

**STATE BOARD OF EDUCATION
FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION**

TALLAHASSEE CLASSICAL SCHOOL, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF LEON COUNTY,
FLORIDA,

School Board/Appellee.

**NOTICE OF APPEAL OF DENIAL OF CHARTER SCHOOL APPLICATION
FOR TALLAHASSEE CLASSICAL SCHOOL, INC.**

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I. Names and Addresses of Parties and Date of Denial and Denial Notice

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Date of School Board's Decision: April 24, 2018

Date of Denial Notice: May 2, 2018—Attached as **EXHIBIT 1**.

II. Preliminary Statement

Applicant/Appellant, Tallahassee Classical School, Inc., will be referred to herein as “Applicant” or “TCS.” School Board/Appellee, the School Board of Leon County, Florida, will be referred to herein as “School Board” or “School District.” Pages are numbered consecutively throughout the entire appeal, as required by rule of the State Board of Education. All exhibits will be cited by exhibit number and page, where applicable. For example, page 1 of Exhibit 2 will be cited as “Exh. 2:32.”

III. Statement of Facts and Procedural Background

TCS's Charter Application proposes a K-12 charter school with a focus on traditional liberal arts classical education. Exh. 2:37. It was submitted using the Model Florida Charter

School Application template. (“Model Application”). Exh. 2. TCS has not yet determined the site upon which the proposed school would be located. Exh. 2:128.

The School Board has established a charter applicant review process in which a Charter Application Review Committee (“CARC”), made up of School District staff, reviews charter applications, conducts capacity interviews of charter applicants, and makes a recommendation to the Superintendent based on a majority vote of whether each CARC member determines that the charter application meets the standards set forth in the Florida Charter School Evaluation Instrument (“Evaluation Instrument”). Exhs. 3, 11. The CARC voted to recommend approval of TCS’ Application, but no single Evaluation Instrument was created that represented that recommendation. Exhs. 3; 4:332-333.

The CARC also recommended approval of another charter application (Plato Academy), which was submitted by another applicant, which is completely unrelated to TCS. Exh.: 4:288-289. Both TCS’ and Plato Academy’s applications were to be considered by the School Board at its April 10, 2018 Meeting (“April 10 Meeting”).

Prior to the April 10 Meeting, the Superintendent of Leon County Schools, Rocky Hanna, made several public comments regarding his personal position on the creation and establishment of charter schools in the state of Florida.¹ Exh. 9, 10. Mr. Hanna argued that charter schools: i) create an unequal and unfair system to compete with public schools; ii) are exempt from many educational laws; iii) would take monies from the School District; iv) are often run by for-profit

¹ Repeated comments from the public and the board members referenced Mr. Hanna’s public stance on charter school expansion and his position on considering new applications for charters. Exhs. 4:268-269, 281-282, 317-318; 5:370. These positions were made publicly known via an article authored by Mr. Hanna himself that was published prior to the board meetings, as well as quotations from Mr. Hanna made prior to the board meetings that were reported in Leon County news media.

companies and are not financially accountable for their actions; and v) should not be authorized because FDOE had provided a notice to the School District that the School District had sufficient capacity of school district schools.² Exh. 9. Using these arguments, none of which address the specific TCS Application and its individual merit, Mr. Hanna proclaimed that he could not “in good conscience” recommend any charter applications (including TCS’) since “two different sets of rules persist.” Exh. 9. Mr. Hanna further stated he would recommend denial of all charter applications until FDOE and the Florida legislature provided for better regulations to address his perceived issues. Exh. 9.

During the April 10 Meeting, the CARC’s recommendation of approval for Plato Academy was presented first, followed by a presentation by the Superintendent. Mr. Hanna discussed a September 2017 letter from FDOE (“FDOE Letter”), stating that current growth models did not support the need for a new District school.³ Exh. 4:290-291. Mr. Hanna further cited to Sections 1005.51(6) and 1001.42, Florida Statutes, as support for “good cause” to deny all applications. Exh. 4:291. He argued that these statutes mandate that a superintendent and school board are only required to establish new schools that provide for adequate educational opportunities for all students, and the funding loss to the county with the creation of additional charter schools would deprive the district school students of an adequate education.⁴ Exhs. 4:290-291; 4:297. Public comment and a lengthy School Board discussion also occurred. The Plato Academy and TCS

² TCS does not have a management company.

³ The FDOE Letter was never provided to TCS.

⁴ Counsel for the School Board noted that said statutes were general objectives, and would not apply over the more specific statutes relating to creation of charter schools. Exh. 4:291-292. School Board Counsel went on to explain that a statutory goal and directive from the Legislature regarding charter schools is to provide choice and that current capacity of school district schools is not a consideration when addressing charter applications and the creation of charter schools. Exh. 4:292.

Applications were discussed interchangeably. School Board members' primary stated concerns about both charter applications revolved around diversity and money loss to the District, and capacity of district schools. Exh. 4:288-305, 307, 333-334. School Board members also asked if they had the ability to take no action on the charter applications at all. Exh. 4:306-307. Ultimately, the School Board voted to table consideration of the Plato Academy charter application. Exh. 4:306.

A presentation of the CARC's recommendation for the TCS Application followed, with a shorter presentation by the Superintendent. Members of the TCS team and its supporters made public comments to the School Board outlining the value of school choice and the specific value of TCS to Leon County. Exh. 4:313-315. Attorneys for both TCS and the School Board reminded the School Board several times that the Board required "good cause" to deny charter applications and that the stated reasons given by the Superintendent and proposed by some School Board members did not meet the standard. Exh. 4:271-274, 277, 307, 316, 335. Ultimately, the School Board also voted to table consideration of the TCS Application. Exh. 4:335-337. No date for consideration of either charter application was established during the April 10 Meeting, and there is no evidence in the transcript (nor was there any notice to TCS) to table the matter to collect additional information.

On or about April 17, 2018, notice was posted online for the April 24, 2018 School Board Meeting ("April 24 Meeting"), showing that both the Plato Academy and TCS Charter Applications were up again for consideration. Exh. 1. During the April 24 Meeting, Superintendent Hanna presented charts showing the diversity/ethnic ratios of the student populations of other charter schools from other counties. Exhs. 5:378; 6. These schools, located in other Florida counties, are not run by the governing board of TCS nor are any of the TCS governing

board members involved with those schools. Superintendent Hanna also presented an exhibit estimating that the creation of charter schools in Leon County would result in a “loss” of over six million dollars a year (that number which, in his lay opinion, would increase over the next few years) of school funding.⁵ Exhs. 5:375; 7. Neither of these exhibits were provided to TCS prior to the April 24 Meeting. After consideration of the Superintendent’s presentation and additional public comment, the School Board voted to deny the Application. Exh. 5:382-385.

On May 2, 2018, TCS received the Denial Notice. Exh. 1. The Denial Notice does not cite to any specific sections of the Charter Application to support its basis for denial. Exh. 1. Instead, it states generally that the Charter Application does not adequately address how the racial and ethnic balance that is reflective of the public-school system in Leon County would be achieved, how TCS would make reasonable efforts to avoid discrimination against students with disabilities and that the Application’s plan for student transportation could create a barrier for students with disabilities. Exh. 1. The Denial Notice also noted that “data” collected by the School Board supported the Board’s concern that classical charter schools are failing to meet diversity goals, and that “legislative action has removed the ability of districts to address these diversity issues with charter schools through negotiation in the application process.” Exh. 1. While the Denial Notice does not cite or attach the actual “data” that was collected by the Board to support the Denial Notice, the only information on record that was considered by the School Board regarding diversity were the exhibits utilized by Superintendent Hanna during the April 24 Meeting referencing other charter schools in other counties; schools that are not associated with, or governed by, TCS. Exhs. 1; 6; 7.

⁵ Neither the charts (showing the diversity ratios of other schools) or the exhibit of Superintendent Hanna regarding funding loss were backed by any forensic analysis by experts in the field, or by actual studies regarding the specific impact TCS would have in Leon County.

The second basis for denial in the Denial Notice is that the FDOE Letter, in conjunction with Sections 1005.51(6) and 1001.42, Florida Statutes, provide “good cause” to deny the Application. Exhs. 1; 5:382; 9. The Denial Notice concludes with a statement that “the Superintendent cannot, in good faith, recommend approval of a charter application that . . . would result in expenditures of public taxpayer dollars by (TCS) to lease and/or construct an additional public school facility in Leon County.” Exh. 1.

The Denial Notice included only two attachments, which consisted of the School Board Agenda Item back-up from the April 10 and April 24 Meetings, respectively. Exh. 1. There is no reference to any Evaluation Instrument in the Denial Notice. The reasons for denial in the Denial Notice, and the support for same cited therein, are the only issues and supporting evidence that can be raised by the School Board to support its denial in the Instant Appeal without violating TCS’ due process rights. Fla. Stat. s. 1002.33(6)(b)3.a. (2017); F.A.C. Ch. 6A-6.0781(1)(c) (2018).

IV. Statement of Law

The Florida Legislature has set forth standards for charter applications and review by school boards, which have been codified in Section 1002.33, Florida Statutes (2017) (referred to herein as the “Charter Statute”). School boards are required to use the Florida Charter School Application Evaluation Instrument to evaluate charter applications, which outlines the statutes and regulations applicable to charter schools, including all good cause reasons for denial. Fla. Stat. s. 1002.33(6)(b) (2017); F.A.C. s. 6A-6.0786(2) (2018). When a charter application is denied, the school board is required to provide notice of such denial citing “the specific reasons, based upon good cause,” and provide such notice, along with “supporting documentation,” to the applicant. Fla. Stat. s. 1002.33(6)(b)3.a. (2017).

A “good cause” basis for denial of a charter application by a school board is one that is legally sufficient and based on empirical evidence, and not one that is based on unsupported assumptions or conjecture. School Board of Osceola County v. UCP of Central Florida, 905 So. 2d 909, 914-16 (Fla. 5th DCA). A school district’s basis for denial does not constitute good cause if such denial was not based on a standard set forth in the Charter Statute or Model Application. School Bd. of Volusia County v. Academies of Excellence, Inc., 974 So. 2d 1186, 1190-91 (Fla. 5th DCA 2008).

A school board is not permitted to deny an application for commencing or advocating reform to current charter statutes. UCP, 905 So.2d at 916. In UCP, the school board voted to deny UCP’s charter school application, arguing that under Florida law, each school board is charged with the “fiscal responsibility over all free public schools, including charter schools” and is required to “assess the impact that newly approved charter schools will have on each existing school’s ability to provide a quality education to each of its students.” UCP, 905 So.2d at 913 (quoting Section 1002.33(6), Florida Statutes (2003)). The school board adopted a position that it would not approve any more charter applications due to concerns that new charter schools would reduce funding to existing schools and lead to reduced educational opportunities for existing students. *Id.* The Charter School Appeals Commission disagreed, and unanimously voted to approve UCP’s application, with the State Board accepting the Commission’s recommendation. *Id.* The court, in upholding the State Board’s decision, noted that the district’s concerns over lack of funding was not a legally sufficient reason for denial, pointing out that, while lack of funding is a problem that plagues all schools statewide in Florida, the district’s general concern that the financial impact of the creation of the charter school at issue would reduce or lessen the educational opportunity of existing students was based on conjecture and not supported by competent and

substantial evidence. *Id.* Further the court held that the charter school application and appellate process is not an appropriate forum for commencing legislative reform that a school district may wish to see. *Id.* (emphasis added)

A school district cannot require a charter school to transport students more than two miles from the charter school's location if the parties to a charter contract do not mutually agree to do so nor can it require a charter school to use bussing as a form of transportation. See Renaissance Charter School Inc. v. St. Lucie School Board, Case No. 14-4045RU (DOAH June 30, 2015); Fla. Stat. s. 1002.33(20)(c) (2017). The Charter Statute requires that “the charter school and [school board] shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in the charter.” Fla. Stat. s. 1002.33(20)(c) (2017) (emphasis added). Accordingly, “reasonable distance” is negotiated between the charter school and school board and set forth in the charter contract. F.A.C. Ch. 6A-6.0786(3) (2018).

Standard of Review by State Board of Education and Record on Appeal

The State Board of Education must grant a charter applicant's appeal if it determines that there was no competent and substantial evidence in the record before the school board to support the school board's basis for denial in the denial notice, based upon statutory good cause. Fla. Stat. s. 1002.33(2)(a) & (b) (2017); Imhotep-Nguzo Saba Charter School v. Department of Education, 947 So. 2d 1279, 1284-85 (Fla. 4th DCA 2007); UCP, 905 So. 2d at 914-16.

“Competent and substantial evidence” is such evidence that is sufficiently relevant and material to the ultimate determination that reasonable minds would rely on it to support the conclusion reached. Duval Util. Co. v. Florida Public Service Comm'n, 380 So. 2d 1028, 1031 (Fla. 1980); De Groot v. Sheffield, 95 So. 2d 912, 916 (Fla. 1957). Conclusory or generalized

statements with no fact-based chain of reasoning, even when given by experts, cannot be relied upon as competent and substantial evidence. Duval Util., 380 So. 2d at 1031; City of Hialeah Gardens v. Miami-Dade Charter Foundation, Inc., 857 So. 2d 202, 204 (Fla. 3d DCA 2003). Conjecture or speculation is also not competent substantial evidence. FL Rate Conf. v. FL R.R. & Pub. Utilities Comm'n., 108 So. 2d 601, 607 (Fla. 1959). Mere opinion testimony, without supporting evidence, is not competent substantial evidence. Academies, 974 So. 2d at 1191.

The record for an appeal of a charter application denial consists of the Model Application, “transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision.” F.A.C. Ch. 6A-6.0781(1)(b) (2018). The record also typically includes the Evaluation Instrument.⁶ The reasons for denial in the denial notice, and the support for same cited therein, are the only issues and supporting evidence that can be raised by the school board to support its denial on appeal. Fla. Stat. s. 1002.33(6)(b)3.a. (2017); F.A.C. Ch. 6A-6.0781(1)(c) (2018).

V. Summary of the Argument

TCS’ application was recommended for approval by the CARC. The Denial Notice from the School Board is void of any competent or substantial evidence to deny TCS’ Application. The Denial Notice fails to reference specific sections of the Model Application that are deficient nor attach any supporting documentation. In addition, the Denial Notice relies on statutes that are not a valid, good cause basis for denial. Furthermore, the reasons stated in the Denial Notice are just a pretext for the actual reasons for denial. The decision was improperly influenced by reasons unrelated to the standards set forth in the Charter Statutes or Model Application. The School Board

⁶ No single Evaluation Instrument was created by the CARC to represent its recommendation, so there is no Evaluation Instrument in the record for this Appeal

is illegally using the charter school application process as a vehicle for civil disobedience, which cannot and should not survive review. While the School Board does not like the state of charter school law in Florida, relevant case law shows that the charter approval and appeal process are not the appropriate forum to express disdain for the Legislature's political decisions.

VI. Argument and Identification of School Board's Errors

The School Board failed to support its denial by competent and substantial evidence as it related to alleged failure by of the Application to explain (a) how TCS would make reasonable efforts to achieve a racial/ethnic balance reflect of the community it would serve or within the racial/ethnic range of other local public schools; (b) how TCS would not discriminate against students with disabilities; and (c) how transportation would not be a barrier to attendance. In addition, there was no good cause statutory basis for the School Board to deny the Application based on FDOE's denial of the School Board's own request to build an additional school, or the Superintendent's duties under Sections 1005.51(6) and 1001.42, Florida Statutes. Finally, given most of discussion about the financial impact of charter schools and the desire not to approve any charter schools at all, the reasons set forth in the Denial Notice were clearly a pretext for the actual, illegal reasons for the denial.

- a. There was no competent and substantial evidence in the record to support the School Board's allegation that the Application failed to show TCS would make reasonable efforts to achieve a racial/ethnic balance reflective of the community it would serve or within the racial/ethnic range of other local public schools.

The Denial Notice contains a conclusory statement alleging that the Application failed to show TCS would make reasonable efforts to achieve a racial/ethnic balance reflective of the community it would serve or within the racial/ethnic range of other local public schools. Exh. 1. The only support for this allegation cited in the Denial Notice are conclusory concerns about alleged lack of racial/ethnic diversity in classical charter schools. Exh. 1. Even if such a statement

about classical charter schools was established and proven (which it was not), there was no supporting documentation, evidence or fact-based chain of reasoning or logic cited in the Denial Notice to establish how this would result in failure by TCS to use its best efforts to achieve a racial/ethnic balance as required by law. Exh. 1.

Without any supporting documentation included with the Denial Notice, TCS is left to guess that the reason the School Board reached this conclusion is the discussion at the April 24 Meeting about another charter school that is run by a different legal entity. TCS has never operated a charter school and is not a replication of any other charter school. Nothing in the Charter Statute nor the Model Application gives a school district the ability to deny an application based upon other similar types of charter schools where such other charter schools do not involve the charter applicant group. F.A.C. s. 6A-6.0786(1) (adopting the Model Application, requiring an applicant history worksheet for each charter school involving members of the charter applicant group).

Summarily denying any application without regard to the specific merit of the actual application itself is in direct contradiction of the statutory mandate and procedure for reviewing charter applications. See Academies, 974 So. 2d at 1190-91 (Denying an application for reasons unrelated to the Charter Statutes or the charter application itself cannot support a finding of “good cause.”); UCP, 905 So.2d at 914-16 (noting that a school district’s basis for denial does not constitute good cause when based on something other than a standard set forth in the Charter Statute or the charter application form).

Further, the District failed to accurately identify the actual “data” reviewed or the reasons behind such data. The analysis by the District presumes that such ratios are somehow the result of discriminatory or unsound practices, and then links that unfounded and undocumented perception onto TCS’ Application. This is not competent and substantial evidence.

Also, there is no evidence in the record to support the Denial Notice despite what appeared to have been attempts to develop evidence. Although there is some discussion of this in the transcript, the Denial Notice states that the School Board agreed to table consideration of the Application at the April 10th meeting, so that more information could be obtained and reviewed by the Board. Exhs. 1; 4:299. Despite this procedure and delay, there is no evidence anywhere in the record that specific information about this issue was obtained or reviewed by the Board prior to its vote on April 24th; only the general statement within the Denial Notice that “data” was compiled by the Board from the Florida Department of Education’s website as it relates to other charter school demographics. Exh. 1. However, there is no evidence, or discussion, that addresses whether TCS specifically would fail to meet any obligations. In other words, in addition to the speculative concerns of the Board, there is no record of its analysis to review on appeal.

The School Board had a statutory obligation to review and evaluate TCS’s application in accordance with the established procedures and directives as outlined in Section 1002.33, Florida Statutes. The School Board failed to adhere to its duties. By its very nature, a preemptive decision to deny an application because it is a classical charter school, or a decision to deny an application based on reasons outside of the specific application being considered, is an admission that the application itself was not judged individually. Such a decision is not based on competent and substantial evidence and cannot support a finding of “good cause” for denial.

- b. There was no competent and substantial evidence in the record to support the School Board’s allegation that the Application failed to demonstrate how the School would not discriminate against students with disabilities.

The School Board’s denial based on an alleged failure to demonstrate that there would be no discrimination against students with disabilities was not supported by competent and substantial evidence. The Denial Notice states that CARC concerns about this issue were shared with the

School Board during the April 10 Meeting. However, the only CARC discussion of this issue was during a presentation of the CARC's recommendation by Beverly Owens. Exh. 4:332-333. While she stated that some concerns had been raised by CARC members, she did not discuss them in detail or state that the concerns violated Federal or State standards.⁷ Instead, she indicated that such concerns did not rise to a level that prevented the CARC from recommending approval of the Application. Exh. 4:332-333. Therefore, there was no competent and substantial evidence in the record to support this basis for denial.

- c. There was no competent and substantial evidence in the record to support the School Board's allegation that the Application failed to show that transportation would not be a barrier for students to attend the proposed school.

The conclusory allegation in the Denial Notice that TCS' plan to allow for parent or car-pooling as the method of transportation for students to and from school could have a discriminatory effect did not constitute competent and substantial evidence. There was simply no evidence in the record or supporting documentation cited to support this allegation. Moreover, the CARC had asked follow-up questions about TCS' transportation plan, including plans for students with disabilities, during the Capacity Interview. Exh. 11. These questions were answered by TCS, and the CARC ultimately recommended approval of the Application.

To the extent that the School Board is implying that TCS must provide bus transportation, this is not required by law. A school district cannot require a charter school to transport students more than two miles from the charter school's location if the parties to a charter contract do not

⁷ Even the concerns described by Ms. Owens were inconsistent with the Application itself. She stated that the Application did not discuss services for students with disabilities receiving less than 40% or between 40% and 80% of their education with their non-disabled peers. However, the Application contains a discussion of "how the school will work with the sponsor and through the IEP process to determine whether a student with a disability" having such education needs can be provided a free and appropriate education at TCS, as required by the Model Application. Exh. 2: 85-86.

mutually agree to do so nor can it require a charter school to use bussing as a form of transportation. See Renaissance Charter School Inc. v. St. Lucie School Board, Case No. 14-4045RU (DOAH June 30, 2015); Fla. Stat. s. 1002.33(20)(c) (2017). The Charter Statute requires that “the charter school and [school board] shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in the charter.” Fla. Stat. s. 1002.33(20)(c) (2017) (emphasis added). Accordingly, “reasonable distance” is negotiated between the charter school and school board and set forth in the charter contract. F.A.C. Ch. 6A-6.0786(3) (2018).

Moreover, the contention that the School Board was left with no choice but to deny the Application because it is constrained by the terms of the standard contract is inconsistent with the plain language of Section 1002.33(7), Florida Statutes. This provision does not take away the ability to address concerns a District may have in charter contract negotiations. Instead it establishes a reasonableness standard for charter negotiations.

- d. There was no good cause statutory basis for the School Board to deny the Application based on FDOE’s denial of the School Board’s own request to build an additional school, or the Superintendent’s duties under Sections 1005.51(6) and 1001.42, Florida Statutes.

Denial of TCS’ Application based upon FDOE’s denial of the School Board’s own request to build an additional school, or the Superintendent’s duties under Sections 1005.51(6) and 1001.42, Florida Statutes, is simply unlawful and not good cause. These statutes discuss the district schools and their respective needs, not charter schools. In fact, Florida Statutes specifically hold that charter schools are exempt from statutes in Chapters 1000 through 1013, unless specifically referenced. Fla. Stat. s. 1002.33(16). Section 1002.33(2)(a), Florida Statutes, holds that charter schools shall meet high standards of student achievement while providing parents “flexibility to choose among diverse educational opportunities within the state’s public-school

system.” In other words, charter schools provide choice; a mandate from the legislature. In support of that statutory principle and directive, charter schools are not subjected to the same analysis regarding the capacity and expansion of district schools, as Section 1002.33(2)(c)(3), Florida Statutes, holds only that charter schools may fulfill the need for expansion of the public school system, not that they may only be created for the purpose of expansion.

This basis for denial was even addressed by the School Board’s own attorney during the April 10 meeting in direct response to Superintendent Hanna’s statement that the Florida DOE’s September letter provided a basis for denial of the pending applications. Exh. 4:391-292, 307. Yet, despite the correct analysis from its own legal counsel, the School Board decided to adopt said rationale as a basis for the Denial Notice. The court in UCP made it clear that good cause cannot exist if the denial is based on standards not set forth in the Charter Statutes or Charter Application. UCP, 905 So. 2d 909. Holding a charter application to standards that explicitly and exclusively only deal with district schools, district school boards, and the district superintendent, is, on its face, an impermissible basis for denial, is unlawful, and thereby not good cause.

- e. The reasons for denial cited in the Charter Application were a pretext for the actual, illegal reasons for denial.

When reviewed by the CARC, made up of the professional staff at the School District, the TCS Application was recommended for approval. Exh. 3. However, the School Board took a “stand” to say that it would not approve any more charter schools in Leon County due to reasons outside of the charter application process. The Board members repeatedly, and explicitly, expressed that they did not have a legal reason to deny the Application. Exhs. 4:293, 304, 310, 335; 5:384. Even after asking for, and being given, legal advice from the Board’s counsel that there was no legally sufficient reason to deny the Application, the Board continued with its quest to “take a stand” with Superintendent Hanna to check the growth of charter schools in the state of

Florida. Exhs. 4:304-306; 5:383. However, the School Board's denial, based upon the taking of a political stance against charter school laws in general, coupled with conjecture about the loss of revenue to the School Board, is not good cause to deny TCS' Application. Exhs. 4:304-306; 5:383. Moreover, this motivation of the School Board to deny the Application for illegal reasons casts doubt on the veracity of the other reasons for denial in the Denial Notice.

Even if the School Board had not made several admissions on the record of their intent to deny the Application for reasons unrelated to the specific pending application of TCS, the way the discussion occurred made it even more clear that their stance was a global denial of charters in general, rather than a specific review and denial of TCS' Application. The School Board chose to address both TCS' Application, as well as a charter application from a separate entity (Plato Academy), in the same discussion. Throughout both board meetings, most of the School Board discussion addressed both applications in general, and together. Exh. 4:292-310, 333-337. For instance, at the outset of discussion by the Board during the April 10th Meeting, Superintendent Hanna made a speech addressing both applications jointly; a speech that clearly demonstrated that his position that both applications should be summarily denied. Exh. 4:288. The Board, in return, gave generalized and speculative statements regarding charter schools in general, with very little discussion addressing the actual application of each individual applicant. Exh. 4:292-310, 333-337.

Additionally, the School Board's arguments regarding loss of district school resources and the use of the application process to make objections to political decisions of the Legislature is an argument that was held to be improper in UCP, 905 So. 2d at 909. The facts in the instant matter are the same as in UCP, 905 So. 2d 909. The only evidence submitted for the Board's consideration on the financial impact of additional charter schools in Leon County were the

exhibits created and presented by Superintendent Hanna at the April 24 Meeting. The exhibits did not cite to any sources of authority to authenticate and establish the numbers that were being used for the calculations shown nor did Superintendent Hanna establish this through expert testimony or analysis. Furthermore, the exhibit simply calculated, in an *ad hoc* manner, a perceived loss to Leon County Schools. Moreover, it contained absolutely zero information on how such a loss of funds would lead to lesser educational opportunities of existing students. The numbers were speculative, as well as their application to existing and future students within Leon County. This type of conjecture and speculation is the exact type of evidence that was found insufficient and inappropriate in UCP. 905 So. 2d at 909. Denying charter applications to force or promote legislative reform is improper, has no place within the charter application or appellate process, and cannot be used to support a finding of “good cause” for a denial.

As outlined above, the School Board has an obligation to review each application in accordance with the Charter Statute and the Evaluation Instrument established by FDOE. By grouping each pending application together for a general discussion about the status of charter schools, the process automatically created a forum where the individualized statutory review of each application was literally impossible. By taking a political stance on charter school expansion, and by applying that ideology to a group of applications, the Board clearly abdicated its statutory obligation of review.

Objections over the state of the law as it relates to charter schools is political discourse. Disagreement over the law is not good cause for denial, another central finding of the court in UCP. 905 So. 2d at 909. The facts and applicable law show that the denial of TCS’ Application was pretextual, rooted in a political stance, and not representative of good cause. Review of the

April 10 and April 24 Meetings demonstrates the fact that the reasons set forth in the Denial Notice were pretextual and undercut the veracity of the School Board's other reasons for denial.

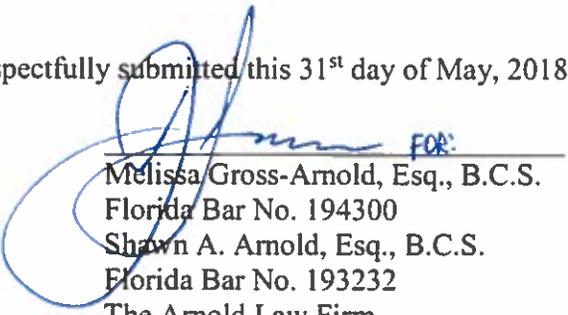
VII. Proposed Findings

In accordance with the requirements set forth in School Board of Palm Beach County v. Florida Charter Education Foundation, Inc., 213 So.3d 356, 362 (Fla. 4th DCA 2017), TCS proposes the following findings be made by the Charter School Appeal Commission and recommended to the State Board of Education:

1. The CARC recommended approval of TCS' Application.
2. The denial of TCS' Charter Application by the School Board did not cite any specific deficient section of the Application.
3. There was no competent and substantial evidence to support the School Board's denial based on alleged lack of racial/ethnic diversity, discrimination against students with disabilities or transportation serving as a barrier to students attending TCS.
4. Statements regarding alleged violations of racial/ethnic diversity by other classical charter schools was not competent and substantial evidence to support the School Board's conclusion that TCS would not make reasonable efforts to attain the racial/ethnic diversity required by law.
5. The CARC concerns raised at the April 10 Meeting that were cited in the Denial Notice were not competent and substantial evidence to support a denial based on alleged failure to show TCS would not discriminate against students with disabilities because the concerns did not rise to the level that prevented the CARC from recommending approval of the Application.
6. Conclusory statements or concerns that TCS' transportation plan might result in a barrier to attendance were not competent and substantial evidence to support the Denial Notice.

7. The FDOE's denial of the District's request to build another facility and the Superintendent's duties under Sections 1005.51(6) and 1001.42, Florida Statutes, did not provide a statutory good cause basis to deny the Application because these standards do not apply to charter schools and are not a valid legal reason to deny a charter application.
8. Because there was no competent and substantial evidence or good cause statutory basis to support the School Board's denial of the Application, TCS' Appeal should be granted, and the State Board of Education should direct that TCS Application should be approved by the School Board.

Respectfully submitted this 31st day of May, 2018.

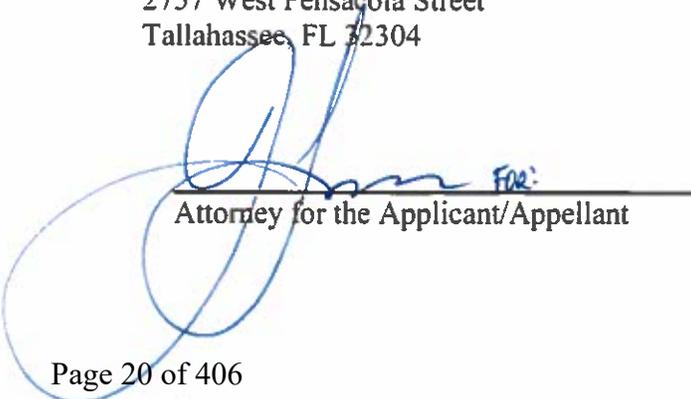

FOR:
Melissa Gross-Arnold, Esq., B.C.S.
Florida Bar No. 194300
Shawn A. Arnold, Esq., B.C.S.
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The Arnold Law Firm
6279 Dupont Station Court
Jacksonville, FL 32217
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melissa@arnoldlawfirmllc.com
sarnold@arnoldlawfirmllc.com
Attorneys for Applicant/Appellant

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing has been furnished this 31st day of May, 2018, via hand delivery to:

Opal McKinney-Williams, Esq.
Leon County General Counsel
123 Calhoun Street
P.O. Box 391
Tallahassee, FL 32302

School Board of Leon County
c/o Mr. Rocky Hanna,
Superintendent
2757 West Pensacola Street
Tallahassee, FL 32304


FOR:
Attorney for the Applicant/Appellant

**STATE BOARD OF EDUCATION
FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION**

TALLAHASSEE CLASSICAL SCHOOL, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF LEON COUNTY,
FLORIDA,

School Board/Appellee.

_____ /

TABLE OF EXHIBITS

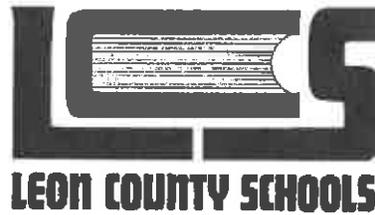
1. Denial Notice, dated 5/2/18
2. Charter Application, submitted 2/1/18
3. Evaluation Summary of CARC Members, with 4/10/18 transmittal email
4. Transcript of Leon County School Board Meeting, held 4/10/18
5. Transcript of Leon County School Board Meeting, held 4/24/18
6. Screen Shot of Exhibit presented by Super. Hanna during 4/24/18 School Board Meeting (regarding racial/ethnic diversity of other charter schools)
7. Screen Shot of Exhibit presented by Super. Hanna during 4/24/18 School Board Meeting (regarding alleged prospective financial impact of charter schools in Leon County)
8. Screen Shot from 4/24/18 School Board Meeting (showing Super. Hanna holding a large check)
9. 4/3/18 Editorial by Super. Hanna
10. 4/9/18 Article by Ashley White (quoting Super. Hanna)
11. Transcript of Interview Questions and Responses for TCS Application Capacity Interview, held 3/8/18

Exhibit 1

Denial Notice, dated
5/2/18

BOARD CHAIR
Alva Swafford Striplin

BOARD VICE CHAIR
Maggie Lewis-Butler



BOARD MEMBERS
Georgia "Joy" Bowen
DeeDee Rasmussen
Rosanne Wood

SUPERINTENDENT
Rocky Hanna

3955 W. Pensacola St.
Tallahassee, FL 32304

May 2, 2018

Adrienne Campbell
PO Box #745
Tallahassee, FL 32302

Sent via Email Delivery Notice Required to info@thlclassical.org

Re: Denial of Charter School Application

Dear Ms. Campbell:

As per Section 1002.33(6)3.a., F.S., I am notifying you that on April 24, 2018, the Leon County School Board unanimously voted to deny the Tallahassee Classical Charter School application submitted to my office on February 1, 2018. The reasons for the denial are as follows:

1. During two school board meetings in April of 2018, the Leon County School Board voiced concerns regarding the failure of your application to adequately address how the proposed Tallahassee Classical charter school would make reasonable efforts, in accordance with federal law, to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the school district and not to discriminate against students with disabilities who are served in Exceptional Student Education programs (ESE) as is required by section 1002.33 (7)8., F.S., and by the state charter contract. Leon County Charter School Review Committee concerns related to this area were shared with the school board on

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www.leonschools.net

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Building the Future Together

April 10, 2018, resulting in requests for additional information. In order to give themselves time to review additional information, the school board voted to table the agenda item related to Tallahassee Classical charter school application until April 24, 2018. Leon County School Board staff subsequently compiled data using resources available on the Florida Department of Education website. The data collected documents that the classical charter schools linked to the Barney Initiative and/or to your proposed school are serving percentages of black students, students with disabilities, and students eligible for free/reduced lunch very far below the percentages served by the school districts in which these charter schools are located. The plan in your application and communicated to the application committee, which relies on parents to transport students to your proposed charter school in Leon County rather than funding bus transportation, would create barriers to access to this proposed charter school for these populations. While the application contained information indicating that all students would have an equal opportunity to apply to and be selected for admission to your charter school, current data shows that the classical charter schools located in Florida do not appear to be acting in good faith relative to meeting statutory and charter contract requirements regarding the achievement of a balance reflective of the community served in the other Florida districts in which they operate. Allowing your charter school to open in Leon County, when classical charter schools in Florida do not appear to be making every effort to comply with this statutory requirement, would likely result in further segregation of public schools and practices that limit access to charter schools for students with disabilities in Leon County. As legislative action has removed the ability of school districts to change the state charter template to address concerns such as this one through negotiation, the only action available to the Leon County School Board was denial of the application.

2. An additional reason for the denial of this application by the Leon County School Board was to support Superintendent Hanna's recommendation for denial as described in the school board agenda item (Attachments A and B). The superintendent's recommendation was based on information received from the Florida Department of Education. Florida's statutes delineate the responsibilities of public school superintendents and local school boards related to the provision of facilities. A public school superintendent is mandated under 1005.51(6), F.S., to approve the establishment of schools as needed to provide adequate educational opportunities for all public school students in the school district. A district school board has a duty under 1001.42, F.S., to provide adequate educational facilities for all children. In a letter dated 9/9/2016, the Florida Department of Education communicated to Leon County Schools that until Capital Outlay Full-Time Equivalent (COFTE) enrollment for Leon County Schools shows a projected level of growth that creates a need for new public student stations, the current district facilities will be adequate and in suitable condition for the foreseeable future, in accordance with 1013.31 and

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1013.35, F.S. Therefore, the Superintendent could not, in good faith, recommend approval of a charter application that, if approved, would result in expenditures of public taxpayer dollars by Tallahassee Classical to lease and/or construct an additional public school facility in Leon County.

Please feel free to contact me regarding questions.

