of the school.**

#### 10.1.1 Classrooms and other indoor learning areas, including labs.

Number	Room/Space Type
7	<b>Classrooms</b>
1	<b>Science Lab</b>
1	<b>Broadcasting and Green Screen Studio</b>
1	<b>Music Room</b>
1	<b>Auditorium</b>
1	<b>Physical Fitness Gym</b>
1	<b>Resource Room and Art Center</b>
1	<b>Computer Lab</b>
1	<b>Basketball Court</b>
1	<b>Outdoor Cafeteria</b>
1	<b>Student Locker Room</b>
1	<b>Boys Athletic Locker Room</b>

#### 10.1.2 Multi-purpose rooms and large assembly areas

There are three (3) multi-purpose classrooms in the school building.

One is the auditorium. The auditorium is used for school assemblies and large class presentations. It also is used for the oil painting program, practice area for the school band and houses the SPN studio.

The second area is the computer lab. This area is used for the teaching “Writing for College Success”. Students also use the computer lab to do research on the Virtual Library.

The third area is the student locker room. This area houses all the student lockers and is also used for before and after school care.

### 10.1.3 Playground/athletic and other outdoor recreational areas.

There are two (2) outdoor recreational areas. One area is the high school regulation size basketball court which is used for competitive athletic activities as well as for the physical education program.

The other area is the outdoor recreational facility. This area is used as the cafeteria as well as for special events.

The boys' locker room provides a space for the boys basketball team to review film, and a locker for each player personalized with their name and jersey number. The locker room also has a washer and dryer for all athletes to wash their uniforms.

### 10.1.4 Staff room, lounge or working area.

There is one copy room and work area. Teacher computers print directly to the professional copier.

### 10.1.5 Other areas pertaining to learning program.

Within the locker room is the Study Hall area. Students in 10<sup>th</sup> – 12<sup>th</sup> grade are given a supervised study period to review for tests and complete their homework.

### 10.1.6 Offices, such as administration, counseling, admissions, and attendance and nurse.

The main office is located at the entrance of the school. There is a parent reception area, the administrative assistant's office and the principal's office. The athletic Director's office is located inside the school's gym.

### 10.1.7 Storage areas (indoor and outdoor).

Quantity	Type	Location
1	Indoor Storage	Located behind the student locker room.
1	Warehouse	Large equipment and supplies are kept in a storage facility off campus.
1	Textbook Supplies	Student textbooks and school supplies are maintained in the copy room.
1	Janitorial	Janitorial supplies and cleaning equipment is stored here.

### 10.1.8 Restrooms (student and staff).

First Floor	
Girls Bathroom	Boys Bathroom
1 Staff Stall 2 Girl's Stalls	1 Staff Stall 2 Boy's Stalls 2 Urinals
Second Floor	
1 Girls Bathroom	1 Boys Bathroom

### 10.1.9 Drinking fountains.

There are a total of 3 drinking fountains located throughout the building. One by the downstairs restroom, one by the athletic courts and one on the second floor. Additionally, there is one bottled water dispenser located within the copy room and another one inside the boy's locker room.

### 10.1.10 Custodial and maintenance work and storage areas.

There is one storage area for janitorial supplies, cleaning equipment and maintenance work.

### 10.1.11 Dining areas.

Students have lunch in the covered outdoor dining area. In case of inclement weather, lunch is held in the auditorium.

## 10.2 Describe the general safety features that have been incorporated in the school plant.

### Entrance to Building

There is only one main entrance to the building through the front office. Visitors need to check in the front office in order to enter the school.

### Burglar Alarm

The building is armed with sensors and a burglar alarm which is monitored by an outside company once the system is armed.

### Fire Alarm

The building has a fire alarm, smoke detectors, emergency lights, as well as fire extinguishers throughout the building in case of an emergency. All doors open out to the courtyard.

### Outdoor Gates

The school plant is gated on all sides. The basketball court and outdoor dining is also gated and shielded from being viewed from the main street.

### Security Cameras

As budgeting permits, security cameras will be installed in both the inside and outside of the school plant.

## 10.3 Describe any extraordinary facilities requirements that may be necessary in this school.

N/A

**10.4 What improvements to the school facility have been made during the last three years?**

<b>Year</b>	<b>Improvement</b>
<b>2010-2011</b>	Interior and exterior paint was done. All floors were polished and installed in some areas. Electrical work and plumbing was updated and school furniture was purchased. Classroom computers and a flat screen TV for the multipurpose room were also purchased.
<b>2011-2012</b>	Two new AC units and a new fire alarm was installed.
<b>2012-2013</b>	A high school regulation size basketball court was built on the side court and bleachers were purchased for guests to sit. Twelve laptop computers were purchased for the computer lab. Wood floors were installed in the auditorium and in the first floor hallways. The reception area was remodeled and new floors were installed.
<b>2013-2014</b>	The upstairs and downstairs bathrooms were completely remodeled and all plumbing was replaced.
<b>2014-2015</b>	A new science lab was built and lab furniture was purchased. Additional lockers were added to accommodate the growing population. New equipment was purchased for the weight room and gym. A boys athletic locker room was built with washer and dryer, personalized lockers for each athlete, and a TV to view game film. A studio was built for SPN.

**10.5 Are teachers and other staff involved in planning for new structures and remodeling of present facilities? Explain.**

Teachers and staff are actively involved in selection of equipment, furniture and the remodeling of the facilities. Their input is used in the planning process.

**10.6 Describe the use of school facilities by community groups such as girl scouts, churches, etc.**

Dr. Gigi's Raise me Up Foundation offers enrichment programs at the school for special needs children such as Communion and Confirmation classes. Our basketball courts are used for practice by coaches who work with underprivileged children.

**10.7 Discuss custodial and maintenance programs in terms of personnel, supplies and equipment, cleanliness, time of response to work requests, and quality of daily housekeeping details.**

The school employs a full-time janitor and full-time maintenance worker. The janitor is responsible for the cleanliness of the building and ensuring that the bathrooms are stocked and clean. The school maintenance worker is responsible for maintenance and repair work for the school plant (inside and outside) and ensures that everything runs smoothly. He is also responsible for the landscaping and lawn care. He is on call 24 hours in case of an emergency. Any work required on the campus is attended to immediately.

**10.8 Append a plot map of school showing all major buildings, playgrounds and parking areas.**

**See Appendix.**

**10.9 How much attention is given to landscaping and the outdoor environment? Does it facilitate or obstruct flow, educational needs, and overall attractiveness? Explain.**

The landscaping and outdoor areas are given maintenance every two weeks. The attractiveness of the landscaping adds to the beauty of the school plant. The parking lot and driveway ensures a smooth flow and is painted and restriped once a year.

## SECTION 11: FINANCE

### Schoolhouse Preparatory

#### 11.1 If a school has a working budget, who prepares and oversees the budget? Explain budgeting procedures and controls.

**CORPORATE STATUS:** My Little Schoolhouse /DBA Schoolhouse Preparatory is a for-profit corporation. The company's sole Director is Jiliann Tamayo De Villiers. It has been operating with profits since 2010, with a large portion of the profits re-invested in the school buildings and the business operations.

**FINANCIAL DOCUMENTS:** All Financial documents, including binder with all Insurance Policies, the Annual Budget, and a Financial Review of Assets and Liabilities will be presented to the Chairman of the visiting committee.

**BUDGET:** An annual operating budget is prepared each year by Luis de Villiers. The monthly accounting is overseen by Dr. Jiliann De Villiers and Cynthia Vega. Payroll is done by Dr. Jiliann De Villiers. All accounting for the school is prepared by the accounting firm of Guillermo Rodriguez and Associates.

#### 11.2 A school shall have a financial statement or accountant's letter available for the site committee chairperson.

Financial statements will be presented to the Chairman of the visiting committee.

#### 11.3 Describe your tuition plan and policies, and append tuition and fee schedule.

##### **ANNUAL REGISTRATION:**

The annual registration fee is \$500 per student, which must be paid at the time of enrollment. This non-refundable fee confirms a parent's decision to enroll their child in our program and ensures a placement.

##### **ANNUAL FEE SCHEDULE:**

Annual Registration	\$500.00	Annual Tuition	\$17,500.00
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##### **SCHOLARSHIP PROGRAMS:**

We accept the McKay Scholarship, Step Up for Students, and PLSA.

##### **TUITION PAYMENTS:**

Tuition is based on a 10-month School Year. Payments are due in advance and on the 1st of each month, starting in August. A \$35.00 late payment penalty will automatically be added when tuition is paid on or after the 10th day of each month.

**11.4 If the school has a financial contingency fund or plan, please describe.**

At present time, teacher salaries and building expenses are covered by tuition co-pays. Scholarship funds are deposited into a separate account. In case of government cuts to McKay or Step Up, the school operating budget will be able to guarantee teacher employment.

**11.5 What kinds of insurance does the school carry? Include copies coverage declarations and/or endorsements in appendix.**

General Liability, Workman's Compensation, and Castastrophic Athletic Insurance. A copy of the Insurance Policy will be presented to the Chairman of the visiting committee.

11.5.1 Does the school business insurance provide for loss to its clients? **YES**

11.5.2 Student accident insurance **YES**

11.5.3 Workman's compensation insurance **YES**

11.5.4 Professional liability, liability, and insurance for all buildings and facilities used by students and staff. **YES**

**11.6 Salaries:**

10.6.1 Do you use teacher contracts?

The school uses annual Employee Agreements with a term of one year. New hires are placed on a 90 day probationary period. Employment is "At Will" and under state law can be terminated at any time. **A copy of the Employee Agreement is included in the Appendix**

10.6.2 How do you establish teachers' starting salaries and determine pay increases? Please indicate below:

Published salary scale. *(Please append.)*

Individually, depending mostly on performance.

Other (please explain)

- Starting Salary for a teacher with a Bachelor's Degree is \$28,000
- Starting Salary for a teacher with a Master's Degree is \$30,000
- Teachers are given an annual 2% that maxes out at \$35,000
- A supplement of \$1,500.00 is given per semester for teaching Extra-Curriculars

## **SECTION 13: SCHOOL IMPROVEMENT PLAN**

### **Schoolhouse Preparatory**

#### **13.1 How have various members of the school community participated in and contributed to the development of the School Improvement Plan?**

The Principal, Dean, staff, and parent community meet regularly to discuss matters of mutual interest as they relate to the SIP. Teachers and Principal communicate regularly and jointly determine if there is a need for program modifications. The leadership team is actively involved in the daily instruction process by evaluating pacing guides, maintaining ongoing discussions with teachers, students, and parents, and joining in discussions that will serve to improve learning in the classroom that will result in improved student achievement.

#### **13.2 How have the school's strengths and weaknesses been analyzed?**

The school's strengths and weaknesses have been analyzed through parent, faculty and student surveys.

#### **13.3 How have challenges and opportunities presented from the internal and external environments been evaluated as a prelude to planning?**

The needs of our changing student population and opportunities for financial assistance to families have been factors taken into consideration for planning of the SIP.

#### **13.4 How does the school collect adequate data to determine student achievement and progress?**

Data on student achievement and progress is collected using annual standardized assessments, weekly evaluations and bi-weekly progress reports.

#### **13.5 What comparisons are made to determine student progress?**

Students are tracked by individual progress as well as by group achievement outcomes.

#### **13.6 How has the school set and prioritized goals? How are goal statements made clear to all?**

The school has set and prioritized goals by collecting data from student, staff and parent surveys as well as from results of standardized testing. Goal statements are communicated through the website, student and employee handbooks.

**13.7 How has staff research and locally collected data been utilized to determine actions to be taken?**

Data collected from research has been utilized to determine areas of weakness and strength which need to be addressed. Data is collected from surveys as well as student, staff, and parent input.

**13.8 What time lines have been set for action plans?**

Based on the goal and actions required, timelines may vary from 3 months to a year.

**13.9 How is progress being monitored?**

The progress of the SIP is monitored by the leadership team and school staff.

**13.10 What effects (positive or negative) have been observed of student performance? How is this determined?**

Positive effects on student achievement have been seen as a result of the selection of textbooks and curriculum. This has positively impact their GPA and their achievement on standardized tests.

***A copy of the school improvement plan must be included with the school self-study report and in the supplementary file.***

## SECTION 15: SPECIAL NEEDS SCHOOLS

### Schoolhouse Preparatory

**15.1 – Corporate Status:** The corporate status of the school is clearly defined. There are no legal or proprietary ambiguities in ownership, control, or responsibility. Partnerships and/or any corporate linkages are expressed as enforceable agreements; and the school is approved for its operations by the civil authority within whose jurisdiction it is located.

My Little Schoolhouse/DBA Schoolhouse Preparatory is a For-Profit Corporation registered in the state of Florida. The sole President and Owner of the Corporation is Jiliann Tamayo De Villiers.

15.1.1 Include in the supplementary materials all legal documents that define and describe the corporate status of the school. (i.e., Articles of Incorporation, Franchise Agreements, Proprietary Registration, Partnership Agreement, etc.) Include licenses and permits that may apply.

**15.1.2 Describe any advisory board or legal counsel that the school may employ for this program.**

N/A

### 15.2 – Financial Adequacy

15.2.1 Describe any departures from those financial requirements enumerated in 10.0 Finance, above.

None.

### 15.3 – Educational Services

**15.3.1 Include in the supplementary materials any departures from a traditional program that are unique to the school's program. (Refer to Curriculum Guide)**

Schoolhouse Preparatory offers a standard diploma and a special diploma option. The standard High School Diploma is based on the 24 credit graduation requirements established by the state of Florida. Textbooks are designed to deliver instruction in a manner designed for students with unique learning styles. Class size is limited to ten students per teacher. Students in the Special Diploma track participate in Community Based Instruction (CBI) in which real life lessons are taught in community settings.

### **15.3.2 Describe unique instructional practices that are employed for this population.**

Teachers pre-plan the curriculum goals and objectives for the entire year and maintain Pacing Guides for every 9 weeks. Progress reports for every subject area are sent home bi-weekly to parents. Students are also encouraged to maintain a Corrections Journal in which they can earn extra credit for correcting wrong answers on each test. To facilitate learning, instruction comes alive through small group instruction, interactive and hands-on lessons in a stimulating and motivating environment. Students participate in exciting field trips throughout the year and are given the opportunity to learn about careers by shadowing professionals in our community.

### **15.3.3 Include the scope and sequence for each area of learning in the supplementary file.**

**Refer to Curriculum Guide**

### **15.3.4 If the school awards a diploma include the requirements that may differ from the normal requirements.**

Schoolhouse Preparatory offers a Standard Diploma Track based on 24 credits earned in Mathematics, English, Science, Social Studies, Foreign Language, fine arts, and writing. These courses meet the graduation requirements as established by the Florida Department of Education (Florida Statute 6A-1.09961).

## **15.4 – Advertising and Marketing**

### **15.4.1 Include copies of all marketing, promotional and informational materials in the supplementary file.**

**Refer to Supplementary File.**

## **15.5 – Educational Staff**

### **15.5.1 Describe special training requirements that may be necessary for this population.**

Educational staff are required to have prior experience teaching students with Learning Differences. Prospective employees are required to complete a summer training internship at Schoolhouse Preparatory in which their performance is evaluated before being hired.

### **15.5.2 Describe the staff qualifications.**

Classroom teachers hold either a Bachelor's or Master's degree in Exceptional Student Education. The principal is a former special education teacher and has a Doctoral Degree in Educational Leadership.

### **15.5.3 How are staff members evaluated for performance?**

Staff members are evaluated on an annual basis by the principal of the school. Their performance is also assessed by student surveys.

### **15.5.4 How are staff records and files safely stored and confidential?**

All Employees have their confidential information and personal documents stored and filed in a fire-proof file cabinet. Results of employee's Criminal Background records are stored separately and kept confidential at all times.

## **15.6 – Admissions and Placement Procedures**

### **15.6.1 Describe the admissions process for students in this population.**

#### **Admissions Criteria**

Schoolhouse Preparatory is designed for high functioning students who require a more personalized educational environment due to their unique learning styles. We accept students diagnosed with Specific Learning Disabilities, Attention Deficit Disorder, Asperger's Syndrome/High Functioning Autism, and at-risk learners. Students must be fully verbal and cannot manifest any type of aggressive or self-injurious behavior.

#### **Admissions Procedures:**

Applicants must submit an application form and schedule an appointment for an observation and interview with the principal.