Sincerely,



Beverly H. Owens/Leon County Schools Office of Charter Schools

Cc: Rocky Hanna, Superintendent/Leon County Schools
Gillian Gregory, Assistant Superintendent for Academic Services/Leon County Schools
Opal McKinney-Williams, Legal Counsel/Ausley & McMullen Law Firm
Justin Williamson, Charter School Liaison/Leon County Schools
Adam Emerson, Director of Charter Schools/Florida Department of Education

Attachment A: Copy of School Board Agenda Item for April 10, 2018

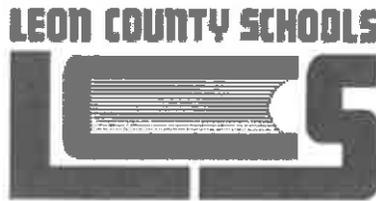
Attachment B: Copy of School Board Agenda Item for April 24, 2018

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Agenda Item Details

Meeting	Apr 10, 2018 - Business Meeting
Category	18. Items for Consideration
Subject	18.06 Tallahassee Classical Charter School Application
Type	Action
Preferred Date	Apr 10, 2018
Absolute Date	Apr 10, 2018
Fiscal Impact	No
Budgeted	No

STAFF MEMBER REPORTING THIS ITEM/PHONE: Bev Owens (487-7525)

ACTION REQUESTED: The Superintendent recommends Board approval of Option 1 (denial of the Tallahassee Classical charter school application submitted to the school district on February 1, 2018).

ITEM SUMMARY: The Leon County Schools (LCS) Office of Charter Schools received the Tallahassee Classical charter school application on February 1, 2018. The LCS Charter Application Review Committee (CARC) reviewed the application using the evaluation instrument developed by the Florida Department of Education. The CARC determined that the application met all requirements for approval under 1002.33(6)(a), F.S., related to charter schools applications and review, and therefore recommended approval of the charter school application to the Superintendent. If approved, the school would be scheduled to open in August of 2019. The projected FTE for this school for 2019-2020 would generate \$1,962,704.00.

The Superintendent is recommending denial of the Tallahassee Classical charter school application to the Leon County School Board (LCSB) based on good cause, as stated in 1002.33, F.S. The superintendent is mandated under 1005.51(6), F.S., to approve the establishment of schools as needed to provide adequate educational opportunities for all public school students in Leon County. In a letter dated 9/9/2016, the Florida Department of Education (FLDOE) communicated to LCS that until Capital Outlay Full-Time Equivalent (COFTE) enrollment for LCS shows a projected level of growth that creates no need for new public student stations, the current district facilities will be adequate and in suitable condition for the foreseeable future, in accordance with 1013.31 and 1013.35, Florida Statutes. A district school board has a duty under 1001.42(4)(c), to provide adequate educational facilities for all children, and as stated above, FLDOE has informed the LCSB that current district facilities are adequate and suitable to meet the COFTE needs of the foreseeable future. LCS's inability to add student stations for public school students at this time does not allow for approval of this charter school application. Therefore, due to the aforementioned denial by FLDOE, the Superintendent cannot, in good faith, recommend approval of the charter application to the LCSB.

1002.33, F.S., requires the local school board, by a majority vote to approve or deny a charter school application no later than 90 days after the application is received. If the school board fails to act on any charter school application, an applicant may appeal to the State Board of Education (SBE). If any charter school application is denied, the school board shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting denial of the application and shall provide the letter of denial to the applicant and the FLDOE.

Any charter school applicant may appeal any denial of a charter school application, or failure to act on an application, to the SBE no later than 30 days after receipt of the school board's notice and shall notify the school board of its appeal. Any response of the school board shall be submitted to the SBE within 30 calendar days after notification of the appeal. Upon

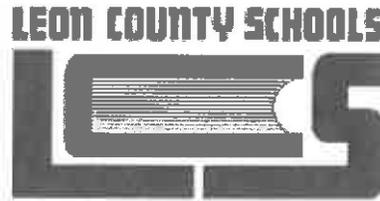
receipt of notification by the SBE of an appeal, the Commissioner of Education shall convene a meeting of the Charter School Appeal Commission to study and make recommendations to the SBE regarding its pending decision about the appeal. The commission shall forward its recommendation to the SBE at least 7 calendar days before the date on which the appeal is to be heard. The SBE shall by majority vote accept or reject the decision of the school board no later than 90 days after the appeal is filed. The SBE shall remand the application to the school board with its written decision that the sponsor approve or deny the application. The sponsor shall act upon the decision of the SBE within 30 days after it is received. The SBE's decision is a final action subject to judicial review in the district court of appeal. The decision of the SBE is not subject to the provisions of the Administrative Procedure Act, Chapter 120.

Options

- Option 1- Deny the Tallahassee Classical charter school application submitted to the school district on February 1, 2018 and direct staff to prepare and submit to the applicant and the Department of Education the written basis for the denial.
- Option 2- Approve the Tallahassee Classical charter school application submitted to the school district on February 1, 2018.

WILL SUBMITTER BE DELIVERING SIGNATURE DOCUMENTS TO BOARD SECRETARY? No

TallahasseeClassicalSchool_Charter_Application FINAL.pdf (9,176 KB)



Agenda Item Details

Meeting	Apr 24, 2018 - Business Meeting
Category	19. Items for Consideration
Subject	19.05 Tallahassee Classical Charter School Application
Type	Action
Preferred Date	Apr 24, 2018
Absolute Date	Apr 24, 2018
Fiscal Impact	Yes
Dollar Amount	2,999,420.00
Budgeted	No
Budget Source	Amount above will be impact to general fund in the 2019-2020 school year. Federal funds will also be impacted.

STAFF MEMBER REPORTING THIS ITEM/PHONE: Bev Owens (487-7525)

ACTION REQUESTED: The Superintendent recommends Board approval of Option 1 (denial of the Tallahassee Classical charter school application submitted to the school district on February 1, 2018).

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The Superintendent is recommending denial of the Tallahassee Classical charter school application to the Leon County School Board (LCSB) based on good cause, as stated in 1002.33, F.S. The superintendent is mandated under 1001.51(6), F.S., to approve the establishment of schools as needed to provide adequate educational opportunities for all public school students in Leon County. In a letter dated 9/9/2016, the Florida Department of Education (FLDOE) communicated to LCS that until Capital Outlay Full-Time Equivalent (COFTE) enrollment for LCS shows a projected level of growth that creates no need for new public student stations, the current district facilities will be adequate and in suitable condition for the foreseeable future, in accordance with 1013.31 and 1013.35, Florida Statutes. A district school board has a duty under 1001.42(4)(c), F.S., to provide adequate educational facilities for all children, and as stated above, FLDOE has informed the LCSB that current district facilities are adequate and suitable to meet the COFTE needs of the foreseeable future. LCS's inability to add student stations for public school students at this time does not allow for approval of this charter school application. Therefore, due to the aforementioned denial by FLDOE, the Superintendent cannot, in good faith, recommend approval of the charter application to the LCSB.

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- Option 1- Deny the Tallahassee Classical charter school application submitted to the school district on February 1, 2018 and direct staff to prepare and submit to the applicant and the Department of Education the written basis for the denial.
- Option 2- Approve the Tallahassee Classical charter school application submitted to the school district on February 1, 2018.

WILL SUBMITTER BE DELIVERING SIGNATURE DOCUMENTS TO BOARD SECRETARY? No

TallahasseeClassicalSchool_Charter_Application FINAL.pdf (9,176 KB)

Exhibit 2

Charter Application,
submitted 2/1/18



Tallahassee Classical School

Grades K-12

“Home of the Archers”

Leon County Schools
School Opening 2019-2020

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Tallahassee Classical School

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Tallahassee Classical School Inc.

If a non-profit organization, has it been incorporated with Florida’s Secretary of State? Yes

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

NAME OF CONTACT PERSON: Adrienne Campbell

TITLE/RELATIONSHIP TO NON-PROFIT: Volunteer Board Consultant

MAILING ADDRESS: P.O. Box #745 Tallahassee FL, 32302

PRIMARY TELEPHONE: (850) 320-5653 **ALTERNATE TELEPHONE:** (253) 720-1466

E-MAIL ADDRESS: info@tlhclassical.org

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

Full Name	Current Job Title & Employer	Role with Proposed School
Adrienne Campbell	Program Specialist FDOE	Volunteer Board Consultant
Jana Sayler	CPA – Self-employed	Board Member

Projected Date of School Opening (Month/Year): 8/2019

Do any of the following describe your organization, or the school proposed in this application?

Seeks approval to convert an already existing public school to charter status. (*Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.*)

Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

Will contract or partner with an Education Service Provider (ESP). (*See definition of an ESP in the Addendum, which applicant must complete if using an ESP.*) If yes, include the provider’s portfolio in answering the questions below regarding pending applications and school openings.

Name of ESP: _____

Seeks approval to replicate an existing school model. (*See definition of a replication in the Addendum, which applicant must complete if replicating a school model.*)

Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S.. (*Applicant must complete Addendum A1.*)

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? ___ Yes ___X___ No

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

Adrienne Campbell
Signature

Volunteer Board Consultant
Title

Adrienne Campbell
Printed Name

1/28/18
Date

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EXECUTIVE SUMMARY

Tallahassee Classical School will be a K-12 charter school located in Leon County with a focus on a traditional liberal arts classical education. Our mission is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. Pursuing this mission will enable the school to develop exemplary citizens that are virtuous, thoughtful, articulate, and possess a life-long passion for learning.

The founders see a distinct need for a publicly-funded classical education option in our community. Currently there are at least seven classical home-school cooperatives operating within Leon County as well as a private classical school. These educational choices are available only to families who are willing to commit to homeschooling their children or can afford the tuition costs associated with a private school. There are many students and families in Leon County who are interested in receiving a classical education. As a public charter school, Tallahassee Classical School will meet this need by offering classical education to all families in the community, regardless of socioeconomic status or personal circumstance.

To accomplish our mission, Tallahassee Classical School will be guided by the classical philosophy of education in all subject areas. Classes in the humanities, the sciences, and the arts will be grounded in several research-based curricula/programs in the elementary and middle schools. These include the Core Knowledge Sequence, which is a research-based curriculum using a specific, grade-by-grade core of common learning that aligns with the Florida State Standards; Riggs Institute's *The Writing & Spelling Road to Reading & Thinking*, a multi-sensory, brain-based approach for teaching explicit phonics, reading and language arts; Singapore Math, a conceptual approach to mathematical skill building and problem solving; and science with a hands-on approach to scientific inquiry and an emphasis on fundamentals.

In the high school, students will receive a classical liberal arts education that aligns with and exceeds Florida standards. Students at all levels will be trained in Socratic Seminars to encourage intelligent, logical, and independent thinking. Students will study all subjects — literature and language, rhetoric, math, history, civics, the sciences, music and art—through sound, time-proven methods. As in the lower grades, the curriculum will be rigorous. Students will complete homework assignments and seniors will be required to compose and defend a Senior Thesis as a capstone to their academic experience at Tallahassee Classical School.

As students enter the program, the school will use state-required assessments, district-required assessments, and assessments provided by Riggs and Singapore Math. When student levels are determined, instruction will be targeted to bring students up to grade level and challenge their academic potential for optimal learning. Tallahassee Classical School's proposed curriculum together with the supplemental programs has proven to be successful for all students, including those with special needs and those who speak other languages. Our emphasis on hiring excellent teachers and staff will ensure that all of our students are able to reach their full academic potential.

Classical education and the culture we seek to cultivate at the school will provide students with an environment that is academically challenging and rigorous and instills a love of learning. All students have the ability to learn, and research demonstrates that when high expectations are set and

educators provide well-structured lessons and support with the belief that all students can learn, they do! High moral and intellectual expectations lead to the development of discipline, focus, and the determination needed to achieve deeper knowledge.

A classically-trained student works to develop their character, which includes a personal code of conduct based upon the virtues of citizenship, humility, integrity, perseverance, respect, responsibility, self-control, and kindness. Character is developed through habits of virtue, as Aristotle understood when he stated, “We are what we do repeatedly. Therefore, excellence is not an act, but a habit.” Through the development of virtuous character, our students will be equipped to pursue truth, goodness and beauty.

There are several elements of our plan that make Tallahassee Classical School unique:

- First, students will study Latin informally beginning in the elementary grades to facilitate reading comprehension and vocabulary, and bolster performance in all subjects. Formal studies in Latin will begin in 6th grade.
- Second, students will study history with a focus on primary source documents which will foster analytical skills and provide insight into their culture and heritage.
- Third, students will be trained in study skills, such as time management, organization, note-taking, and research, which are essential for academic and future success.
- Fourth, instruction in the classical pillars of virtue will be integrated throughout the curriculum and in all grade levels. At Tallahassee Classical School, students will be taught the benefits of a virtuous character and will be challenged through the lessons taught within the curriculum to develop and strengthen their character.
- Finally, we seek to provide families with a K-12 option on a single campus.

Tallahassee Classical School has partnered with the Barney Charter School Initiative (BCSI), an outreach of Hillsdale College. BCSI works with groups such as Tallahassee Classical School to assist in creating and implementing the school’s classical academic program, providing curriculum design and teacher training. BCSI also provides guidance on the development of a vibrant school culture through relationships with the leadership of the school, including regular site visits and trainings conducted at Hillsdale.

Our applicant team is ready, willing, and capable of successfully opening and operating a high-quality school. Our board is focused on the success of Tallahassee Classical School. Each board member brings distinct strengths to the team, including financial, educational, and school-founding experience, as well as dedication to the vision and mission of the school. The Board realizes and accepts its ultimate responsibility for the academic performance of students, financial oversight, and the sustainability of the school. Each board member understands that he or she will be held accountable for responsible and effective governance of the school.

Classical education is time-tested and upholds a standard of excellence. Tallahassee Classical School’s high standards and research-based curriculum, supported by a virtue-focused campus, will provide students with a rigorous and complete education that will challenge them to excel both in learning and in character. Tallahassee Classical School’s graduates will be highly literate and remarkable individuals, ready to become active and responsible members of our community.

I. Educational Plan

Section 1: Mission, Guiding Principles and Purpose

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

Mission Statement: To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Vision: Tallahassee Classical School will develop exemplary citizens that are virtuous, thoughtful, articulate, and possess a life-long passion for learning.

Tallahassee Classical School seeks to develop within its students the intellectual and personal habits and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The School strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, an understanding of the foundational tenets of Western heritage and a broad knowledge of the world. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions as they have been developed and refined over many generations.

The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of the human soul and which remain compelling because they present these truths in memorable, or beautiful, ways. These classics are admired not because they are old; rather they are admired because they have continued to ring true with people of many eras, cultures, and tongues. The classics provide the most thoughtful reflections on the meaning and potential of human life. They introduce students to a conversation which spans millennia and seeks to address the ageless questions of the human heart and mind.

A liberal arts education is not geared towards a specific trade or profession, but is balanced and strong across the four core disciplines of math, science, literature and history. The liberal arts content of our curriculum values knowledge, truth, justice, virtue, beauty, and character; and prepares students to consider the complexities of the human existence through an in-depth study of culture, diversity, logic and science. It also helps students develop a sense of civic responsibility, through the study of the founding documents of our

country and engaging students in the ideas and principles of our founding. A rigorous classical, great-books curriculum empowers students to apply their learning by cultivating communication, analytical and problem-solving skills to articulate and apply their knowledge beyond their formal studies.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 19*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 73*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 52*

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

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

- *Improve student learning and academic achievement. PAGE(S) 19, 71*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 31*
- *Encourage the use of innovative learning methods. PAGE(S) 14*
- *Require the measurement of learning outcomes. PAGE(S) 43-45*

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". **This section is optional.**

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

- *Create innovative measurement tools. PAGES(S) _____*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) _____*
- *Expand the capacity of the public school system. PAGE(S) _____*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) _____*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S)_____*

Section 2: Target Population and Student Body

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

Target Population

Tallahassee Classical School will serve all students in the Leon County School District from grades Kindergarten to 12th grade. In accordance with section 1002.33(10) the student population shall:

- be open to any age / grade student residing within the School District.
- be open to any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade, level or building, at which time a lottery shall be conducted.
- serve students in Exceptional Student Education (ESE) or English Language for Speakers of Other Languages (ESOL) programs and have equitable opportunity to be selected for enrollment.

While Tallahassee Classical School would provide a unique opportunity to the Leon County School system, the classical school model is not an unknown model in the community. Currently there are at least seven classical home-school cooperatives operating within Leon County as well as a private classical school. Participating in these offerings is available only to families who are able to afford the high tuition costs associated with a private school or those who are willing and able to commit to serving as the educational authority for their families through home schooling. This leaves many public school students and families without the same choice to receive a classical education should they desire one. Tallahassee Classical School provides a distinctive K-12 educational option currently unavailable through Leon County Schools that meets a need in the community.

Families who are currently seeking or have shown interest in the past in a classical education for their children would be likely to enroll their children at Tallahassee Classical School. These families are already familiar with classical education principles and philosophies. Given the quality offerings in the community, they will expect a high performing, traditional liberal arts education, with the cost advantages a public charter school will provide.

Families of public, private, and local charter schools, or homeschooled students who desire a strong liberal arts education and understand the benefits of the classical model, such as a strong core curriculum that is academically challenging, a school culture based on moral character and civic virtue, and a robust music, arts and language offering will also be interested in attending Tallahassee Classical School. Parents and students interested in the

school will benefit from informational sessions, open houses, and interviews with school staff, as well as additional material outlining the foundational principles and philosophies of a classical education.

Enrollment Preferences

Tallahassee Classical School will be a Kindergarten through 12th grade school choice option for Leon County residents, with the intention of starting as a K-8 and growing into a K- 12 school. We will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, nor disability in the admission of students. Students enrolled in Exceptional Student Education (ESE) and English Language Learner (ELL) programs will receive all interventions and accommodations guaranteed under state and federal law. We believe all students have the ability to succeed and a classical education will prepare students for college and beyond.

We will ensure compliance with state law by enrolling any eligible student who accurately completes an application within the specified time of enrollment. If enrollment does not reach school capacity, new enrollment periods will be established and advertised to encourage maximum student enrollment. Applications received after the enrollment deadline advertised will be added to the waiting list. If there are more students applying for any grade than available positions, a lottery will be held in accordance with s. 1002.33(10)(b), F.S.

In accordance with s. 1002.33(10)(d), F.S., the school may give enrollment preference to the following:

- Students who are siblings of a student enrolled in Tallahassee Classical School.
- Students who are children of a member of the Governing Board of Tallahassee Classical School.
- Students who are the children of an employee of Tallahassee Classical School.
- Students who are the children of an active duty member of any branch of the United States Armed Forces.

We will also consider students residing within a reasonable distance of Tallahassee Classical School, as described in s. 1002.33(20)(c), F.S., with the goal of being as accessible to the whole Leon County community as possible.

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

As a facility has not been identified, the location of the school is yet to be determined. The founding board is currently reviewing the Leon County areas where the majority of homeschooled students reside, business locations to which parents travel for work, and where concentrations of students who could benefit from a classical education option are

located, and exploring location options that will meet the needs of the school and the community.

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

Enrollment numbers provided are estimates of student enrollment projections. Class sections included comply with class size requirements.

Grade Level	Number of Students (Class Sections)				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	54 (3)	54 (3)	54 (3)	54 (3)	54 (3)
1	54 (3)	54 (3)	54 (3)	54 (3)	54 (3)
2	54 (3)	54 (3)	54 (3)	54 (3)	54 (3)
3	54 (3)	54 (3)	54 (3)	54 (3)	54 (3)
4	66 (3)	66 (3)	66 (3)	66 (3)	66 (3)
5	66 (3)	66 (3)	66 (3)	66 (3)	66 (3)
6	44 (2)	66 (3)	66 (3)	66 (3)	66 (3)
7	44 (2)	44 (2)	66 (3)	66 (3)	66 (3)
8	22 (1)	44 (2)	44 (2)	66 (3)	66 (3)
9		25 (1)	50 (2)	50 (2)	75 (3)
10			25 (1)	50 (2)	50 (2)
11				25 (1)	50 (2)
12					25 (1)
TOTAL	458	527	599	671	746

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

After reviewing the Leon County student population data, the number of homeschooled students in the county, the number of students enrolled in local classical education offerings and other private and charter school populations in the area, we believe the enrollment projections to be accurate estimates of expected student enrollments. With a population of over 35,000 students, Tallahassee Classical School will draw less than 1.5% of students from Leon County District Schools, while the city of Tallahassee and Leon County district population census continue to show population growth.

In addition, several other classical charter schools have opened in Florida in the last several years with similar enrollment numbers. Pineapple Cove Classical Academy in Melbourne opened in 2015 with 422 students in grade Kindergarten - 6th, and Mason Classical Academy in Naples opened in 2014 with 413 students in grade Kindergarten - 6th. These and other classical charters in Florida have opened with full enrollments and waitlists. We believe that these enrollment numbers are realistic and realizable, given the data from similar charter schools offering the same model of education from around the state. Please

refer to Addendum FF1 to review the BCSI student enrollment data. Classical charter schools in partnership with Hillsdale College have an average waitlist of nearly 75% of the current school enrollment.

In order to be fiscally viable and sustainable, a minimum student population is required. Taking the Florida Class Size Amendment into consideration, our goal is provide realistic enrollment expectations in order to budget effectively and assure the longevity of our school. We desire to manage our student population and serve each student to the best of our ability. This means being mindful to not overcommit to a larger student population while, at the same time, providing flexibility for growth should the demand for enrollment increase.

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

Student enrollment levels were determined to ensure the school's financial viability starting in year one. We anticipate the need to serve families of children in a wide range of grade levels due to the population of students and families who have shown interest in classical education throughout the community. Many families who have more than one child would benefit from having all their children at one school and therefore a K-8 range of grades at opening provides a greater likelihood of meeting this interest.

Section 3: Educational Program Design

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

Tallahassee Classical School seeks to provide a content-rich curriculum that uses time-tested instructional approaches with proven track records of success. While schools should always have the worthy goal of improving student learning outcomes and concrete methods of self-evaluation, Tallahassee Classical School believes the greater goal is to produce students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society. In order to accomplish this valuable goal, we propose to use time-honored instructional methods whose results speak volumes. These methods are the cornerstone of classical education and support mastery of the Florida State Standards (FSS).

Classical education is language-focused; learning is accomplished through words, with a primary emphasis on written and spoken works of literature. Tallahassee Classical School's educational program systematically teaches the foundations of reading and writing through explicit phonics and grammar instruction.

- *Explicit and Systematic Phonics Instruction* - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method (Source: K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," *Journal Of Educational Psychology*, 100(1), 2008: 123-134).
- *Explicit English Grammar Instruction* - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language and its structure, the more their ability to easily and fluently express complex thoughts is evident.

To best differentiate instruction by providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow Tallahassee Classical School to tailor instructional techniques and class time to meet the needs of all students. Upon admission, the school will use initial assessments that indicate strengths and weaknesses to place students into appropriate groups. Students will be moved across groupings as subsequent assessments suggest. Students will be responsible for mastery of the same skills and concepts and will be required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students.

Classical education is history-intensive; it provides students with a comprehensive view of the human endeavor from the beginning until present day. Mastery of language allows the artificial division between history and literature to dissolve and the past to speak for itself. Analysis of poetry, accounts of events, periodicals and speeches created by the major writers and thinkers of each historical period provide students with an understanding of world civilizations and our place in time through a historical perspective. Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them. As students progress into the upper grades, they will utilize primary source documents as a prominent resource for content knowledge. In this way, they will be able to build from a broader to a deeper understanding of history, work with more sophisticated texts and develop a clear concept of how ideas, movements and innovations have unfolded over time.

Latin is a fundamental subject in classical schools, studied to further a student’s understanding of the structure of language. As students progress into upper grades, teachers will support students as they grapple with difficult arguments through documents and great literary works from a wide variety of cultures and philosophies. High school students will use textbooks as reference tools as they engage in researching unfamiliar topics and communicate regularly through written compositions, seminars and debates. Students who graduate from Tallahassee Classical School will be trained in logic, rhetoric, critical thinking and advanced writing.

The Trivium, or “three roads,” speaks to the structure of every subject and discipline. The Trivium model describes three stages; grammar, logic, and rhetoric, which follow the developmental growth of children from their ability to memorize information by giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions. “Grammar,” the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. In the past, elementary schools were referred to as “grammar” schools; they provided students a foundation in the “basics.” The rationale for the grammar stage is that there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. The second stage, “logic,” is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. Students at this age want to look at the big picture; they want to know “why?” The last stage of the Trivium, “rhetoric,” is the ability to apply the foundational knowledge and logical understanding of a subject, and to creatively solve problems and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument.

Tallahassee Classical School’s educational program is scaffolded to provide links between studies as students are guided through comprehensive sequences of science, literature, art,

music and history. As a spiraling curriculum, students build a firm but broad foundation in these topics in both content and skills that are essential. Skill objectives are most effectively targeted when they are anchored to the content in the context of a domain of knowledge. Students with this foundation will draw on this knowledge to think critically, problem-solve, and apply their knowledge to higher order thinking tasks. The use of direct, intentional questions to guide students' understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses. Teachers will be equipped to train upper level students in Socratic Seminars to encourage intelligent, logical, and independent thinking.

While the discussion surrounding classical schools often emphasizes the humanities, mathematics and the sciences are no less important and will play a primary role in the School's educational program. The educational program at Tallahassee Classical School provides students with a strong conceptual foundation in basic mathematics. It emphasizes concepts and mental math while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The curriculum selected presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation – but why. By providing students with a solid foundation upon which to build mathematical literacy, the School will prepare students to be successful in advanced math courses and science coursework. Science will be taught using a hands-on approach to scientific inquiry with an emphasis on fundamentals. The school will provide science labs appropriate to the programmatic and content needs of each area of science study.

Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of English Language Arts and Math. Students will be placed into flexible ability groupings. A classical education would not be complete without the teaching of study skills such as time management, organizing, memory techniques, note-taking, and outlining, which will be emphasized throughout Tallahassee Classical School and integrated throughout the curriculum to equip students for higher learning.

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

The mission of Tallahassee Classical School is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Tallahassee Classical School provides a classroom-based, teacher-directed instructional approach consistent with the classical education model. Students learn best when they receive explicit instruction and are guided by a well-trained instructor. As students' knowledge base grows they will be provided with more choice and independent study opportunities. A classical education requires students to engage in independent study work at home. The exercises, reading assignments, and test preparation that Tallahassee Classical School requires of its students are an important part of the School's curriculum.

Academic interventions, re-teaching, and support will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, the school will review and analyze student data and implement academic interventions. These sessions are programmed within our operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

Technology is valuable to education, as we need it to access experts and information from around the world. It can assist in the assessment of student achievement and in helping students learn. Teachers and students will integrate technology into the classroom through a variety of modalities, including computers, tablets, learner assessment and response devices, and accompanying accessories such as microphones, headphones, etc. The goal of technology use is to place it directly in a student's hands as an active participant, where they can use it as a tool and part of their education. Technology is a secondary focus in the classical education model; rather than being an end unto itself, it is a means to an end – namely, learning how to analyze content and speak persuasively about it with others. New technologies force us to anticipate exciting changes and with scientific discovery escalating and the world at students' fingertips, the need for reading, writing, and arithmetic are stronger than ever. Learning the foundations of knowledge will allow students to confidently meet any new challenge in the future.

Citizenship and character development were seen by the Founding Fathers as the ultimate purpose of education – to prepare students to become good citizens and good people. They understood self-government in the twofold sense of political self-government, in which we govern ourselves as a political community, and personal self-government, according to which each individual is responsible for governing him- or herself. They believed the success of political self-government required a flourishing of personal self-government and that both are essential to preserving the American way of life. Personal self-government requires character and good habits, but essential elements of political self-government are academic in nature, and these rely in large part on education. The Founders understood that education, an education that provides citizens with the knowledge and character necessary for personal self-government, is essential to the maintenance and prosperity of the American Republic.

A well-regulated campus that fosters positive relationships between students, parents and teachers will support Tallahassee Classical School's culture. The goal of a classical education is to not only raise academic scholars, but to develop a culture of virtuous citizens. History has demonstrated the dangers of knowledgeable, powerful leaders who have destroyed cultures and civilizations. The School focuses on character development by using pillars of virtue (citizenship, humility, integrity, perseverance, respect, responsibility, self-control, and kindness) to guide students to learn and develop virtuous behavior. A well-educated student who has spent time studying the consequences of irresponsibility and pride for example, and has been encouraged to know the true, do the good, and love the beautiful is inspired to become an honorable and successful leader in the community.

The benefits of a classical education are most clearly actualized by students starting at the beginning grades and advancing through the end. Therefore, Tallahassee Classical School strives to become a K-12 school. Multiple studies have highlighted the benefits of having K-12 grades all on one campus. Students in the upper grades have the opportunity to become mentors to the younger students and older students have the opportunity to serve in leadership roles with elementary-aged students. A Florida study also found that students who move to a middle or junior high school in Grades 6 or 7 experience a sharp decrease in their learning trajectories and continue to struggle, relative to their peers who attended K-8 schools, through Grade 8 and into high school. Increasingly, many large districts, including Chicago and Baltimore, are reverting back to K-8 and K-12 combined school models with positive results. (Source: Jacob, B. and Rockoff, J. (2012) Organizing Schools to Improve Student Achieving: Start Times Grade Configurations and Teacher Assignments. *Education Digest*, 77(8), 28.) As a result, the School feels all students will benefit from a K-12 combined campus. Tallahassee Classical School will abide by the Florida class size amendment law.

C. Describe the research base used to design the educational program.

Classical education is time-proven with a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was enlivened in the Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation's founding, classical education was thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. Plutarch's *Lives of the Noble Greeks and Romans* was often recommended by men like Jefferson and Franklin, and Hamilton seems to have given it special attention during his military encampment at Valley Forge. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Such a long tradition of education continues to be relevant today.

Classical education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The

educator's role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities.

The classical education movement is showing momentum in the United States, growing from one school in 1980, to 111 in 2000, and well over 250 schools following the classical education model today (Source: Association of Classical and Christian Schools). Each year, the Association compares the SAT scores of classically educated students with national statistics. On average, students score over 200 points higher on the math and reading portions of the SAT than the national average. The teaching of Latin has been a key component of the classical school's curriculum, which sets it apart from other educational models. Not only does the study of Latin contribute to higher SAT scores, but it also increases vocabulary, helps improve English grammar, and introduces students to the base of a wide variety of modern languages. Results from classical schools throughout the nation and within the state of Florida indicate that classical schools show gains in reading and language because of their study of Latin, and also outperform other educational models in advanced mathematics courses. As a result, students are performing well on standardized exams, such as the SAT.

Tallahassee Classical School will collaborate with the Barney Charter School Initiative (BCSI) in design and execution of the educational program. BCSI has collaborated with more than a dozen other classical schools on this same task and has developed a curriculum that has shown success across a wide variety of student backgrounds. In the state of Florida alone, Mason Classical Academy in Collier County and Pineapple Cove Classical Academy in Brevard County are two BCSI schools that are top performers on the Florida State Assessments (FSA). All of the classical charter schools in Florida are high performing charters and excel both in reading and mathematics, among other content areas.

Development of a charter school offers autonomy and flexibility outside of a traditional public school with the expectation of increased student achievement and performance. Although classical education is currently a new frontier for many charter schools nationwide, the framework is not new and the approach has proven time and again to be an effective educational approach. Nationwide, classical charter schools stand out among the rest as leaders in student achievement and academic performance. Walnut Hills Classical High School in Cincinnati, Ohio is nationally recognized as one of America's top public schools. Great Hearts Academies' students throughout Arizona and Texas have consistently averaged over 200 points above the national average in SAT scores, with 98% of current graduates attending college. Candeo Schools is among the top 1% of schools in Arizona, and Ridgeview Classical School in Fort Collins, CO is one of the top performing high schools in the state. Classical education provides a systematic and rigorous program proven to produce results by employing content-rich course work aligned to Florida State Standards that will prepare students for state standardized testing and assessment. In Florida alone, classical schools are outperforming their district counterparts on state standardized assessments, with Mason Classical Academy in Collier County and Pineapple Cove Classical Academy in Brevard County receiving some of the highest marks on the 2016 Florida State Assessment (FSA) in the state and consistently receiving "A" school ratings. Mason Classical

Academy and Pineapple Cove Classical Academy are two Barney Charter School Initiative (BCSI) schools, of which Tallahassee Classical School is a part and aligned in structure, pedagogy, and mission. While achievement on standardized tests and end of course exams are important, the School believes the measure of a successful school reaches far beyond test scores to develop academically successful students who are life-long learners that value and pursue truth, goodness and beauty. With the approval of Tallahassee Classical School's application, Leon County would join the ranks of other larger Florida school districts as leaders in bringing an academically rigorous and successful school model to all Leon County students.

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

The sample daily schedule for Tallahassee Classical School is provided in Attachment B. The School will adhere to the Leon County School District annual calendar.

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

Tallahassee Classical School's curriculum is designed to serve all students at all ability levels. All students will be encouraged to maximize their academic potential. Faculty and administration will use data from all available assessments, including the School and state assessments, to develop instructional practices that meet the needs of all students. Administration will develop a timeline and plan to review data from pre-screening assessments, ongoing curriculum assessments, and state assessment results to identify problem areas within the core curriculum and offer supplemental materials and revisions deemed necessary to ensure the School maintains the highest quality of instruction.

The structure and content of classical education is in alignment with and mirrors the goals of the Florida State Standards (FSS). Students will be closely monitored to ensure they are making adequate progress towards the FSS. Multiple assessments and strategies will be employed to identify students who are struggling and/or performing below grade level. When learning gains are not progressing at an appropriate rate towards mastery of the Standard, the school will employ the multi-tiered system of supports (MTSS) to problem-solve and provide effective remediation. Struggling students and students with exceptional learning needs will have access to intervention options designed to remediate skills and content areas that have been identified through the MTSS process. Tallahassee Classical School will provide additional tutoring for students who are in need of intensive intervention in reading and mathematical skills. These sessions are programmed within our operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations at no additional cost. The School believes all students have the ability to learn and will use whole group explicit instruction, small group differentiated instruction, additional tutoring opportunities, continual student progress monitoring strategies, effective problem solving/response to intervention (RtI) supports

and parental involvement to provide the tools necessary to see all students reach their full potential.

Section 4: Curriculum and Instructional Design

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

Tallahassee Classical School’s curriculum provides a traditional, liberal arts academic foundation in all four core subject areas (English language arts, mathematics, science, and history) with an emphasis in the subjects of art, music, and foreign language. In high school, the curriculum will include opportunities for advanced math and science courses, technology, composition, philosophy, a deep dive into history and Western civilization, literature, and a senior thesis as a capstone to the educational program. All course offerings will be aligned with Leon County Public Schools’ curriculum course codes and will cover all content specified in the Florida Department of Education (FDOE) course content descriptions. The School’s curriculum will be aligned to Florida State Standards (FSS), ensuring mastery of the standards in English language arts and mathematics and literacy standards in science and social studies.

Core Knowledge Sequence

The basis for Tallahassee Classical School’s curriculum is the Core Knowledge Sequence. The Sequence is a K-8 curriculum, prepared by the Core Knowledge Foundation and used widely across the United States for well over twenty years. The Sequence provides content and skill guidelines for all core content areas, recommending coherent, cumulative, and content-specific topics to be taught at each grade level. It is distinguished by a planned progression of specific knowledge in history and geography, mathematics, science, language arts, visual arts, and music. Classical education is knowledge focused and students will use the Sequence to master foundational knowledge and build upon prior knowledge as they progress from grade to grade. The organizing principle behind the Sequence is history, which allows students to build from a broader to a deeper understanding of history, work with more sophisticated texts, and develop a clear concept of how ideas have unfolded over time. This pattern allows related topics, whenever possible, to be taught cross-curricularly, so that students can make connections and see the rich and varied perspectives provided by each subject area. For example, students in fifth grade study the Renaissance. The word “renaissance” means “rebirth”—specifically, in Europe in the 1500s, a rebirth of interest in ancient Greece and Rome. Teachers in a Core Knowledge school can confidently build on students’ prior learning about ancient Greece and Rome and the Middle Ages. They can connect their historical studies to topics in Visual Arts (in which the Sequence specifies masterworks by Leonardo da Vinci, Michelangelo, and others) and in Language Arts (in which the Sequence specifies episodes from

Shakespeare's *A Midsummer Night's Dream* and Cervantes's *Don Quixote*). Tallahassee Classical School has selected materials which complement the Sequence structure to supplement the literacy, grammar and mathematics components of the School's curriculum.

Reading/Language Arts

From Kindergarten to 6th grade, Tallahassee Classical School will supplement the Core Knowledge Sequence with the literacy program developed by the Riggs Institute—*The Writing and Spelling Road to Reading and Thinking* and *The Well-Ordered Language* curriculum for grammar instruction.

The Riggs method was developed by Myrna McCullough, based upon the research of Dr. Samuel Orton, a neuroscientist who focused on the function of the human brain during the development of language skills. With collaboration with educators, he applied his research findings to develop a multi-sensory, brain-based approach to teach explicit phonics, reading, language arts and composition.