#### **The following documents must be submitted:**

- The most current IEP
- Psychological evaluation not older than three (3) years,
- Current report card/official school transcript
- Most recent standardized test scores
- Two letters of recommendation must be completed by the student's current teacher, school administrator or psychologist. These are confidential and must be mailed directly to the school and cannot be hand delivered by the parent.
- Teachers will observe the student's maturity, overall attitude, discipline, social interaction, responsibility, respect for authority, effort and willingness to learn, overall conduct and general knowledge.
- Teachers will then submit an "Admissions Evaluation" form with comments on their observations and their recommendations for admission.
- Principal will interview student individually and then hold conference with parents and student.

Previous Progress Reports, school records and Standardized test results and two Letters of Recommendation from previous school will be carefully reviewed. Results of these combined evaluations will determine eligibility. Final decisions regarding admission are made by the Principal.

**15.6.2 Do admissions documents and applications reflect the school’s non-discriminatory practices?**

The Application form and Required Documents Form reflect the school’s non-discriminatory practices.

**15.7 – Management and Supervision**

15.7.1 Describe work schedules, staff development, and appointment and termination practices.

<b>Work Schedule</b>	Employee hours are from 8:15 – 3:20. Faculty are entitled to one hour daily of duty free lunch and planning.
<b>Staff Development</b>	Teachers are provided with numerous opportunities to participate in Professional Development and Staff Training. These courses are offered year round
<b>Appointment and Termination Practices</b>	Prospective employee is interviewed by the principal first and then the leadership team. Employment is at will and under state law can be terminated at any time.

15.7.2 Include policy and procedures manuals and/or employee handbooks in the supplementary file.

**Refer to the Employee Handbook in the Supplementary File.**

15.7.3 Describe any other personnel policies that may differ from the traditional school.

N/A

**15.8 Student Attendance and Conduct**

15.8.1 Describe the school’s discipline policies including attendance, suspension and termination if different for this population.

**Refer to the Policies and Procedures Manual in the Supplementary File**

<b>Attendance</b>	Students must be present a minimum of 180 days to be considered for promotion to the next grade. Parents are responsible for contacting the school each time student is absent. Parents are also required to send a note explaining reason for absence once the student returns to school. Otherwise, it will be considered an "unexcused" absence. Students absent nine (9) or more times during a semester course and/or more than 18 days for annual courses may not receive credit for that course. Students with excessive absences (including medical) will have an "N" recorded on their report card until said courses are retaken.
<b>Suspension</b>	Suspensions are issued after continuous violations. Student will be required to stay at home for at least one day and make up all assigned work, in addition to a special project. Suspension time will depend on severity of the Offense. This day will be considered an unexcused absence and student will be placed on "Probation".
<b>Termination</b>	Student has failed to meet required school rules and regulations. Student will not be accepted back at Schoolhouse Preparatory. No monies will be refunded or reimbursed.
<p><b>A student will be automatically expelled or terminated if he/she:</b></p> <ul style="list-style-type: none"> <li>• Threatens to commit a crime, including harm to himself or others, or who brings a potential weapon to school.</li> <li>• Brings illegal drugs to school.</li> <li>• Leaves campus without permission.</li> <li>• Vandalizes, steals, does graffiti or destroys school property.</li> <li>• Bullies, threatens/harasses or is physically or emotionally abusive to another student or teacher either verbally, physically or in writing via e-mail, internet chat rooms, My Space, Facebook, etc.</li> </ul>	

**15.8.2 Include student and parent handbooks and other policy materials in the supplementary file.**

Refer to the Supplementary file for all handbooks and procedures manuals.

**15.9 Counseling, Records And Follow-Up**

**15.9.1 Describe the counseling program employed for this population.**

Students who require counseling as part of their program are seen by sub-contracted therapists at the school or outside of the campus. Dr. De Villiers provides counseling and guidance to students on a per need basis.

**15.9.2 How are student records protected?**

Files for each Student, containing contact information, all required forms, medical records, academic records, etc. are stored in each student's file safely in a fire-proof file cabinet. Documents are also saved on the cloud through the acquisition of an unlimited capacity business "Dropbox" account.

**15.9.3 Does the school follow all applicable federal, state and local laws regarding the transmission of records?**

YES

**15.9.4 Include in the supplementary file all forms for recording and reporting that are used for this population.**

**Refer to Appendix**

**15.10 Communications and Relationships**

**15.10.1 How are staff members provided the information they need concerning students, parents, school operations, and employment status?**

<b>Students and Parents</b>	At the orientation staff meeting, teachers informed of confidential information and details regarding new students and parents. Throughout the year, communications are done either personally or via email.
<b>School Operations</b>	The Employee Handbook contains information regarding the operation of the school. Regularly scheduled Faculty Meetings at the end of each Quarter (with hosted lunch) are held to provide close interaction between the Faculty Administration. Additionally, the Principal's office is open at all times for immediate access and communication.
<b>Employment Status</b>	Teacher performance evaluations are conducted on an annual basis. Teachers are informed at the end of the school year if their Employee Agreement will be renewed for the following school year.

**15.10.2 Describe the necessary relationships with other professionals, schools and agencies (i.e. public health, mental health, physicians, and others).**

Guidance and counseling for all students is handled directly by Dr. De Villiers. Schoolhouse Preparatory receives much community support from these agencies which serve as direct service providers for our students.

<b>SUPPORT SERVICE PROVIDERS</b>			
<b>Name</b>	<b>Position</b>	<b>Organization/Agency</b>	<b>Responsibilities</b>
Javier Lopez	Occupational Therapist	Children's Therapy Center	Services students at our school site who require Occupational Therapy as indicated on their IEP
Ana Mari Weiss	Speech and Language Therapist	Express Yourself	Services students at our school site who require Speech and Language Therapy as indicated on their IEP
Kelly Hernandez	Dual Enrollment Coordinator	Miami Dade College Interamerican Campus	Sets up admissions testing and scheduling of all Schoolhouse students taking dual enrollment courses on campus

Walter Anders	ACCESS Center Supervisor for ESE Students	Miami Dade College Interamerican Campus	Ensures that all Schoolhouse students taking dual enrollment courses on campus receive accommodations as required for ESE students under IDEA
Britney Cochran	Vocational Counselor	FI Dept of Voc Rehab	Voc Rehab Counselor assigned to Schoolhouse Prep. Conducts the Voc Rehab intake of all Schoolhouse students at our school site and sets up psychological and vocational evaluations.
Aleida Alvarez	STS Coordinator	STS Miami Dade County	Conducts the intake and eligibility of all Schoolhouse students who apply for STS at our school site.
Robert Beers	Director	Transportation America	Schedules the STS pick-up times for all Schoolhouse Students who receive this service
Dr. Suzanne Diamond	Educational Consultant	Suzanne Diamond Consultant	Assists new families who are applying to Schoolhouse Prep and require assistance applying for the McKay scholarship.
Joanny Maeurice	Community Outreach	Autism Speaks – Miami Chapter	Recruits Schoolhouse students to participate in Career Days, Musical Performances, and Public Speaking events in the community in order to promote Autism Awareness
Nicolle Tanner	McKay Scholarship Regional Director	FLDE Office of Parental Choice	Regional Director assigned to Schoolhouse Prep. She processes and manages the McKay Scholarship for our school.
Dayani Herrera	IT Specialist	Microsoft	Services and maintains all computers, networking, and technology at Schoolhouse Prep.

## 15.11 Physical Facilities and Equipment

15.11.1 Describe any extraordinary facilities requirements that may be in addition to Section 9.0 – Facilities, above.

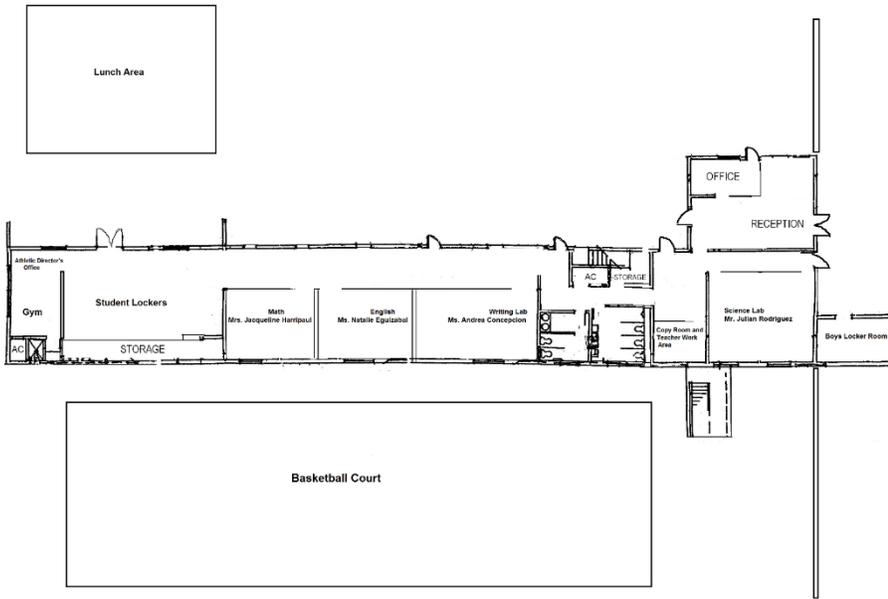
Space is provided for therapists to offer Speech and Language therapy as well as occupational therapy.

# Appendix

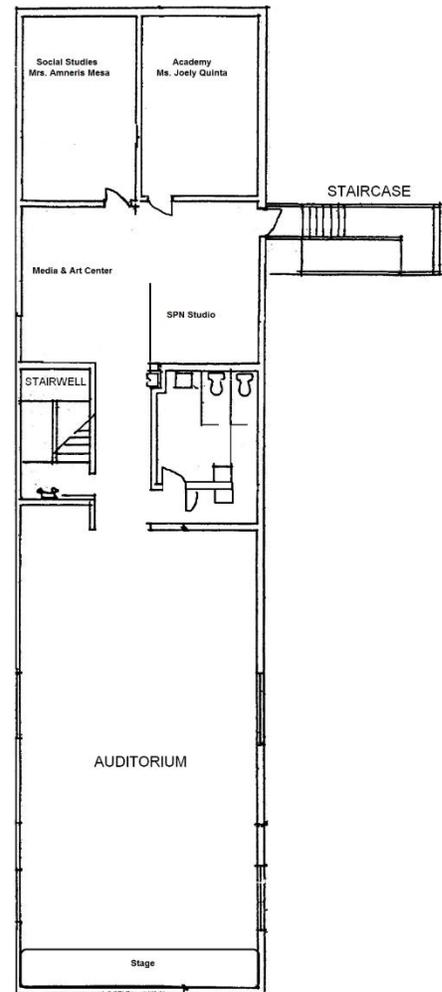
- Map of School
- Registration Form
- Employee Agreement
- School Calendar
- Master Class Schedule
- Request for Transcripts
- Biweekly Progress Report
- Interim Report
- Progress Report
- Individualized Transition Plan
- Elective / Extra-Curricular Classes
- Monthly Newsletter
- Graduation Requirements
- CBI Senior Internship Assignments for 2015

# Schoolhouse Preparatory Map of School

## 1<sup>st</sup> Floor



## 2<sup>nd</sup> Floor





## SCHOOLHOUSE PREPARATORY 2015-2016 STUDENT REGISTRATION FORM

Student Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Social Security # \_\_\_\_\_  
School previously attended: \_\_\_\_\_  
Address: \_\_\_\_\_ Home Phone: (     ) \_\_\_\_\_  
Email Address \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Mother's Name: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell \_\_\_\_\_  
Father's Name: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell \_\_\_\_\_

### TERMS OF AGREEMENT

1. The annual tuition is based on a 10-month school year. Tuition may be paid in the following manner:
  - **Monthly** (10 payments due the 1<sup>st</sup> day of each month, from August thru May).
  - **Quarterly** (3 payments, in advance, due on August 1<sup>st</sup>, November 1<sup>st</sup>, & March 1<sup>st</sup>).
2. Tuition is based on a 10-month School Year. Payments are due IN ADVANCE and are due on the 1<sup>st</sup> of each month, starting in August. I UNDERSTAND NO DEDUCTIONS WILL BE MADE AND NO MONIES WILL BE REFUNDED FOR ANY DAYS, WEEKS OR MONTHS MY CHILD IS ABSENT FROM SCHOOL. Vacations or long illnesses will not be deducted from Tuition. Tuition must be paid in order for student to maintain enrollment. **All payments made to the school are NON-REFUNDABLE.** Schoolhouse Preparatory will not be required to refund any monies if, at any time, the student is expelled by the school administration or withdraws by choice.
3. **LATE PAYMENTS:** A **\$35.00** late payment penalty will automatically be added when tuition is paid **on or after the 10th day of each month.** Students whose accounts are **15 days past due** will not be admitted in school until tuition is paid. If monthly tuition is not paid by the end of the month, student may be automatically suspended or expelled. *Account will be submitted to a collection agency. If applicable, Parents will be liable for all collections costs, including Attorney's fees and Court costs.* There is a **\$35.00** penalty charge on all checks returned by the Bank.
4. Progress Reports, Copies of IEP's, Evaluations, Transcripts and Exams will NOT be issued to parents with past due Accounts. This includes amounts due for either Registration Fee, Tuition, late payment penalties or returned check penalties, late pick-up charges, extra-curricular activities fees or any fund-raising proceeds that are owed.
5. **Schoolhouse Preparatory Inc. its Owners, Directors, Employees and/or volunteers will not be liable for any claims due to injuries, accidents or incidents suffered during school hours or while participating in any extra-curricular activities. The insurance benefits cover emergency treatment ONLY.**
6. **ADDITIONAL FEES:** There will be additional fees for Psycho-Educational Evaluations and/or individual student or family counseling and/or Speech and Language Therapy. Extra-curricular classes may be offered for additional

monthly fees. These fees will vary and will be charged separately. All payments for these additional services must be made payable to each individual Therapist, Specialist or Extra-Curricular Instructor or Coordinator.

7. The campus opens at 8:00 a.m. and closes at 5:30 p.m. sharp. After 5:30 p.m., a late pick-up charge of **\$3.50 for every 15 minutes**, or fraction thereof, must be paid directly to staff member assuming responsibility for your child after closing hours.

**ANNUAL FEE SCHEDULE**

<b>ANNUAL TUITION:</b>	<b>REGISTRATION FEE:</b>
<b>\$ 17,500.00</b>	<b>\$ 500.00</b>

**CHECK-OFF PAYMENT SCHEDULE:**           Monthly           Quarterly

Student has been approved for (circle one):    McKay    Step Up for Students    PLSA  
 Amount \_\_\_\_\_

**FINANCIAL AGREEMENT**

The amount of **\$ 500.00** is hereby paid for the **2015-2016 REGISTRATION FEE** which includes insurance coverage for EMERGENCY TREATMENT ONLY, not Liability and initial assessments as indicated above. I understand that this fee is **NON-REFUNDABLE**. I agree to be responsible for the costs of all initial Evaluations and all follow-up treatments or therapeutic interventions, if necessary. I understand I will be responsible for all late payment penalties and Attorney's Fees if this account is sent to collection. I understand that my child will be required to follow all the RULES & REGULATIONS of Schoolhouse Preparatory as stated in the published "HANDBOOK" in order for him/her to maintain their enrollment at the school. **Violation of the school's rules may result in immediate expulsion.**

**I/WE HEREBY ASSUME FULL RESPONSIBILITY FOR THE ANNUAL TUITION AMOUNT OF \$17, 500. I UNDERSTAND THAT I AM RESPONSIBLE FOR THE DIFFERENCE IN TUITION NOT COVERED BY THE FUNDS APPROVED FOR MY CHILD FROM THE SCHOLARSHIP.**  
**Parent Initial** \_\_\_\_\_

**LIABILITY DISCLAIMER**

I hereby authorize Schoolhouse Preparatory, it's employees or volunteers to give First-Aid treatment to my child in case of an emergency. I hereby authorize my child to be transported by a sub-contracted bus/van or private car on all Field Trips scheduled by the school. I further relieve Schoolhouse Preparatory, Inc., its Owners, Directors, employees and volunteers of any and all liability as to any type of accident or incident that my child may be involved in during these trips, or before, during and after school hours. I have been shown the entire school campus, including all recreational areas, and have found them to be safe and suitable for my child. I hereby give permission for my child's photo(s) to be published in the school Yearbook, the school's website, digital monitor, school brochure or other school publication.

Date \_\_\_\_\_

\_\_\_\_\_  
 Print Name of Parent/Legal Guardian

\_\_\_\_\_  
 Signature of Parent/Legal Guardian

**FOR OFFICE USE ONLY**

Date received \_\_\_\_\_ Paid Amount \$ \_\_\_\_\_

Check # \_\_\_\_\_ Cash \_\_\_ Credit Card \_\_\_

Received By \_\_\_\_\_

Schoolhouse Preparatory admits students of any race, sex, religion, color, national or ethnic origin, to all the rights, privileges, programs and activities generally accorded or made available to students at this school. Schoolhouse Preparatory does not discriminate on the basis of race, sex, religion, color, national or ethnic origin in the administration of its educational policies, admissions policies, Scholarship programs, athletic or other after-school or school-administered programs as well as its hiring policies and practices.