Riggs is an explicit phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers*. Riggs incorporates phonics-based spelling with a rules system dating from the Webster-Oxford standardization of English spelling and also provides phonemic/graphemic correspondences from contemporary dictionaries, enabling students to learn the correct spelling and pronunciations of English words. Students are taught syllabication, oral vocabulary and comprehension and through the use of Socratic question and answer dialogue, they will master 2,400 of the most common English words from Kindergarten through 3rd grade. During these primary grades, students progress from spelling, to sentence writing, to reading their own sentences, to reading books. Students move quickly into sentence writing and composition of varying lengths and by grades 4-6, students will continue to use the phonetic foundation to build an extensive vocabulary. The Riggs method is comprehensive as it includes not only basic reading instruction, but the development of spelling, cursive writing, creative writing, spacing, margins, listening skills, orthography rules, vocabulary, grammar, syntax, punctuation, and capitalization. It also uses direct and Socratic techniques to augment instruction to integrate grammar and syntax, creative and organizational comprehension skills, and vocabulary development. Riggs uses a complete and comprehensive method to teach language arts skills –prefixes, suffixes, roots, homophones and homographs, antonyms, synonyms, and graphic organizers.

For English-speaking children, systematic, incremental, and common sense phonics is the classical way to teach children how to read and spell. Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. The time-tested, multi-sensory, brain-based approach that addresses multiple student learning styles is the Riggs method, *The Writing & Spelling Road to Reading & Thinking*. Riggs is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students

who exhibit academic progress, and will be an effective remedial program for students with academic challenges.

Riggs begins at the student's speech and oral communication levels; it allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts in a given period of time and practice these concepts in a variety of ways until mastery is achieved. Students do not receive a completely separate reading teaching methodology but instead, the Riggs method intervenes with struggling students by reinforcing concepts and reteaching using tools from the program. Riggs provides multiple resources designed to differentiate reading instruction to accelerate and remediate, making it an effective program for all students at all reading levels. In the primary grades, McCall-Crabbs tests will be given weekly. These assessments can be given and scored quickly to regularly assess comprehension and fluency skills in grades K-3. A daily reading block will be scheduled for the purpose of ability-grouping students in K-7th grades, allowing for the needs of all students (struggling, on pace, and accelerated) to be met.

The Riggs method is complemented by pairing vocabulary-rich works of literature, such as the classics, to encourage the development of student's vocabulary and literacy skills. As a result, students will explore texts such as *Charlotte's Web*, *Aesop's Fables*, *Aladdin and the Wonderful Lamp*, *Alice in Wonderland*, *Black Beauty*, *Robinson Crusoe*, *A Land Remembered*, and *The Secret Garden*. This is just a sample of the many novels students will read throughout their elementary years. Students will also be exposed to Japanese and American Folk Tales, Greek, Roman and Norse Mythology, Native American Legends, nonfiction, biographies and autobiographies, and great works of poetry through their study of literature. In middle school, students continue to build upon their knowledge of the classics, with novels such as *Fahrenheit 451*, *The Hobbit*, *Call of the Wild*, and works such as Sherlock Holmes. Students will read dramas, short stories, works of poetry and plays such as Shakespeare's *Romeo and Juliet*.

The purpose of Tallahassee Classical School's focus on literary classics is to promote academic excellence in reading and the interpretation of complex literature. Students will spend time in English Language Arts class reading, discussing, and writing about literature. The Core Knowledge Sequence provides the literature program which complements the other subject areas being taught in each grade level. Students will know their reading levels and be provided access to classroom libraries and other resources to continue encouraging them to read great works of literature. Access to important and timeless works of literature is a key component of a classical education. The School will have at least a 2-hour block in kindergarten through 5th grades focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact.

The Well-Ordered Language curriculum will be the basis for formal grammar instruction in the primary grades. Explicit grammar instruction is critical for good writing beginning with the elements that make up a sentence and how they are properly constructed. Students will

diagram sentences and their dependent clauses to demonstrate mastery of grammar rules and how to apply them. Vocabulary is studied with a view to the intricate relationship between words and how they are combined and governed by rules. Students will be introduced to Latin and Greek roots in 4th and 5th grade, which provides foundational knowledge to the origin and meaning of words. The complex grammar structure of Latin enables students to gain a foundational knowledge of English sentence structure. As students complete the Riggs program, *Get Smart Grammar* and *Stay Smart Grammar* will be employed for Grades 7 and 8. The goal of the School's emphasis on grammar is to ensure students develop into clear, persuasive, forceful, fully-equipped speakers and writers.

High school students will study works such as Shakespeare, Greek tragedies, *Pride and Prejudice*, *Moby Dick*, *The Scarlet Letter*, *1984* and *The Metamorphosis* as they continue their study of the classics. Students will progress from Classical Literature in 9th grade to the study of Modern Literature in 12th grade. In the upper grades there is a focus on rhetoric, or the art of expression, where students develop their speaking and writing skills to express themselves with fluency, grace, elegance, and persuasiveness. As primary sources become the key documents used in a student's education, they will present arguments based on research, logic, and knowledge. Speech and debate are interwoven into English and History courses, developing a student's ability to line up evidence, evaluate the words used, arrange it in the most convincing way, and give their argument. Rhetoric leads to fair-mindedness, as students learn to think critically and challenge their own ideas by being able to argue and present evidence on both sides of an issue so they may clearly see what the facts are. As seniors, students will be expected to select a thesis, research it, and present it as the capstone of their classical education. As students work through Riggs and the Core Knowledge Sequence and complete them in middle school, their study of reading and language will grow with vocabulary acquisition from primary source and complex literary materials. The Core Knowledge Foundation has extensively shown that their English Language Arts (ELA) program is aligned to Common Core ELA standards, which are also consistent with the Language Arts Florida Standards. Evidence of that alignment can be found on the Core Knowledge website at <http://www.coreknowledge.org/standards-alignments>. By supplementing some ELA sections of the Core Knowledge Sequence with the Riggs literacy program, the School will better meet and exceed the FSS. Grammar, writing, reading, vocabulary, and literature are all critical components addressed in the School's curriculum and are in alignment with the FSS in grades K-12.

Social Studies/History

To some extent, the division between history and literature has been artificial, as we learn and experience history through the testimony of those who lived in the past. Without the study of historical books written by Aristotle, Homer, Plato, Virgil, and Caesar, our civilization would know little about politics, religion, and culture. The student who reads Aristotle and Plato on human freedom, Thomas Jefferson on liberty, Frederick Douglass on slavery, and Martin Luther King Jr., on civil rights may read *Beloved* by Toni Morrison with an understanding that is unavailable to the student who comes to the book without any knowledge of its roots. The development of strong grammar, writing, and literacy skills allows students to be able to study the humanities from a holistic vantage point and

continue to build their knowledge and skills in a cross-disciplinary way. It is in history lessons where students learn skills ranging from reading a map to making a argument. Students learn how to assess the validity of evidence, evaluate conflicting points of view, and apply facts to making decisions. History is the record of the human experience and the story of the unfolding of human achievement in every area – science, literature, art, and music.

The Core Knowledge Curriculum is a history-rich curriculum supported by the use of primary source documents and traditional works of literature with historical themes and premises and will be used to teach K-8 history. With the globalization of our world, the Sequence places an emphasis on geography in the study of history. Students are introduced to historical time periods through studying geographic regions and the literature that accompanied it. In history and civics and in accordance with s. 1003.4156(1)(C) and s. 1008.22(3)(C)2.b, F.S., middle school students will complete a one semester civics education course and be assessed through the Civics end of course (EOC) exam.

In high school, students will take the equivalent of six social studies courses during their four years at Tallahassee Classical School. This includes the study of Western Civilization, United States History, Modern European History, United States Government, and Philosophy. The School believes a curriculum that values history and civics produces wise, culturally-literate citizens prepared to participate in the democratic process of self-government while understanding the culture and traditions of the world. Through the in-depth study of the history of a variety of cultures, students will understand why people, communities, and nations make decisions, hold certain beliefs, and live they way they do. Especially in the upper grades, history instruction at the School will depend upon primary source documents—artifacts, documents, recordings, or other sources of information created at the time under study. In the high school, for example, teachers of American history will introduce students to historical works that contributed to the formation of American society and culture such as George Washington’s “Farewell Address” and Martin Luther King Jr.’s “Letter from Birmingham Jail.” Such primary sources will bring history to life and equip students with essential insight and analytical skills. Through history courses and a U.S. Government course, students will read foundational texts of America’s government such as The Declaration of Independence, *The Federalist*, the Articles of Confederation, and the Constitution of the United States. In accordance with s. 1008.22(3)(C)2.b, F.S., high school students shall complete one year of United States History and be assessed through the U.S. History EOC.

Science

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and will not play a secondary role at Tallahassee Classical School; rather, science will be a primary subject at the School. The Core Knowledge sequence covers biology and life sciences, physics, and chemistry such that students are well-versed in the fundamentals by the time they reach high school. The Core Knowledge science program includes thematically-linked science topics and biographies of great scientists. The science program is supported by Pearson’s

Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. The science curriculum takes an inquiry-based approach to learning central science themes such as matter and energy; force and motion; Earth and space; human, plant, and animal life; and the scientific method. Instruction in these subject areas will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will construct an understanding of science concepts through their own investigations and laboratory experiments. As students progress through the science curriculum they will be guided in the nature of science, the scientific habits of mind, the application of scientific knowledge, methodology, and the historical emphasis of science. Emphasis will be placed on the use of laboratory techniques, terminology, and relationships between scientific and mathematical disciplines. The School's track for science in high school is Biology in 9th grade and Chemistry in 10th, with options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry offered in the remaining two years. At least two of the science courses offered at Tallahassee Classical School will adhere to the laboratory requirements in s. 1003.4282, F.S., and will be aligned to the FSS for science. In accordance with s. 1008.22 (3)(C)2.b, F.S., students shall complete one year of Biology I and be assessed through the Biology EOC.

Mathematics

In 2013, only 34 percent of fourth-graders in the U.S. performed at a proficient level in math, according to the National Center for Education Statistics, and only 27 percent of U.S. eighth-graders performed at a proficient level in math. For mathematics, Tallahassee Classical School will follow the worldwide leader in mathematics and use the Singapore Math curriculum from grades K-7. Singapore Math is a program that presents mathematical skill building and problem solving from a conceptual viewpoint. The program's detailed and scaffolded instruction, questions, problem solving, and visual and hands-on aids ensure that students master the material. Ideally, students do not move on until they have thoroughly learned each topic. As such, a great deal of instructional time is saved by focusing on essential math skills, and by not reteaching what has been taught before. The Singaporean curriculum generally focuses on fewer topics but in greater depth. Students don't just learn equations to reach an answer; they learn *how* the equation works. Students are no longer just memorizing algorithms and formulas. Because the goal of the Singapore Math program is to produce an understanding of the way mathematical processes work, skills are introduced differently than other mathematics curricula. For example, from the very beginning, students are assigned "mental math" problems as soon as they learn to count. Multiplication and division are begun earlier so that the student is aware of the relationship between multiplication/addition and subtraction/division. The coherence of the strategies used builds from one idea to the next and is carried throughout all grade levels, giving students the tools needed for confidence in mathematical concepts. Singapore Math's placement tests facilitate ability grouping for optimal student success. A daily math block will be scheduled for the purpose of ability-grouping students in K-7th grades, allowing for the needs of all students (struggling, on pace, and accelerated) to be met. The focus on number sense, geometry, spatial relationships, and measurement in the early grades makes it a perfect match for the Florida State Standards. Singapore Math Inc. has

demonstrated the alignment of its curriculum to the Common Core Standards, which are consistent with FSS in mathematics. Alignment information can be found on the Singapore Math website: http://www.singaporemath.com/Scope_and_Sequence_s/120.htm.

Singapore Math relies heavily on visualization and uses pictorial models to bridge the gap between concrete mathematical experiences and abstract representation. These pictorial models include, but are not limited to: bar models, number bonds, ten frames, arrays, and place value charts. It asks students and teachers to draw diagrams of the concepts being learned; then students are asked to use their model drawings to solve word problems. Instead of trying to picture the problem in their heads, then writing out the equation to solve it, students in Singapore math diagram the elements of the word problem. It gives teachers and students a tool to help students decode word problems and other more complex mathematic concepts. Laying a mathematical foundation in basic skills such as addition and subtraction, multiplication and division, the knowledge of basic geometrical shapes and patterns, the ability to think through word problems, and a firm grasp of the relationships between numbers is vital to high-level mathematical achievement. The School believes the research supporting the effectiveness of the Singapore Math curriculum provides students with a strong foundation in numeric literacy. Students will begin with pre-algebra concepts in Dimensions in Math 7th and move into Algebra I in 8th. If a student's assessments show a lack of readiness for pre-algebra, they will continue to use the Singapore materials until they are prepared to move on to Algebra I. In accordance with s. 1008.22 (3)(C)2.b, F.S., high school students shall complete one year of Algebra I and be assessed through the Algebra EOC. The high school mathematics course progression includes Geometry, Algebra II, and two additional years of higher level mathematics, such as Pre-Calculus, Calculus, or Statistics.

Multi-Tiered System of Supports

The culmination of the curriculum choices for each subject area and the educational atmosphere that Tallahassee Classical School will strive to cultivate will ensure that all student learning needs are met. Low performing students will be identified through the use of our assessment and diagnostic tools. Students performing below grade level will benefit from the scaffolding, differentiated instruction, hands-on and cooperative learning, small group settings, flexible ability grouping, curriculum, and supplements along with a teacher who fosters a growth mindset and encourages them to reach their academic potential. Along with continual progress monitoring and interventions, the School believes in the ability to maintain a rigorous curriculum designed for each grade level, but modified by teaching methods and practices to ensure all students receive the instruction needed. Tallahassee Classical School will take a pro-active approach for students at risk by having a multi-tiered system of supports (MTSS) in place. Using the problem solving process, a Response to Intervention (RtI) approach will determine appropriate interventions and monitor effectiveness over time. Individual teachers will continually assess and monitor academic growth and learning gains to ensure low-performing students receive the support necessary to be successful. Students who are reading below grade level will receive intensive instruction in the reading elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. Students who are in need of more intensive reading

support will be supported through the school's MTSS/RtI process as needed to help struggling students to benefit from the School's curriculum.

The objective of Tallahassee Classical School will be to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are achieving or remediated to perform at grade level. As middle and high school grades grow, the School may also offer additional course options in order to remediate those students who require additional help. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

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

Please see the chart summarizing curricular choices on the following page.

Subject	Textbook
Math	Singapore Math Essentials Singapore Math Primary Mathematics Singapore Math Dimensions Algebra, Weeks & Adkins Geometry, Weeks & Adkins Precalculus, Michael Sullivan Trigonometry, Gelfand and Saul Calculus, Morris Kline
Science	Core Knowledge Sequence Delta Science Content Readers, Delta Education Science Explorer Series, Prentice Hall Earth Science, Edward J. Tarbuk and Frederick K. Lutgens Biology, Sylvia S. Mader BSCS Biology A Molecular Approach Chemistry, Steven S. and Susan S. Zumdahl Physics, Raymond A. Serway and Jerry S. Faughn
History / Geography	Core Knowledge Sequence A History of Modern Europe from the Renaissance to the Present, John Merriman Western Heritage, Vol. 1: To 1740 (8th ed.) , Donald Kagan A History of the Modern World, R. R. Palmer, Joel Colton, Lloyd Kramer American Heritage: A Reader, AmP Publishers Group Lessons for the Young Economist, Robert Murphy
English Language Arts	Riggs Institute's The Writing and Spelling Road to Reading and Thinking Well Ordered Language Get Smart: Grammar thru Sentence Diagramming Stay Smart, Elizabeth O'Brien Grammar by Diagram: Understanding English Grammar Through Traditional Sentence Diagramming, Judy L. Vitto The Elements of Style, William Strunk, Jr. and E.B. White
Latin	English from the Roots Up Latin Alive! Wheelock's Latin Series

A closer look at the curricular choices selected for Tallahassee Classical School are provided in Attachment C as a part of the sample course scope and sequences.

Classical education as a model and Core Knowledge as a curriculum together explicitly focus on the use of rich and thought-provoking literature to encourage and build a love of reading from kindergarten through high school graduation. At Tallahassee Classical School we believe that reading is at the heart of every subject, and the use of text and literature to enhance discussion and increase students' understanding is vital. We know that through reading comes a deeper vocabulary, more fluent and eloquent speech, richer sentence structure in writing, and greater understanding of our culture and the world around us. Reading will open doors for our students that can be opened through no other method; the School will prioritize reading as a foundational aspect of our curriculum.

The Core Knowledge curriculum focuses primarily on reading, understanding that reading is foundational within all subjects. It follows this emphasis with in-depth discussions, which enhance the reading process and reading comprehension. This practice is closely aligned to the Florida State Standards, which emphasize critically analyzing text within the content area. Reading will be at the heart of students' learning and it is our desire to create

an environment where reading is natural and exciting. Our focus on classical literature, with its content-rich vocabulary and deep character development, will challenge our students intellectually and morally. As they read and discuss great ethical dilemmas and problems, which have confronted mankind for centuries, they will learn the importance of the written word and discover its beauty. The diverse and rich literature contained within our classroom collections will be conducive to all levels of readers, from kindergarten to twelfth grade. We intend to make books and readings available which will challenge our students at all levels so that every student is inspired to read further and discover more.

Research has identified several specific skills children must acquire in order to read well. According to the Report of the National Reading Panel (2000) *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension). The primary goal of Tallahassee Classical School's reading program is to teach children to understand what they read through systematic, direct instruction of the Florida State Standards aligned to the six (6) components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The School's reading plan is provided in Attachment D.

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

Tallahassee Classical School will not require additional academic standards beyond those mandated by the state. We welcome students of all backgrounds and academic abilities.

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

The basis of Tallahassee Classical School's curriculum in K-8 is the Core Knowledge Sequence, prepared by the Core Knowledge Foundation, which has been used widely across the United States for well over twenty years. There have been multiple studies highlighting the curriculum's effectiveness, including but not limited to:

- Datnow, Amanda, Geoffrey Borman, and Sam Stringfield. "School reform through a highly specified curriculum: Implementation and effects of the core knowledge sequence." *The Elementary School Journal* 101.2 (2000): 167-191.
- Stringfield, Sam, et al. "National Evaluation of Core Knowledge Sequence Implementation. Final Report." (2000).
- Baer, John. "The impact of the core knowledge curriculum on creativity." *Creativity Research Journal* 15.2-3 (2003): 297-300.

One of the most far-ranging studies of the Core Knowledge Sequence on student achievement is the National Evaluation of Core Knowledge Sequence Implementation, Final Report (Report #49, December 2000), conducted by researchers from Johns Hopkins University in partnership with the Center for Research on the Education of Students Placed At Risk (CRESPAR), a national research and development center supported by the Office of Education Research and Improvement (OERI), U.S. Department of Education. The study involved 12 Core Knowledge schools (six promising or new implementation sites and six advanced implementation sites) located in seven states (Colorado, Florida, Ohio, Maryland, Tennessee, Texas, Washington) and situated in various community (urban, rural, suburban), racial, and socioeconomic contexts. Approximately half of the schools served a majority population of students eligible for the federal free- or reduced-price lunch program. The results are as follows:

- **Effects of Core Knowledge Implementation on Schooling Practice:** Implementing Core Knowledge consistently contributed to making instruction more interesting and content-rich for students, provided coherence to the curriculum, and contributed to increased teacher collaboration and professionalism. Core Knowledge was also associated with more hands-on, activity-based instruction. Core Knowledge implementation was also associated with greater academic engaged time in schools. These qualitative outcomes suggest changes in schooling practice.
- **Achievement Outcomes:** The evaluation examined (a) experimental control differences in achievement gains over three years, (b) the relationships between level of implementation and academic gains, and (c) differences in gain by cohort (one cohort was followed from first through third grade at each school, and a second cohort was followed from third through fifth grade). For both cohorts, Core Knowledge effect sizes for the Core Knowledge test outcomes were large and educationally meaningful. The analyses of norm-referenced reading and math scores yielded similar outcomes for Core Knowledge and comparison schools. However, strong correlations between level of implementation and norm-referenced math and reading gains indicate that when schools implemented the Core Knowledge Sequence with greater consistency, students achieved improved outcomes in both subjects. (Source: <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2016/12/How-Do-We-Know-This-Works1.pdf>)

The classical, liberal arts curriculum holds students to high academic standards and require students to recognize and practice virtuous behavior. Tallahassee Classical School believes this model of education falls in line with the Florida Standards and the principles of the standards-based education reform. During the last twenty years, the United States has been involved in what has been coined as the “Accountability Movement,” as states are being held to mandatory tests of student achievement, which are expected to demonstrate a common core of knowledge that all students should have to be successful in this country. As part of this overarching education reform movement, the nation’s leading governors and corporate leaders founded Achieve, Inc. in 1996 as a bi-partisan education reform organization to raise academic standards, graduation requirements, improve assessments,

and strengthen accountability in all 50 states.

The Core Knowledge Foundation has developed alignment documentation of the Core Knowledge Sequence to Florida State Standards for Writing, History and Geography, Science, Fine Arts and Music coupled with ELA CCSS, which total more than 300 pages. The Core Knowledge Sequence is currently in use at numerous Florida charter schools, including approved “A” schools Mason Classical Academy, Pineapple Cove Classical Academy, and the new BCSI school St. Johns Classical Academy and therefore these standards were not included in this application. Tallahassee Classical School can provide this documentation upon request or it can be requested directly from the Core Knowledge website: <https://www.coreknowledge.org>.

According to both the National Assessment of Education Progress (NAEP) and the National Association of Adult Literacy (NAAL), our adult American population has a 15% rate of literacy proficiency. The NAAL estimates that 11 million adults ages 16 and older are not literate in English and less than half of the American adult population only falls within the intermediate level of being able to handle moderately challenging language tasks. (Sources: National Association of Adult Literacy. Washington, D.C. National Center for Education Statistics. <http://nces.ed.gov/naal> and The National Assessment of Educational Progress. Washington D.C.: National Center for Education Statistics. <http://nces.ed.gov/nationsreportcard>). Tallahassee Classical School’s curriculum is grounded in the development of strong literacy skills, beginning in Kindergarten with The Riggs Institute’s *The Writing and Spelling Road to Reading and Thinking* curriculum. Students in the United States are in dire need of a new reading instructional approach, as the U.S. literacy rate has not improved in the last ten years. “Over the past four decades, the share of jobs requiring some form of postsecondary education continued to rise, while the literacy performance of American thirteen- and seventeen-year-olds remained flat,” according to the National Assessment of Educational Progress (NAEP). More than 60 percent of twelfth-grade students scored below the proficient level in reading achievement, and 27 percent scored below the basic level in reading. The lowest-performing high school seniors do not have partial mastery of the appropriate grade-level knowledge and skills and are graduating from high school without the skills needed to be college or career ready.

The Riggs method was developed by Myrna McCullough, based upon the research of Dr. Samuel Orton, a neuroscientist who focused on the function of the human brain during the development of language skills. With collaboration with educators, he applied his research findings to develop a multi-sensory, brain-based approach to teach explicit phonics, reading, language arts and composition. The Riggs Institute’s *The Writing and Spelling Road to Reading and Thinking* curricular instruction addresses all learning styles. It has been used with success in both classical charter schools and inner city schools with students of all ethnic and socioeconomic backgrounds. Explicit phonics:

- significantly improves kindergarten and first-grade children’s words recognition and spelling;
- significantly improves student’s reading comprehension; and
- is particularly beneficial for students who are having difficulty learning to read and

who are at risk of developing future reading problems (Source: *Put Reading First: The Research Building Blocks for Teaching Children to Read*, National Institute for Literacy, Third Edition).

“Characteristically, the most dramatic benefits of explicit phonics approaches have been demonstrated in measures of word and pseudoword reading, skills that form the foundation of the reading process” (Gough, 1991; Stanovich, 1991; Torgesen et al., 1999). In explicit phonics instruction, the sounds associated with letters are identified in isolation and then “blended” together to form words. To blend, students are instructed to pay strict attention to the individual “sounds” which make up words - not necessarily single letters. Unlike implicit phonics, which includes names of letters, pictures, and key words, explicit phonics instructs students to produce the sounds of letters that appear in isolation and in words. Students are taught without pictures or words first and through direct instruction use sight, sound, voice, and writing pathways for sound to symbol mapping of a student’s functioning vocabulary to book print. Not only is phonemic awareness important as taught through other phonics-based curriculum, but graphemic awareness is needed in order to be taught correct spelling patterns. The key point is that general grapheme-phoneme knowledge provides readers with a powerful mnemonic system that bonds the spellings of individual words to their pronunciations in memory. Once this system is known, readers can learn to read words and build a lexicon of sight words easily. (Source: Ehri, L. & Robbins, C. (1992). Beginners need some decoding skill to read words by analogy. *Reading Research Quarterly*, 27, 12-26.)

The Riggs program integrates and sequences all of the Florida State English Language Arts strands. Starting with the initial eight phonograms for preventing letter reversals, students then quickly learn the legible formation of all sounds of the first 55 phonograms. Riggs puts great emphasis on word study and fluency early on where all 71 phonograms are mastered in the first few years of reading instruction. Instruction then shifts to integrate grammar and syntax, creative and organizational composition skills, and vocabulary development, which builds students’ linguistic competence. Roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms, and graphic organizers provide a high-expectation, skills-based, complete language arts method designed to accompany the vocabulary-rich literature in the Core Knowledge curriculum. Ultimately, there is solid support for the conclusion that systematic phonics instruction makes a more significant contribution to children’s growth in reading than do alternative programs providing unsystematic or no phonics instruction. (Source: K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, “A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant,” *Journal Of Educational Psychology*, 100(1), 2008: 123-134). The Riggs Methods incorporates these research-based approaches to provide a time-tested curriculum to teaching reading effectively.

Language is the supreme instrument in education because of its universal nature. Language deals with ideas. So long as ideas are important, and so long as the underlying concepts which reflect the national life of a people are important, the supreme value of the mastery of these through language study will continue to be recognized. The teaching of grammar means teaching how English works through helping students to understand grammar

concepts (i.e., the organizing principles of a linguistic communicational system) as well as particulars. Grammar is not taught as subject matter to be memorized; grammar is never taught as an end in itself. The analysis of language demands refined and precise thinking. The laborious comparison of the value of alternative English words, phrases and sentences, with the consequent attainment of skill in making the same effective as vehicles of expression is invaluable. The lexicon or vocabulary tells the meaning of words, and the grammar states the force of inflected forms, which together are the rudimentary building blocks of effective communication. In Mulroy's *The War Against Grammar*, he analyzes how the lack of grammar instruction in U.S. school curricula during the naturalist movement heyday adversely affected native-speaker students' ability to use English as best they could, principally, he argues, because of students' lack of an understanding of what language is and the concepts (not rules, but concepts) of grammar. (Source: Mulroy, D. (2003). *The war against grammar*. Portsmouth, NH: Boynton/Cook Publishers, Inc.) As Mulroy eloquently puts it, "sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved—and that means everywhere." It is of great importance for students to have the ability to use one's native idioms with skill and power and that comes from an in-depth study of one's language.

Not only is grammar important to study for native English speakers, but it is critical for students whose native tongue is another language. As Ellis in *The place of grammar instruction in the second/foreign language curriculum* points out, "For some learners at least, talking about grammar may be more meaningful than talking about kinds of general topics often found in communicative language courses" (2002, p. 165). Communicative interaction with grammar as the topic is seen as a valuable language-learning experience, equally as valuable as talking about any other academic subject that requires negotiation of meaning and cognitive understanding of information and ideas. (Source: Ellis, R. (2002). *The place of grammar instruction in the second/foreign language curriculum*. In E. Hinkel and S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 17-34). Mahwah, NJ: Lawrence Erlbaum Associates.) With a purposeful focus on grammar, ESOL students will greatly benefit from Tallahassee Classical School's curriculum.

One of the pillars of the classical education model is the study of Latin. There are multiple studies that support the emphasis the model places on learning this "dead" language. Approximately 65% of all English words have Latin roots. Latin is the "patriarch" of the European languages, and English is the "child." Research documents the linguistic relevance of Latin in building the English vocabulary and reading skills of students from various backgrounds and learning abilities. By teaching a language that is logical, follows a specific order and rules, and requires accuracy and organization, students truly start to see how their own language works. This opens up a whole new perspective on how they think about language, which is a difficult task since students use language naturally to communicate. By studying Latin, students contrast and compare, and see the function of each part of speech and its role in language. It takes perseverance, hard work, stamina,

will, and grit to master the study of Latin. Students benefit from studying Latin as a systematic language over a long period of time as their minds are stretched and challenged with higher order thinking skills in language acquisition.

“A national awareness of the increase of illiteracy coincided with this decline in Latin enrollment. In response to this awareness, President Carter’s Commission on Foreign Language and International Studies in 1979 declared the study of foreign language imperative in the education process.” (Source: Sparks, Richard L., et al. "An exploratory study on the effects of Latin on the native language skills and foreign language aptitude of students with and without learning disabilities." *The Classical Journal* 91.2 (1995): 165-184.) Studies throughout the 1980s, including data from the Admissions Testing Program of the College Board show a strong correlation between SAT scores and the study of foreign languages. One of the most practical benefits of studying Latin for high schoolers is boosting verbal skills and scores on tests like the SAT; students with two or more years of Latin typically score 140-160 points higher on the SAT than students who have never studied a foreign language. (Source: Cooper, Thomas C. "Foreign language study and SAT-verbal scores." *The Modern Language Journal* 71.4 (1987): 381-387.)

Latin makes learning many modern languages easier. Linguist and psychologist Paul C. Smith in his book *Getting Culture: Incorporating Diversity across the Curriculum* discussed the benefits of foreign language instruction, stating that the more you know of a language, the easier it is to learn new grammar and vocabulary. The important underlying mechanism, according to Smith, is that existing knowledge provides multiple cues to newly learned information. All of our knowledge on a topic is interconnected, and our ability to work with that knowledge to recall a particular fact or bring the correct skill into play at the right moment depends on moment by moment situational cues. The improved cue accessibility that comes with having significant prior knowledge of a language makes it more likely that the information can be retrieved from long-term memory when needed. A Latin student who has a background in the Latin roots and word parts of the English language doesn’t have to consciously search for the meaning of a particular word or pay attention to other simultaneous learning tasks such as puzzling out the meanings of other words or properly applying a newly learned grammatical rule. (Source: Gurung, Regan AR, and Loreto R. Prieto. *Getting culture: Incorporating diversity across the curriculum*. Stylus Publishing, LLC., 2009.)

For grades K-7, math will be taught using the U.S. edition of Singapore Math, an English equivalent to the national mathematics curriculum used in Singapore. Before the 1980s, Singapore was significantly struggling in math and did not even register on international rating scales. In the 1980s, the country took an innovative approach to elementary mathematics using pictures and diagrams. Singapore is now the world leader in mathematics achievement, according to at least two major longitudinal studies. According to the Trends in International Mathematics and Science Study (TIMSS), an international comparative study designed to measure achievement at the fourth and eighth grades, Singapore ranked in the top three countries in both 4th and 8th grades in every year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The Programme for International Student Assessment (PISA), a triennial international survey that evaluates

OECD (Organisation for Economic Co-operation and Development) countries by testing the skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics in 2009, 2012, and 2015.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to offering simply definitions and formulas. Professional development accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points produced by the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly, and it has been reported by Hoven and Garelick that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school (Source: John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" *Educational Leadership* 65:3, November).

When Common Core Standards were developed, policymakers searched globally for successful examples of mathematics education, especially those countries who scored at the top of the TIMSS. As a result, Common Core standards mirror several Singaporean approaches, including a narrower focus with greater depth. To better align to the standards in each state, new textbooks are introduced and American students are performing better by applying Singapore's approach to teaching math. By choosing the Singapore Math curriculum, Tallahassee Classical School will teach in a powerful way with proven results.

A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning. (Source: Duncan, G.J., et. al., "School Readiness and Later Achievement" *Developmental Psychology*, Vol. 43, No. 6: 2007.) By choosing sound research-based programs like Riggs and Singapore math, coupled with a classical curriculum that, by definition, is a literacy-focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

Students who attend classical schools are challenged to acquire knowledge and virtue, pursuing excellence in order to graduate well-prepared to flourish as human beings. The curriculum is rich in content and students are held to high standards in both their work and behavior. Though the schools score well in state- and national-level assessments, these assessments generally do a poor job highlighting and adequately evaluating a classical, liberal arts approach to education. The performance of classical charter schools, like Pineapple Cove Classical Academy and Mason Classical Academy, exceeds that of other public schools, though this is not their primary objective. Our schools do not "teach to the

test,” but rather teach in order to develop students who know—and can write, speak, and think—about their intellectual inheritance in math, science, literature, history, art, music, and language. The curriculum is proven in Florida, meets Florida State Standards, and provides students from all backgrounds and abilities with the opportunity to reach their full potential.

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

Beginning in 6th grade, students at Tallahassee Classical School will begin learning formal Latin, and will continue their study through 9th grade. The teaching of Latin is an integral part of the classical school’s literacy curriculum. Latin provides insight into the meaning of over half of English words. Its complex grammar structure enables students to gain a critical knowledge of English sentence structure and composition. The English language is based on Latin roots and offers a bridge to learning other Romance languages. High school students will be required to take at least one year of Latin and new students who were not introduced to Latin in the middle school years will be strongly encouraged to take an additional Latin course their 10th grade year. Other foreign languages such as Spanish, French, or Greek may be offered in the later years of high school as additional foreign language elective options.

In 9th grade, students will take a year-long composition course. This writing course is designed to give students a strong foundation in basic writing skills to ensure success through their high school years. Instead of offering composition instruction as a component of a traditional English Language Arts course, Tallahassee Classical School feels a separate course to teach composition skills is critical for students to be able to write well in academic or professional settings. In 2010, The National Center for Public Policy and Higher Education reported that as many as 60% of incoming freshmen require some remedial instruction in english and mathematics. About one-quarter of incoming college students are not fully prepared for college-level studies and students who need college remedial courses are much less likely to obtain their degree. With these statistics looming, the School wants to ensure that high school students have a complete grasp on grammar, syntax, and usage. To become strong writers, a student’s focus on language topics must shift from constructing paragraphs and essays to developing logical arguments. Through the use of a variety of reading, journaling, and essay writing strategies, students will develop the skills to write in a succinct, persuasive, and grammatically correct manner. Assignments will be designed to equip students with the ability to brainstorm ideas, outline essays, and form theses. Students will use research as evidence and learn how to properly cite documents. As a senior, students will be expected to select a thesis, research it, and present it as the capstone of their classical education.

Students in 11th grade will be required to take one semester elective in philosophy. Philosophy seeks not simply knowledge, but deep understanding and wisdom. Students will learn how to read and comprehend theory and delve deeper into thoughts and questions. This course helps students write papers as well as articulate thoughts and arguments clearly. It provides a broader picture of humanity and how to approach

problems, view arguments from multiple perspectives, and think through situations. The study of philosophy requires thinking and reasoning and writing and students will be trained in these skills. Furthermore, there are no multiple choice answers in philosophy, so students must speak articulately and write eloquently in order to convey their perspective. Philosophy teaches students to hear others' viewpoints respectfully, even if they don't agree. Since there are no right or wrong answers, open-ended discussion gives students the freedom to offer their unique perspectives and allow their minds to wander, pondering the questions they never thought to ask before. In the words of Rene Descartes, "It is not enough to have a good mind. The main thing is to use it well." Philosophy prepares them for postsecondary academia and the work force as it develops critical thinking skills.

At Tallahassee Classical School, the fine arts will be introduced to students in Kindergarten through the Core Knowledge Sequence, which will be used until 8th grade. Both music and art are taught from a historical perspective and will highlight masters of their craft. Study in the fine arts teaches students to appreciate beauty and equips students with important core knowledge about culture. Technique will be a focus and the curriculum emphasizes a performance component, where students demonstrate the content and skill from their studies.

In the Visual Arts, students will draw, color, cut, paste, sculpt, and paint as they learn about art techniques and the elements that make great art. The visual art curriculum combines art appreciation and art history with art instruction. Students will study a style or work of a particular artist and follow with a related art project. As students progress into the upper grades, they will refine their skills through sculpture, portraits, still life, landscapes, photography, architecture, expression and abstraction, ancient artwork, and works from the Renaissance, Impressionism, Post-impressionism, and the 20th century. Students throughout the years will be exposed to art from Africa, China, Japan, the Middle East, and the United States, and how culture influenced these pieces.

In music, students will be exposed to not only classical music, but also a wide array of musical styles from various historical time periods. Music appreciation will be intertwined in their studies as music, down to the very structure, reflects reality of cultures and the human experience. The power inherent in music is most famously related in the legend of Orpheus, the poet and prophet of Greek legend, whose music was reputed to have been so powerful that it could charm even the stones. There is a long tradition in story and song of the power of music to confront and control the messages that speak to the performer and the audience. Vocal music will be studied in choir and students will learn about vocal ranges and how to read sheet music. Band will consist of jazz and orchestral music and students will learn about composers and their music from the Baroque, Classical and Romantic periods.

The term drama comes from the Greek word "action" and when Thespis astounded audiences by leaping onto the back of a wooden cart and reciting poetry as if he was the characters whose lines he was reading, he became the world's first actor. This is the source of the word thespian. Classical education emphasizes the performing arts, interpretative speech, and oration. Dramatic plays and poetry are meant to be read aloud and drama will

naturally be integrated in the English language arts and literature courses. Students will participate in dramas and plays as they take advantage of the musical theatre and drama options at Tallahassee Classical School.