**EMPLOYMENT AGREEMENT  
2014 - 2015 School Year**

**THIS AGREEMENT is made and entered into at Miami Dade County, Florida this \_\_\_\_ day of \_\_\_\_\_, 2014, by and between SCHOOLHOUSE PREPARATORY, a Florida Corporation, hereinafter called "Employer", and \_\_\_\_\_ hereinafter called "Employee".**

**Position Hired for: \_\_\_\_\_**

**WITNESSETH:**

**WHEREAS, Employer desires to hire Employee and Employee desires to render services on behalf of Employer.**

**NOW THEREFORE, in consideration of the premises and of the covenants herein contained, the parties agree as follows:**

**Employer hereby contracts Employee for the purpose of rendering, on behalf of Employer, educational instruction to students enrolled at Schoolhouse Preparatory, a private school located at 3800 SW 108<sup>th</sup> Avenue, Miami, FL 33165.**

1. **CONTRACT TERM.** Employment pursuant to this Agreement shall commence on the 18<sup>th</sup> day of August 2014 and end on the 5<sup>th</sup> day of June, 2014.
2. **PROBATION PERIOD.** It is hereby understood that this Contract will have a ninety (90) day probation period before it is considered in full force and effect.
3. **SALARY.** Employer shall pay Employee, during the period of employment, a salary to be agreed upon previously by both parties. This salary will be paid to employees on a bi-weekly basis, every two Fridays, during the entire term of employment.
4. **CONFIDENTIALITY.** It is hereby understood that Employee's salary/hourly wages are totally confidential, and therefore, they are not to be discussed with other Employees or Parents of students enrolled at Schoolhouse Preparatory, at any time.
5. **PACING GUIDES.** All Teachers are required to maintain quarterly pacing guides per quarter per class. Pacing guides must be completed and ready for review two weeks before the quarter begins. Copies of the guide will be provided along with the due date schedule along with this agreement.
6. **BENEFITS.** Employees will be granted five (5) sick days a school year. Employees will be responsible for their own medical insurance coverage for the 2014-2015 School year.

7. RECORDS. Employee hereby agrees to submit to Employer copies of all Degrees, Transcripts, evidence of legal status in the U.S., updated Health Certificate, Immunization Records and TB Test. Employees will be required to submit their fingerprints for the required Criminal Background Check and Abuse Registry Check.
8. DISCIPLINE. Employee hereby understands that Corporal punishment or any physical contact with children is strictly prohibited. Employee has hereby read and understood Schoolhouse Preparatory written Disciplinary Policies, as stated in its brochure.
9. EMPLOYEE'S CHILDREN. As additional compensation for SALARIED or FULL-TIME EMPLOYEES ONLY, Employee will receive a 50% discount on the Annual Tuition of each son or daughter registered at Schoolhouse Preparatory.

It is clearly understood by Employee that their child/children must follow ALL school regulations and will be treated equally with all other students of the school. Employee will not be allowed to visit or deal with matters relating to their child/children during working hours.

10. DRESS CODE. Employee hereby agrees to wear the required uniform on a daily basis. It is the Employee's responsibility to purchase his/her uniform for the entire school year at his/her expense. No tennis shoes or tennis-shoe-style shoes, boots or open toe/heel sandals allowed. Winter jackets/sweater/sweatshirts must be school colored only (navy blue, light blue, or white). (See "Uniforms" in Handbook).
11. TUTORING. As a benefit to Employee, Employer hereby allows Employee to offer private "tutoring" to Schoolhouse Preparatory students who have a need for additional academic reinforcement.

The following rules apply to all tutoring:

- a. Tutoring may be done at the school after 4:00 p.m., from Monday thru Friday.
- b. Tutoring hours cannot interfere with extra-curricular classes.
- c. Employee will be responsible for any damages, lost property or disarray done to classroom being used for tutoring. Employee must turn off lights/air conditioning and lock classroom before leaving.

- d. All payments for tutoring services will be paid directly to Employee by the Parent. The Employee is responsible to bill parents and maintain a ledger accordingly. Employer assumes no responsibility in connection with collection of any unpaid tutoring dues.
  - e. A written list indicating names of students and days/times they are being tutored must be submitted to the office prior to tutoring taking place.
  - f. Teachers should provide the names in writing of all Schoolhouse Preparatory Students they are tutoring.
12. EXTRA-CURRICULAR CLASSES. As another benefit to Employee, Employer may subcontract Employee to plan and organize an extra-curricular class to be held at the school campus in order to add to the students overall education. In the event the Employee is given this responsibility, he/she agrees to abide by all written provisions relating to extra-curricular classes at Schoolhouse Preparatory, including release of all liabilities.
13. PERSONAL BUSINESS. Employee hereby understands that it is unethical and inappropriate to utilize students enrolled at Schoolhouse Academy or their parents, for individual business matters or personal monetary gain. No personal business transactions, home tutoring services or classes, sales of goods, etc. are allowed between a Schoolhouse Employee and a Schoolhouse Parent during the school year or during summer months as this is considered a conflict of interest. Any matters that are in question must first go through Administration.
14. CONFIDENTIALITY. It is understood that all student records, grades, tests, phone numbers, address, e-mail address, etc. are strictly confidential and cannot be given to anyone without the Parent's written authority.
15. DISABILITY. In the event Employee shall become disabled outside of work, and be unable to perform services in accordance with the terms of this Contract, this Contract can become null and void at the option of Employer. It is not the obligation of the Employer to pay wages to Employee once the "sick days" have been consummated. Employer has hereby met all requirements with regard to Workmen's Compensation insurance and benefits with regard to on the job injuries. (Notice to Employees is posted in the Main Office.)
16. NON-DISCRIMATORY POLICIES. Employer adheres to all Non-Discriminatory Policies, admitting Employees and students of any race, color, creed, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to all other Employees. Employer also abides by the American with Disabilities Act and does not discriminate employees with disabilities of any kind.

17. PHILOSOPHY / ETHICS. Employee hereby has read and understood Schoolhouse Preparatory "Philosophy and Objectives" and its published "Code of Ethics", and hereby agrees to abide by these ideals and goals, for the betterment of education.

18. DISQUALIFICATION AND TERMINATION OF EMPLOYMENT. Employment pursuant to this Contract may terminate immediately, with the just cause of any of the following:
- a. Employee stealing or dealing in a dishonest manner;
  - b. Employee not abiding by the Rules and Regulation, policies or standards established by Employer;
  - c. Employee failing to fulfill the requirements as stated in the "Faculty Handbook"
  - d. Employee using corporal punishment or having any kind of physical or sexual contact with any student;
  - e. Employee being verbally or emotionally abusive with student;
  - f. Employee known to be using any type of drugs or excessive alcohol;
  - g. Employee engaging in any form of prostitution;
  - h. Employee involved in a criminal allegation;
  - i. Employee failing to pass any of the required Criminal Background check;
  - j. Employee maintaining a constant tardy and/or absentee record that is affecting the Employee performance and/or the students in general;
  - k. Employee's appearance, attitude, conduct, and/or moral ethics or values interfere with Employer's Policies and Philosophies;
  - l. Employee failing to maintain an organized and disciplined academic program, wherein students are able to make progress in academic, social and emotional development areas;
  - m. Employee being negligent or careless when fulfilling job duties;
  - n. Employee not completing all the continuing education requirements.

**NOTE: In the event of a reduction in enrollment (in a particular grade or the overall school) or a financial hardship impacting the School, as determined in the Employer's sole discretion, the Employer may determine that it needs to reduce or eliminate programs, classes or staffing. In such event, the Employer will attempt, if possible, to maintain the same level of staffing by reducing pay, hours, or eliminating increases. Employer will communicate with Employees who are impacted by the changes and will determine whether reduction in hours, pay, or increases will be sufficient to resolve the financial hardship. The Employer may determine that in addition to or in lieu of such other methods, it may also need to reduce staffing by separating some employees. Employees who will be separated due to such staffing reductions will be provided with 30-days notice. No compensation or benefits will be due.**

19. LIABILITY/TRANSPORTATION. Employee hereby understands that the school's Liability policies do NOT cover employees with regard to the transportation of students. Therefore, under NO circumstances will any employee transport a registered student

of Schoolhouse Preparatory to or from their home, for the purposes of a field trip or for any other reason or to any destination, during school days.