The School recognizes the importance of learning how to use technology effectively in today's society. However, it is a means to an end and will not be a focal point of our curriculum program. The education of the past produced a whole generation of great scientists and engineers. They are the ones who sent men to the moon and who pioneered the computer revolution. They followed the great German scientists whose classical education enabled them to conduct the relativity and quantum revolutions in physics, and the development of genetics in biology. Technology leaders such as Bill Gates, Steve Jobs, and executives from companies such as Facebook all have strict guidelines on technology use with their children and families, and numerous studies have highlighted the consequences of technology when not appropriately applied. Therefore, instruction in the use of technology will be incorporated into lessons and classroom activities strategically and in conjunction with instruction in the computer lab. Students in the upper grades will be given elective opportunities to take computer classes in areas such as keyboarding, programming, etc. Computer use will be supervised and students will be familiar with and prepared to use technology for statewide assessments.

Both a sound mind and a sound body were important to ancient civilizations; this is highlighted most prominently in the development of the Olympic Games in 776 B.C. The goal of the physical education program will be to develop students' fine and gross motor skills, discuss health and nutrition, and encourage safe and regular exercise. The character education curriculum also includes areas of instruction around drug prevention, respect for one's body, and good sportsmanship. Physical education will be offered twice a week for grades K-8th in compliance with s. 1003.455, F.S., with additional free-play recess time outside of this course time. In high school, students will be required to complete the Health Opportunities through Physical Education (HOPE) course in compliance with s. 1003.4282 (3)(f), F.S.

Tallahassee Classical School will implement a classical approach to a program of moral and ethical education. This approach to character education will be in keeping with our efforts to promote tolerance and foster a sense of multicultural appreciation among students. The program is founded on ethical values that are not political, religious, or culturally biased and lead naturally to a discussion of the classical virtues in the upper levels. Woven throughout each grade and curriculum will be emphasis on the virtues of citizenship, humility, integrity, perseverance, respect, responsibility, self-control, and kindness.

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

Teachers and administration will hold team meetings to discuss the growth and progress of individual students. The curriculum allows for ease in differentiation, so teachers will be able to readily accelerate or reinforce a student's learning. At our middle and high school levels, by offering accelerated and remedial course work the school will be able to pace

students according to their instructional needs. Students scoring a 1 or 2 on the FSA in reading or mathematics will be required to take a remedial or intensive course, in order to make sure they are performing at the appropriate level. Students not making expected gains will be referred to the MTSS process.

The four parts of the MTSS problem-solving cycle include:

Step 1 – Define the problem: Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want the student to know and be able to do when compared to what he/she knows and is able to do?” “What exactly is the problem?”

Step 2 – Analyze the Problem: Analyze the problem using data to determine why the issue is occurring. Generate hypotheses to explain why the student is not meeting performance goals. Ask, “Why is the desired goal not occurring? What are the barriers to the student doing and knowing what is expected?” Design or select instruction to directly address those barriers.

Step 3 – Develop and Implement Interventions: Develop and implement a progress monitoring plan (PMP) driven by the results of the RtI team’s problem analysis. Specify what the intervention is; who is responsible for implementing it; when, where, and how often it will be implemented; the data that will be used to measure progress; who will measure it and how often; and the decision rule for determining if the plan is effective. Ask, “What are we going to do?”

Step 4 – Monitor Response-to-Intervention/Instruction: Measure the student’s RtI by using data gathered from the progress monitoring agreed upon intervals to evaluate effectiveness of the intervention plan based on the student’s or group of student’s response to the intervention. Ask, “Is this working?” If not, how will the instruction/intervention plan be adjusted to better support the student’s or group of student’s progress? Team discussion centers on how to maintain or better enable learning for the student(s).

If the School’s RtI team determines that a student is not making adequate progress after the provision of the effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and relational services in order to maintain progress, the team will refer the student for evaluation for exceptional student education. Ongoing internal audits of student performance, including beginning, mid-year and end-year assessments, will be utilized as reflective and guidance tools.

Administration, and the RtI Coordinator when applicable, will provide professional development. The principal will make decisions about further professional development opportunities based on the academic needs of the students and the instructional needs of the faculty.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement a progress monitoring plan (PMP) to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to, summer school, dropout prevention services, parent tutorial programs, modified curriculum, reading instruction, after school instruction, and other extended day services including tutoring, mentoring, and intensive skills development programs. The PMP will clearly identify:

- the specific diagnosed academic needs to be remediated
- the success-based intervention strategies to be used
- a variety of remedial instruction to be provided
- the monitoring and reevaluation activities to be employed

A student who is not meeting the school district or state requirements for proficiency in reading and mathematics must be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

- a federally required student plan such as an individualized education plan (IEP),
- a school-wide system of progress monitoring for all students, or
- an individualized PMP

It is the intention of Tallahassee Classical School to use progress monitoring, unless the student has a disability and receives services on an IEP that more appropriately addresses the identified deficiencies.

If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met or the student withdraws from the School. The PMP will stay active until a student has made sufficient learning gains to illustrate proficiency.

Section 5: Student Performance

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

According to the 2016-2017 Florida State Assessments (FSA) test results, scores for Leon County are as follows:

- ELA: 58%
- Mathematics: 61%
- Civics: 72%
- U.S. History: 80%

Tallahassee Classical School expects a baseline of student academic achievement close to the district proficiency average on FSA ELA and Mathematics. Additional baseline data for individual students will be determined by standardized test scores, report cards, and other performance indicators such as attendance and behavioral records. Individual Education Plans (IEPs) or Section 504 plans for students with disabilities, Educational Plans (EPs) for gifted students, and ELL student plans for English Language Learners (ELLs) will be obtained. The School will use the data collected to assist in placing students in the appropriate classes and ability groups. Other methods the School will use to determine baseline data will be the administration of Singapore Math and Riggs placement tests. Baseline data will be used to compare Tallahassee Classical School's student achievement data at the conclusion of each school year. Ongoing assessments, along with data collected from progress reports and report cards, will be utilized to track student performance. Mastery will also be assessed by student performance on formative and summative teacher assessments, projects, presentations, portfolios, attendance rates and behavioral records. The expectation is that students will progress at least as well as they did before attending Tallahassee Classical School and that school-wide goals are realized.

Tallahassee Classical School's minimum goal is to exceed the district's FSA student performance scores from year to year. The primary measures in the accountability system involve proportions of students scoring proficient and non-proficient on the ELA and mathematics tests. The current definition of proficiency is scoring at Achievement Level 3 or higher on the FSA, or Level 4 or higher on the FAA, for students with severe disabilities. Due to the academic focus of the classical model, including instructional methods and curriculum such as Singapore Math and the Riggs Method's phonological approach, the school expects students to make consistent, steady progress in learning gains for the population of the School, including subgroups.

Tallahassee Classical School's Goals:

- The percentage of students scoring at a proficient level on the ELA FSA will grow by 2% each year so that 66% of students will demonstrate proficiency by Year 5 at the end of the charter term.
- The percentage of students scoring at a proficient level on the Math FSA will grow by 2% each year so that 69% of students will demonstrate proficiency by Year 5 at the end of the charter term.
- At least 5% of the students scoring in the lowest quartile on the ELA FSA will score at a proficient level by Year 5 at the end of the charter term.
- At least 5% of the students scoring in the lowest quartile on the Math FSA will score at a proficient level by Year 5 at the end of the charter term.
- By the fifth year of operation, at least 80% of 10th grade students will earn a score of 4 or higher on the FSA-Writing by Year 5 at the end of the charter term.
- The School's average passing rate for students enrolled in Algebra will meet and/or exceed the District percent of students who receive a passing score on the End of Course (EOC) exam in Algebra I.
- The School's average passing rate for students enrolled in Geometry will meet and/or exceed the District percent of students who receive a passing score on the End of Course (EOC) exam in Geometry.
- The School's average passing rate for students enrolled in Biology will meet and/or exceed the District percent of students who receive a passing score on the End of Course (EOC) exam in Biology.
- The School's average passing rate for students enrolled in U.S. History will meet and/or exceed the District percent of students who receive a passing score on the End of Course (EOC) exam in U.S. History.
- The School's average passing rate for students enrolled in Civics will meet and/or exceed the District percent of students who receive a passing score on the End of Course (EOC) exam in Civics.
- By the fifth year of operation, the School will have a 95% graduation rate upon completion of 12th grade.
- The School will demonstrate college readiness by at least 50% of high school students achieving above national average scores on the ACT or SAT, by the end of 11th grade.
- The School will achieve and maintain a school grade of "A" by Year 5 at the end of the charter term.
- The School will achieve a rating as a "High Performing" charter school from the Florida Department of Education (FDOE) by Year 5 at the end of the charter term.

Should the incoming baseline data be significantly lower than expected, we will revise our goals to reflect one year's learning gains from the beginning baseline. We believe that students of Tallahassee Classical School will rise above the academic standards put in place by the state of Florida when they are given the opportunity to participate in a rigorous and complete educational program. The school expects to be held accountable to appropriate and acceptable standards and therefore, the work of the inaugural year will dictate the

development of a School Improvement Plan (SIP) for the subsequent school years. Refined annually, the SIP will define the School's targeted work to raise achievement for all of its students.

The School will seek to analyze reports from different perspectives to maximize the usefulness of information gained from the accountability process. Such analysis may include viewing student learning results by age groups, grade levels, previous academic experiences, gender, attendance and any other aspects of the student population that will enhance the school's knowledge about student learning needs.

A key goal of the school's learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students and overall stakeholders. Students, parents, staff, and board members will receive published reports of student achievement on an individual and/or collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. These practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, and other relevant programs with the intention of more significantly affecting learning outcomes. Adjustments will be incorporated into the School Improvement Plan (SIP) to develop goals and target strategies that ensure improvement and overall academic success. Teachers will be provided with additional professional development and support needed to reach our annual measurable outcomes (AMOs).

B. Describe how success will be evaluated, and the desired overall results to be attained through instruction. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Character development and the focus on the core virtues of citizenship, humility, integrity, perseverance, respect, responsibility, self-control, and kindness are mission-specific goals of Tallahassee Classical School. The school plans to focus on character development efforts which will instill in students a culture of excellence and respect for themselves, their peers, the school's faculty, and their community. The School will measure success by reviewing the impact character development has on student behavior data. Administration and the governing board will review suspension and expulsion rates. The School will track the incidents where behavioral interventions outside of typical classroom management strategies employed by the teacher are needed. By Year 5 at the end of the charter term, the School's goal is to reduce referrals and administrative interventions from behavioral incidents by 5%.

Latin is a fundamental subject in classical schools, studied to further a student's understanding of the structure of all language. Tallahassee Classical School will use formative and summative assessments from the Latin curriculum to measure the outcomes of the study of Latin and the impact the study has on the development of each student's writing and reading skills. By Year 5 at the end of the charter term, the School's goal is that

75% of students who participate in Latin language studies will demonstrate proficiency on the School's Latin curriculum assessments. Furthermore, the School plans to compete in Latin Forum and will seek other opportunities for students to demonstrate mastery of the Latin language. Students will be expected to place well in these competitions.

Tallahassee Classical School does not anticipate additional educational goals and targets as measured beyond state accountability requirements, other than those described above.

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

Placement and Progression

Students who enroll at Tallahassee Classical School before the start of the school year will be placed in the appropriate grade based upon the transcripts from the school in which they last attended. Students who transfer to the school after the start of the school year will be placed in their current grade level. Students who enter the school without an official transcript will be asked to provide state assessment data as one of the measures to determine placement. If a student does not have performance data to provide, the principal will request that the administration perform a diagnostic assessment to determine the student's placement. S. 1003.21(1)(a)2, F.S. specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year. Students entering Kindergarten will be asked to provide their Florida Kindergarten Readiness Screener (FLKRS) and/or a diagnostic assessment as requested by the principal to establish a student's performance baseline. S. 1003.21(1)(b) F.S. specifies that any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. Students will be placed according to their age and abilities based on these multiple forms of performance data received. The School will adhere to all testing requirements for promotion and retention associated with the District's Pupil Progression Plan. In compliance with s. 1008.26, F.S., students will not be assigned to a grade level based solely on age or other factors that constitute social promotion.

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

Tallahassee Classical School will employ the Leon County School District pupil progression plan and will expect students to show a grade level's worth of growth each year. Students will be promoted in accordance with s. 1008.25 and s. 1003.4156, F.S. for middle and high school grades. The school will adhere to all testing requirements for promotion and retention associated with the district's plan.

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

Tallahassee Classical School will begin as a K-8 school and will grow to a K-12 school by the 2023-2024 academic year. According to s. 1003.428, F.S., the current graduation requirements are as follows:

Subject Area	Course Requirements	Credits Required
English Language Arts	English I, II, III & IV with concentration in composition, reading for information, and literature	4
Mathematics	Algebra I Geometry Algebra II or equivalent course	4
Science	Biology I Chemistry I or Physics I 2 laboratory component courses	3
Social Studies	World History U.S. History U.S. Government - .5 credit Economics - .5 credit	3
Fine or Performing Arts, Speech and Debate, or a Practical Arts	Eligible courses as defined in the FDOE Course Code Directory: http://www.fldoe.org/policy/articulation/ccd/2016-2017-course-directory.stml	1
Physical Education (HOPE)	Physical education with health component	1
Electives		8
Online Course	May include Driver's Education or HOPE	1

The high school will follow the pupil placement and promotion standards set by the District and Florida Statute. A student must have 5 credits to be classified as a sophomore, 11 credits to be classified as a junior and 18 credits to be classified as a senior. Students may be promoted to the next grade level at the end of the first semester of a school year provided they have earned the required number of eligible credits; 7, 14 and 20,

respectively. Each year, a student services coordinator will review high school student transcripts to ensure students are meeting graduation requirements. The coordinator will meet with students regularly to discuss graduation requirements and develop dropout prevention plans for students who are at risk of not graduating with their peers.

As required by s. 1003.43, F.S., students who score a level 1 or 2 on the ELA FSA will be enrolled in and complete a remedial course or content area course that includes remediation of the skills not yet acquired. In addition, students who score a level 1 or 2 on the Algebra I EOC (or 9th grade students who scored a level 1 or 2 on the 8th grade Mathematics FSA) will enroll in and complete a remedial course or content area course that includes remediation of the skills not yet acquired.

High school students will be required to pass the FSA English Language Arts and Writing components. Students will also be required to pass the following End of Course (EOC) exams with a score of 3 or higher:

- Algebra I
- Geometry
- Biology I
- U.S. History

In order to satisfy graduation requirements, students must receive credits in all required coursework and maintain a 2.0 grade point average (GPA) or higher. The School will implement the District’s grade forgiveness policy.

In addition to the state graduation requirements, high school students will be required to take at least one year of Latin, or two years if the student did not take Latin in middle school. Normally, this course will be taken freshman year. Composition, Philosophy and a Senior Thesis will also be required. The chart below defines course requirements for high school students attending the school. Course descriptions can be provided upon request.

	Grade 9	Grade 10	Grade 11	Grade 12	Required to Graduate
English	1.0	1.0	1.0	1.0	4
English Composition	.5				.5
Math	1.0	1.0	1.0	1.0	4
Science	1.0	1.0	1.0	1.0	4

History/U.S Gov't/Economics	1.0	1.0	1.5	2	5.5
Fine Arts					1
HOPE/P.E.		1.0			1
Moral Philosophy			.5		.5
Senior Thesis				.5	.5
Foreign Languages**	1.0				3
Other Electives					2
TOTAL					26

- *Students will satisfy the online course requirement through the HOPE credit via Florida Virtual School. Students who meet the requirement for a HOPE waiver will complete an elective through Florida Virtual School to meet the online course requirement.*
- ***Latin courses in 7th and 8th grade can count towards two years of Latin high school language graduation requirement. Students can continue with Latin, or complete a modern language course to meet the three years of languages requirement. We prefer for students to take Latin in their 9th grade year. Students new to Tallahassee Classical School will be required to take two years of Latin as their foreign language in high school.*

The principal has the right to waive any graduation requirements except those meeting state requirements. As graduation requirements change regularly, Tallahassee Classical School will revisit graduation requirements for the 2020-2021 school year.

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

Throughout the academic school year parents and students will receive multiple forms of communication regarding promotion criteria. Mid-term progress reports will be provided to students and parents within each grading quarter and report cards will be distributed at the conclusion of each nine weeks to communicate student progress. Up-to-date data on

classroom performance will be provided to parents and students via an online parent portal. Teachers will be available for a minimum of one parent-teacher conference each semester to discuss diagnostic and performance data, including detailed information about performance in each core subject area, student achievement in time management, social/emotional development, and the plan for promotion with the student's parent/guardian. Other forms of communication will include and are not limited to, graded assessments sent home with students, emails, phone calls, and mailed written correspondence. FSA and EOC Reports received from the FDOE are sent directly to parents and the school will use these results to inform academic placement and services for the following school year.

When discussing student promotion requirements, Tallahassee Classical School staff will reference the District's pupil progression plan. As needed, the School will issue retention letters, notification letters for substandard performance, and letters signifying retention or promotion. Parents are an integral part of their child's education and open and honest communication about student performance is critical, especially regarding students whose work is below grade level and the corresponding course of action to be taken by the School.

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

In addition to all mandatory state assessments, in order to establish a complete picture of student progress, Tallahassee Classical School will employ the following additional formative and summative assessments:

- Riggs assessments that may be given daily after each lesson
 - McCall – Crabbs Comprehension and Fluency Tests as needed for student remediation.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for K-2 to assess early learner competencies and skills.
- Diagnostic Assessment of Reading (DAR) will be administered to K-6 when appropriate, to measure progress of students within reading intervention.
- iReady Diagnostic Assessments will be administered to provide predictive scores for students, teachers, and parents to better understand how well students perform in reading for K-8 students.
- Singapore Math Grade Placement Assessments to ensure proper ability grouping placement and appropriate mathematical skills development.
- Teacher developed pre – assessments and post – assessments and other formative assessments completed by students aligned to FSS.

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

Teachers at Tallahassee Classical School are charged with closely monitoring each student's progress, providing and documenting accommodations and intervention progress, collecting data on their outcomes, and reaching out to the multiple resources at the school to meet the needs of their students. The principal, administration, RtI Coordinator, and the school's teachers will all play a critical role in managing and interpreting the data to ensure that students are receiving the support and instruction necessary to be successful. Student data will drive individual and department monthly performance team meetings between teachers and administrators to discuss where student progress monitoring and intervention strategies may be employed. Classroom walkthroughs will help inform the School's areas of focus for instructional practice. Observation and student performance will drive the administration's discussions with teachers. Furthermore, it will be used to inform professional development choices for faculty where teachers will demonstrate mastery of the competencies selected. The use of flexible ability groups with students will allow for easy implementation of remedial strategies and instruction in areas where the individual student needs it most. Administration and the RtI Coordinator will work individually with teachers to ensure differentiated instructional strategies and the Multi-Tiered System of Supports (MTSS) are utilized to remediate students and increase their performance on assessments.

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

Teachers will receive extensive training in analyzing, interpreting, and using curriculum diagnostic and performance data from school administration and the RTI coordinator, if applicable. Consultants from Access Literacy, Singapore Math, and other instructional professional development providers may be hired as needed to ensure the proper use of the assessment tools; instructional strategies and remedial support are employed as designed. The School will provide multiple data checkpoints, at the beginning, middle and end of the school year that detail how students are performing compared to their peers within the school as well as their peers within the district and state. Teachers will meet with administrators to discuss recent assessment data, problem-solve in situations where students are struggling, and provide direction to teachers with regard to how to structure and implement intensive and effective intervention.

Tallahassee Classical School aims to hire administrators with extensive experience in analyzing and interpreting data and will require school leadership to participate in trainings provided by DIBELS and iReady to ensure understanding of the performance data and progress monitoring at the individual, classroom, grade, and school levels. Furthermore, school leadership will attend additional trainings provided by the FDOE and the District to receive up-to-date information on the analysis and interpretation of state

assessment performance data. This information will then be disseminated to and discussed with the rest of the faculty to use when interpreting student performance data and determining accurate student placement.

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

If Tallahassee Classical School falls short on the ability to achieve the school-wide goals established, the principal will review the School's student achievement data and pinpoint the cause for the decline. Determining the problem could necessitate the purchasing of additional, supplemental curriculum resources and materials; providing additional tutoring services to struggling students; hiring additional staff such as instructional coaches; or making staff changes to correct the problem(s).

Section 1002.33(9), F.S., and Rule 6A-1.099827, FAC require low-performing charter schools to develop and implement strategies to raise student achievement. If Tallahassee Classical School becomes a low-performing charter school with a school grade of D or F, the principal will conduct a review of the school's program in order to create a School Improvement Plan (SIP). The principal will be responsible for implementing the SIP and ensuring the academic success of the school.

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

Tallahassee Classical School will provide mid-term progress reports to students and parents within each grading quarter, and report cards will be distributed at the conclusion of each nine weeks to communicate student progress. Up-to-date data on classroom performance will be provided to parents and students via an online parent portal. The school will use a variety of formal assessments in the core subject area curriculum that are aligned to Florida Standards (FSS) to determine content mastery. These assessments and student academic progress will be discussed in detail during regularly scheduled parent-teacher conferences. Other forms of communication may include and are not limited to, graded assessments sent home with student, emails, phone calls, and mailed written correspondence. Parents will be notified of truancy issues and behavioral problems as they arise. As students advance through the primary grades, they will be encouraged to take ownership of their learning. They will be taught how to review their performance data regularly and approach their teacher to receive additional assistance if they are struggling or unsure of what is expected. The School believes students should take ownership of their learning. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and understand their results.

If a student's performance is below target, parents will be notified and invited to participate in and be kept informed of problem solving activities and interventions

conducted on behalf of their children by faculty and/or the RtI team. Remedial strategies will be developed through the MTSS process in collaboration with the parents. Input from parents is critical to the development and implementation of effective intervention plans and the academic success of a student as a whole. If a student's performance is above target, the School will consider acceleration options with the parent and students who are suspected of being gifted will be referred for evaluation.

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

Tallahassee Classical School will comply with all applicable state and federal regulations regarding the establishment, maintenance, and disposal of student academic performance data and other student records. These records will be retained in compliance with the retention schedules published in the General Records Schedule for Local Government Agencies GS1-L and the General Records Schedule for Public Schools Pre-K-12, the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to s. 1002.22, F.S.

Student hard copy records will be locked with only the essential staff having access to the files. A system will be put into place to record who has accessed the student records, including a method to ensure they are returned within the day if they are checked out for review. Any records released to the approved entities as provided in FERPA will be logged. Student records will be maintained in both paper and electronic formats.

Section 6: Exceptional Students

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

Florida Department of Education (FDOE) statistics indicate a Leon County School District ESE population of 15%. Accordingly, a projection of 69 students has been calculated for the first year. This figure was derived from the Leon County 2017 LEA Profile document on FDOE's website found here:

<http://www.fldoe.org/core/fileparse.php/7672/urlt/Leon17.pdf>.

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

In accordance with s. 1002.33 (10) (f) students with disabilities shall have equal opportunity of selection for enrollment at Tallahassee Classical School. The school will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, nor disability in the admission of students. Section 14 of the application discusses in detail the enrollment process, ensuring statute compliance.

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

The school will provide students with disabilities with an education that complies with all laws, rules and statutes, including but not limited to the American's with Disabilities Act (ADA), Individuals with Disabilities Education Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Rule 6A-6.03028 and section 1002.33 (10) (f) FS. Tallahassee Classical School ESE staff understands and is committed to providing students with disabilities with a free appropriate public education (FAPE) in the least restrictive environment (LRE). This includes providing every student with disabilities an equal opportunity to learn the school's educational curriculum in a mainstream classroom environment beside their peers. When appropriate, students with disabilities will receive supplemental support and services that cannot be provided in the regular classroom setting in an ESE resource room.

Tallahassee Classical School will work with district ESE staff and the student's parents to ensure proper student placement. District staff will be invited to all determination of eligibility and initial IEP meetings. Tallahassee Classical School will consider the student's strengths and needs and discuss with the district ESE staff the appropriate services and accommodations to be provided. All Florida multi-tiered system of supports (MTSS) and district forms and notices will be utilized and parents will be notified of all IEP meetings as required by law.

The school desires a collaborative relationship with district ESE staff and will strive to ensure the appropriate placement and support of students with disabilities through the wide range of services available to Leon County students.

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

If a student enrolled at Tallahassee Classical School presents academic, social or behavioral challenges, faculty and staff will implement a multi-tiered system of supports (MTSS) that encompasses the Problem Solving Process and Response to Instruction/Intervention (PS-RtI) Framework. Engaging in the four-step problem solving process, students will receive targeted academic and behavioral instruction and intervention. This includes evidence-based curriculum and instructional approaches that are research-based and are proven to maximize student achievement.

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI) model. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. The MTSS/RtI Model is as follows:

- Tier 1 (core instruction and universal supports available to all students): Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful.
- Tier 2 (supplemental instruction or intervention provided to targeted groups of students): Tier 2 consists of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.
- Tier 3 (intensive individualized intervention and supports provided to individual students): Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports.

The tiers are not a “set” series of interventions or activities that all students move through.

Rather, they are fluid and flexible; students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progress and the performance gap with grade level and classroom peers closes, the student may no longer need anything beyond Tier 1. If the School's problem-solving (MTSS implementation) team determines that a student is not making adequate progress after the provision of effective Tier 1, Tier 2, and Tier 3 intervention and supports for an appropriate amount of time, or that the services are effective but may require substantial and sustained effort that may include special education and related services in order to maintain progress, the team will refer the student for evaluation for exceptional student education.

Faculty and staff will receive job-embedded, on-going, professional development and follow-up coaching with modeling to ensure effective instruction at all levels. Tallahassee Classical School will ensure that faculty and staff have the resources needed to implement the MTSS and monitor progress of implementation. During the intervention process, each student's progress will be closely monitored, accommodations and interventions provided will be documented, and data will be collected on their outcomes. If the interventions and accommodations enacted do not adequately meet the student's needs, Tallahassee Classical School will rework the intervention and employ additional strategies. If the intervention is not effective in closing gaps or the student's ongoing progress monitoring is not showing process, the School will refer the student for an evaluation for ESE services. The data derived from intervention efforts will assist in making determinations about eligibility for ESE services.

Parents will also be informed of their right to participate in the ESE decision-making process and the right to consent before a child is evaluated or ESE services are provided via procedural safeguards. Parental requests for an evaluation for ESE services or expressions of academic, social or behavioral concern for their child will be addressed quickly. Parental notification of IEP meetings and the role of parent involvement in the IEP process will adhere to Rule 6A-6.03028 (3), FAC.

A meeting will be called to develop an IEP for a student who has been evaluated and found eligible and in need of ESE services. The IEP developed will be in compliance with Rule 6A-6.03028 (3), FAC and Section 504.

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

Following the accommodations and provisions of ADA, IDEA and Section 504, Tallahassee Classical School will ensure that the regular campus facilities will be a barrier-free environment for students with disabilities. This includes access to all school grounds facilities such as the classrooms, restrooms, hallways, library, computer lab(s), cafeteria and academic materials and equipment.

ESE students will be provided a free appropriate public education in the least restrictive environment that includes direct learning experiences and interactions within the regular classroom setting, as determined on IEPs. Teachers will leverage instructional materials that incorporate flexible ability grouping and differentiated instruction with required accommodations to ensure students are receiving instruction to meet their needs. When necessary, students will work directly with an ESE teacher/aide through in-class instruction or accommodation. When students are unable to receive adequate support in the mainstream classroom, students will participate in one-on-one or small group sessions in an alternative resource room. The ESE team, general teaching staff and extended service providers will collaborate to accommodate ESE students with a combination of strategies and related services, supplemental aids and accommodations in a mainstream classroom to the maximum extent appropriate.

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

Tallahassee Classical School will work closely with district ESE staff and invite District staff to all determination of eligibility and initial IEP meetings to determine if the school can provide appropriate placement for a student with a disability whose education needs requires 40%-80% of instruction occurring in a class with non-disabled peers.

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

Tallahassee Classical School will work closely with district ESE staff and invite District staff to all determination of eligibility and initial IEP meetings to determine if the school can provide appropriate placement for a student with a disability whose education needs require a separate classroom.

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

Once a student has a developed IEP, the ESE coordinator will work in conjunction with the student's teacher and other members of the ESE team to ensure progress towards goals is monitored and reported on each nine weeks. The ESE coordinator will regularly work with the student's teacher to confirm instructional and assessment accommodations are being implemented as required. Data based decision making contributes to daily, weekly, and monthly instruction decision- making and curricular planning. Data collected will be used to determine the effectiveness of interventions and the need to introduce new strategies by

the ESE team. Collaboration and consultation between the ESE team and the parent(s) will inform annual IEP reviews. IEP meetings are required annually or as needed based on student progress. Re-evaluations will be conducted every three (3) years or sooner at the request of the parent or the team. The team will seek parental consent before the student is re-evaluated. To determine the completion of ESE services, a re-evaluation must occur in order to demonstrate that services are no longer required.

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

Tallahassee Classical School is committed to providing students with disabilities with a free appropriate public education (FAPE) in the least restrictive environment (LRE). The staffing model will reflect the school’s commitment to ensuring the needs of each individual student is met in the most appropriate setting. This includes hiring highly qualified and licensed ESE teachers and ESE service providers to support ESE students. An ESE coordinator will be hired to oversee ESE teachers and the program to ensure IEP requirements are met with fidelity, data are collected, and student progress is monitored and recorded to comply with state and federal law.

Tallahassee Classical School will ensure that we hire and recruit an adequate number of ESE and ESOL certified faculty to meet the needs of our projected population. Based on current projections, anticipated ESE staffing is as follows:

	Ratio	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students with Disabilities		69	79	90	101	112
ESE Teachers (Disabilities)	1:30	2.5	2.5	3	3.5	3.5

Each year, Tallahassee Classical School will reassess its ESE staffing needs once enrollment is finalized in order to ensure that there will be efficient ESE support to meet the needs of our students. The School will hire at least one gifted endorsed teacher in year one and will stay consistent with our 1:30 ratio for our gifted student population.

The school intends to contract with service providers for extended service needs, as determined by our student population, for personnel including:

- occupational therapist
- physical therapist
- school psychologist
- speech pathologist

If there becomes a high enough demand for these extended services, we will reevaluate and potentially hire full/part time faculty to provide these ESE services.

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

Tallahassee Classical School will analyze data collected from a variety of sources, including the strategies mentioned above, to determine the school's overall effectiveness in serving ESE students. This may include and is not limited to:

- Florida State Assessments (FSA), End of Course (EOC) exams and other applicable state assessments
- Pre and post summative assessment data in core subject areas such as reading, writing and mathematics
- Subject area or class grades
- Promotion to the next grade level

The ESE Coordinator or school administrator will conduct a quarterly review with the ESE team of progress notes, goals and objectives in students' IEPs, and an annual end of the year ESE team meeting. To ensure the ESE program is operating on the most up-to-date strategies and research, faculty and staff will receive regular ESE professional development.

Tallahassee Classical School will strive to close the achievement gap between students with disabilities and their peers.

K. Describe how the school will serve gifted and talented students.

Tallahassee Classical School will employ *Florida's Plan for K-12 Gifted Education* and *Florida's Frameworks for K-12 Gifted Learners* to ensure state compliance and meet the needs of gifted students.

Classical education curriculum is challenging and academically rigorous at its core. Students will be encouraged to pursue topics in greater depth, breadth, and/or complexity; tackle academic tasks with vigor; and advance at their own accelerated pace, in compliance with s. 1002.3105, F.S.

If a gifted and talented student enrolls at Tallahassee Classical School with an Education Plan (EP), ESE staff will convene to determine how to best address the individual student's needs. If identified as a potential gifted student, a parent will be notified to request consent for an ESE evaluation. If the student qualifies for gifted ESE services, an EP will be developed and they will be challenged with content and instruction to align with his or her ability. A teacher with a gifted endorsement will coordinate enrichment and/or accelerated curriculum for gifted students. Tallahassee Classical School will provide a positive learning environment where gifted students can successfully meet their academic and social goals and continuously build on current strengths and interests.

Section 7: English Language Learners

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

Tallahassee Classical School will fully comply with the Consent Decree, which addresses the civil rights of English Language Learners (ELL) students, foremost among those their right to equal access to all education programs. This includes all state, federal and case laws included, but not limited to, the implementation of the Consent Decree found in s. 1003.56, F.S., Rules 6A-6.0901 – 6A-6.0909, FAC, Title VI of the Civil Rights Act of 1964, and the Equal Educational Opportunities Act of 1974. The school has based its policies and procedures on the Leon County School Board District ELL Plan to comply with all laws for identifying ELL students and providing support services for them. The mission of the English for Speakers of Other Language (ESOL) program at Tallahassee Classical School is to provide the appropriate programming, accommodations and strategies necessary to ensure the academic and social needs of ELLs are met. ELL students will be provided instruction that is grade appropriate and promotes listening, speaking, reading and writing English skill development.

Per Rule 6A-6.0902, FAC, to register as an ELL student or request ELL services at Tallahassee Classical School, students and parents will indicate they are English Language Learners by completing the Home Language Survey (HLS) section of the registration form. It includes questions regarding the following:

- Student's native language
- Primary language student most frequently uses
- Primary language spoken in the home
- Country and city of birth
- Date student entered U.S. school system
- Number of years student has attended U.S. school(s)
- Last school attended

The HLS includes all demographic information to be collected to comply with FDOE data requirements. Tallahassee Classical School will update the version of the form it is using whenever the district makes changes to incorporate additional requirements mandated by law. An application and HLS can be provided per request to students and parents in their native language. If assistance is needed in a language unavailable at the school, Tallahassee Classical School will reach out to the district and/or FDOE for support.

Survey responses that include at least one affirmative response will be referred to the school's ELL coordinator for language screening.

The school will follow the district's ELL plan for assessment instruments and ensure students are assessed in a timely manner. The ELL coordinator at the school will then be

responsible for the administration of the required English Language Proficiency (ELP) assessments. Within the first 20 school days, Tallahassee Classical School will employ the appropriate aural/oral language assessment (Grades K-6: Ballard & Tighe IPT I Oral Form G / Grades 6-12: IPT II Oral Form E) to determine if the student should be classified as an ELL. ELL students in grades 3-12 who score Fluent English Speaker (FES) on the IPT Oral will be provided the appropriate Ballard & Tighe IPT Reading and Writing assessment within 10 school days of passing. The school ELL coordinator will be responsible for scoring the ELP assessments and reporting the data to the ELL district office. Students who score FES on the ELL Reading and Writing assessment will receive appropriate instruction and content in classes with native English speakers.

Students who score as Limited English Speaker (LES) or Non-English Speaking (NES) will receive ELL support services within the classroom through mainstream-inclusion models as appropriate. The school will participate in the district placement accommodations outlined in Section 4 of the Leon County School District ELL Plan until language proficiency is achieved.

Tallahassee Classical School understands Leon County School District will be moving to the WAPT for Kindergarten and WIDA Screener for 1st – 12th grade. The School will ensure we follow the district's ELL plan, including assessment using new FDOE approved ELL assessment tools, once approved. The school will participate in all trainings on the new assessment tools offered by the district.

The ELL coordinator will develop the student's ELL Plan using the district-approved paperwork to document the ELL services to be provided. They will communicate with parents of ELL student(s) to notify them of the ELL assessment and to discuss placement. Transcripts and class grades, interviews with the ELL student and parent(s) and assessment of the student's content mastery will be considered when developing the ELL Plan. The student's academic ability will be determined outside of their English language fluency to ensure the classes recommended are grade appropriate.

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

Tallahassee Classical School will leverage instructional practices that are culturally appropriate and promote literacy that is on grade level to meet the ELL student's proficiency needs. Classical education is literacy-based and puts an emphasis on language instruction and the proficiency of Latin, which is foundational in many foreign languages. The school encourages the expansion of knowledge of other cultures and languages and celebrates diversity through our culturally responsive curriculum.

By utilizing a mainstream-inclusion model as our main instructional model, ELL students will be placed in English/Language Arts and Core Subject Area courses with non-ELL students based on grade level and academic ability. The school will employ curriculum and instruction that promotes listening, speaking, reading, and writing skills to ensure ELL

students make learning gains comparable to their non-ELL peers. Teachers will continually assess an ELL student's understanding, scaffold, contextualize or re-present, and consider a student's cultural knowledge in order to meet their academic needs in the classroom. The school will implement ESE strategies and the MTSS Framework for ELL students who present academic, social or behavioral challenges to provide targeted academic and behavioral instruction and interventions as necessary. Every teacher of an ELL student will submit to the ELL coordinator documentation, including lesson plans, of the use of ESOL instructional strategies to ensure ELLs are provided with comprehensible instruction in the classroom. The school will ensure teachers have the appropriate ESOL training and certification necessary to comply with state and federal law. Administration will be responsible for oversight of the ELL coordinator and the review of data analysis and progress monitoring. They will conduct classroom walk-throughs; classroom observations and formal observations to confirm ESOL instructional strategy implementation. Tallahassee Classical School will ensure ELL students receive instruction that is equivalent to non-ELL students.

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

Tallahassee Classical School will measure ELL student achievement by leveraging progress monitoring tools employed by the school as outlined in Section 5 and academic assessments required by the FDOE. The school will review data from the ACCESS for ELLs 2.0, FSA, FSAA, EOCs and other statewide assessments as well as assessments in English/Language Arts and Core Subject Area courses to determine the impact the school's instructional model has on student performance and to capture the progress made by ELL students. If the student is not progressing academically, the ELL coordinator may request a meeting of an ELL Committee, comprised of the ELL coordinator, a parent, a student's English teacher and potentially an administrator and/or guidance counselor, to consider recommendations. The student's ELL Plan will be updated annually, at the beginning of each school year, by the ELL coordinator.

Promotion of an ELL student is determined using the same performance standards and credit requirements of non-ELL students. Retention will be determined by the recommendation of the ELL Committee, based on the student's academic performance apart from English language proficiency and utilizing data from more than one progress assessment measure. The school's principal will make the final decision to retain an ELL student except in grade 3 as outlined and mandated by 1008.25 FS.

Exiting ESOL Program

Per Rule 6A-6.09021 and 6A-6.0903, FAC, ELLs will be assessed annually on the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 suite of assessments (ACCESS). Students who score at the levels stated below are deemed to be English language proficient and are consequently exited from the ESOL program.

GRADE	EXIT CRITERIA
K-2	<u>ACCESS for ELLs 2.0</u> An Overall (composite) proficiency level score of 4.0 or greater AND a proficiency level score of 4.0 or greater in reading or <u>Alternate ACCESS for ELLs 2.0</u> An Overall (composite) proficiency level score of P1 or greater
3-9	1. <u>ACCESS for ELLs 2.0</u> An Overall (composite) proficiency level score of 4.0 or greater AND a proficiency level score of 4.0 or greater in reading or <u>Alternate ACCESS for ELLs 2.0</u> An Overall (composite) proficiency level score of P1 or greater 2. A passing score on <u>FSA ELA Assessment or FSAA.</u>
10-12	1. <u>ACCESS for ELLs 2.0</u> An Overall (composite) proficiency level score of 4.0 or greater AND a proficiency level score of 4.0 or greater in reading or <u>Alternate ACCESS for ELLs 2.0</u> An Overall (composite) proficiency level score of P1 or greater 2. A passing score on one of the following assessments: <u>10th Grade FSA ELA Assessment, FSAA,</u> or concordant score sufficient to meet applicable graduation requirements.

Per Rule 6A-6.0903, FAC, upon the request of a student’s teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency by convening an ELL Committee at any time to determine eligibility for exiting the program. The following will be used to determine proficiency:

- At least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee’s determination regarding exit.
- A holistic view of the student’s academic record including but not limited to:
 - Classroom assessments/exams
 - Course Grades
 - Classroom Performance
 - Teacher Input

Parental input will be considered before a final decision is made.

When an ELL student exits the program, the ELL coordinator will update the student’s ELL Plan and input the data into the district’s student information system.

The META Consent Decree requires that schools monitor students for two years after they have exited the ESOL program.

- The first review will occur at the first report card after exiting
- The second review will occur at the second report card after exiting
- The third review will occur at the end of the first full year after exit
- The fourth review will occur at the end of the second full year after exit

The monitoring review will consist of review of the most recent report card, classroom performance data, teacher feedback and standardized tests scores. If the monitoring review is satisfactory, the student's ELL Plan will be updated with the review documentation. If the monitoring review is unsatisfactory, the ELL committee will convene to discuss viable solutions and the possibility of reentering the ESOL program.

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

Tallahassee Classical School will employ ELL instructors who have an ESOL endorsement. An ELL coordinator will oversee the monitoring of student placement and progress, collect and review student evaluation data, create and maintain ELL plans and provide accommodations. The ELL coordinator will attend all ESOL trainings provided by the district and required by the FDOE. All mainstream teachers who have an ELL student in their classroom will receive support from the ELL coordinator and participate in the required trainings in compliance with state law. The school will continually monitor ELL student enrollment to ensure appropriate ELL staffing needs are met.

FDOE statistics indicate a Leon County School District ELL population of 2%. Accordingly, a projected first year population of 7 students for the first year has been calculated. This figure was derived from the Leon County 2017 LEA Profile document on FDOE's website found here: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>.

Section 8: School Culture and Discipline

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

Tallahassee Classical School will provide a safe environment where students show respect for themselves, their peers, their teachers, and their school. We believe that discipline policies and procedures should stem from the acknowledgment that, as educators, it is our responsibility to see our students as unique individuals who need guidance and direction in order to flourish. The goals of the discipline policies and procedures school-wide will be to:

- maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible;
- utilize the need for discipline as an opportunity for students to learn about themselves and others and to model virtuous character and behavior; and
- reinforce Tallahassee Classical School's commitment to treating all students with fairness, respect and equality.

Classical education provides students with an environment that is academically challenging and rigorous and instills a love of learning. We believe that all students have the ability to learn; and teachers, administrators, and the school community will incorporate Carol Dweck's Mindset work from Stanford University into the culture of the school. Research shows that when high expectations are set and educators provide well-structured lessons and support with the belief that all students can learn, they do! We believe that high moral and intellectual expectations lead to development of the discipline, focus, and the determination needed to achieve deeper knowledge.

As good citizens and human beings, we recognize virtues that we all share. A virtue is a trait or quality that is deemed to be morally good and thus is a foundation and principle of a good moral person. A classically trained student works to develop their character, which includes a personal code of conduct based upon the virtues of citizenship, humility, integrity, perseverance, respect, responsibility, self-control, and kindness. Character is developed through habits of virtue, as Aristotle understood when he stated, "we are what we do repeatedly. Therefore, excellence is not an act, but a habit." Habits of a virtuous student and citizen will be discussed through text, and teachers will use habit language consistently in the classroom, looking for examples of good habits and areas for student growth. Through the development of virtuous character, students will be equipped to pursue truth, goodness and beauty.

Teachers are expected to create a classroom management plan and work to establish a classroom culture that reflects the school's pillars of virtue and mission. They will work to establish rapport with their students early on and encourage them to take ownership of their learning. Classroom rules will be clear and explicit and teachers will present logical

consequences and rewards in order to establish a safe and productive learning environment in a positive manner. Through guidance and modeling, teachers will encourage students to improve behaviors and reflect on their conduct as they are held to a higher standard. Teachers will employ logical consequences and multiple classroom management strategies to handle minor behavioral infractions. If a more serious infraction requires immediate student removal, teachers will follow a specific protocol in order to contact administration and the parent/guardian, and record the incident. All disciplinary actions will be conducted with empathy, respect and fairness to the student.

Faculty and staff at Tallahassee Classical School are expected to embody the virtues they are instilling in their students by pursuing knowledge as a life-long learner, being a model of exemplary citizenship, and demonstrating scholarly and compassionate leadership. Faculty are expected to develop a helping culture, of the sort described in Harvard's Business Review about IDEO, an international design and consulting firm (<https://hbr.org/2014/01/ideos-culture-of-helping>), to support each other as we strive to fulfill our school's mission. Habits of virtue must be modeled and evident in all faculty and their interactions with students and parents.

At Tallahassee Classical School, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from the School highly literate and ethical citizens who are well prepared to advance into any life endeavor and to inspire others.

- B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:
- Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
 - List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;
 - Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;
 - Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
 - Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and
 - Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

Tallahassee Classical School intends to develop its own discipline policy. The Code of Conduct is included as Attachment G, which includes the descriptions of the roles of administrators, teachers, staff and the governing board regarding the discipline policy.. At the beginning of every year, parents will receive an electric copy of the Student and Parent Handbook with the option of receiving it in hard copy format. Parents will sign a form acknowledging that they have received the Code of Conduct. The discipline policy will be published in the Student and Parent Handbook after receiving final approval from the Governing Board. Tallahassee Classical School will follow the Leon County School District's Student Handbook for definition of offenses indicating suspension or expulsion, due process procedures, manifestation determination hearings, and student rights and responsibilities. The code of conduct and uniform policy may be refined prior to student enrollment. Uniform considerations depend upon identification of and correspondence with potential vendors.

Section 9: Supplemental Programming

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

Extra-curricular activities may include and are not limited to the following opportunities: Latin Club, Science Club, Brain Bowl, Art Club, Drama Club, Chorus, Band, and Junior Honor Society. These extra- and co-curricular clubs will be funded through fundraising dollars, activity fees and other funding options. All clubs will offer enrichment to the student that supports the mission and vision of the school and will be approved by school administration each academic year. Full time tutoring will be available after school in math and reading at no cost to the student and will be funded through fundraising dollars, activity fees and other funding options.

Latin tutoring will be offered as an after school option at no additional cost to support students who need extra assistance with the language or are entering the school without a Latin background. Latin summer camp may also be offered.

Athletics offered may include and are not limited to the following opportunities: cross country, soccer, basketball, baseball, softball, volleyball, basketball, cheerleading, football, swimming and archery. Athletics would be funded through fundraising dollars, athletic fees and other funding options. How often these activities would occur would depend on the funding available and the approval of the administration.

II. ORGANIZATIONAL PLAN

Section 10: Governance

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

Tallahassee Classical School, Inc. is an active Florida non-profit corporation registered with the Florida Division of Corporations. Tallahassee Classical School intends to file for federal tax-exempt status with the Internal Revenue Service by the summer of 2018.

As stated in its Articles of Incorporation, Tallahassee Classical School, Inc. is a nonprofit corporation and is not organized for the private gain of any person. It is organized under the Florida Nonprofit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote Tallahassee Classical School, and such other educational activities as the Board of Directors may define from time to time.

According to its Bylaws, the corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation of Tallahassee Classical School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Directors on the Board.

- B. Provide the following documents, if available, as attachments:
- The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
 - 501(c)(3) tax exempt status determination letter (or copy of the filing form) –Attachment I
 - Governing board by-laws – Attachment J
 - Governing board code of ethics and conflict of interest policy – Attachment K

The articles of incorporation for Tallahassee Classical School are provided in Attachment H.

As Tallahassee Classical School has not yet applied for tax-exempt status, neither the determination letter nor the filing form are available.

The governing board by-laws for Tallahassee Classical School are provided in Attachment J.

The governing board code of ethics and conflict of interest policy for Tallahassee Classical School are provided in Attachments K1 and K2.

- C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if

applicable); and how the board will interact with the principal/head of school and any advisory bodies.

Roles

The Governing Board will focus primarily on long-term strategic planning, with emphases on development and adoption of policy, implementation of the mission and vision of the school, and oversight of finances and operations. These roles will provide governance and supervision of the leadership of the school, including the principal and other administrators.

Powers

The powers of the board include the following:

1. To elect and remove Members.
2. To select and remove officers, agents, and employees of the corporation and to prescribe powers and duties for them, as well as to fix the compensation for employees and agents of the corporation.
3. To conduct, govern, and control the affairs and activities of the corporation, and to make rules and regulations.
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes or promoting the interests of the corporation.
5. To act as Member under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
8. To indemnify and maintain insurance on behalf of any of its Members, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the state and federal law and the limitations noted in these Bylaws.

Duties

The duties of the Board will include but not be limited to:

2. Adopting and maintaining the budget for the upcoming fiscal year in accordance with s. 1002.33(9)(h), F.S.
3. Exercising continuing oversight over school operations in accordance with s. 1002.33(9)(i), F.S.

4. Ensuring that the services of a certified public accountant have been retained for the annual financial audit, and reviewing and approving the audit report in accordance with s. 1002.33(9)(j)1 & 2., F.S.
5. If necessary, monitoring a corrective action plan in accordance with s. 1002.33(9)(j)3.a., F.S.
6. If necessary, monitoring a financial recovery plan in accordance with s. 1002.33(9)(j)3.b., F.S.
7. Participating in governance training in accordance with s. 1002.33(9)(j)4., F.S.
8. Annually reporting progress to Leon County School District in accordance with s. 1002.33(9)(k), F.S.
9. Appointing a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes in accordance with s. 1002.33(9)(p)2, F.S.
10. Overseeing hiring decisions, staff contracts, and compensation schedules
11. Development and approving policies, including those contained in the Staff and Faculty Handbook and the Student and Parent Handbook
12. Adopting policies establishing standards of ethical conduct for instructional personnel and school administrators in accordance with s. 1002.33(12)(g)3., F.S.
13. Setting goals for student achievement and for school improvement
14. Evaluating results of internal and external testing as evidence of whether the school is meeting the Board's stated goals
15. Evaluating school management's performance

Committee Structure

The governing board may establish committees as outlined in the bylaws.

The Board / Principal Relationship

The principal will be required to attend all Board meetings as specified in s. 1002.33(9)(p)3., F.S. If requested, the principal will provide recommendations on matters pending before the Board. The principal will also be evaluated annually by the Board.

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

The Board will meet on a monthly basis, with the majority of meetings taking place in Tallahassee as required by s. 1002.33 (9)(p)3, F.S.

Open records laws will be complied with as detailed in the current Sunshine Law Manual and s. 286.011, F.S. All meetings will be open and accessible to the public as detailed in s. 286.011(1), F.S. Meetings will be announced with reasonable notice of at least seven (7) days' and will be published in multiple locations and media sources including the website of the school in order to provide the public with adequate opportunity to attend meetings. Minutes will be taken at board meetings and will be posted at least quarterly to the school's website in accordance with s. 1002.33(9)(p)1., F.S.

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

The founding board is currently comprised of three members. The skills and expertise that are represented by current members include:

- Financial expertise with CPA certification
- Founder of another classical charter school in Florida (Classical Preparatory School in Spring Hill, Florida)
- Legal expertise with J.D. and Florida board certification
- Educational expertise with Masters in Education
- Experience with Exceptional Student Education
- Parent

The desired size of the board is ideally no fewer than three and no more than nine members, with special consideration given to but not limited to the following skillsets:

- Information Technology
- Marketing
- Banking and/or Finance
- Real Estate and Facility Development

The small number of board members is intended to promote flexibility and agility for decision-making. Please see the August 26, 2014 Wall Street Journal article “Smaller Boards Get Bigger Returns” in Addendum FF2. *“Companies with fewer board members reap considerably greater rewards...” and “Small boards... foster deeper debates and more nimble decision-making.”*

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

The current (Founding) Board members have been selected based upon relevant expertise, commitment to the classical education pedagogical model for the school, and their credibility and respect in their respective communities. Future Governing Board members will be selected based upon similar criteria. The process for selecting future members of the governing board is described in I. below.

The term of office of all members of the initial Board of Members shall be one year. At the end of the first year, the Board shall provide for staggered terms of its Members, by designating approximately one-third of the Members to one-, two- and three-year terms. The terms of each Board Member shall be staggered to facilitate continuity on the Board. A member shall be elected for no more than three years, and may be re-elected for up to three consecutive terms. There is no lifetime limit on time served.

The officers of the Board will include a Chair, a Vice Chair, a Secretary, and a Treasurer. Officer positions shall be elected by a majority vote of the Board members for the term of

two years. Terms for the offices of Chair and Secretary shall commence in alternating years from terms for the offices of Vice Chair and Treasurer in order to facilitate staggering of office terms, whenever possible. If necessary, a Board Member may fill multiple roles. The roles assigned to these officers will be defined in the by-laws; they will follow the traditional duties and responsibilities of charter school board officers and/or a non-profit corporation.

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

We believe that the composition of the Board as described above will ensure that Tallahassee Classical School will succeed academically, operationally, and financially.

First, the current members of the board have experience preparing and evaluating financial records and statements, experience teaching in the classroom and online, and founding and managing another successful classical charter school in Florida (Classical Preparatory School in Spring Hill). Between these combined skill sets and the dedication of the members to the vision and mission of the school, the Board will do everything in its power to create a solid structure and foundation for the future success of the school in all areas.

Second, the Board will focus on governance rather than management. That is, the Board will primarily concentrate on setting a course for the principal and school administrators to follow. This will allow the school's leaders to devote themselves to their managerial role without Board interference; given that the Board will select excellent candidates for these positions, this structure will allow all parties to contribute optimally.

Finally, the Board realizes and accepts its ultimate responsibility for the academic performance of students and the sustainability of the school. Each member understands that he or she will be held accountable for responsible and effective governance of the school.

The structure of the board as outlined in C. and E. above, including the small number of board members and the flexibility to create committees as needed has been recommended by our partners at the Barney Charter School Initiative as well as Dr. Brian Carpenter, author of *Charter School Board University* and expert advisor to charter school governing boards nationwide.

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

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Jana Sayler	Current	Board Chair	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Anne Corcoran	Current	Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Jaime Carbonell	Current	Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

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

Initially, Board members will be recruited by reaching out to community and business leaders who wish to see a high performing charter school that utilizes the classical model established in the Tallahassee area. Current board members will inquire within their networks to recruit qualified applicants with desired skills.

Subsequently, when Board vacancies are created, those board positions will be posted on the school website and recruitment will commence. The proposed process for admitting new members is as follows but is subject to change: Prospective Board members who express interest and enthusiasm will be invited to complete an application, which will be reviewed by the current board. Upon a majority vote, a prospective Board member will be asked to appear at an interview. The prospective member will be evaluated on his or her qualifications, experience, skills, demeanor, and motivation at the interview. In addition, references will be checked and once the applicant is cleared, the prospect will be recommended for appointment. Upon selection, members will undergo fingerprinting and background screening within 30 days of the nomination as required by s. 1002.33(12)(g), F.S.

All Board members will complete the required four (4) hours of governance training focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in s. 1002.33(9)(j)(4), F.S. New members will complete the four hours of governance training within 90 days of their appointment to the board. After the initial four hour training, each member will be required, within the subsequent three years and for each three year period thereafter, to complete a two hour refresher training on the four topics above in order to retain his or her position on the charter school board. Any member who fails to obtain the two hour refresher training within any three year period must retake the four hours of instruction in order to remain eligible as a board member.

The orientation process for new members will include a briefing on board procedures and duties and an orientation meeting with the board chair and the principal intended to

inform new members about school specific information. Incoming board members will also receive a copy of the Articles of Incorporation, the Governing Board's By-Laws, Florida Charter School Statutes, the current charter contract with the District, the annual budget as adopted, the most recent financial statement, the Policy Manual, the Staff and Faculty Handbook, the Student and Parent Handbook, and this charter application.

Board members will also receive ongoing professional development training designed to increase their capacity, as needed. Such training may include but will not be limited to the following: recommended reading such as Getting Started with Policy Governance: Bringing Purpose, Integrity, and Efficiency to Your Board by Caroline Oliver (2009), Good to Great and the Social Sectors by Jim Collins (2005), and Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations by John Carver (1990), ongoing training related to topics such as updated legislative requirements and finance, and governing board training seminars conducted by the Barney Charter School Initiative.

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

The Board of Tallahassee Classical School is committed to the principles of honesty, integrity, and respect. Members are expected to display ethical conduct and a professional demeanor at all Board and school functions, regardless of their role(s) at such function as a Board Member, parent, or volunteer.

The Board upholds the following ethical standards. Additional information can be found in the complete Code of Ethics in Attachment K1:

1. Board members will serve the students, faculty, staff, and parents of the school in accordance with its mission, vision, values, and all governing documents of the school. Members will uphold the duties of care, loyalty, and faithfulness as fiduciaries of the school. Members will exercise reasonable care as stewards of the school, will be loyal to the school and not act for personal gain, and will be faithful to Tallahassee Classical School's mission.
2. Board members will attend Board meetings as scheduled and will be fully informed on matters to be considered by the Board. If a member is unable to regularly participate, the member will resign from the Board. More specifically, if a member misses more than three scheduled meetings, in which his or her absence has not been approved by the Board Chair or designee within a twelve-month period, then the member will automatically resign from the Board at the next scheduled monthly meeting.
3. Members will base their voting on items before the board on what is best for students and for the school as a whole.
4. Members will excuse themselves from deliberation and voting on any issue in which they have an unavoidable conflict of interest, as required by s. 1002.33(26)(a) and s. 112.3143(3), F.S.

5. Members will abide by and support majority decisions of the Board, past and present. If a member feels a past decision needs to be revisited, the member will do so in accordance with Board policy.
6. Members will not attempt to exercise authority over the school or speak for the Board except to repeat explicitly stated Board decisions.
7. Members will refrain from making disparaging remarks, in or out of Board meetings, regarding the school, other members of the Board, faculty and staff, or members of the school community. When receiving criticism from parents or others in the school community, members will support the school's grievance policy and shall refer critics to the appropriate party as indicated by the dispute resolution policy of the school.
8. Members will not use the school or any part of the school's program(s) for their own advantage or for the advantage of friends or family members, either financial or non-financial. In particular, s. 1002.33(26)(a) and 112.313(2), F.S. prohibit board members from accepting anything of value based upon an understanding that any official board action or vote would be influenced. In addition, any business entity in which a board member or any member of their immediate family has a material interest is prohibited from contracting with the school for the purchase, rent, or leasing of any real estate, goods, or services as required by s.1002.33(26)(a) and s. 112.313(3), F.S.

As a section of the Board Member Application described in Question I above, potential incoming board members will complete a Conflict of Interest form. If the form as completed indicates a (potential) conflict of interest, the (potential) board member will, depending upon the issue, either:

- a) not be allowed to join the board, or
- b) will be asked to abstain from voting on those issues when they come before the Board for deliberation as required by s. 112.3143(3) and s. 1002.33(26)(a), F.S.

Board members will be required to complete the Conflict of Interest form on an annual basis; these records will be maintained by the human resources function of the school's administrative staff. Should new conflicts of interest arise, they will be addressed in an appropriate fashion by the remaining members of the Board.

As stated in s. 1002.33(26)(a) and 112.313(12) F.S., in particular instances, the ability of a board member to also be employed by a contractor or do business with himself or herself may be allowed by the body which appointed the person to the board, upon a full disclosure of the transaction or relationship to the appointing body prior and an affirmative vote by two-thirds vote of that body. In instances in which appointment to the board is made by an individual, such a waiver may be effected, after public hearing, by a determination by the appointing person and full disclosure of the transaction or relationship by the appointee to the appointing person.

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

The governing board may choose to constitute a school advisory council(s) or body if it so desires. In such case, the roles, duties, and reporting structure of such an entity will be determined at the time of its formation.

- L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

Should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school, the following process is intended to resolve such a dispute. The complete policy will be available in the Student and Parent Handbook.

If the issue is regarding a governing board policy or decision:

1. The parent or student should begin by contacting the Governing Board representative appointed in accordance with s. 1002.33(9)(p)2., F.S. Contact information for this individual will be available on the school's website and will be provided annually in writing to parents. The Governing Board representative will assist in resolving the dispute with the Board.
2. The issue will be placed on the Board meeting agenda.
3. The Board will discuss the issue and vote on it.
The decision of the Board is final.

If the issue concerns an administrative procedure:

1. The aggrieved individual should first seek out the administrator with whom the issue arose. This initial meeting should be scheduled through the office. If the issue is with the principal, skip this step and go directly to #2 below.
2. Should the first meeting be unsuccessful in resolving the objection, the next step is for the parent or student to meet with the principal.
3. If steps 1 and 2 above do not result in resolution of the matter, the final step is to bring the objection before the Governing Board. The parent or student should begin this step by contacting the Governing Board representative, appointed in accordance with s. 1002.33(9)(p)2., F.S. Contact information for this individual will be available on the school's website and will be provided annually in writing to parents. The Governing Board representative will assist in resolving the dispute with the Board.
4. The issue will be placed on the Board meeting agenda.
5. The Board will discuss the issue and vote on it.
The decision of the Board is final.

If the issue is regarding a practice at the school:

1. The aggrieved individual should first seek out the teacher in whose classroom the issue arose. This initial meeting with a teacher should be scheduled through the

office or directly with the teacher. In the vast majority of cases, this meeting should occur without any students present.

2. Should the first meeting be unsuccessful in resolving the objection, the next step is for the parent or student to meet with a member of the administrative staff.
4. If steps 1 and 2 above do not result in resolution of the matter, the final step is to bring the objection before the Governing Board. The parent or student should begin this step by contacting the Governing Board representative, appointed in accordance with s. 1002.33(9)(p)2., F.S. Contact information for this individual will be available on the school's website and will be provided annually in writing to parents. The Governing Board representative will assist in resolving the dispute with the Board.
5. The issue will be placed on the Board meeting agenda.
6. The Board will discuss the issue and vote on it.
The decision of the Board is final.

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

- M. Name of the partner organization.

The Barney Charter School Initiative of Hillsdale College

- N. Name of the contact person at the partner organization and that person's full contact information.

Mr. Phillip Kilgore
Director, Barney Charter School Initiative
33 East College Street
Hillsdale, MI 49242
Phone: (517) 437-7341
Email: pkilgore@hillsdale.edu
Fax: (517) 437-3923

- O. A description of the nature and purpose of the school's partnership with the organization.

Tallahassee Classical School and the Barney Charter School Initiative (BCSI) are united by the common desire to provide children with a classical education consistent with the principles upon which America was founded, including the virtues of citizenship and civic responsibility. The Governing Board is actively cooperating with BCSI by attending the Initiative's conferences and consulting with Phillip Kilgore, Director, and other Barney staff.

The purpose of the school's partnership with BCSI is to work together to return to our nation's original faithfulness to the previous 24 centuries of teaching the liberal arts in the West; and just as our nation's founders were compelled to provide for effective public

schools, so are Tallahassee Classical School and BCSI. This partnership will involve working together to complete the charter application approval process, develop a rigorously classical core-knowledge curriculum, recruit a competent staff, identify a facility, draft a budget, counsel the Governing Board, and provide additional assistance that Tallahassee Classical School may require, including professional development required to train the faculty in the school model. There will be no cost to the school for this partnership support. Please see Addendum FF3 for more information.

- P. An explanation of how the partner organization will be involved in the governance of the school.

The Barney Charter School Initiative will limit its involvement with the Governing Board to counseling the board on issues related to staying true to Tallahassee Classical School's mission and providing training designed to support the Governing Board in its governance of the school.

Section 11: Management and Staffing

- A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
- The pre-operational year;
 - The first year of school operations;
 - At the end of the charter term; and
 - When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

Organization charts that show the school governance, management and staffing structure in the years requested are provided in Attachment M.

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

At the time of application submission, no candidate for principal has been identified. The Governing Board will start its search for a principal in Fall 2018 with intention to hire in Spring 2019. The job description will be posted online with multiple job search engines and on www.teachers-teachers.com. In addition, one of the key contributions the Barney Charter School Initiative will make to Tallahassee Classical School is to help the school locate, screen, and hire a highly-qualified and effective principal. Hillsdale College is a nationally recognized leader in classical and liberal arts education and has a rigorous, on-going national campaign to identify and recruit potential leaders for classical charter schools. Hillsdale also provides training and ongoing mentoring and development for classical school leaders.

During the pre-opening year, the Governing Board will consider the candidates identified through the search and will interview the top candidates for the position. The Governing Board will ensure that all interviewees have the necessary qualifications. When an appropriate candidate has been identified, the board will hire that person as soon as possible to continue the planning for the school. Background checks as required by the district will be reviewed before the offer for employment is made.

The proposed job description is provided in Attachment N and the key skills, competencies, and qualification requirements are provided in Attachment O.

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

The management structure of the school is provided in the organization chart(s) in Attachment M. The Governing Board will oversee the principal. The administrative or leadership positions at the school in addition to the principal include the student services coordinator(s), and a bookkeeper who will report to the principal.

The principal serves as the overall leader of the school, including areas such as student discipline, compliance with statute regarding charter school operations and Exceptional Student Education (ESE) and English Language Learner (ELL) populations, and communication with the governing board and the school district regarding student and school performance.

The Assistant Principal of Administration will serve in the implementation of the school's administrative tasks and daily operations, including class scheduling, before and after school care, standardized testing, and teacher accreditation.

The Assistant Principal of Academics will assist the Principal in the implementation of the school's education and instructional mission, including curriculum choice and development; correlation of lesson plans and instruction with the Florida State Standards; professional development; field trips; and student records.

Further information regarding key roles, responsibilities and accountability are provided in Attachment P.

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

The staffing plan for each year of the charter term has been developed based on the needs of the school, funding available and anticipated student enrollment. The staffing assumptions are outlined in Attachment Q1. Job descriptions and qualifications for the school's teachers are provided in Attachment Q2. The school staffing will increase according to projected student enrollment provided in Section 2. The school will ensure sufficient staffing to comply with the Class Size Reduction Amendment.

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

Tallahassee Classical School intends to hire the highest performing teachers, administrators and staff. The school plans to utilize multiple recruitment resources such as

attending job fairs, advertising on teacher career job search websites such as www.Teachers-Teachers.com, and providing a link to apply for faculty/staff positions on the school website. The school will also collaborate with local, state and national teacher preparation programs and network with classical colleges and universities to identify potential qualified candidates. The Barney Charter School Initiative will also assist with identifying candidates. All faculty and staff employment opportunities will be advertised in accordance with the EEOC.

Potential candidates will submit an application and resume for review. Once reviewed by an administrator, the principal will select the top candidates for a one-on-one phone or video conferencing interview. Candidates will then be interviewed by a panel or committee that may include but is not limited to the principal, an administrator, and a peer from the grade /subject area the candidate is interviewing for. Personal/professional references will be contacted. If the applicant was a former teacher in another Florida school district or state, the school will request that the candidate provide copies evaluations of (up to) the past three years of performance. Value-Added Model (VAM) data will also be reviewed if applicable. Once a candidate is chosen, the principal will inform the governing board of the offer of employment.

Per s. 1012.56, F.S, all teaching faculty will be required to hold a current professional certificate in their subject area, issued by the Florida Department of Education (FDOE). Highly qualified applicants who have a degree in a subject area deemed desirable or as a need for the school such as mathematics, literature, history, science, philosophy, etc., will be required to apply for a temporary teaching certificate and to apply for a professional certificate within three years of teaching in accordance with s. 1012.56 (1)(b), F.S. Teachers who hold a temporary certificate will pass the general knowledge exam by the end of the first year of employment as required by s. 1012.56(7)(a)(3)(c), F.S.

Professional development will be provided to ensure faculty obtains at least 120 hours of in service training hours required for recertification. The school will also ensure that faculty completes an approved Students with Disabilities (SWD) course within each five year recertification period. Tallahassee Classical School will work with the Florida Consortium of Public Charter Schools and/or the Leon County School district to ensure trainings specific to the mission and vision of a classical education are included in a Master In-Service plan (MIP) per s. 1012.98, F.S., to award the school's teachers in-service points.

Section 12: Human Resources and Employment

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

The school will employ teachers and staff on an at-will basis, using annual employment contracts. The contracts will specify salary, position, title, and duties. The first year of employment will be on a probationary basis. The discipline and termination policies will be available as part of the Staff and Faculty Handbook. The Governing Board will finalize all policies prior to offering any employment contracts.

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

It is anticipated that the school will use the evaluation systems available through the Florida Consortium of Public Charter Schools for teachers and administrators. These evaluation systems meet the requirements of s. 1012.34, F.S. (the Student Success Act), including the use of four levels of performance (highly effective, effective, needs improvement, or unsatisfactory).

The principal will conduct evaluations of teachers using the teacher evaluation system. As prescribed in s. 1012.34(3)(a), F.S., first year teachers will receive two evaluations during their first year of teaching in the district. The principal will also conduct evaluations of administrators using the administrator evaluation system. The principal will be evaluated by the Governing Board annually.

Administrators will employ protocols such as regular classroom walk-throughs, observation scripts and targeted feedback, analysis of student performance data and the identification of areas of focus with instructional faculty. The School's evaluations will include the Florida Educator Accomplished Practices (FEAPs) which have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. Teacher evaluations and student achievement data will be used to inform professional development decisions. Administrator evaluations will include collection of the School's performance data which will be reviewed by the governing board to determine each administrator's effectiveness as a leader. Instructional framework options will be compared and explored (e.g. Marzano, Danielson, 5D, etc.) by the principal and the governing board and a detailed outline will be provided once a framework is selected.

The results of evaluations will be used to inform salary decisions, as well as to assist in determining professional development training needs and coaching/mentoring decisions. The results of evaluations will provide valuable insight into how well faculty and administrators understand and are seeking to embody the mission of the school as well as to personally and academically grow as citizens and community leaders.

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

The preliminary salary structure is included as Addendum FF4. For purposes of budgeting, teacher salaries will average \$40,000 in year one, which is comparable with Leon County Schools, with a budgeted increase of 2% per year for teachers with a highly effective performance rating. The final salary structure will be determined and approved by the Governing Board prior to the opening of the school.

Benefits to be offered to employees include enrollment in a 403(b) plan, health and dental insurance, and other supplemental insurance policies. Details of these policies will be made available in the Staff and Faculty Handbook.

Incentives and/or increased salary will be offered to teachers pursuing or holding certifications such as ESOL, ESE, Reading remediation, and other relevant training. In addition, teachers will be offered the opportunity to tutor students, teach in summer camps provided by the school, serve as club advisors for after-school clubs, serve as athletic coaches, and otherwise serve additional student needs in return for additional compensation.

The staff retention plan will be built around the compensation structure described above as well as the development of a collegial working environment, the opportunity for staff to receive high quality professional development, and the ability of staff to provide input into the planning and operations of the school. In addition, leadership opportunities, such as mentoring and coaching of new teachers and others who wish it, will be offered to allow for educators to hone their craft and become highly effective in the classroom. All of the above should naturally lead to high job satisfaction which will in turn aid in retaining high quality faculty and staff.

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

Once a principal has been hired, he or she will have final approval of all hiring and dismissals. Hiring procedures will include drawing up and executing an employment contract, completion of appropriate paperwork, and conducting a criminal background check and fingerprinting as required by s. 1002.33 (12) (g), F.S.. Training for teachers will be conducted in the summer prior to the school start date as well as throughout the school year via teacher planning days, half days, and after school professional development. On

occasion, faculty may be encouraged to attend appropriate conferences or workshops beyond what is otherwise offered directly by the school.

Tallahassee Classical School will provide equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, or disability. In addition to federal law requirements, the school will comply with applicable state and local laws governing nondiscrimination in employment.

Employees may be dismissed on the following grounds: incompetence, unprofessional conduct, an inability or an unwillingness to abide by school policy, insubordination, misappropriation of funds or property, breach of contract, or other just cause deemed to be detrimental to the school or its students. As a smoke-free and alcohol-free environment, the school also requires employees to abstain from smoking, using tobacco products, using intoxicants, and being under the influence of intoxicants on campus.

In the case of substandard performance, if a teacher consistently receives a score of “Needs Improvement” or “Unsatisfactory” on his or her evaluation, and additional support such as mentoring, professional development, and coaching has been provided but evaluation results have not subsequently improved, the teacher may also be dismissed.

An employee will be given two weeks’ notice if employment is to be terminated, except in cases of gross misconduct. The two weeks’ notice may or may not involve the continuation of teaching, depending upon the circumstances and / or reasons for which the termination is made.

A faculty or staff member who chooses to resign or terminate his or her contract shall be required to give the school two weeks’ notice.

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

Personnel policies will be developed and approved by the governing board prior to hiring any employees. They will be contained in the Staff and Faculty Handbook when finalized. We anticipate that our first hires will occur in the spring prior to opening, which will require the Board to finalize policies no later than the winter following approval.

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

All employees are required to comply with State Board of Education (SBE) Rule 6B-1.001, FAC, Code of Ethics of the Education Profession in Florida and SBE Rule 6B-1.006, Principles of Professional Conduct for the Educational Profession in Florida.

Unsatisfactory performance of faculty, staff, or leadership will be handled using a three-step process. First, employees will be given an oral warning and provided a reasonable amount of time to correct an issue of misconduct or poor performance. If needed, additional training or mentoring will be provided. Depending on the issue, this could take the form of coaching, mentoring by a senior member of the faculty or an administrator, or additional professional development in the area(s) identified. Second, employees will be given a written warning for insufficiently corrected / uncorrected issues. Third, employees may be temporarily suspended or terminated for failure to correct duly documented issues of misconduct or poor performance. If necessary, the school reserves the right to proceed directly to a written warning, suspension, or termination.

Termination shall be conducted or approved by the principal or the governing board, as appropriate. Should an employee be suspended rather than terminated, it shall be at the discretion of the supervisor whether the suspension duration shall be paid or unpaid. In either case, the employee will be provided with written notification of the basis for suspension or termination.

Employee turnover will be handled on a case-by-case basis. Exit interviews will be conducted in order to gather relevant information that should indicate whether departures are due to normal attrition or whether there are larger systemic issues at hand. Should turnover rates become significant, the Governing Board will request that interviews with faculty and staff be conducted in order to determine whether policies, salaries, or another issue is affecting employee satisfaction.

Section 13: Professional Development

- A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:
 1. Identify the person or position responsible for overseeing professional development activities.