20. ATTENDANCE/PUNCTUALITY. Employee hereby understands that punctuality and good attendance are paramount in an educational environment.
21. HEALTH AND SAFETY. Employee hereby understands that safety is paramount at Schoolhouse Preparatory and that he/she is responsible for the safety and well being of his/her students at all times. Employee has read and hereby agrees to abide by Health & Safety Policy, Sexual Harassment will not be tolerated.
22. DRUG TESTING. Schoolhouse Preparatory maintains a strict smoke-free and drug-free environment. It is hereby agreed that Employer may drug test and employee prior to commencing employment or any time during the Contracted period.
23. PRIVACY. Although every Employee is given clear and reasonable expectation of privacy, Employer has the right to inspect handbags, desk, and/or any personal belongings at any time.
24. INTERNET USAGE. Use of the internet must be solely for school-related issues and topics. Private e-mail exchanges or chatting during work hours is prohibited. Downloading any software program or e-mail attachment is STRICTLY prohibited. Improper use of computer is grounds for immediate termination of employment.
25. CELLULAR PHONES. Excessive use of cell phones are not allowed at any time during work hours.
26. TERMINATION. Employment is "at will" under state law and can be terminated at any time, for any reason, with or without cause and without advance notice. This Contract may be terminated or amended only for reasons stipulated in this Contract, with the consent of both parties. Any amendments to this Contract shall be done by written instrument signed by both parties.
27. FMLA (Family and Medical Leave Act). Employer abides by this Federal Law pertaining to Employee's Medical Leave. A poster describing pertinent benefits is located in the cafeteria area.

28. CRIMINAL BACKGROUND CHECK. All Employees are required to submit their fingerprints and be cleared of criminal wrongdoing; (both State and local background checks) prior to commencing employment.

29. LICENSING REQUIREMENTS. Schoolhouse Preparatory is licensed by the the Florida Department of Education and Accredited by several recognized Accrediting Agencies. Employee hereby agrees to abide by all the Standards and requirements of these Agencies.

30. The invalidity or unenforceability of any provision hereof shall in no way affect the validity or enforceability of any other provision.

31. This document shall be construed for all purposes as a Florida document and shall be interpreted and enforced in accordance with the State of Florida.

32. It is hereby understood that this is an "At Will" Contract.

**The School reserves the right to terminate this contract and employee's employment without cause by providing 30-days written notice of termination to the employee. No other compensation or benefits will be due.**

**IN WITNESS WHEREOF, the parties hereto have set their hands and seals on the day and year first above written.**

**WITNESSES:**

**SCHOOLHOUSE PREPARATORY**

\_\_\_\_\_

\_\_\_\_\_  
**Dr. Jillian DeVilliers, Principal & Owner**

\_\_\_\_\_

\_\_\_\_\_  
**Employee**

(  Salaried Employee     Full-time     Part-time )

# SCHOOLHOUSE PREPARATORY | 2014-2015 CALENDAR

20 New Student Orientation @9am

21 Parent Orientation Night @7:00 pm

25 Back to School/ Quarter 1 Begins

AUGUST 2014						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

13 Interims Issued

14 Valentine's Day

16 Presidents' Day

1 Labor Day

26 Interims Issued

SEPTEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6 Quarter 3 Ends

9 Teacher Workday

10 Quarter 4 Begins

13 Report Cards Issued

13 Columbus Day (School Closed)

17 Quarter 1 Ends

20 Teacher Workday

21 Quarter 2 Begins

24 Report Cards Issued

31 Halloween Party

OCTOBER 2014						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Good Friday (No School)

5 Easter Sunday

6<sup>th</sup>-10<sup>th</sup> Spring Break

13<sup>th</sup> Classes Resume

17 Interims Issued

10 School Closed in Observance of Veterans Day

14 Interims Issued

21 Thanksgiving Lunch

27<sup>th</sup>-28<sup>th</sup> Thanksgiving

NOVEMBER 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2015						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7 Mother's Day Breakfast

15 Prom

22 Teacher Workday

25 Memorial Day

28<sup>th</sup> - 2<sup>nd</sup> Final Exams

12 Winter Formal

18 Last Day of School

19<sup>th</sup>-2<sup>nd</sup> Winter Break

DECEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2015						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2 Quarter Ends

3 Final Day of School

4 Teacher Workday

5 Award Ceremony/ Graduation

5 Classes Resume

9<sup>th</sup>-14<sup>th</sup> Mid Terms

15<sup>th</sup> Quarter 2 Ends

16<sup>th</sup> Teacher Workday

19 M.L. King Day

20 Quarter 3 Begins

23 Report Cards Issued

JANUARY 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

XXXX Quarter Begins/Ends

XXXX Holidays/School Closed

XXXX Break

XXXX Midterms/Finals

XXXX Interims Issued

XXXX Report cards Issued

XXXX School Closed/Teachers Work Day

## Schoolhouse Prep Master Student Schedule 2014-2015

Time	Freshmen A	Freshmen B	Sophomores	Junior A	Junior B	Preparatory	Senior	Academy
8:20 Homeroom	Liber Auditorium	Liber Auditorium	Rodriguez	Mesa	Eguizabal	Writing Lab	Harripaul	Quinta
8:30 – 9:20	Liber Personal Fitness	Liber Personal Fitness	Rodriguez Health Science	Mesa Government	Eguizabal American Lit.	Lab Basic English	Harripaul College Math	Quinta Reading
9:25 – 10:15	Rodriguez Biology	Eguizabal Exploring Lit.	Writing LAB	Writing LAB	Harripaul Algebra II	Quinta American Lit	Mesa Economics	Liber PE
10:20 – 11:10	Mesa World History	Rodriguez Biology	Harripaul Geometry	Eguizabal American Lit.	Writing LAB	Quinta Basic Math	Writing LAB	Salgueiro Science Social Studies
11:15 – 12:05	Harripaul Algebra I	Writing LAB	Mesa American History	Lunch	LUNCH Rodriguez	LUNCH Liber	Eguizabal British Lit.	LUNCH Quinta Lunch Duty Alida
12:10 – 1:00	LUNCH Harripaul	LUNCH Eguizabal Concepcion	LUNCH Mesa	Rodriguez Physical Science	Liber Study Hall	Salgueiro Social Studies	LUNCH Duty Alide	Quinta Consumer Math
1:05 – 1:55	Eguizabal Exploring Lit.	Mesa World History	Liber Study Hall	Harripaul Algebra II	Rodriguez Physical Science	Quinta Science	Liber Study Hall	Specials M TH Art T F Social P.
2:00 – 2:50	Writing LAB	Harripaul Algebra I	Eguizabal World Lit.	Liber Study Hall	Mesa Government	Specials M TH Art T F Social P W CBI	Rodriguez Physical Science	Quinta W CBI
3:00 Elective Classes								

### Schoolhouse Preparatory Master Teacher Schedule 2014-2015

Time	Quinta	Salgueiro	Harripaul	Eguizabal	Rodriguez	Mesa	Concepcion	Liber
8:20 Homeroom	Academy Homeroom	Academy Homeroom	Senior Homeroom	Junior B Homeroom	Sophomore Homeroom	Junior A Homeroom	Preparatory Homeroom	Freshmen A/B Homeroom Auditorium
8:30 – 9:20	Academy Reading	Academy Reading	Senior College Math	Junior B American Lit.	Sophomores Health Science	Junior A Government	Preparatory Basic English	Freshmen A/B PE
9:25 – 10:15	Preparatory American Lit.	Preparatory American Lit.	Junior B Algebra II	Freshmen B Exploring Lit.	Freshmen A Biology	Seniors Economics	Sophomores Junior A	Academy PE
10:20 – 11:10	Preparatory Basic Math	Academy Amer Hist Marine Life	Sophomores Geometry	Junior A American Lit.	Freshmen B Biology	Freshmen A World History	Junior B / Senior	Planning
11:15 – 12:05	Lunch Planning	Lunch Planning	Freshmen A Algebra I	Seniors British Lit.	Lunch Planning	Sophomores American History	Freshmen B	Lunch Lunch Monitor
12:10 – 1:00	Academy Consumer Math	Preparatory Government	Lunch Planning	Lunch Planning	Junior A Physical Science	Lunch Planning	Lunch Lunch Monitor	Junior B Locker Room Study Hall
1:05 – 1:55	Preparatory Health	Preparatory Health	Junior A Algebra II	Freshmen A Exploring Lit.	Junior B Physical Science	Freshmen B World History	Planning	Sophomores Seniors Locker Room Study Hall
2:00 – 2:50	Planning (Wed) CBI Outings	Academy CBI	Freshmen B Algebra I	Sophomores World Lit.	Seniors Health	Junior B Government	Freshmen A	Junior A Locker Room Study Hall