The principal and the assistant principal of academics will be responsible for the oversight of professional development activities at Tallahassee Classical School. The Barney Charter School Initiative (BCSI) will provide intensive professional development prior to school launch as well as ongoing training and support thereafter as a part of our partnership.

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

Tallahassee Classical School is committed to offering learning opportunities that meet the quality standards that support and promote the curricular and instructional practices identified by the state. Professional development will be provided to faculty/staff, administration, and our Board members. Our primary goal is to ensure that the professional development offered to faculty and staff is effective and has a positive impact on student achievement. Some of the trainings provided will be systemic, while other professional development offerings will be individualized throughout the school and will target individual teacher needs as determined by analysis of student performance data, instructional observation, and the school's improvement goals. The administration will help assess and provide professional development opportunities to teachers specific to the needs of the school through individualized professional development plans (IPDPs). New and experienced teachers will be taught to expand upon their initial knowledge base in order to refine their instructional delivery and increase their effectiveness. Teachers will meet with administrators after assessment and testing periods to analyze student progress and develop an action plan. The effectiveness of the professional development will be evaluated by the change in teacher instructional practices, which demonstrates mastery of the skills and concepts taught through the professional development offerings. Implementation of the curriculum with fidelity will be monitored and professional development will be tailored to ensure teachers are effectively utilizing the curriculum and classical pedagogy. Ultimately, the professional development offered should impact student achievement and the training provided to teachers will be measured by its ability to develop teacher knowledge and practices that improve student performance.

Professional development options will emphasize training on how to employ the classical educational program in the classroom, especially in the first few years of the school's operation. Mandatory professional development will be required in the core components of our education/curriculum program prior to the School's opening.

Core Knowledge Sequence

Training in the Core Knowledge Sequence will provide overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics and Science. Teachers will be provided with example lesson plans and instructions on how to incorporate the Sequence into their instructional practice. The Sequence guides teachers in which instructional resources are necessary to utilize to fully deliver the curriculum. A minimum of five days of Core Knowledge professional development is recommended in the first year of implementation. All staff members will participate in the “Getting Started with the Sequence” training for Grades K–8. Likewise, the school administrators and select faculty may participate in the Core Knowledge Coordinator and Leadership Institute and provide continued professional development opportunities for teachers through professional learning communities (PLCs) or on campus workshops.

Riggs Institute’s The Writing & Spelling Road to Reading & Thinking

Through our partnership with BCSI, Access Literacy will provide professional development in the Riggs Reading curriculum. Access Literacy will consult with administrators and train teachers to use phonetics and orthography of the English language to teach students to become fluent writers and readers. This includes instruction in the teacher’s resource materials for the program, including but not limited to how to instruct students through the use of phonograms, implementation of spelling vocabulary lists, and orthography notebooks. Teachers will also receive training on how to best utilize the comprehensive teacher manuals provided by the Riggs curriculum. Furthermore, teachers will be trained in assessing students with the McCall-Crabbs and the Riggs diagnostic reading assessments and how to apply the data to inform instructional strategies designed to meet the needs of students. Consultations and training will be provided on the Riggs curriculum as needed. In addition to building Riggs expertise among staff, Tallahassee Classical School will provide training to increase capacity within the school by providing on-site trainings that will utilize resources effectively.

Singapore Math

Singapore Math contains different elements that comprise daily lessons (mental math, teacher directed, guided practice, activity, and independent practice) that align with students’ conceptual and skill building frameworks to teach math. What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence that needs to be followed. Mastery of the material is expected before students move from one level to the next. Singapore Math must be followed with fidelity in order for students to be successful. Teachers will be trained in assessing students, placing students in the appropriate skill groups, and in implementing the lessons using the Singapore strategies and methods in Foundations of Number Sense and Foundations of Model Drawing. Teachers are also trained in the implementation of effective Singapore Math strategies in their classrooms. In addition to building Singapore Math expertise among staff, Tallahassee Classical School will provide training to increase Singapore Math capacity within the school by providing models that will utilize resources effectively.

Socratic Seminars

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions are asked. Training of Tallahassee Classical School teachers will occur in the following areas:

- Primary resources and texts teachers will assign
- Strategies to formulate questions that will encourage critical thinking, analyzing meaning, and expression of ideas with clarity and confidence
- How to lead students in Socratic Seminar discussions
- Instructional discussion techniques to guide students into unexplored areas or to promote further research

Character Education and Classroom Management

Tallahassee Classical School will provide training to staff in to include:

- The Pillars of Character
- Behavior Management
- Anger Management/Mediation/Conflict Resolution programs/Bullying
- Effective communication
- How to integrate opportunities to discuss and model virtuous behavior within the curriculum
- Media literacy
- Students with Disabilities

Additionally, all faculty/staff will be offered, at minimum, the following School site and/or district-based trainings:

- Curriculum/Standard Implementation by Subject Area
- Differentiated Instruction
- Data-Driven Decision-Making
- Safety and Security
- Suicide Prevention
- Cultural Diversity

Administration will set the example as life-long learners and participate in all professional development trainings alongside faculty with additional opportunities for development available. Leaders will develop their abilities through professional learning such as national conferences and participating in leadership focused seminars, including the School Leader Conference at Hillsdale College and the Florida Annual State Charter School Conference annually. Additionally, school administrators and other leadership staff may participate in the Core Knowledge Coordinator and Leadership Institute provided to instructional faculty. Administrators and other school leaders will be trained on methods of classroom observation and feedback and coaching for improvement, and will employ professional

learning studies and other additional protocols to focus and support teacher work on improving instructional and assessment practice. Tallahassee Classical School administrators will receive regular mentorship and coaching through BCSI and benefit from collaboration with the network of BCSI and other classical school leaders throughout the state and nation.

Trainers in the stated programs will work in collaboration with administration to provide targeted training in the strategies/methods for each component of the curriculum. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, cognitive approaches to learning, strategies to enhance memory, and the Socratic method will be targeted in each program. Staff will learn how to implement these strategies and methods within the context of each of these programs.

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

Teachers will need to begin their training during the month of July 2019 in order to be ready to implement the curriculum when school begins in August 2019. BCSI provides two weeks of free professional development training (80 hours) to our staff. The training consists of four days of Riggs training, two days of Core Knowledge, two days of Singapore Math, and two days of philosophical and classroom management discussion. This training offers practical application of our curriculum and lesson planning and will be revisited during BCSI semester site visits.

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

Tallahassee Classical School will continually encourage ongoing professional development, which is reflected in additional contractual days of professional development before the school year begins, during the school year, and after the school year ends. This includes participation in early release days and teacher-planning days as outlined in the Leon County School District calendar to provide collaborative planning time for teachers to implement our curriculum or the opportunity to attend District trainings, as applicable. Teachers will have approximately five early release days, three inservice days within the calendar school year, and one week of inservice days before the start of the school year for professional development and collaboration opportunities. Some professional development and/or department meetings may be held after school hours. The daily schedule will attempt to place students in the same grade level in special areas and electives courses at the same times to allow for additional collaborative planning time for faculty.

Funds will be allocated for staff to attend relevant conferences and training in addition to hiring consultants to provide on campus training. Training materials, books, and other resources will be purchased for additional professional development and learning community opportunities. Each summer, teachers will travel to Hillsdale, Michigan for free professional development from our BCSI partners. Tallahassee Classical School will conference with Leon County Schools to discuss the Instructional Leadership and Faculty Development (ILFD) grant training opportunities for our administration and the allocation of Title II funds for professional development opportunities for our faculty/staff.

Section 14: Student Recruitment and Enrollment

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

Upon approval of this application, the school will begin a targeted marketing campaign intended to result in sufficient enrollment to meet projections. The marketing campaign will begin after approval and will include information sessions, on-site open houses once a facility has been obtained, and interviews with faculty and staff once they have been hired. In addition, our recruitment efforts will also include a variety of outreaches such as brochures for distribution around the community, print and electronic media, and a direct mail campaign.

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

The school desires and intends to achieve a racial/ethnic balance reflective of the Tallahassee community via direct mail campaigns implemented throughout the county. The direct mail campaigns will target multiple zip codes. In addition, the school will use social media, newspaper coverage, and television segments to reach a wide audience. Market research will also be conducted in order to target geographic areas with higher numbers of children.

Our marketing materials will clearly state that Tallahassee Classical School does not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students. Students enrolled in Exceptional Student Education (ESE) and English Language Learner (ELL) programs will be welcome at Tallahassee Classical School. Information about the school in other languages such as Spanish will be made available.

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

The school's proposed enrollment policies and procedures include the use of an enrollment application that does not make any inquiries regarding special needs or language(s) spoken in the home; the information obtained on the form will be used to fill spots in the school and to perform a random lottery, if needed. Inquiries regarding languages and IEPs will be made once a student has been granted a spot at the school; in this manner we will ensure that a lottery is non-discriminatory toward these and any other groups. Tallahassee

Classical School does not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students.

Our initial enrollment period for the pre-opening year will begin on November 15 and conclude on February 28. If there are more applicants than available spots, a lottery will occur on March 1. Parents/guardians will have ten (10) business days to provide a letter of commitment to accept their child's spot at the school and will have 30 calendar days to submit completed registration forms; if either deadline is missed, that spot will be made available to another student. In subsequent years, we will request that current students inform the school of their intent to return (or not) by February 15 of each year in order to determine available spots for the upcoming year.

In accordance with s. 1002.33(10)(d), F.S., the school may give enrollment preference to the following:

- Students who are siblings of a student enrolled in Tallahassee Classical School.
- Students who are children of a member of the Governing Board of Tallahassee Classical School.
- Students who are the children of an employee of Tallahassee Classical School.
- Students who are the children of an active duty member of any branch of the United States Armed Forces

The school will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building per s. 1002.33(10)(b), F.S.

If applications received exceed the number of spots available, a lottery will be performed to determine to whom spots will be offered. The remaining applications will be kept on file for future lottery drawings. The school will not maintain a chronological "waiting list". Some students will have priority for spots, as listed above. If no priority students are waiting, a random lottery from the applications on file will be conducted. When a spot comes available or a lottery is to be performed, a school administrator and the registrar will perform a lottery drawing, record the name(s), and contact the families promptly.

Parents/guardians of students who will enroll in the school will receive a registration package containing information about the school and forms necessary for registration. The registration package will include:

- Proof of age
- Immunization documentation
- Exceptional Student Education information (if appropriate)
- Emergency contact information
- Emergency Medical Authorization
- Health insurance information
- Lunch form (to gather free/reduced lunch data)

- Authorization for Release of Information
- Home Language Survey
- Registration forms and any other required information

Parents/guardians will be given a copy of the Student and Parent Handbook, as described in section 8 of this application.

Please see the proposed enrollment application as Attachment S.

Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(9)(p)2., F.S.

Tallahassee Classical School will engage parents and guardians in the life of the school through a variety of means, such as a Parent Teacher Organization (PTO), volunteer opportunities, and an annual parent survey.

The PTO will be formed for the purpose of engaging families and the community in the life of the school. The President of the PTO will be appointed by either the principal or the Governing Board or both, and may be removed from office by the same. The PTO's efforts will be concentrated on involving parents and families in, and obtaining their support for projects, functions, and events that aid the school academically, socially, and financially.

The school intends to ask parents/guardians to sign a Parent Contract with three components: acknowledgement of and agreement to the policies contained in the Student and Parent Handbook, commitment to volunteering five (5) hours per school year, and commitment to supporting their child in the pursuit of academic excellence.

Volunteers will play an integral role at the school and will receive appropriate training before participating directly with students. Parent and other volunteers will have multiple opportunities to serve at the school, such as those listed below:

- Assisting with arts programs, such as art exhibits, plays, and concerts
- Coaching and/or volunteering at sports events
- Recess monitoring
- Sponsoring or volunteering for an extracurricular club or competition
- Volunteering in classrooms
- Volunteering / chaperoning at school functions
- Chaperoning field trips
- Assisting teachers or staff with administrative tasks
- School beautification and improvement projects
- Helping with fundraisers

The school intends to communicate regularly with parents, guardians, and families in order to build a strong sense of connection with the school. The school will create a listserv for parents and others interested in receiving emails from the school with information on

upcoming events and other relevant information; these emails will be sent frequently. The school's website will be updated regularly with school happenings; teachers will be encouraged to create websites for their classrooms and/or to send home weekly newsletters to keep parents informed about what is happening in their child(ren)'s classroom(s).

In addition, Tallahassee Classical School will employ a text blast service to be used in cases of inclement weather or other emergencies; this will be paired with simultaneous emails to ensure that families are informed quickly in situations that warrant urgency.

Parents/guardians will be invited to attend parent-teacher conferences twice per year to ensure that parents are informed of their child's progress and have adequate opportunities to ask questions. In addition, parents are welcome to attend board meetings and will be given the opportunity to provide feedback via an annual parent survey.

In accordance with s. 1002.33(9)(p)2, F.S., the governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.

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

Tallahassee Classical School hopes to partner with local businesses and organizations to provide opportunities for students to enrich their learning experiences. The details of any such partnerships such as their nature, purposes, terms, and scope of services will be determined and specified as each partnership is formalized.

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

Please see Attachment T.

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired: NOT APPLICABLE

- A. Describe the proposed facility, including location, size, and layout of space.
- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
- C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
- D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
- E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

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

Tallahassee Classical School is currently exploring various options and potential locations throughout Leon County. Once approval is received, the school can move forward with negotiations to secure a suitable facility.

After consulting with multiple experts in the charter school facility industry, we have settled upon a goal of 60-75 square feet per student. With our estimated first-year student body as described in Section 2, this would put our estimated space needs in the first year between 28,000 and 35,000 square feet. At full capacity, our space needs will have grown to 51,000 to 64,000 square feet.

Ideally, the school will have space available for a cafeteria and a conference room, among other amenities. However, the school will place priority on finding a facility that has sufficient parking for teachers, staff, parents, visitors, and students; green space for a playground; and room for a car drop-off and pickup line that will not significantly affect traffic on nearby streets.

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

Tallahassee Classical School has utilized both financial statements for other charter schools in Tallahassee, obtained via public records request from the Office of Federal Programs and Charter Schools at Leon County Schools, and information collected via conversations with several other classical charter schools in Florida during the 2016-2017 school year, to arrive at the following facility cost estimate(s).

Ideally, the school would be able to rent space on a per-student basis at a cost of \$800 to \$1,000 per student. This would keep facility costs low, in the range of 11 to 18% of budget, which has been recommended to the school by other experienced classical charter schools in Florida, a local charter school consultant, and a non-profit organization who specializes in charter school facility financing. Should it prove not possible to rent on a per-student basis, then the school will seek to rent space at a reasonable cost for the Tallahassee market but also within budget constraints of 11 – 18% of budget.

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

Upon application approval, the school will begin working more closely with a commercial realtor. The school may utilize lease negotiations assistance and other facilities support services offered through various charter support organizations.

Should a facility under consideration require renovations, the school intends to negotiate a lease with sufficient time remaining to complete renovations prior to school opening; renovation costs will ideally be covered by the landlord and/or included in the rental cost.

The school intends to secure a facility no later than February 2019 in order to complete renovations, should they be necessary, by July 2019.

I. Describe the back-up facilities plan.

The school will consider several facilities in Tallahassee and is confident that a facility with sufficient space at a reasonable cost can be secured prior to school opening. The school will pursue multiple locations simultaneously in order to increase the likelihood that a site can be secured for an August 2019 start date. If all pursued options fall through, Tallahassee Classical School will take a planning year for the 2019-2020 school year and continue to seek a suitable facility.

Section 17: Transportation Service

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

S. 1002.33(20)(c), F.S. states: "Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter."

Tallahassee Classical School intends to provide transportation to students through parents, as stated above. The school does not anticipate providing bussing services in its opening year; this is due to budgetary constraints. In addition, the school's understanding is that as of Spring 2017 there are no spare buses available for purchase or lease from the district; our budget will not allow for the purchase of a new school bus or busses. The school does intend to coordinate a carpool cooperative for parents to use and to locate near a city bus stop if possible. The school will cooperate with the district to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school.

In the case of a student enrolling at Tallahassee Classical School with a transportation requirement in his/her Individualized Education Plan (IEP), the school will make arrangements to provide transportation as required by and detailed in the IEP.

Section 18: Food Service

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

Tallahassee Classical School intends to become a food services provider under the National School Lunch Program (NSLP). The school has discussed the possibility of contracting with Leon County School District to provide food services with the Office of Nutrition Services at Leon County Schools. Free and reduced priced meals will be provided to children who qualify for the NSLP Free and Reduced Lunch (FRL) program. Staff will attend any trainings with the Florida Department of Education's Department of Food and Nutrition Management and/or Leon County's Department of Nutrition Services that may be required.

As stated in Section 14, families will complete a lunch form upon registration; this form will provide the relevant data regarding which students are eligible under the FRL program. If a student is found to be eligible, a response will be sent to each child's parents/guardians. In accordance with National School Lunch Act (42 U.S.C. 1751(b)(2)(C)), a confidential list is then compiled which will be used in administration of food services.

Nutrition Services provided by Leon County place an emphasis on quality, healthy foods and will provide a nutritious option for students at Tallahassee Classical School.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

Tallahassee Classical School is committed to the health and safety of its students, faculty, and staff. The security of the facility and property is essential to the safety of everyone on campus.

Students

All visitors to the school, including volunteers, will be required to provide photo identification upon arrival for scanning and documentation purposes. Visitor badges will be provided and visitors will be escorted through the facility. Volunteers will be background checked as required by s. 943.0542, F.S. The school intends to utilize the Leon County School District's RAPTOR Technologies software or another similar technology to manage visitor and volunteer data.

The individuals who are allowed to pick up students will be identified on the Emergency Contact form provided by parents upon registration; such individuals will be required to provide photo identification and parents, if reachable, will be asked to notify the school in advance. In the event that a parent or guardian is unreachable or unable to pick up a student, the school will use the Emergency Contact form to find an approved individual who can come pick up the student.

Non-instructional contractors allowed on campus while students are present or with access to students or to school funds will be required to undergo fingerprinting and a background check in accordance with s. 1012.32(2)(b), F.S. They will be required to wear an identification badge that signifies they have met the requirements of the Jessica Lunsford statute, in accordance with s. 1012.467(8)(a), F.S. As stated in s. 1012.468(2)(a)(1), F.S., such a contractor will be exempt from wearing a badge if under the direct supervision of a school employee or contractor who has passed such a criminal history check.

The school also intends to implement a standard student attire policy whose purpose is to provide a safe environment for students which fosters learning and improves school safety and discipline, in accordance with s. 1011.78, F.S.

Staff

Staff and faculty will be required to wear their identification badges while on campus. As stated in Section 12 above, they will be subject to fingerprinting and a background check upon their employment. The Tallahassee Classical School will be a drug-free school and workplace in accordance with s. 440.102, F.S. Faculty and staff will receive all required

trainings in accordance with state law. Faculty and staff will be provided with emergency contacts to be used in emergency situations.

Facility

The school intends to secure a facility with a single entry point and will lock other access points as appropriate. As detailed above, visitors will be required to check in at the front office, and faculty and staff will wear identification badges. Depending upon the facility, a buzzer may be utilized to allow visitors access to the front office. The school will comply with all required inspections including those conducted by the fire marshal and will participate in regular fire drills. Emergency exits will be clearly marked and evacuation routes will be published and posted. Faculty and staff will be knowledgeable of evacuation routes for their area(s) of the facility.

Property

The school may install perimeter fencing around the property, depending upon the facility location, to prevent trespassing and provide for a safe environment on campus. There may be additional fencing erected around any playground(s) on the property.

Security Technology

The school intends to utilize Raptor Technologies or another similar software as a visitor and volunteer check in system. The facility will have fire alarms as required by the building code. Depending upon the facility, the school may use an alarm system and/or a fob or ID system whereby staff members are allowed access to various parts of the facility. Computers will be protected with firewalls to prevent misuse of the internet.

As described in Section 15, the school will also use a text blast service to notify parents and guardians in cases of inclement weather or other urgent situations; this will be paired with simultaneous emails to ensure that families are informed quickly in situations that warrant urgency such as hurricanes, active shooter situations, etc.

Security Equipment

The equipment that will be employed to keep the facility and property safe may include video surveillance at the front entrance and, depending upon the facility, also at major entrance points around the building(s). The school anticipates using a PA system for announcements as well as an internal phone system so that faculty and staff can be contacted and/or request assistance if needed. Should the school be located on a larger campus, a golf cart may also be employed. Administrators and identified staff will utilize two-way radio technology to communicate when faculty assistance is required.

Security Policies

The school will utilize a policy for internet use that makes use of child protection firewalls intended to prevent issues that might occur through the misuse of various websites. Additional policies will be developed and included in the school safety and security plan as needed.

Section 20: Budget

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

These budgets contain all projected revenue and expenses except for the Public Charter School Program (CSP) Grant. Because this grant is competitive and receipt of the grant is not guaranteed, this potential source of revenue has not been included in these budgets. If grant funds are received, they will be used primarily for curricula, pre-opening costs, furniture, technology purchases, and staff development activities.

These budgets are presented with revenues and expenses classified in compliance with Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook).

The documents included are:

Attachment W1 – W5	FEFP Revenues
Attachment X1	Five Year Budget at 95% Enrollment
Attachment X2	Five Year Budget at 80% Enrollment
Attachment Y1 – Y3	Start-up Budget

- B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

We anticipate spending approximately \$70,000 between May 2018 and the time that FTE funds will begin to be distributed in July 2019. The majority of these funds are comprised of salary for the principal, and some of the supply costs necessary to open the school. These include:

Salary/wages and benefits for principal and executive assistant: \$43,000
Office rent: \$2,000
Office expenses (furniture, equipment, supplies, utilities, etc.): \$5,400
Travel to training events and job fairs: \$10,850
Dues to join the Florida Consortium of Public Charter Schools: \$750
Marketing costs: \$1,125
Board training: \$500 for a three year subscription
Legal services (contract negotiations): \$5,000
Fee paid to IRS for non-profit status application Form 1023: \$850
Fingerprinting for three board members, principal, and receptionist: \$150

Total: \$69,625

Please see Attachment Y1 and Y2.

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

Not applicable.

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

Revenue assumptions:

Student Enrollment Projections: The budget is based upon 95% of projected enrollment numbers. ESE students are estimated at 15% of the student body; ELL students are estimated at 2% of the student body. Please see Sections 6 and 7 for more information.

FEFP: Year 1 revenue is based on the latest available Revenue Estimating Worksheet. Subsequent years reflect annual inflation increases of 0.5%.

Capital Outlay: \$250 / student, with eligibility commencing in third year.

Food Service Revenue: Assumes students are 88% full price, 3% reduced, 9% free, with 45% participation at lunch and 23% participation in breakfast; NSLP beginning January 2020.

Expense assumptions:

Salaries: Please see Attachment Q1 for positions and salaries by year. Staffing is adequate to comply with the Class Size Reduction Amendment, provide electives, and support student progression. ESE teachers are budgeted at 30:1. The average teacher salary is budgeted at \$40,000.

Retirement: Retirement contributions to a 403(b) plan with the school contributing at a rate of 3% of annual salary for all employees.

Payroll Taxes: This consists of Social Security at 6.2%, Medicare at 1.45%, and Florida Reemployment Tax at 2.7% for the first ten quarters, capped at \$7,000 per employee. The remaining quarters (Years 3-5) reflect a reemployment tax rate of 0.1%.

Health Insurance: The budget is based on premium of \$500 per month per employee, with 75% of employees electing coverage (\$500 * 75%).

Workers Compensation: Budgeted at 1% of salaries.

Substitutes: This is budgeted at 8 substitutes per teacher per year, at a rate of \$100 per day.

Tutoring: This service will be provided by teachers to the lowest 25% performing students, once per week each for both reading and math, October through April. Teachers will be paid \$20 / hour for providing this service in addition to their regular duties. In addition, Latin tutoring will be offered once a week at no cost to the student.

Classroom Supplies: Estimated at \$50 / student in Year 1, with subsequent years beginning at \$42 / student and increasing slightly each year for inflation.

Classroom Furniture: Classroom furnishings are budgeted at \$3,500 per new classroom, which includes a teacher desk and chair, a desk and chair for each student, a bookcase, filing cabinet, two tables, four additional chairs, and three whiteboards for each classroom

Classroom Technology: Technology has been budgeted at \$855 per new classroom, which includes a projector and screen in elementary and middle school classrooms, and also includes an iPad and Apple TV for each high school classroom.

Textbooks: Budgeted per actual curriculum list furnished by Barney Charter School Initiative based on recommendations for student, teacher, and classroom needs. This amount also includes the cost of assessments and consumable workbooks.

Copier Lease: \$22 / student in Year 1, with slight increases for inflation.

Computers & Software: Budgeted at \$500 per classroom for a new computer for each teacher's use, plus \$250 per computer lab unit plus server, utilizing a five-year refresh beginning in Year 3.

Staff Development: Budgeted at \$500 per teacher for a round-trip flight to Detroit, Michigan to attend annual teacher training provided by the Barney Charter School Institute at Hillsdale College.

Governing Board Training: This includes the cost of training required by s. 1002.33(9)(j)(4), F.S., as well as round-trip flights to Detroit, Michigan, twice per year to attend governing board trainings provided by the Barney Charter School Institute, and attendance at the Florida Charter School Conference.

Advertising: A local marketing firm has offered to provide marketing services to the school, such as development of the website, pro bono. Remaining costs include printing and postage for mailers.

Technology Stipend: A teacher with technology expertise will receive a \$3,000 stipend for providing technology support services to the school.

Food Service Costs: This includes equipment purchases in Year 1 necessary for providing safe handling of food for breakfasts and lunches.

Facility Lease: This is budgeted at \$700 per student in Year 1, \$800 in Year 2, \$900 in Year 3, and \$1,000 per student in Years 4 and 5.

Electricity: Budgeted at \$1.10 per square foot, with 60 square feet per student.

Contracted Services: This line item includes \$5,000 for an HVAC maintenance contract and \$2,500 for fire and sprinkler inspections.

Payroll Processing: This is budgeted at \$39 per month plus \$6 per employee per month.

Contracted Services (CPA): This is budgeted at \$500 per month for preparation of monthly financial reports and providing assistance to the bookkeeper.

Pest Control: \$75 per classroom has been budgeted for pest control.

Student Activities: \$1,500 per sport for six sports, \$3,000 each for drama, band, and chorus, and \$500 each for three different after-school clubs has been budgeted, with 20% of activities in Year 1 increasing to 100% by Year 5.

District Fee: This is budgeted at 5% of revenue for all five years of operation. That is, high-performing status is not assumed.

Contingency: 2.5% of revenue has been set aside to account for unexpected costs that may arise.

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

The school's plan for meeting financial needs if anticipated revenues are either not received or are lower than estimated is detailed in Attachment X2, which is a Five Year Budget at 80% of projected enrollment. To cover the reduction in revenue, employee headcount will be reduced, tutoring and student clubs will be removed, funds set aside for outside consultant assistance with professional development will be reduced, lunchroom equipment will be rented rather than purchased, and textbooks will be purchased used rather than new.

Of course, an important factor to remember when considering the contingency plan is the interrelationships between line items. For example, adding (or removing) one student impacts supplies, textbooks, utility costs, etc.; adding (or removing) a section of students

also impacts hiring, substitutes, etc.; administrative costs would be affected only by large enrollment changes.

If and when a revenue shortfall is identified, efforts will be made to determine the source of the shortfall and to correct it. For example, if enrollments are low, the root problem affecting enrollments will be corrected and marketing efforts will focus on communicating that the issue has been addressed. If spending is high in a particular category, the internal controls and policies and procedures relating to that expense will be reviewed to ensure that spending is brought back into line with the approved budget. If necessary, the budget will be amended.

Time is a critical factor in effectively coping with revenue shortfalls. Prompt, effective action can limit both the duration and depth of budget cuts necessitated. Therefore, any identified shortfalls will be timely addressed by the board at its monthly meeting. In this manner, any possible negative effect on employee morale and community perception of the charter school will be minimized.

Over time, the school will also build up its General Fund in case of shortfalls in future years.

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

The school will strive to raise sufficient funds prior to opening such that any revenue projection discrepancies will be covered. To date, a few individuals have verbally indicated their interest in donating to the school. In addition, the school intends to hold fundraising events in the months prior to opening that are projected to raise needed funds. Should fundraising monies not be adequate, the founders will take out a line of credit to cover the timing gap and will repay it as quickly as can be accomplished without jeopardizing the financial health of the school.

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

Please see Attachment Y3.

Section 21: Financial Management and Oversight

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

Tallahassee Classical School will employ a bookkeeper in the school office and will contract with a CPA firm who is proficient in providing services to charter schools to compile monthly financial reports for review by the governing board and for providing to the sponsor. The monthly financial reports will include a balance sheet and a statement of revenues, expenditures and changes in fund balance in compliance with s. 1002.33(9)(g)3, F.S.. They shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook). The reports will be prepared promptly in order to provide ample time for the monthly financial review meeting described in B. below, governing board review, and submission to the sponsor prior to the monthly reporting deadline.

The day-to-day financial operations of the school will be managed by the bookkeeper and overseen by the principal. Data entry and basic bookkeeping services will be provided by the school's bookkeeper.

The school will ensure strong internal controls over its finances via the following mechanisms:

- a) Segregation of duties. The bookkeeper will prepare and record checks; checks will be signed by the principal. Checks and/or expenditures over a specified limit (to be determined by the board) must also be approved by the governing board. Deposits and other receipts will either be received electronically or will be direct deposited; physical cash will not be handled in the school's office. Bank statements will be opened by the front office receptionist and will be reconciled by the CPA firm.
- b) Oversight of the finances by the above-mentioned CPA firm. Having outside review of the finances will help to ensure the completeness, accuracy, and validity of the recorded financial activity.
- c) Financial procedures established during the pre-operational year by the governing board, as described in Section 22, A. X. Having financial policies and procedures determined prior to school opening will help to ensure effectiveness and efficiency in the preparation of financial data, which will in turn allow for consistent and easily accessible reporting to the principal and the governing board. In this manner, both the principal and the governing board will be able to quickly verify that activities are in-line with the school's budget and mission.

The school, the CPA firm, and/or the payroll processing firm (described in F. below) will also prepare all federal and state reports, including but not limited to federal payroll reports and the Florida annual report relating to the school's non-profit status. The bookkeeper and the CPA firm will be responsible for financial reporting compliance; this

function will be overseen by the principal and will be reported to the board on a regular basis.

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

The governing board will monitor the school's financial health and compliance in accordance with s. 1002.33(9)(i), F.S. via the following mechanisms:

- a) The board treasurer, the principal, and the bookkeeper will meet on a monthly basis to review the monthly financial statements, the year-to-date budget vs. actual report, and the projected annual financial outcome, as well as any required tax or other filings, in preparation for board meetings,
- b) During monthly board meetings, the principal and/or the bookkeeper will report to the board regarding the monthly financial statements, the year-to-date budget vs. actual report, the monthly enrollment report with trend data showing changes during the same period in previous years as it becomes available, the appropriate, timely filing of required information, and the projected financial outcome for the year, and
- c) An annual financial goal-setting meeting will be held by the governing board in May of every year in conjunction with enrollment and FEFP estimates as they become available.

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

The governing board will establish an audit committee and will conduct its search for and selection of an audit firm in compliance with s. 218.391(2) and s. 1002.33(9)(j), F.S. Specifically, in the early spring of each year, the school will issue a Request for Proposal (RFP) to solicit bids for annual audit work from qualified CPA firms. The board will review and approve the audit report when it is issued and use the findings and recommendations of the audit firm to improve the effectiveness of its oversight of school finances.

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

The accounting records of Tallahassee Classical School will likely be maintained via QuickBooks, using the uniform chart of accounts specified in the Florida Redbook. Documentation to support the accounting records will be maintained in a filing system described in the financial procedures adopted by the governing board during the pre-operational year. These source documents will be made available to the audit firm each year in order to facilitate the audit process.

In addition to the financial records, the school will be diligent about ensuring all paperwork is completed and stored properly. The principal will assign a staff member (most likely the bookkeeper) the responsibility of ensuring all contracts, warranty, documentation of purchases, and business records are appropriately filed and stored using the filing system

adopted by the school. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list when received.

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

There are three overlapping layers of financial transparency required of charter schools. First, all non-profit organizations are required by the Internal Revenue Code to make their Form 1023 (Application for Recognition of Exemption Under Section 501(c)(3)) and their annual Forms 990 (Return of Organization Exempt from Income Tax) available for public inspection and copying. Second, charter schools are bound by Florida's Government in the Sunshine Law, provisions of which include the public notice of and the opportunity for public participation in board meetings; as well as the Public Records Act, which ensures public access to records and documents. Finally, s. 1002.33 (9) (p), 1. F.S. requires charter schools to provide access, through its website, to the annual budget and independent audit. Tallahassee Classical School will comply with all of these.

Per s. 1002.33(9)(h), F.S., the governing board will annually adopt and maintain an operating budget. The budget will outline all anticipated revenues and expenditures, by object and function. Upon adoption of the budget, a copy of the budget will be filed with the board minutes for public record, a copy will be held at the school site for public inspection, a copy will be posted to the school's website, and a copy will be provided to the sponsor.

In accordance with s. 218.39(10), F.S., the school will file a copy of its audit report with the sponsoring entity; the Auditor General; and with the Department of Education. The audit report will be available for public review on the Florida Department of Education's website.

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

The school intends to outsource payroll services to a payroll services firm. The school will choose a payroll services firm based on the recommendations of other charter schools, cost, and timeliness and reliability of services provided.

The school will also outsource the annual audit in accordance with s. 218.391(2) and s. 1002.33(9)(j), F.S. The RFP for audit services will also include preparation of Form 990 such that the same public accounting firm will complete both the audit and tax services.

Finally, monthly financial reporting will also be completed by another CPA firm who is familiar with charter school financial reporting and Redbook standards. The school anticipates paying approximately \$500 per month for this service.

- G. Describe how the school will store financial records.

Tallahassee Classical School will comply with all applicable state and federal regulations regarding the establishment, maintenance and disposal of financial records. Financial records will be retained in compliance with the retention schedules published in the General Records Schedule for Local Government Agencies GS1-L and the General Records Schedule for Public Schools Pre-K-12 and Adult and Career Education GS7.

The school will adhere to the requirement under s. 119.021(1)(b), F.S., which states that, insofar as practicable, all public records must be stored in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use. Financial records will be maintained in both paper and electronic formats.

Financial, student, and employee hard copy records will be locked with only the essential staff having access to the files, and a system will be put into place to record who has accessed the student records, and if they are checked out for review a method to ensure they are returned within the day they are checked out.

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

Tallahassee Classical School will comply with requirements for insurance coverages as described within the negotiated charter contract. The school understands the need to maintain and pay for appropriate Health, Workers' Compensation, General Liability, Property, and Professional (Directors' and Officers') Liability Insurance. Where applicable, the school district will be named as an additional insured.

In addition to the insurance policies that cover the school itself, the school will also work with the payroll company to secure appropriate group policies for employees such as health insurance, dental, life, short- and long-term disability, etc.

Section 22: Start-Up Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities. The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement.)
- i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)

Tallahassee Classical School, Inc.'s Florida Articles of Incorporation were effective February 16, 2017.

The school will file its Form 1023 with the Internal Revenue Service in the summer of 2018.

- ii. Identifying and securing facility

The school intends to secure a facility no later than February 2019 in order to complete renovations, should they be necessary, by July 2019.

- iii. Recruiting and hiring staff (leaders, teachers, and other staff)

Recruiting a school principal will begin immediately upon application approval, with the intent to hire the principal by approximately March 2019. Recruiting of faculty and staff will begin in January 2019, with intent to have all faculty and staff hired by July 2019 for start dates in August 2019.

- iv. Staff training

Faculty training will be completed in early August 2019 prior to the school start date.

- v. Finalizing curriculum and other instructional materials

Final curricula selections will be made by May 2019.

- vi. Governing board training

Governing board training will be completed within 90 days of each member's appointment to the board by approximately September 2018.

- vii. Policy adoption by Board (if necessary)

Policy adoption by the board will be completed by February 2019.

viii. Recruiting students

Student recruitment will begin immediately upon approval of the application, with the enrollment application being made available on the school's website in May 2018.

ix. Enrollment lottery, if necessary

The school will conduct its first lottery on March 1, 2019. Successive lotteries, should they be necessary, will be conducted on April 1, May 1, and June 1. The final enrollment projection will also be supplied to Leon County Schools by June 1 as required in the contract.

x. Establishing financial procedures

Financial procedures will be established by January or February 2019.

xi. Securing contracted services

Contracted services such as the leasing of computer equipment and the provision of uniforms will be secured in June 2019 after enrollment is determined.

xii. Fundraising, if applicable

Fundraising will begin in February 2018.

xiii. Finalizing transportation and food service plans

Transportation and food service plans will be finalized in June and July 2019 after final enrollment numbers have been determined.

xiv. Procuring furniture, fixtures and equipment

Furniture, fixtures, and equipment will be procured in June or July 2019.

xv. Procuring instructional materials

Curriculum and other materials will be ordered by the principal in June 2019 once final enrollment numbers have been determined.

IV. Chart of Attachments:

Attachment B: Schedule and Calendar

Tallahassee Classical School will follow the Leon County School District's calendar. For grades K-6, school starts at 8:00 a.m. and ends at 3:00 p.m. The number of instructional hours will be 6 hours per day. The number of school days will be five per week and net amount of instructional time is 1,080 instructional hours.

For grades 7-12, school starts at 8:00 a.m. and ends at 3:15 p.m. The number of instructional hours will be seven 50-minute class periods per day with a study hall option. The number of school days will be five per week and net amount of instructional time is 1,260 instructional hours.

The hours described shall comply with s. 1011.60(2), F.S., by operating for a term of one hundred eighty (180) actual teaching or the hourly equivalent of one hundred eighty (180) actual teaching days, determined as prescribed below:

- (a) Kindergarten through grade 3 or in an authorized prekindergarten exceptional program: No fewer than seven hundred twenty (720) net instructional hours.
- (b) Grades 4 through 12: No fewer than nine hundred (900) net instructional hours.

Tallahassee Classical School will follow the Leon County School District's annual calendar with regard to commencement and completion of the school year, observed holidays and teacher professional development days, semester and quarter periods, and scheduled breaks.

At Tallahassee Classical School, every school day begins with a sequence of activities carefully designed to convey a clear sense of expectations and to demonstrate our personal concern for each individual child. As parents drop off their children in the morning, the teachers and principal greet the students outside the building. Students begin the day with the Pledge of Allegiance, the recitation of the school's virtues, and the school pledge to "Learn the true, do the good, and love the beautiful."

Sample Daily Schedule (K-6)

7:45-8:00	Arrival
8:00-10:00	Reading/Phonics/Language Arts/Writing/Grammar/Latin
10:00-11:00	Math
11:00-12:00	Special Area
12:00-12:30	Lunch
12:30-1:00	Recess/Additional P.E.
1:00-1:40	History/Civics
1:40-2:30	Science
2:30-3:00	Enrichment/Intervention SMART Block

Sample Daily Schedule (7-12)

7:45-8:00 Homeroom
8:00-8:50 Math (Period 1)
8:55 -9:45 English (Period 2)
9:50-10:40 History (Period 3)
10:45-11:35 Science (Period 4)
11:40-12:30 Music/Art/P.E./Electives (Period 5)
12:35-1:20 Lunch
1:25-2:15 Latin I/II (Period 6)
2:20-3:10 Additional Elective (Period 7)
3:15-3:45 Study Hall/Tutoring

Attachment C: Curriculum Scope & Sequence

First Grade Curriculum Map - Tallahassee Classical School

	August/ Sept	October	November	December	January	February	March	April	May
Math <i>Singapore Math</i>	Numbers 0 to 10 Number Bonds Making Number Stories Addition	Addition With Number Bonds Other Methods of Addition Subtraction Methods of Subtraction	Ordinal Numbers Naming Positions Numbers to 20 Counting and Comparing	Shapes Common Shapes Length Weight	Comparing Numbers Graphs Picture Graphs	Numbers to 40 Adding Three Numbers Multiplication Making Multiplication Stories	Division Sharing and Grouping Making Halves and Quarters	Time Numbers to 100 Order Numbers Addition and Subtraction Within 100	Money Bills and Coins (US. currency) Shopping
Science <i>Core Knowledge</i>	Habitats; Rachel Carson	Oceans and Undersea Life; Jacques Cousteau	Food Chains	The Human Body: Skeletal, Muscular, Digestive	Circulatory System, Germs; Edward Jenner/Louis Pasteur	Earth Science	Introduction to Solar System	Matter and Its Basic Properties	Introduction to Electricity; Thomas Edison
History <i>Core Knowledge</i>	Mesopotamia and Ancient Egypt	Earliest Peoples: Mesopotamia	History of World Religions	Mayas, Incas, and Aztecs Mexico/Spanish heritage	Early Exploration of America	Colonies to Independence: The American Revolution	Colonies to Independence: The American Revolution	Early Exploration of the American West	Early Exploration of the American West
Geography <i>Core Knowledge</i>	Maps & Globes; Geographical terms and features	Tigris & Euphrates Rivers, Africa, Sahara Desert, Nile River	Mexico, Central America, Andes Mountains	Geographical features: bodies of water	Europe, Atlantic Ocean, North Africa	13 Colonies & England	13 Colonies & England	The Louisiana Purchase, Mississippi River	Mexico in Relation to Canada & U.S.
Literature <i>Core Knowledge</i>	Literary terms; Aesop's Fables, Winnie the Pooh, Solomon Grundy, Table Manners	Cinderella, Jack and the Beanstalk, Pied Piper, Hope, The Purple Cow, The Swing	Puss in Boots, Brier Rabbit, Thanksgiving Day	Pinocchio, Princess and the Pea, Owl and the Pussycat, Hansel and Gretel	Frog Prince, Tom Thumb stories, The Frog, The Knee-High Man, Rapunzel	Rumpelstiltskin, Sleeping Beauty, Sing a Song of People, Paul Revere's Ride	My Shadow, A Good Play, The Boy at the Dike, Washington	Lon Po Po, Peter Rabbit, I Know All the Sounds, Pasture, Why the Owl has Big Eyes	Medio Pollito, Anansi, Wynken, Blynken and Nod, Land of Nod, Rope Rhyme
Core Sayings <i>Core Knowledge</i>	Like a fish out of water	Sour grapes; Wolf in sheep's clothing	If at first you don't succeed, try, try again; Practice makes perfect	An apple a day keeps the doctor away	The more the merrier; Let the cat out of the bag; The Golden Rule	Never leave until tomorrow what you can do today	It could always be worse	There's no place like home; A.M. and P.M.	Hit the nail on the head
Phonics/Grammar <i>Riggs Reading</i>	Riggs Includes: Parts of Speech (nouns, pronouns, verbs, adjectives, articles and adverbs), taught both in sentences and through diagramming. Students will also learn additional parts of speech, such as conjunctions, prepositions, and interjections.								

Seventh Grade Curriculum Map - Tallahassee Classical School

	August/September	October	November	December	January	February	March	April	May
Math <i>Singapore Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>	Pre-Algebra Concepts: <i>Dimensions Math</i>
Science <i>Core Knowledge Science Explorer</i>	*Review scientific method *Introduction to Chemistry *Development of chemical knowledge: Democritus, Lavoisier, Dalton, Mendeleev, Bohr *Atomic Structure/Models of atom	Periodic Table of Elements *Mixtures and Compounds *States of Matter *Chemical and physical changes	*Chemical bonds * Writing names and formulas of compounds *Chemical reactions	*Writing and balancing chemical equations *Acids and Bases *Catalysts	*Review cells and cell structures *Cell division: mitosis and meiosis *Asexual vs. Sexual Reproduction	Genetics: *gene-chromosome connection *Gregor Mendel *Punnett Squares *Human Inheritance	Structure of DNA *Genetic Engineering *Modern researchers in genetics	History of the Earth and Life Forms *Paleontology *Geologic Time: Eras and Periods, and the organisms existing at those times *Evolution *Natural Selection *Extinction and Speciation	
History <i>Core Knowledge</i>	America Becomes a World Power; The Spanish- American War; U.S. Expansion and Imperialism; Teddy Roosevelt and the Roosevelt Corollary Western and Central European Geography; World War I; Nationalism, Italy, Germany, British Empire; Alliances; Eastern/Western Front Reading: <i>All Quiet on the Western Front</i>	Cont. World War I; Major Battles; Treaty of Versailles; President Wilson' Fourteen Points. Russian Revolution Introduction Reading: Winston Churchill's <i>My Early Life</i>	Russian Revolution; Russian Geography; Historical and Economic background of Revolution; Creation of the Soviet Union Reading: <i>Animal Farm</i>	America from the 1920's to New Deal; Politics, Economics and Culture of the 1920's in America; The Stock Market Crash	The Great Depression; Roosevelt and New Deal; Politics, Economics and Culture of the 1930'	The Great Depression; Roosevelt and New Deal; Politics, Economics and Culture of the 1930's	World War II; The Rise of Totalitarianism in Europe; World War II in Europe and at Home, 1939-4 Roosevelt- <i>Declaration of War on Japan</i>	Cont. World War in Europe and at Home, 1939- 45; World War II in the Pacific, and the End of the War Reading: Anne Frank: <i>The Diary of a Young Girl</i>	Geography of the United States; Physical Features; Political, Economic and Social Features, Cities and Population
Latin <i>Wheelock's Latin</i>	Wheelock's Latin I								
Literature <i>Core Knowledge Novels Core Poetry Biographies</i>	Novel: <i>Fahrenheit 451</i>	Novel: <i>Call of the Wild</i>	Short Stories: Thurber- "The Secret Life of Walter Mitty" Poe- "The Tell Tale Heart," "The Purloined Letter"	Novel: <i>A Christmas Carol</i>	Essays/ Speeches: Thurber- "The Night the Bed Fell"	Short Stories: Maupassant "The Necklace" O. Henry "The Gift of the Magi"	Drama: <i>Cyrano de Bergerac</i>	Novel: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	Novel: <i>The Tempest</i>
Sayings/Phrases	Ad hoc; bona fide	Carpe diem; Caveat Emptor	De facto, in extremis, in medias res, in toto	Modus operandi, modus Vivendi, persona non grata, prima facie	Pro bono publico, pro forma, quid pro quo	Requiescat in pace (RIP), sic transit Gloria mundi, sine qua non, sub rosa	Cumulative Review	Cumulative Review	Cumulative Review
Writing & Grammar <i>Get Smart: Grammar through Sentence Diagramming</i>	Grammar Launch Note Taking	Literary Analysis	Compare & Contrast Essay	Creative Short Story Writing	MLA Documentation Narrative Essay	Research Essay 117	Research Essay	Literary Analysis	Poetry Composition

Ninth Grade Curriculum Map- Tallahassee Classical School

	Ninth
English	<p>Classical Literature (Greece/Rome)</p> <ul style="list-style-type: none"> • <i>The Odyssey</i> and <i>The Iliad</i>, Homer • <i>Oedipus Rex</i> and <i>Antigone</i>, Sophocles • <i>The Aeneid</i>, Virgil • <i>Julius Caesar</i>, William Shakespeare
History	<p>Western Civilization I Classical (Greece & Rome)</p> <ul style="list-style-type: none"> • <i>Ancient Greece: From Prehistoric to Hellenistic Times</i>, Thomas R. Martin • <i>Ancient Rome: An Introductory History</i>, Paul A. Zoch • <i>Western Heritage Reader</i> from Hillsdale College • <i>The History of the Ancient World: From the Earliest Accounts to the Fall of Rome</i>, Susan Wise Bauer • <i>Greek Lives</i> and <i>Roman Lives</i>, Plutarch • <i>The Landmark Herodotus</i> and <i>The Landmark Thucydides</i>, ed. by Robert Strassler
Science	<p>Biology I</p> <ul style="list-style-type: none"> • <i>BSCS Biology: A Molecular Approach</i> • <i>Biology</i>, Robert Miller and Joseph Levine • <i>Biology</i>, Peter H. Raven and George B. Johnson
Math	<p>Geometry or higher</p> <ul style="list-style-type: none"> • <i>A Course in Geometry</i> (including the Solutions Manual and the Teachers Edition), Arthur W. Weeks and Jackson B. Adkins
Composition, Civics, Philosophy	<p>Composition</p> <ul style="list-style-type: none"> • <i>Elements of Style</i>, Strunk & White
Language	<p>Latin</p> <ul style="list-style-type: none"> • <i>Wheelock's Latin</i>, 7th ed., Frederic M. Wheelock and Richard A. LaFleur
Elective	Fine Arts, Physical Education, Technology or other

Attachment D: Reading Curriculum

In order to make reading a “primary focus,” all five of the objectives from Florida’s Comprehensive Research-Based Reading Plan will be implemented at the School as follows:

- A. Administrative Practices in Support of Reading
 - Opting in to the District’s Comprehensive K-12 Reading Plan.
 - Use of reading leadership teams to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school.

- B. Professional Development
 - Professional development for all teachers and administrators will be provided to ensure that all district educators are grounded in the essential components of reading instruction.
 - Incorporating reading and literacy instruction into subject areas by all content area teachers to extend and build discussions of text in order to deepen understanding.

- C. Data-Driven Decision Making
 - Implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including early intervention, classroom reading materials, and accelerated programs.
 - Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.
 - Flexible grouping and differentiated instruction within the 90-minute reading block based on screening, diagnostic, and classroom-based progress monitoring assessments.

- D. Measurable Student Achievement Goals
 - Create Annual Measurable Objectives (AMOs) to assess and report the achievement levels of students in reading, especially in required state subgroups.
 - Create goals based on previous years’ data to model continuous improvement and shared goal-setting among faculty and administration.

- E. Appropriate research-based instructional materials and strategies
 - Adherence to the model of a 90-minute uninterrupted reading block based on the ELA Florida State Standards, student needs, and curricular guidelines.
 - In addition to, or as an extension of, the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis to

children as determined by the analyzed results of progress monitoring and other forms of assessment.

- Use of instructional materials that are based in scientifically sound reading research.

Administrative Practices in Support of Reading

School leaders will set high expectations for student achievement in reading, and will develop a culture of excellence with a focus on reading. Furthermore, administrative walk-throughs are targeted to track teachers' mastery of high yield instructional strategies. These measures ensure that teachers implement the reading plan with fidelity, and that resources are allocated and used to deliver the strongest impact on student achievement in reading. An administrator with a clear and present knowledge of scientifically-based reading practices will be selected and instructors with reading endorsements will be hired to support the school's reading practices. Student reading development will be enhanced and reinforced through easy, frequent, open and flexible access to classroom libraries. Tallahassee Classical School recognizes the importance of reading as a priority. Core Knowledge offers an extensive variety of reading materials for students and any additional recommendations of reading materials for advanced students will be provided by teachers on an individual basis with materials that support the curriculum. As teachers become more comfortable with the concept of text complexity, they will encourage their students to take text complexity as well as Lexile scores into account as they make their choices for independent reading.

Professional Development

The School provides professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development, based on school improvement goals. Teachers will meet in professional learning communities regularly as grade level teams to analyze student data and to design units and accompanying lessons. New and experienced teachers will be taught to expand upon their initial knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers will meet for data chats with administrators, after benchmarks and FAIR assessment periods, to analyze student progress and develop an action plan. Finally, staff will be trained to support the instruction of classical materials within Core Knowledge and the implementation and delivery of the Riggs program through mandatory professional development prior to the opening of the school.

Data-Driven Decision Making

Tallahassee Classical School understands the importance of effective and comprehensive reading instruction delivered with fidelity, assessed regularly, and reviewed frequently to drive further instruction. Oral language, phonics, phonemic awareness, vocabulary, fluency, and comprehension are equally important to the development of the effective reader. A two hour uninterrupted reading and language arts block in the elementary levels allows for ample time to develop these complex skills. Students who are identified as below grade level will be offered multiple levels of assistance in achieving reading goals.

Riggs has built-in assessments, which can be administered regularly to accurately measure the achievement and growth of each student. These built-in assessments are easy to administer and evaluate, providing quick and accurate data for use in assessing individuals. Riggs also provides for the use of McCall-Crabbs Standard Tests, given each week. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-12. The nature of Riggs is that it can be used as an intervention tool at all grade levels, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Riggs provides assessments for discovering those gaps and creates strategies for remediation that can be utilized at all grade levels, K-12. Teachers in the upper grades will also create regular in-class assessments built from the curriculum and texts ensuring that standards are aligned with District and state requirements.

As required by district comprehensive reading plans and in accordance with good pedagogical practice, students in grades 3-8 are screened at the beginning of the school year using the FAIR to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students are provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative small groups are flexible based on progress monitoring of reading skills. Teachers utilize center resources such as those from *Florida Center for Reading Research's* FAIR search engine and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills.

The six components of reading are taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, are scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies are taught systematically and sequentially, so that students understand how letters represent sounds, and sounds blend together to make words that contain meaning. To build academic vocabulary, teachers use classical literature and the Core Knowledge curriculum, with its specific content-area vocabulary, to introduce new words. Students set individual goals for fluency, and teachers track progress toward achievement through regular fluency assessments. By providing direct, systematic instruction for all six components of reading, the School ensures that all students achieve annual growth in reading.

Measurable Student Achievement Goals and Assessments

At the beginning of every school year, teachers will analyze previous year's FSA data (or other standardized data as appropriate) and assess each student's reading level through a variety of assessments such as Florida Assessments for Instruction in Reading and running records. In order to monitor progress toward achieving reading goals, teachers will administer a variety of assessments. Fluency assessments such as oral reading fluency checks, combined with running records will provide data regarding reading level progress. Reading assessments include, but are not limited to:

- FSA for English/Language Arts

- FAIR assessments
- DIBELS (K-2) which will be administered on a regular basis during the course of each academic year
- WIDA for ELL students
- The Riggs assessment that may be given daily after each lesson.
- McCall-Crabbs comprehension and fluency tests may be given weekly (K-12)

Those students found in need of additional instruction as identified by FSA English/Language Arts, FAIR and other assessment data will be offered intensive instruction in the area of reading. The tables below describe a progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Elementary School (K-6) Reading Instructional Minutes		
On Grade Level	Strategic Instructional	Intensive Instructional
90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction	90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction	90 minute uninterrupted reading block and adjacent 30 minute block of language arts instruction
	30 minute intervention session 3 times per week	30 minute intervention session 3 times per week
		60 minute tutoring session, at least 15 minutes a day outside of literacy block, within the school day

Middle and High School Reading Instructional Minutes		
On Grade Level	Strategic Instructional	Intensive Instructional
50 minute uninterrupted English class	50 minute uninterrupted English class	50 minute uninterrupted English class
	50 minute intensive reading class or a content area reading intervention course	50 minute intensive reading class or a content area reading intervention course
	30 minute intervention session 3 times per week	30 minute intervention session daily
		60 minute tutoring session

Appropriate Research-Based Instructional Materials

The Comprehensive Core Reading Program (CCRP)

The School will use the Core Knowledge Language Arts curriculum and Riggs: *The Writing and Spelling Road to Reading and Thinking* to teach the Florida State Standards for English/Language Arts. On a daily basis, all of our students, no matter the program, will receive whole group explicit instruction. FAIR, program specific assessments, and other informal assessments will inform teachers about their student needs. Daily small group differentiated instruction will be matched to what both formal and informal assessments indicate are students' areas of need. Daily independent reading practice will be implemented in all of the classrooms. The teachers will be monitoring students by using reading journals, reading comprehension quizzes, and teacher conferencing.

Tallahassee Classical School students will begin with emphasis on phonemic awareness and decoding skills and will build towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills. Initially, the focus will be the identification of syllables and phonemes, blending, and decoding. Students will then be able to develop the ability to sound out unfamiliar multisyllabic words. The program will culminate in the student's ability to recognize irregularly spelled words and demonstrable fluent reading and strong comprehension skills.

Our language arts curriculum will emphasize the acquisition of an extensive and advanced vocabulary at every level. Students will have regular and frequent lessons and practice in the writing of Standard English. These lessons will help the student master the principles and applications of correct grammar, including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure. Additionally, each student will have ample opportunity to practice and reinforce these writing skills via compositions and essays, while honing both writing style and creativity through original poetry and prose.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Our teachers will introduce expository writing, with strong emphases on proper sentence and paragraph and essay organization. Essays that discuss and rely extensively on sources will be required throughout the curriculum; students will learn how to identify appropriate primary, secondary, and tertiary sources, organize a paper, use correct citation format and properly format a bibliography according to prescribed style guidelines. Throughout the language arts curriculum, students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts, graphs, and tables.

The Core Knowledge ELA curriculum includes the many basic attributes of a successful reading program: workbooks, read alouds, decodable readers, Big Books, and pocket charts for K-2 students, and appropriate novels and associated vocabulary and comprehension builders for 3-8 students.

Literature

The elementary reading and writing curriculum will introduce students to great literary works of the past and present. Materials included in the curriculum will include, but are not limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. All students at all levels need rich experiences with significant literature. An ideal program moves beyond strict adherence to canonical materials, and centers on themes appropriate to given groups of students. Such a quality literature program includes biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels.

The Literature program at Tallahassee Classical School will include multicultural selections of classic and modern works, not restricted to works of fiction, but encompassing as many of the genres of literature as are reasonably possible to offer to students. These reading materials will help students develop decoding and interpretive skills and will begin student encounters with great and enduring writings that form a basis for advanced literary study and will address issues of character, virtue, and citizenship. Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genres.

Through active interpretation and evaluation, students will learn to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content. Additionally, students will have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets). Reading/Literature and Writing will be taught across the curriculum. Tallahassee Classical School operates under the premise that every teacher is a language arts teacher. Students will perform plays, sing songs and play music, read short stories or novels as related to the current theme, and demonstrate comprehension and understanding through book study, oral presentation, etc.

Using the Riggs curriculum for reading and language arts at the elementary level, a typical Reading Block will include a time for the teacher to read aloud to the students and provide for individual silent reading. The teacher may instruct the students in: complete phonetics, grammar, spelling, writing, and vocabulary development. Younger students will work on letter formation while the upper-level students will learn correct sentence structure. Core Knowledge offers students stories, exercises, and activities that support listening and speaking skills, reading, writing, language conventions and an exposure to different genres of text, including fiction, content area nonfiction, and poetry. These two reading programs will work cohesively to produce literate and effective readers.

A typical Reading Block for middle school students may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the second 30 minutes the students will be tying previous knowledge to the newly read material and making connections across the curriculum. The remaining time will be spent with a teacher-led discussion with students practicing rhetoric and logic. In addition, we know that teachers are lifelong learners and their desire to grow and shape

the lives of their students will be an inspiration to our students. We will ask our staff and teachers to regularly share with students their favorite books or literature they have recently read. We will intentionally seek to build a culture where reading is valued above modern media and students pick books over the television.

Learning to form opinions from reading classical literature and learning how to support those ideas along with rigorous high school/college prep, inquiry, collaboration, organization, and reading to support academic growth will be relevant parts of the reading block.

Supplemental Intervention Reading Program (SIRP):

The School will meet the individual needs of students during the school day through its Supplemental Intervention Reading Program. Based on FAIR and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block through content area integration, during enrichment activities and any other opportunity, to support student achievement of individual learning goals. Some research-based programs that the teacher may utilize are:

- Riggs' program built-in remediation techniques
- FCRR (Florida Center for Reading Research) Center Activities
- Leveled readers
- Reading Plus
- Systematic Sequential Phonics

Comprehensive Intervention Reading Programs (CIRP):

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the 90 minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Some research-based programs that the teacher may utilize are:

- Reading Mastery (K-2)
- Early Success (K-2)
- The Writing Road to Reading (K-6)
- Corrective Reading (3-8)

Attachment F: Assessment Schedule (Tentative)

School Year 2019-2020

DATES	GRADE(S)	ASSESSMENT
August – September 2019	K K-2 3-8 K-8 1-6	FLKRS (1 st 30 school days) DIBELS (assessment 1) FAIR (assessment 1) iReady Assessment Reading Singapore Math Placement Assessment WIDA for ELLS
October 2019	8-10	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
November – December 2019	K-2 3-8	DIBELS (assessment 2) FAIR (assessment 2)
February – March 2020	4-10	FSA ELA Writing Component ACCESS for ELLS
March – April 2020	K-2 3-8	DIBELS (assessment 3) FAIR (assessment 3)
April 2020	3	FSA ELA Reading
April – May 2020	4-10 3-8 5, 8 7-8 8-9 9-10 10-11	FSA ELA Reading FSA Mathematics NGSSS Science Civics EOC Algebra I EOC Geometry EOC U.S. History EOC
May 2020	K-8 9-12	iReady Assessment Reading AP College Board Exams
Ongoing	K-8 K-6 K-6	iReady diagnostic screening as needed McCall-Crabbs Tests Diagnostic Assessment of Reading (DAR)

**State FSA Retakes, EOC opportunities offered throughout the academic school year. Tallahassee Classical School will use the Florida Statewide Assessment Program Schedule to ensure the School participates in all required assessments:*

<https://info.fldoe.org/docushare/dsweb/Get/Document-7972/dps-2017-84a.pdf>

Attachment G: Code of Conduct

Tallahassee Classical School is committed to cultivating wisdom and virtue in all students as well as creating a culture of accountability and responsibility. Students are expected to behave in a manner that contributes to a positive learning environment on campus, to respect themselves, others, and property. Students who behave in a disruptive manner will be subject to disciplinary action. School conduct expectations extend to all school-sponsored activities, whether on or off the school campus. Students should be aware that commission of any felony offense, whether at School or away from School, will result in dismissal from Tallahassee Classical School. Any student committing an offense listed in s. 1006.07, F.S. shall be expelled. These are incorporated in the prohibitions described below.

The Individuals with Disabilities Act of 2004 (IDEA) and the 2006 regulations that implement the IDEA govern the discipline of students with disabilities and will be followed by Tallahassee Classical School. The School understands that specific protections with regard to discipline apply to student with disabilities that do not apply to nondisabled students. The protections apply to students with disabilities who have individual educational plans (IEPs) or Section 504 plans. Any recommendation for suspension of a student with a disability shall be made in accordance with rules adopted by the State Board of Education (SBE) and Federal Regulations outlined in IDEA.

Parents may be asked to participate in behavior management plans that will help support efforts directed toward improving the student's behavior while at school. Respect for self and others is an essential component of each student's success at Tallahassee Classical School.

Discipline is the means of cultivating wisdom and virtue. We do not ignore, nor take a non-committal attitude in providing the kind of education that gives our students the means to become men and women of virtuous character. Virtues of citizenship, humility, integrity, perseverance, respect, responsibility, self-control, and kindness make up the core of Tallahassee Classical School's discipline plan and outline the expectations of student conduct.

Tallahassee Classical School believes that each student is a unique individual. As a result, every disciplinary situation is unique in nature. We adhere to the notion that logical and natural consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. When a student's choice of behavior is not in keeping with the Student Code of Conduct, it will result in a range of natural, logical, or imposed disciplinary consequences, which may include, but are not limited to, detention, in-school suspension, out-of-school suspension, or expulsion. The Student Code of Conduct will provide information and direction to faculty, staff, students, and parents regarding standards of living as well as the consequences of misconduct. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education Tallahassee Classical School offers them.

Therefore, students will:

- Be polite and attentive both in and outside of class.
- Attend school consistently, be punctual, and take responsibility for making up any work promptly when absent.
- Be prepared for class and follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school.
- Communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field-trip, lab, and individual classroom rules.
- Follow school rules when participating in school-related events.
- Adhere to the uniform policy.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not bring tobacco, alcohol, or any illegal substances to school.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave the school premises without signing out in the main office.
- Not bring iPods, MP3 players, iPads, tablets, gaming devices, etc. to school.
- Not bring anything to school that could be used to harm another or that is illegal.

Cell phones will be turned off and stored in the students' lockers or other appropriate place. A cell phone used during the school day will be confiscated and held by Administration until the end of the day, at which time a parent may pick up the phone.

School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

Tallahassee Classical School is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

The policies and administrative procedures concerning student conduct apply to the student's choices of actions off and on School property when the student is involved in a School-related activity or during transport to a School-related event.

GENERAL DISCIPLINE GUIDELINES FOR ASSESSING CONSEQUENCES

As stated above, Tallahassee Classical School believes that each student is a unique individual. When assessing behavior, the teacher, assistant principal, and/or principal will determine the natural, logical, or imposed consequences using the following general guidelines:

1. Discipline shall be administered when necessary to protect students, School employees, or property and to maintain essential order and discipline
2. Students shall be treated justly and independently. Consequences shall be based on a careful assessment of the circumstances of each case and will include, without limitation, such factors as:
 - Seriousness of the offense
 - Student’s age and attitude
 - Frequency of misconduct
 - Potential effect of the misconduct on the school environment
 - State law requirements for certain disciplinary consequences

The Board declares that Tallahassee Classical School’s standard of conduct as outlined in this Code of Student Conduct will be enforced and faithfully employed and implemented in a non- discriminatory manner. Tallahassee Classical School personnel will use the Code of Student Conduct, applicable law, and their professional judgment in determining which disciplinary actions will be most effective in dealing with specific choices of student misconduct in conformity with the Code of Student Conduct and as may be required or permitted under applicable law. Since Tallahassee Classical School believes that every disciplinary situation is unique in nature, disciplinary actions will apply justly to all students, except as is provided under applicable law related to disabled students.

BEHAVIORS AND CONSEQUENCES

The School environment should be safe for all students and free of disruptions that interfere with the educational process. Therefore, School personnel will handle School problems and criminal activity will be referred to the proper authorities.

The student who chooses to commit an act of misconduct as set forth below at School, on School property, at a School-related event, or during transport to a School event, will be subject to a natural, logical, or imposed consequence administered by the classroom teacher, assistant principal or principal in accordance with this Code of Student Conduct.

The following section provides a description of a broad range of behaviors considered as student misconduct. Listed are two of the responses to student misconduct: Teacher-Directed, Administrative Intervention

- Teacher-Directed: Misconduct that generally occurs in the classroom and can be corrected by the teacher.
- Administrative Intervention: Misconduct that is more serious in nature, and/or a continuance of “Teacher-Directed” misconduct may require a referral to the Principal.

TEACHER-DIRECTED

ACTS OF MISCONDUCT INCLUDE BUT ARE NOT LIMITED TO SUCH BEHAVIORS AS:

Violations of rules and/or procedures established by the teacher

1. Chewing of Gum

2. Cheating and/or copying the work of other students
3. Refusal to participate in classroom activities
4. Unexcused tardiness to class
5. Cell phone/personal electronic use
6. Failure to bring required classroom materials and/or assigned work to class
7. General misbehavior including, but not limited to, unauthorized eating in class, horseplay, making excessive noise
8. Use of inappropriate language, verbal or written
9. Any other act that impedes the orderly classroom procedure or interrupts the orderly operation of the class
10. Failure to deliver and/or return written communications between home and School

DISCIPLINARY OPTIONS/RESPONSES INCLUDE, BUT ARE NOT LIMITED TO:

- Verbal corrections
- Teacher-student conference
- Parent contact by note, email, or telephone call
- Student-counselor conference
- Detention after school for 30 minutes with 24-hour notice to parent
- Referral to Administration
- Other appropriate in-class disciplinary actions
- Any other appropriate disciplinary actions determined by the Administration in keeping with Tallahassee Classical School's Code of Student Conduct.

ADMINISTRATION INTERVENTION

Repeated misbehavior in the classroom, the failure to correct behavior after teacher intervention, and some more serious infractions committed without prior intervention will result in a referral to administration. The disciplinary consequences for these types of behaviors will depend on the nature of the offense, previous actions and misconduct of the student, and the seriousness of the misbehavior. These acts of misconduct include those student acts that interfere with the orderly educational process in the classroom and/or the School. Teachers or other School personnel who observe a student engaged in misconduct that includes, but is not limited to, the following acts of misconduct will make a written referral, to administration. If the conduct requires immediate attention, the person making the referral may follow up immediate attention to the matter with the written referral after taking action. Administration may contact the parent by phone or email, and will forward a copy of the referral to the parents within 24 hours of receiving it.

ACTS OF MISCONDUCT INCLUDE, BUT ARE NOT LIMITED TO SUCH BEHAVIORS AS:

1. Repeated/continuation of "Teacher- Directed" misbehavior
2. Leaving the classroom or School grounds without the permission of School personnel
3. Dress Code violations
4. Inappropriate display of affection
5. Any verbal abuse of others including name-calling or derogatory statements
6. Posting or distributing unauthorized materials on School grounds

7. Failure to abide by rules and regulations at extracurricular activities and/or co-curricular activities such as field trips
8. Violation of policy on toys & electronics
9. Altering School records, documents, or signing parent's name on School documents
10. Participation in activities by groups unauthorized by the School, such as gangs
11. Failure to serve a teacher's detention
12. Disruptive behavior or any other acts that interfere with the orderly educational process in the classroom and/or the School including, but not limited to, obstructing or restraining the passage of another student or adult; exhibiting force; engaging in conduct that prohibits others from peaceful, lawful assembly; emitting noises that prevent or hinder classroom instruction; bullying; threats and/or harassment of another person, whether School employee, student, or any other person; enticing or attempting to entice another student away from the classroom; and/or inappropriate use of force
13. Throwing things or objects that can cause bodily injury or damage property
14. Use of inappropriate language, verbal or written
15. Violating acceptable use policy for computers
16. Any form of dishonesty, including lying, cheating, stealing
17. Loitering in unauthorized areas
18. Failure to comply with directions of a staff member

DISCIPLINARY OPTIONS/RESPONSES INCLUDE, BUT ARE NOT LIMITED TO:

- Parental contact by phone and written notification to parent or guardian within 24 hours
- Required student/parent conference with principal
- Detention
- Exclusion from extracurricular activities including, but not limited to, field trips, and award ceremonies
- Creation of "Behavioral" contracts
- Confiscation of inappropriate item(s)
- Teacher removal of the student from the classroom
- Any other appropriate disciplinary actions determined by the Administration in keeping with Tallahassee Classical School's Code of Student Conduct.

PROCEDURES:

1. Written referral to Administration
2. Administration confers with student misconduct about the student's misconduct.
3. Student has the opportunity to explain his/her version of the incident.
4. The Administration determines the appropriate consequence based on the degree of severity of the conduct, the nature of the conduct, and the disciplinary history of the student.

Students' misbehavior will not be used to "teach" the class a lesson.

At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in order to discern the truth.

DRESS CODE:

At Tallahassee Classical School, students wear uniforms to eliminate distractions, to level the playing field, and to remind ourselves that we are doing important work.

The spirit of the uniform policy is that students will dress and groom themselves in a manner that it is traditional, not distracting, and not obstructive. Students must be in uniform to attend class. Students not in uniform will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home.

The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the school-approved “uniform boards” for boys and girls, respectively, plus the following series of directives.

	Boys	Girls
Tops	Polo Shirts with logo: White, Tan, Dark Green	Polo Shirts with Logo: White, Tan, Dark Green
Shorts	Khaki without cargo pockets	Khaki without cargo pockets
Pants	Khaki without cargo pockets	Khaki without cargo pockets
Dress	N/A	Polo dress with collar with Logo: White, Tan, Dark Green
Jumper	N/A	Khaki or Dark Green Logo with white, tan, dark green polo underneath
Socks	White	White
Shoes	Mostly solid color, no characters or lights	Mostly solid color, no characters or lights
Jewelry/ Accessories	Simple jewelry including a necklace, bracelet, ring that is tasteful and not distracting. No characters.	Simple jewelry including a necklace, bracelet, ring that is tasteful and not distracting. No characters.

Hair Accessories	Hats permitted outside only as necessary. No bandanas.	Hair bows, ribbons, headbands that stay in place and are not distracting. No characters. Hats permitted outside only as necessary. No bandanas.
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**Electronic Articles of Incorporation
For**

N17000001775
FILED
February 17, 2017
Sec. Of State
tscott

TALLAHASSEE CLASSICAL SCHOOL INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

TALLAHASSEE CLASSICAL SCHOOL INC.

Article II

The principal place of business address:

221 WEST PARK AVE
#745
TALLAHASSEE, FL. 32301

The mailing address of the corporation is:

PO BOX 745
TALLAHASSEE, FL. 32302

Article III

The specific purpose for which this corporation is organized is:

THE SPECIFIC PURPOSE OF THE CORPORATION IS TO MANAGE, OPERATE, GUIDE, DIRECT, AND PROMOTE TALLAHASSEE CLASSICAL SCHOOL, AND SUCH OTHER EDUCATIONAL ACTIVITIES AS THE BOARD OF DIRECTORS MAY DEFINE FROM TIME TO TIME.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

ADRIENNE CAMPBELL
221 WEST PARK AVE
745
TALLAHASSEE, FL. 32301

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: ADRIENNE CAMPBELL

BYLAWS

for the regulation, except as otherwise provided
by the statute of its Articles of Incorporation,

of

Tallahassee Classical School, Inc.

a Florida nonprofit corporation

I. Purposes of the Corporation

The general purposes for which Tallahassee Classical School Inc. is organized are as follows:

- A. To provide charitable and educational services through the operation of one or more charter schools within the State of Florida.
- B. To act consistent with all applicable statutes, ordinances, rules and regulations affecting the actions of Tallahassee Classical and to do all other things otherwise permitted by law.
- C. To do such other and further things as are incidental to the foregoing or necessary or desirable in order to accomplish the foregoing.
- D. To carry out any business, occupation, undertaking, enterprise, and exercise any power or authority which may be done by a private corporation organized and existing under and by virtue of Chapter 617, Florida Statutes, as may be amended, it being the intention that this corporation may conduct and transact any business lawfully authorized and not prohibited by Chapter 617, Florida Statutes, as may be amended.
- E. To engage in any fundraising activities necessary to promulgate the purposes of Tallahassee Classical.