## Request for Records and Exchange of Information

Last school student attended:	
Address of previous school:	

We are requesting the academic records for the student named below who was enrolled at your school:

Student Name	
Date of Birth	

Please include the following:

	Transcript indicating the course(s) taken, code numbers, final grades and credits earned
	Report Card for Grade 9 <sup>th</sup> 10 <sup>th</sup> 11 <sup>th</sup> 12 <sup>th</sup>
	IEP
	Psychological Evaluation
	Results of Standardized Testing
	Incident Reports
	Other:

I \_\_\_\_\_ parent/guardian of \_\_\_\_\_ authorize  
Parent/Guardian Name Student Name

\_\_\_\_\_ to release these Records to Schoolhouse Preparatory.  
School Name

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

Forms may be sent by fax, mail, or email to:	Mrs. Cynthia Vega-Martine Schoolhouse Preparatory 3800 SW 108 Avenue Miami, Fl. 33156 Phone (305)552-1200 Fax: (305)552-1211 Email: vega.schoolhouseprep@gmail.com
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## Bi-Weekly Student Progress Report

**Instructions:** The Progress packet will be sent home every other Friday. Please review the packet with your child and sign off on it. The signed packet must be returned no later than that Monday. In the event of a long weekend or holiday, the packet must be returned the next immediate school day.

**Corrections Journal:** Students have the option to make corrections on exams in order to receive extra credit and improve their test grade. Corrections must be done in the Corrections Journal and turned in together with the progress packet. Students will not receive extra credit points for corrections turned in late.

**FLVS:** Parents should login to the Parent FLVS account in order to monitor your child's progress.

<b>Student Name:</b> <b>John Freshman</b>		<b>Date:</b>		<b>Class:</b> <b>9<sup>th</sup> grade</b>	
<b>Subject</b>	<b>Teacher</b>	<b>Grade</b>	<b>Comment</b>		
<b>Algebra I</b>	<b>Ms. Harripaul</b>				
<b>Biology</b>	<b>Mr. Rodriguez</b>				
<b>English I</b>	<b>Ms. Eguizabal</b>				
<b>World History</b>	<b>Ms. Mesa</b>				
<b>Parent Signature</b>					
<b>Student Signature</b>					



3800 SW 108 Avenue  
 Miami, Florida 33165  
 Phone: 305-552-1200  
 Fax: 305-552-1200  
 www.schoolhouseprep.com

## INTERIM PROGRESS REPORT

Student Name	Grade	Quarter	Date

**NOTICE TO PARENTS:** This Report is designed to offer you an opportunity to become aware of your child's average grades in each subject at this mid-point period. This should help you and your child focus on improving areas of weakness prior to the issuance of the Progress Report.

Subject	
Grade/Percentage	
Comments	Comments

Subject	
Grade/Percentage	
Comments	Comments

Subject	
Grade/Percentage	
Comments	Comments

Subject	
Grade/Percentage	
Comments	Comments



3800 SW 108 Avenue  
 Miami, Fl. 33165  
 Tel: 305-552-1200  
 Fax: 305-552-1211

Date: October 29, 2013

Student: **John Freshman**

Grade: 9

Quarter: 1 Report Card

<i>P= Principal's Honor Roll H= Honor Roll</i>							
<b>Honor Roll:</b>							

COURSE	TEACHER	Q1	Q2	MID TERM	Q3	Q4	FINAL	FINAL
		GRADE	GRADE	EXAM	GRADE	GRADE	EXAM	GRADE
Algebra 1 1200310	Harripaul	B-						
English 1 1001310	Suarez	A-						
Biology 1 2000310	Suarez	A-						
World Hist 2109310	Mesa	A+						
Phys Ed 1501300	Stern	C+						
Spanish 1 708340	FLVS	B-						
Elective	Garcia	A						

Quarter 1 GPA: 3.26

Cummulative GPA: 3.26

Absences: 0

Tardies: 0

Comments:

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Dr. Jiliann DeVilliers Principal



Dr. Jiliann De Villiers  
Principal

Luis De Villiers  
Dean of Students

### Individualized Transition Plan

A. STUDENT INFORMATION				
Last	First	MI	Date of Birth	McKay Scholarship
				Matrix _____ Amount \$_____
Address		Phone	Grade	Parent/Guardian

B. IEP INFORMATION	
Staffing Dates	Diploma Type
Freshman	<input type="checkbox"/> Standard Diploma with Dual Enrollment Option
New student	<input type="checkbox"/> Standard Diploma
Senior Exit Plan	<input type="checkbox"/> Special Diploma
	Expected Graduation Date:

C. Life Management Courses
<input type="checkbox"/> Life Skills Training Program <input type="checkbox"/> Career Training Program

D. EXCEPTIONAL STUDENT EDUCATION PROGRAM
The student has been diagnosed with the following Exceptionality:

3800 SW 108 Avenue  
Miami, Florida 33165  
Phone 305.552.1200 Fax 305.552.1211  
www.schoolhouseprep.com

**E. STATEMENT OF HOW THE STUDENT'S EXCEPTIONALITY AFFECTS HIS/HER INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM**

Due to the student's difficulty attending, concentrating, and processing information, a small pupil to teacher ratio is required in order for the student to achieve necessary educational goals.

**F. RELATED SERVICES PROVIDED AT THE SCHOOL**

N/A

Speech and Language Therapy

Occupational Therapy

**G. MODIFICATIONS, ADAPTATIONS, AND SUPPORT**

- Shortened Assignments
- Additional time for tests
- Use of **Time Timer** as a visual aide
- Provide overview of previous class

- Monitor that daily HW and assignments are written in agenda
- Weekly progress report
- Small group instruction

- Use of graphic organizers and visuals in the areas of writing and reading comprehension
- Implementation of a clinically-based curriculum

Other:

**H. OTHER PERTINENT INFORMATION**

N/A

Medication:

Restrictions due to health related problems:

Allergies:

**I. STUDENT WILL PARTICIPATE IN THE FOLLOWING STANDARDIZED TEST**

Woodcock Johnson Test of Achievement-Revised

Stanford Achievement Test, 10<sup>th</sup> Edition

J. Required coursework for graduation – Standard Diploma (24 Credits)  
See Attached Coursework Form

**K. SIGNATURE AND TITLE OF PERSONS ATTENDING MEETING**

**DATE:**

Parent _____	Speech/Lang. Therapy _____
Parent _____	Occupational Therapy _____
ESE Teacher _____	Social Pragmatics _____
ESE Teacher _____	School Principal _____
Dept. Of Voc. Rehab _____	Dean of Students _____
Student _____	Program Director _____

**CONFERENCE NOTES**

Large empty rectangular box for conference notes.

**Schoolhouse Preparatory  
Electives Schedule 2014-2015 First Semester**

Elective classes begin on September 22, 2014

Auditions

Theater auditions will take place on Tuesday September 16<sup>th</sup> at 3:00 pm

Band auditions will take place on Thursday September 18<sup>th</sup> at 3:00 pm.

Student Name \_\_\_\_\_ Student Contact Number \_\_\_\_\_

Students must take a minimum of one elective course to meet graduation requirements. Please circle the elective that you will be participating in and return to Ms. Vega no later than Friday September 19<sup>th</sup>.

Elective	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Oil Painting</b> \$40 one-time Materials Fee <b>Instructor</b> Justo Molina		3:15 – 4:15		3:15 – 4:15	
<b>Yearbook Club</b> <b>Instructor</b> Hayden Harripaul	3:00 – 4:00				
<b>The Pack</b> Social Skills Program <b>Instructor</b> Amneris Mesa			3:00 – 4:00		
<b>Band</b> <b>Band Director</b> Ed Quintana		3:00 – 4:00		3:00 – 4:00	
<b>CCD</b> Preparation for Sacrament of Confirmation <b>Instructor</b> Ms. Harripaul				3:00 – 4:00 Student must be baptized and received their First Communion in a Catholic Church. <i>Ceremony be held in May 2015 at Prince of Peace Catholic Church.</i>	

Elective	Monday	Tuesday	Wednesday	Thursday	Friday
<b>SPN News Show</b> <b>Moderator</b> Andrea Concepcion		3:00 – 4:00		3:00 – 4:00	3:00 – 4:00
<b>Theater/Drama</b> <b>Director</b> Andrea Concepcion	3:00 – 4:00		3:00 – 4:00		
<b>Yoga</b> <b>Instructor</b> Yanessa Perez					3:00 – 4:00
<b>3D Art</b> <b>Instructor</b> Natalie Eguizabal			3:00 – 4:00		



January 2015

Portal: schoolhouseportal.weebly.com

Website: www.schoolhouseprep.com



Mon 5th : Classes Resume  
Week of 5-9: Spirit Week  
Mon 12th: HOMECOMING GAME @ RIVIERA  
Thurs 15th – Accreditation Visit  
Fri 16th: Teacher Workday  
Mon 19th: School Closed ML King Holiday



**Students**

1st -Eli Moskowitz  
5th- Isbel 'Tony' Rodriguez  
14th - Samuel Saif  
21st- Maxwell Martinez  
28th - Eric Diaz

Parents may bring their child a cake during lunchtime. Please call (305) 552-1200 if you plan to do so.

**SPRING BREAK** April 6<sup>th</sup> – 10<sup>th</sup>

**HOMECOMING WEEK**  
**January 5<sup>th</sup> – 9<sup>th</sup>**



**Monday:** Wear School Colors (Navy Blue, White, and Gold). Students will be making class banners.

**Tuesday:** Basketball Game Students Vs. Teachers

**Wednesday:** Karaoke Day. Students can dress up as their favorite singer.

**Thursday:** Throwback Thursday. Come dressed up as your childhood days or as your favorite teacher.

**Friday:** Field Day. Class colors will be assigned this week.

**Monday:** Pep Rally! Students must wear school spirit shirts with jeans and can paint their faces with Blue, Gold and White. We will hold the election for Homecoming King and Queen

**Homecoming Game at Riviera Prep**  
**Monday January 12<sup>th</sup>**

9775 SW 87th 33176

Girls 6:00 pm    Boys: 7:30 pm

Fan Bus will be transporting students from Schoolhouse Prep to Riviera Prep. We will be leaving at 5:00 pm. **All Student Council Members are required to attend.** A HW pass will be given to students who attend the game.

**School Lunch for January 2015**

Lunch: \$72    Pizza: \$ 15

Total for both: \$87

Please make check payable to:  
Schoolhouse Preparatory

**Extra-Curricular Classes**

**Semester 2:** After school Extra-Classes will begin the week of February 9<sup>th</sup>.

**Basketball season will continue through the end of February.**

Please complete the Course Selection and return form to Miss Vega by January 30<sup>th</sup>.

**WE WANT YOUR PANTS**



ON ANY GIVEN NIGHT, ABOUT 45,000 YOUNG PEOPLE ARE HOMELESS.

Student Council is collecting your gently used jeans for homeless youth in America.

Top donors will receive a \$5 gift card to Aeropostale. Over 1 million American Youths are experiencing homelessness. Let's help make a difference!

[www.teensforjeans.com](http://www.teensforjeans.com)

**Miami Dade College**  
**Dual Enrollment Classes**

Results of the PERT exam were sent home with students. You should have a received a letter in the mail indicating that your child was admitted to Miami Dade College to begin taking dual enrollment credits.

*Wishing Our Schoolhouse Family for 2015*

*Beautiful Moments...Treasured Memories...Abundant Health...and*

*God's Blessings for everyone*

# Schoolhouse Preparatory

## 24 Credit Graduation Requirements for Standard Diploma

These courses meet the graduation requirements as established by the Florida Department of Education (Florida Statute 6A-1.09961)

### Mathematics Requirements

Course Name	Course Number
Algebra I	1200310
Geometry	1206310
Algebra II	1200330
College Mathematics	1200700

### English Requirements

Course Name	Course Number
English I Exploring Literature	1005330
English II World Literature	1005300
English III American Literature	1005310
English IV British Literature	1005310

### Science Requirements

Course Name	Course Number
Biology/Lab	2000310
Physical Science	2003310
Chemistry/Lab	2001340

### Social Studies Requirements

Course Name	Course Number
American History	2100310
World History	2109310
American Government	2106310
Economics	2102310

### Foreign Language Requirements

Course Name	Course Number
Spanish I	708340
Spanish II	708350

### Health and Physical Fitness Requirements

Course Name	Course Number
Physical Education	1501300
Health/Life Science	800300

### Writing Electives

Course Name	Course Number
Writing for College Success	1009370
Writing I	1009300
Writing II	1009310

### General Electives

Course Name	Course Number
Band	1302300
Studio Art Oil Painting	0104330
Theater	0400310
Digital Video Production	1100420
Weight Training	1501340
Individual/Dual Sports	1502410
Basketball	1503310

# Career Based Instruction

## Senior Internship Assignments for 2015

Student	Interests	Placement	Contact Information	Schedule
Matthew Lidner	Vet clinic	Gomara Animal Clinic 9528 SW 40 Street Miami, Florida 33156	Jahnnie <a href="tel:305-552-0860">305-552-0860</a>	<i>Every Monday as of 1/12</i> 8:00-1:00pm School will transport
Ryan Rodriguez	Teaching, musician	Autism Speaks 5805 Blue Lagoon Drive, Suite#170 Miami, Florida 33126	Angelica Fernandez <a href="tel:786-235-1165">786-235-1165</a>	<i>Every Tuesday as of 1/12</i> 9:30-3:00pm Parent will transport
Christopher Saller	Teaching, PE	The School of Unique Learning 11155 SW 112 Avenue Miami, Florida 33176	Sylvia Gil <a href="tel:305-271-9000">305-271-9000</a>	<i>Every Tuesday as of 1/12</i> 8:00-3:00pm Parent will transport
Joshua Ruiz	Technology, Music Engineering, Reptile Store	Magna Carta Invitations 4253 SW 72 Avenue <a href="tel:305-661-0999">305-661-0999</a>	Marilyn <a href="tel:305-979-9863">305-979-9863</a>	ONE DAY Magna Carta 10/24 Josh and Kenneth
		Autism Speaks 5805 Blue Lagoon Drive, Suite#170 Miami, Florida 33126	Angelica Fernandez <a href="tel:786-235-1165">786-235-1165</a>	<i>Every Wednesday as of 1/12</i> 9:30-3:00pm Parent will transport
		Origin 12400 SW 134 <sup>th</sup> Court Suite #1	Hector Penton <a href="tel:305-971-1000">305-971-1000</a>	ONE DAY Maxwell, Josh, & Chris Friday, 11/14
Eric Diaz	Museum or Zoo, Pet Shop	Snakes at Sunset 8735 SW 72 Street Miami, Florida 33173	Mike <a href="tel:305-595-7043">305-595-7043</a>	ONE DAY Friday, October 10 Anthony and Eric 11:00am-2:30pm
		Gomara Animal Clinic 9528 SW 40 Street Miami, Florida 33156	Jahnnie <a href="tel:305-552-0860">305-552-0860</a>	<i>Every Monday as of 1/12</i> 8:00-1:00pm School will transport
Samuel Saif	Filming, production, Pet Shop, photography	Magna Carta Invitations 4253 SW 72 Avenue <a href="tel:305-661-0999">305-661-0999</a>	Marilyn <a href="tel:305-979-9863">305-979-9863</a>	ONE DAY Magna Carta 9/19 Maxwell and Sam S.
		Magna Carta Invitations 4253 SW 72 Avenue <a href="tel:305-661-0999">305-661-0999</a>	Marilyn 305-979-9863	<i>Every Wednesday 1/12</i> 9:00-12:30pm School will transport
Humberto Lorenzo	Jewels by Dunn, Celebrities	Jewels by Dunn 1000 West Ave Apt. 1204 Miami Beach, FL 33139	Taryn 786-269-9040	<i>Every Tuesday as of 1/12</i> 4:00-6:00pm Self- transport
		Maru and Friends 88 Miracle Mile Coral Gables, FL 33134	Mirta 305-232-8616 786-420-5722	ONE DAY Wednesday, October 15 Humberto, Noah, and Amanda (10am-2pm)