II. Core Principles

In keeping with its mission, the Corporation holds the following set of core principles.

- 1. *The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;*
- 2. *A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;*

3. *The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;*
4. *The teaching of Latin;*
5. *The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;*
6. *A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;*
7. *A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;*
8. *A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods rather than using so-called "student-centered learning" methods;*
9. *A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement; and*
10. *A school with a plan to serve grades K through 12, although the grades at school opening may be scaled back if reasonable.*

III. Board of Members

A. Membership

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Members") of Tallahassee Classical School, Inc. (hereinafter "Tallahassee Classical"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Members or approval by the Board of Members (hereinafter "Board").

B. Powers

The Board shall govern the affairs of the corporation and exercise its powers, subject to the limitations of state and federal law, the Articles of Incorporation, and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Members.

2. To call meetings of the Members.
3. To select and remove officers, agents, and employees of the corporation and to prescribe powers and duties for them, as well as to fix the compensation for employees and agents of the corporation.
4. To conduct, govern, and control the affairs and activities of the corporation, and to make rules and regulations.
5. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.
6. To act as Member under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
10. To indemnify and maintain insurance on behalf of any of its Members, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the state and federal law and the limitations noted in these Bylaws.
11. In anticipation of or during an emergency, if a majority of the Board of Directors cannot readily be assembled because of some catastrophic event, then any number of the Directors shall have the power and authority to do and perform all acts and functions, permitted for an organization described in §617.0303, F.S., as amended, or subsequent legislation not inconsistent with these Bylaws, the Articles of Incorporation, or the laws of the State of Florida.
12. To exercise for the Corporation all powers, duties and authority vested in or delegated to the Corporation.

C. Number of Board Members

The number of Members of the corporation shall be not less than three or more than nine. The Board shall fix the exact number of Members, within these limits, by Board resolution or amendment of the Bylaws.

D. Election of Members

1. Election. The Board shall elect new Members by the vote of a majority of the Members then in office, whether or not the number of Members in office is sufficient to constitute a quorum, or by the sole remaining Member.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to other candidates, the Board may consider a parent of an active Tallahassee Classical student.
3. Prohibited Relationships. No person may serve on the Board if he or she is employed by or related to a current Board member. A relative is defined as a spouse, parent, child, or sibling.
4. Term of Office
 - a. The term of office of all members of the initial Board of Members shall be one year.
 - b. At the end of the first year, the Board shall provide for staggered terms of its Members, by designating approximately one-third of the Members to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Member shall continue for three years.
 - c. The term of office of a Member elected to fill a vacancy in these Bylaws begins on the date of the Member's election, and continues:
 - (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Member, or
 - (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Members authorized.
 - d. A Member's term of office shall not be shortened by any reduction in the number of Members resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
5. Time of Elections. The Board shall elect Members whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

E. Removal of Members

The Board may remove a Member without cause. A majority of sitting board members may remove any Member who:

1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony;
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the federal or state law; or
5. For such other good causes as the Board may determine.

F. Resignation by Member

A Member may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice.

G. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Member, upon the removal of a Member, upon declaration of vacancy pursuant to these Bylaws, or upon a Member's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Members.

H. Compensation of Members

Members shall serve without compensation. However, the Board may approve reimbursement of a Member's actual and necessary expenses while conducting corporation business.

IV. Principal Office

Tallahassee Classical shall have its principal office located within the boundaries of the County of Leon, or such other place of business as the Board may designate from time to time. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

V. Meetings of the Board

A. Annual Meetings

An Annual Meeting shall be held in May of each year for the purpose of electing Members, making and receiving reports on corporate affairs, and transacting other

business as comes before the board. The Board will provide reasonable public notice of the date, time, and location of its annual meeting.

B. Regular Meetings; Notice

At the Annual Meeting, the Board shall determine and publish the dates and times the Board will meet throughout the year. Notice of each meeting shall be distributed to the Board and as otherwise required by law at least seven (7) days prior to the meeting. This notice may be given personally, through the US Mail, by facsimile, or other electronic means, and shall designate the time, place, and date of such meeting if different from the dates and times determined by the Board at the Annual Meeting. The Board will provide reasonable public notice of the date, time, and location of its regular meetings.

C. Special Meetings or Emergency Meetings; Notice

A Special Meeting or Emergency Meeting shall be held at any time called by the Chair or by a majority of Members. Written notice of each Special Meeting, setting forth the time, date, and place of the meeting shall be given to each Member at least ten (10) days before the Special Meeting. This notice may be given personally, through the US Mail, by facsimile, or other electronic means. Notice of Emergency Meeting shall be given to each Member in a manner and in a time period that is reasonable under the circumstances.

D. Adjournment

A majority of the Members present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

E. Notices

Notices of Board Meetings shall include the following information:

Meetings will be open to the public and will comply with the Sunshine law found in s. 286.011, F.S. The Board will provide reasonable public notice of the date, time, and location of meetings.

In accordance with the Americans with Disabilities Act, persons needing a special accommodation to participate at this proceeding should contact Tallahassee Classical no later than five (5) days prior to the Meeting.

EMERGENCY CANCELLATION OF MEETING

If a named storm or other disaster requires cancellation of the Meeting, the Notice of Meeting Cancellation will be provided on

the Tallahassee Classical website. Cancellation can also be confirmed by calling Tallahassee Classical.

VI. Actions by the Board

A. Quorum; Voting

Except as otherwise provided below, a majority of the Members in office shall be necessary to constitute a quorum for the transaction of business; provided, however, that whenever a vacancy occurs for any reason in the Board, a quorum shall consist of a majority of the remaining Directors until the vacancy has been filled. If a quorum is not present, no business shall be conducted at the meeting; however, Members present may: (1) set a time to adjourn, (2) adjourn, (3) recess, or (4) take measures to obtain a quorum.

If a quorum is present, the acts of a majority of the Members in attendance shall be the acts of the Board. Each Member shall have one (1) vote. Member attendance by telephone or video conference or other similar means shall be considered for purposes of determining whether there is a quorum. The Secretary or any other officer performing the Secretary's duties shall maintain accurate records of all votes of the Board.

B. Actions Taken at Board Meetings.

The actions done and decisions made by a majority of the Members present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Members, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Members then in office is required by the Florida Nonprofit Corporation Law or as set out in these Bylaws.

The Board may continue to transact business at a meeting at which a quorum was originally present, even though Members withdraw, provided that any action taken is approved by at least a majority of the quorum required.

C. Attendance at Meetings

Attendance in Person. Any Member of the Board unable to attend a meeting of the Board shall notify the Secretary and state the reason for his or her absence. If a Member is absent without excuse from two (2) meetings in a fiscal year, he or she may be removed as described herein.

Attendance by telephone or video conference. Members of the Board or a committee thereof may attend and participate in a meeting of the Board or such committee by means of a conference telephone call or similar video communications equipment if all persons participating in the meeting can hear each other at the same time, and provided

that such action is permitted by Florida law. In such event, participation by such means constitutes in person presence at a meeting.

D. Open Meetings

So long as Tallahassee Classical's contract for operation of a public charter school remains in effect, to the extent required by such laws, rules, and regulations as govern the operation of such public charter school, all meetings of the Board of Directors will be noticed and conducted in accordance with the Sunshine Act (s. 286.011, F.S.).

E. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Members. A Board Standing Committee will consist of not less than two Members, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - a. The election of Members.
 - b. Filling vacancies on the Board or any committee which has the authority of the Board.
 - c. The amendment or repeal of any Board resolution.
 - d. The amendment or repeal of Bylaws or the adoption of new Bylaws.
 - e. The appointment of other committees of the Board, or the members of the committees.
3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, and all meetings must comply with the requirements of the Florida Sunshine law.
4. Advisory Committees. Advisory committees not having and exercising the managerial authority of the Board may be established by resolution duly adopted by the Board. Membership of such committees shall not be limited to the Members of the Board. Members of such committees shall be appointed by a majority vote of the Board. Any member of such committee may be removed by the Board when, in the judgment of the Board, the interests of Tallahassee Classical would be served best by such removal.

5. Nomination Committee. The Board of Members may appoint a nominating committee consisting of current Members for the purpose of recommending candidates to fill any vacancies on the Board of Members.

F. Standard of Care

1. Performance of Duties. Each Member shall perform all duties of a Member, including duties on any Board Committee, in good faith, in a manner the Member believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Member, a Member shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more officers or employees of the corporation whom the Member believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent accountants or other persons as to matters that the Member believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Member does not serve, as to matters within its designated authority, provided the Member believes the Committee merits confidence and the Member acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

G. Rights of Inspection

Every Member has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and

provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law. For example, information reviewed by the Member which is subject to the Family Educational Rights and Privacy Act (FERPA) found at 20 U.S.C. § 1232g will be treated in accordance with this law. Costs of copies will be the responsibility of the Member unless waived by the majority of the Board at a Meeting.

H. Participation in Discussions and Voting

Every Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

Any Member shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Member; or (d) any other matter at the discretion of a majority of the sitting Members.

I. Adherence to Robert's Rules of Order

In the normal course of its meetings, the board will follow its own informal procedures, rules, and practices. However, in the event that a member perceives that a problem has arisen or that the discussion has gone beyond the bounds of civility and decency or reasonable time limits, he or she may invoke strict adherence to Robert's Rules of Order Newly Revised in its current edition by citing this clause of the bylaws.

VII. **Officers**

A. Officers

The officers of the corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary, and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) cause the books of account to be available at all times for inspection by any Member; (c) cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) cause to be disbursed the corporation's funds as the Board directs; (e) cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Member may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair.
3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

A majority of sitting board members may remove any officer, either with or without cause, at any time. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date if specified in the notice. If a resignation is made effective at a later date and the Corporation accepts the future effective date by a unanimous vote, the Board of

Directors may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date.

D. Vacancies

When a vacancy occurs in one of the executive offices by death, resignation or otherwise, it shall be filled by the Board of Directors. The officer so selected shall hold office until his successor is duly elected and qualified, or until an earlier resignation, death or removal in the manner herein provided.

E. Compensation

Members who serve as officers shall not receive any compensation for their services.

F. Designation of Duties

Whenever an officer is absent or whenever, for any reason, the Board may deem it desirable and as permitted by Florida law, the Board may delegate the powers and duties of an officer to any other officer or officers or to any Member or Members.

VIII. Books, Records and Reports

A. Books and Records.

In compliance with s. 617.1601, F.S., as amended, or any successor thereto, Tallahassee Classical shall keep as permanent records correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board and committees having any authority of the Board. All books and records of the Tallahassee Classical shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

B. Annual Reports.

Tallahassee Classical shall file with the Department of State of the State of Florida a sworn annual report on such forms and containing such information as the Department of State may prescribe.

C. Inspection Rights.

Every Director shall have the right at any reasonable time to inspect Tallahassee Classical's books, records, documents of every kind, and physical properties, as permitted by Florida and federal law.

IX. Non-Liability of Members

The Members shall not be personally liable for the corporation's debts, liabilities, or other obligations.

X. Indemnification of Corporate Agents

Tallahassee Classical shall indemnify and advance expenses on behalf of its Board of Members and Officers to the fullest extent permitted under s. 617.0831, F.S., as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Members and Officers arising from their relationships with Tallahassee Classical in any and all capabilities. By resolution duly adopted, the Board of Members may authorize the Tallahassee Classical to (1) indemnify any or all of its employees and agents who are not Members to any extent that the Board may determine, up to and including the fullest extent permitted under s. 617.0831, F.S., as amended, or any successor thereto, and/or (2) provide insurance coverage to any or all of its Members, Officers, employees, and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation.

The corporation shall indemnify any Member, officer, employee, or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent designated by the Board either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Florida law.

XI. Insurance for Corporate Agents

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Member, officer, employee, or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Florida law.

XII. Self-Dealing Transactions

The corporation shall not engage in any self-dealing transactions. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Members have a material financial interest ("interested Member(s)").

Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Members or their families because they are in a class of persons intended to be benefitted by the program.

XIII. Other Provisions

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments; Contracts

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories of, invested from time to time for and on behalf of the Corporation, as the Board of Directors may elect.

D. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair or Treasurer.

E. Contributions

The Board may accept on behalf of Tallahassee Classical any contribution, gift, bequest, or devise of any property whatsoever, for the purposes of Tallahassee Classical.

F. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Florida law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

G. Conflict of Interest

No Member will receive a financial benefit from the school's operations. All Members must comply with Part III, Chapter 112, F.S. No Member can vote on an issue which would inure to his or her special private gain or loss; which he or she knows would inure to the special private gain or loss of any principal by whom he or she is retained or to the parent organization or subsidiary of a corporate principal by which he or she is retained, other than an agency as defined in s. 112.312(2), F.S.; or which he or she knows would inure to the special private gain or loss of a relative or business associate of the public officer. Prior to a vote being taken, the Member must publicly state at a Board meeting the nature of the Member's interest in the matter from which he or she is abstaining from voting and, within 15 days after the vote occurs, disclose the nature of his or her interest as a public record in a memorandum filed with the person responsible for recording the minutes of the meeting, who shall incorporate the memorandum in the minutes.

No Member may sell goods or services to the school in any capacity. No Member may be employed by or contract with a for-profit company who seeks to participate in the operation of the school.

XIV. Dissolution

Upon dissolution of the corporation, assets of the Corporation shall be distributed for one or more of the tax-exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Service Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as the Court shall determine, which are organized and operated exclusively for such purposes.

XV. Amendment

A majority of the sitting Members may adopt, amend, or repeal these Bylaws. The amended Bylaws will be available on Tallahassee Classical's website.

Attachment K1: Governing Board Code of Ethics

The Board of Tallahassee Classical School is committed to the principles of honesty, integrity, and respect. Board members are expected to display ethical conduct and a professional demeanor at all Board and school functions, regardless of their role(s) at such function as a Board Member, parent, or volunteer.

The Board upholds the following ethical standards:

1. Board members will serve the students, faculty, staff, and parents of the school in accordance with its mission, vision, values, and all governing documents of the school. Members will uphold the duties of care, loyalty, and faithfulness as fiduciaries of the school. Members will exercise reasonable care as stewards of the school, will be loyal to the school and not act for personal gain, and will be faithful to Tallahassee Classical School's mission.
2. Board members will attend Board meetings as scheduled and will be fully informed on matters to be considered by the Board.
3. If a member is unable to regularly participate in board meetings, the member will resign from the Board. More specifically, if a member misses more than three scheduled meetings within a twelve-month period, in which his or her absence has not been approved by the Board Chair or designee, then the member will automatically resign from the Board at the next scheduled monthly meeting.
4. Members will not attempt to hold secret sessions of the Board in violation of s. 286.011(1), F.S.
5. Members will base their voting on items being considered by the board on what is best for students and for the school as a whole.
6. Members will excuse themselves from deliberation and voting on any issue in which they have an unavoidable conflict of interest, as required by s. 1002.33(26)(a) and s. 112.3143(3), F.S.
7. Members will abide by and support majority decisions of the Board, past and present. If a member feels a past decision needs to be revisited, the member will do so in accordance with Board policy.
8. Members will not attempt to exercise authority over the school or its employees, or speak for the Board except to repeat explicitly stated Board decisions.
9. Members will conduct themselves in a manner that does not imply or give the perception of an advantage over other members of the school community due to Board member status.

10. Members will refrain from making disparaging remarks, in or out of Board meetings, regarding the school, other members of the Board, faculty and staff, or members of the school community. When receiving criticism from parents or others in the school community, members will support the school's grievance policy and shall refer critics to the appropriate party as indicated by the dispute resolution policy of the school.
11. Members will not use the school or any part of the school's program(s) for their own advantage or for the advantage of friends or family members, either financial or non-financial. In particular, s. 1002.33(26)(a) and s. 112.313(2), F.S. prohibit board members from accepting anything of value based upon an understanding that any official board action or vote would be influenced. In addition, any business entity in which a board member or any member of their immediate family has a material interest is prohibited from contracting with the school for the purchase, rent, or leasing of any real estate, goods, or services as required by s. 1002.33(26)(a) and s. 112.313(3), F.S.

Attachment K2: Governing Board Conflict of Interest Policy

This conflict of interest policy is adopted in accordance with s. 496.4055(2), F.S.

Incoming board members must complete the Board Member Application, which includes a Conflict of Interest Form. If the completed form indicates a (potential) conflict of interest, the (potential) board member will, depending upon the identified issue, either:

- c) not be allowed to join the board, or
- d) be asked to abstain from voting on those issues when they come before the Board for deliberation as required by s. 1002.33(26)(a) and s. 112.3143(3), F.S.

Board members must complete the Conflict of Interest Form annually; these records will be maintained by the administrative staff person responsible for the human resources function of the school. Should a new conflict of interest arise, the board member will be asked to abstain from voting on any item related to the conflict of interest that may come before the board for a vote.

Pursuant to s. 1002.33(24)(b), F.S., a board member may not appoint, employ, promote, advance, or advocate for appointment, employment, promotion, or advancement in or to a position in the charter school which they are serving, or over which the board member exercises jurisdiction or control, any individual who is a relative. No person may serve on the Board if he or she is employed by or related to a current Board member of the school. A relative is defined as a spouse, parent, child, or sibling. However, the approval of budgets does not constitute "jurisdiction or control" for purposes of this requirement.

No board member may sell goods or services to the school in any capacity.

No board member may be employed by or contract with a for-profit company who seeks to participate in the operation of the school.

Conflicts of interest include:

- a. Issues which would inure to a board member's special private gain or loss;
- b. Issues which the board member knows would inure to the special private gain or loss of any principal by whom he or she is retained or to the parent organization or subsidiary of a corporate principal by which he or she is retained, other than an agency as defined in s. 112.312(2), F.S.; or
- c. Issues which the board member knows would inure to the special private gain or loss of a relative or business associate of the board member.

Prior to a vote being taken, the member must publicly state at a Board meeting the nature of the member's interest in the matter from which he or she is abstaining from voting and, within 15 days after the vote occurs, disclose the nature of his or her interest as a public record in a memorandum filed with the person responsible for recording the minutes of the meeting, who shall incorporate the memorandum in the minutes.

All Board members will submit annual financial disclosures, consistent with s. 1002.33(26)(b) and s. 112.3145, F.S. These disclosures will be filed with the district within thirty (30) days of a member being appointed to the Board. Disclosures will also be made (if applicable) with respect to the employment of relatives.

As stated in s. 1002.33(26)(a) and s. 112.313(12), F.S., in particular instances, the ability of a board member to also be employed by a contractor or do business with himself or herself may be allowed by the body which appointed the person to the board, upon a full disclosure of the transaction or relationship to the appointing body prior and an affirmative vote by two-thirds vote of that body. In instances in which appointment to the board was made by an individual, such a waiver may be effected, after public hearing, by a determination by the appointing person and full disclosure of the transaction or relationship by the appointee to the appointing person. In addition to requiring an affirmative vote, the business must be obtained through a competitive bidding process, the business must be the only source of supply, the total amount of funds that changes hands in any calendar year is \$500 or less*, or in the case of a bank, the board member is a stockholder, officer, or director of bank that is used by the school and the school did not favor the bank solely because of that board member.

IV. STATEMENT OF ASSURANCES

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

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

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

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

Jana Sayler
Signature

7/6/2017
Date

Jana Sayler
Printed Name

JANA R. SAYLER
836 MADERIA CIRCLE, TALLAHASSEE, FL 32312
253-720-1466
JANASAYLER@GMAIL.COM

PROFESSIONAL EXPERIENCE:

- Owner.** Jana R. Sayler, CPA, Tallahassee, FL May 2012 – present
Providing business consulting and analysis. Preparing trust, S Corporation, foreign bank account reporting, and individual tax returns. Providing bookkeeping services including payroll, monthly financials, audit support, and preparing reports and analysis for clients as needed.
- Tax Senior.** Thomas Howell Ferguson, P.A., Tallahassee, FL Sept 2008 – Feb 2011
Reviewed and prepared partnership, domestic and foreign trust, S and C Corporation, non-profit organization, and individual tax returns. Supervised bookkeeping services. Acted as controller for interrelated entities. Provided tax consulting and analysis, reviewed financial statements, prepared and reviewed operating budgets, and managed cash flow needs.
- Tax Staff.** Thomas Howell Ferguson, P.A., Tallahassee, FL Aug 2006 – Sept 2008
Prepared individual, trust, partnership, S and C Corporation, and non-profit tax returns. Provided bookkeeping services. Performed tax research and other research as needed.
- Staff Accountant.** Putnam & Co. P.S. CPA's, Eatonville, WA Feb 2006 – July 2006
Prepared individual tax returns, provided bookkeeping services including payroll preparation and reporting, and supervised two bookkeepers and managed a five-employee office.

EDUCATION AND CERTIFICATIONS:

- CPA License #26224**, Washington State May 2007 – June 2019
- CPA License #AC51625**, Florida Aug 2017 – Dec 2018
- University of Washington**, Seattle, WA June – Aug 2004
Graduate-level certificate program in accounting.
- Western Washington University**, Bellingham, WA June 2001
Bachelors of Arts, Business Administration with minors in German and Mathematics.
- Outstanding Graduate, International Business Concentration
 - Presidential Scholar
 - Dean's List
- University of Heidelberg**, Heidelberg, Germany Aug – Dec 1999
American Junior Year at Heidelberg international exchange program.

MEMBERSHIPS AND AFFILIATIONS:

- Tallahassee Classical School, Co-Founder
- Beta Gamma Sigma, Business Honor Society
- International Tax Committee, Florida Institute of Certified Public Accountants, 2008 – 2011
- Finance Chair, Mothers of Preschoolers (MOPS) at Saint Paul's United Methodist in Tallahassee, FL, 2015 – 2017

IV. Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Tallahassee Classical School
2. Full name Jana Saylor
Home Address 836 Maderia Circle, Tallahassee, FL 32312
Business Name and Address N/A
Phone Number 253-720-1466
E-mail address janasaylor@gmail.com

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify): _____

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

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-M11. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

5. Why do you wish to serve on the board of the proposed charter school?
As a founder and writer of several portions of the charter application, I am passionate about Tallahassee Classical School being established in the Tallahassee community and seeing it succeed in educating students (including my own children) using the classical model of education.

6. What is your understanding of the appropriate role of a public charter school board member?
A public charter school board member serves as a representative of the school, a fiduciary of public funds, and a supervisor of the school's administration in their efforts to educate students and manage the school well.

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

I obtained my CPA license through Washington State in 2007, and received my Florida CPA license in 2017. In my years in public accounting, I have become familiar with reviewing financial statements, managing cash flow for businesses, and the importance of staying in compliance. In addition, I have studied The Standard Code of Parliamentary Procedure and know how board meetings should be conducted.

8. Describe the specific knowledge and experience that you would bring to the board.
In 2007 I obtained my CPA license in Washington State and have worked intermittently since 2005 preparing tax returns, providing bookkeeping services, managing cash flow for multiple interrelated businesses, and providing consulting and advising services for startup and existing businesses. In addition, in preparing this charter application I have done extensive research on multiple aspects of education including charter schools, Florida statute, hiring and employment, and administrative oversight of a charter school. In 2017, I received my Florida CPA license.

Finally, I prepared the budget (Attachments W, X, and Y) and wrote Sections 16 – 22 of the application, aka the Business Plan.

School Mission and Program

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

The school's mission is to provide a classical liberal arts education and build thoughtful, articulate virtuous citizens with a passion for lifelong learning. The guiding beliefs of the school include:

1. Every student can learn and grow.
2. Students thrive in an academically rigorous and content rich environment.
3. Character development and leadership skills are essential to becoming virtuous citizens.

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

Students will study history, Latin, grammar, and classical literature in addition to critical subjects such as math and science. Coursework will be covered in an interdisciplinary manner to encourage comprehension of historical context and better retention of content.

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

A successful school has a positive culture where students, teachers, and administrators are engaged and ready to learn or teach. Students perform well on assessments as a result of their learning, employees are satisfied with their jobs, and the school earns a high grade consistently such that eventually the charter school is considered to be a high-performing charter school.

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

As a board member, the school's progress toward academic and financial/operational goals will be monitored via regular board meetings and reports by the principal and/or other school officials. The board will also monitor progress via review of the school's grade every year, details from the annual audit, adherence to budget and financial goals, and employee satisfaction indicators such as high retention.

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

Regarding the leaders of the school, my role will be one of governing and supervising. As a board, we will approve various decisions of the principal such as hiring, dismissal, and setting salaries, and will supervise the principal in his or her role as the chief executive officer of the school.

Governance

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

The board will govern rather than manage the school. That is, the board will set long-term strategies and goals for success, will set and revise policies as needed, and will evaluate the principal and other administrators' performance.

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

Two key indicators of success at the end of the first year of operations will be the school's grade and a positive balance in the bank account.

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

The school will be a success if it has developed a culture where academic excellence is prized and the school's students regularly outperform students in public schools on standardized tests. An even stronger indicator of success will be the designation of Tallahassee Classical School as a high performing charter school.

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

The board will need to closely monitor hiring decisions, since individual faculty members play such an important role in influencing students. Faculty members will be on annual contracts

which will allow for replacing teachers with new faculty members with, for example, high VAM scores. In addition, the board will need to carefully evaluate large financial decisions such as the choice of a facility which will significantly impact the financial soundness of the school.

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

In this situation, I would bring the matter before the board and seek to have the offending board member removed from office.

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

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

Not applicable.

Disclosure

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

Yes No

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

Attestation

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

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

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

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

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

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

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

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

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

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

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

Certification

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

Name: _____

Jana Sawyer

Jana Sawyer
Signature

1/7/2018

Date

ANNE CORCORAN
3152 Little Rd., Suite 173, Trinity, Florida 34655
727/247-3806
anne@corcoranlawfirmmpa.com

EDUCATION

Florida State Univ. School of Law, Tallahassee, FL, Juris Doctor/high honors, 1998.

University of Texas, Austin, TX, Bachelor of Journalism, News/Public Affairs, 1993.

PROFESSIONAL EXPERIENCE

Corcoran Law Firm P.A., Trinity, FL, Attorney, September 2000-present.

- ◆ Experience in all aspects of civil litigation from case intake through final disposition at trial.
- ◆ Significant writing experience includes: drafting pleadings and motions practice such as drafting summary judgment motions, motions to compel and for sanctions and motions to dismiss, and articles of legal journals.
- ◆ Pro bono experience in establishing charter school in Pasco County.

State Attorney Fifth Judicial Circuit, Marion and Citrus counties, FL, Prosecutor, January 1999 through August 2000.

- ◆ Extensive courtroom experience prosecuting cases at both the misdemeanor and felony levels, including examining expert witnesses, cross-examination of defense witnesses, opening and closing arguments, judicial hearings, and representing state interests in other court proceedings.
- ◆ Researched/drafted memos to support motions/determine pre-trial strategy.
- ◆ Conducted comprehensive investigations.

AFFILIATIONS

Advisory Council on Student Assessment Reporting, Foundation for Excellence in Education, March 2016- present.

CEO/Founder of Classical Preparatory School, Spring Hill, Florida, 2011-present

First Judicial Circuit Judicial Nominating Commission, 2004-2007

Fifth Judicial Circuit Nominating Commission, 1995-2003.

Member of Phi Delta Phi, Legal Honors Fraternity, 1999-present.

AWARDS

- **The Classical Association of the Middle West and South, Award for Special Service 2016**
- **Champion Charter School Pioneer Award 2016**

IV. Board Member Information Form

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should also provide a resume.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Tallahassee Classical School
2. Full name Anne Corcoran
Home Address 19009 Falcon Crest Blvd., Land O' Lakes 34638
Business Name and Address Corcoran Law Firm, 3152 Little Rd., Suite 173, New Port Richey 34655
Phone Number 727-247-3806
E-mail address anne@corcoranlawfirm.com

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify): _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No
I served on the board of Classical Preparatory Charter School in Pasco County from 2013 to 2014. I also served on the school board of Seven Rivers Christian School in Citrus County from 1998-2002.
 4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

I have served on two school boards, one private and one charter. I served on the school board of Seven Rivers Christian School in Citrus County from 1998-2002. I do not know how to obtain the performance data for a private school that long ago. It is still in existence and doing

well. I also served on the founding board of Classical Preparatory School from 2013-2014. It was designated a high-performing charter school this year, after receiving two A grades and one B grade during its three years in existence.

5. Why do you wish to serve on the board of the proposed charter school?
I am very supportive of the classical/liberal arts model whether private, charter, or traditional public. I help out in any way I can to help grow this type of school.
 6. What is your understanding of the appropriate role of a public charter school board member?
A school board member is to ensure that the school is achieving its mission and vision through oversight of management, especially academic and financial goals.
 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have been on two school boards, including serving as school board chair at Classical Prep. I also have served on the JNC's of the 2nd Circuit and the 5th Circuit.
 8. Describe the specific knowledge and experience that you would bring to the board.
I am a lawyer who has practiced both civil and criminal law.
-

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of a classical/charter school is to equip students to be moral and intellectual leaders in a self-governing society. It provides students with planned, rigorous content in order to give students a broad foundation of knowledge, as well as excellent teaching that encourages them to search for the true, the good, and the beautiful.

2. What is your understanding of the school's proposed educational program?
It is divided into Grammar (K-5th), Logic (6th-8th), and Rhetoric (9th-12th). At the Grammar stage, it is planned and sequential to give students a strong foundation to proceed to higher-level learning. At the Logic Stage, it is focused on teaching students how to think critically and process content. In the Rhetoric Stage, it focuses on giving the students the skills needed to be excellent communicators through writing and speaking. All stages work together to equip a student with the tools needed to be a critical thinker and effective communicator.

3. What do you believe to be the characteristics of a successful school?
Academic excellence, financial stability achieved through effective governance and administration

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
Academically: through reviewing testing data and teacher surveys regarding PD.
Financially: through reviewing monthly financials prepared by an accountant from outside the school, audits prepared by an accountant from outside the school, and ensuring the Financial Policies and Procedures are up-to-date and effective.

5. What do you see as your role regarding the school leaders?
School leaders perform the day-to-day operational activities of the school. The board oversees the headmaster to ensure that goals and vision are being met through reviewing Quality Assurance data. (Surveys, testing, audits, etc.) If data reveals the goals and vision are not being met, the board must work with administration to correct this.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee the administration to ensure financial and academic goals are met.

-
2. How will you know if the school is successful at the end of the first year of operation?
By state testing, in-school assessments in courses not tested by the FSA/FCAT, and whether the school met its financial goals.
-
3. How will you know at the end of four years of the school is successful?
By comparing the five-year Strategic Plan goals to actual results
-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Actually read the academic and financial data and stay on top of administration to make sure goals are met. That sounds easy, but many boards do not do this.
-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Call for them to step down. We are all volunteers, and it would be beyond despicable for someone to take advantage of the trust of parents, students, faculty, staff, and board members.
-
6. If your school intends to contract with a third-party ESP:
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosure

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

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

Attestation

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

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

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

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

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

- "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or

advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

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

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

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

Certification

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

Name: Anne Corcoran

Anne Corcoran
Signature

1-3-18
Date

JAIME CARBONELL

9816 Thunder Hill Trl • Tallahassee, Florida 32312
Phone: (850) 241-6687 • E-Mail: jcarbonell1201@gmail.com

OBJECTIVE

As an educator, my vivacious energy and everlasting ambition fuel my undying passion to student development inside and outside of the classroom. With impeccable organization skills and a sense of heartfelt advocacy, I intend to be a contributing team member in the creation of an enriching school atmosphere that addresses the diverse interests and needs of students. With an emphasis on the principles of classical education, I will use my dynamic communication skills to work with students, parents and the community at large to provide a quality learning experience for students at Tallahassee Classical School.

EDUCATION AND CERTIFICATION

State of Florida Professional Educator's Certificate Social Science (6-12)	7/2007- 6/2022
Master of Science Degree , Florida State University Social Science Education Post-Certification Concentration in Constitutional History	12/2011
Bachelor of Science Degree , Florida State University Social Science Education Magna Cum Laude	4/2007

PROFESSIONAL DEVELOPMENT

Teacher, Florida Virtual School

4/2011- 1/2015

- Taught United States Government at the high school level to students across the state of Florida.
- Worked one-on-one with students through a variety of strategies such as discussion based assessments, student success plans as well as learning for mastery. Fostered personal relationships with students in a virtual atmosphere by making an effort to get to know them and their families in a positive way.
- Regularly monitored the progress of 150-200 students at a time through the use of welcome calls, parent monthly updates, behind pace warnings and "kudos" communication.
- Collaborated with teachers to develop and implement weekly live lessons for students to attend in order get a better understanding of the content modules.
- Organized and implemented professional development on engaging students in live lessons as well as in virtual coursework.
- Presented at the Annual Staff Conference in Orlando to over 1,000 teachers on setting high standards for our students and ways to enhance student achievement in our classrooms

- Attended FLVS Day at the Capitol every year and spoke with legislators, parents and potential students about issues pertaining to our school and focus on student success.
- Consistently met and exceeded successful student completion of course performance goals
- Earned a 94% approval rating from students and parents as well as a consistent “highly effective” rating on annual teacher evaluations.

Teacher, Amos P. Godby High School

8/2007- 4/2011

- Taught 10th grade World History through an assortment of interactive strategies on-grade level or above. Primarily focused on the mastery of reading expectations for the Florida Sunshine State Standards through the content area.
- Implemented original lesson plans to 12th grade American Government and Economics students. Provided relevant understanding of material through the incorporation of current events while developing the use of higher order thinking skills.
- Taught Advanced Placement United States History to 11th grade students by focusing on historical thinking and a thorough examination of content through the use of primary sources, Socratic method as well as a focus on extensive reading and writing skills.
- Integrated diverse strategies that were advantageous to a variety of student learning styles in order to spark student interest and participation.
- Polished classroom management skills and student-teacher interaction.
- Collaborated with parents and administration to make individual modifications for ESE and ESOL students and those struggling to promote academic and personal success.
- Worked alongside a select group of teachers and administration to develop and implement a schoolwide improvement plan to raise school grade from an “F.” Successfully achieved this goal by raising it to a “B” the following year.
- Led a teacher focus group to create and execute Positive Behavior Support systems throughout the school. Used incentive-based strategies to promote positive choices and behaviors amongst students
- Participated in the “Bubble Kid Project” which zeroed in on students at-risk of failing FCAT reading. Led weekly pull-outs with a small group of students to practice intensive reading and writing skills. All students in my pull-out group successfully passed the FCAT reading exam.
- Coordinated teacher and student involvement in National History Day at the school-wide, district and state levels. Developed curriculum for participating classes as well as organized the school fair.

HONORS, ACCOMPLISHMENTS AND EXTRA CURRICULARS

- 2009 James Madison Senior Fellow
- Georgetown University Summer Institute for James Madison Fellows
- Florida State University Holocaust Institute for Educators
- Dean’s List and President’s List

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Tallahassee Classical School
2. Full name Jaime Maria Carbonell
Home Address 9816 Thunder Hill Trl Tallahassee, FL 32312
Business Name and Address _____
Phone Number 850-241-6687
E-mail address Jcarbonell201@gmail.com

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

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

Yes No

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

Classical education is typically sought out in the private school setting and is something that I would like to see offered to the Tallahassee community in a public environment thus eliminating any financial barriers from those who would like to see their children benefit from this style of education.

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

Board members are entrusted with the overall well-being of the school which includes everything from the budget to school philosophies as well as community engagement. It is vital that board members of a public charter school understand and cherish this stewardship.

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

I was a teacher in the public school system for eight years—four years at Amos P. Godby High School and four years at Florida Virtual School. I have taught in a variety of environments and have interacted with students of all backgrounds, abilities and circumstances.

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

My teaching experience has given me a clear vision of school operations on a day-to-day level from the teaching as well as student perspective. With that in mind, I bring a wealth of knowledge as to how the

decisions of the board affect students, their families and the faculty as a whole.

School Mission and Program

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

The mission of Tallahassee Classical School is to provide students with an education in liberal arts and sciences. In addition, there is a foundational emphasis on the importance of moral principles and civic virtue. At each grade level, students pursue wisdom and truth through the varied subjects of study and use this knowledge to become contributing members of a free-thinking society.

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

The proposed educational program of Tallahassee Classical School is a content driven curriculum rooted in the core knowledge of math, science, history and language arts. It is followed by music, art and foreign language. Furthermore, it promotes language mastery and reading fluency through explicit instruction of phonics and grammar as these are the essential tools for learning on all levels and subjects. Thorough study of these core subjects enables students to utilize what they have learned and apply it to their daily lives.

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

Teamwork is foundational to a successful school. School faculty and board members must work with student families and the community at-large to ensure that our students are successful not only in the classroom but also beyond the confines of the school. In addition, it is integral to emphasize that learning on all levels is a life-long habit for all parties involved in a school community.

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

Regular review of budget reports as well as monitoring of student progress through pre-tests and periodic follow-ups will give the board an understanding of how our goals and objectives are being carried out within the school as well as their effectiveness. In addition, an examination of teacher evaluations and satisfaction surveys from families and faculty would also be instrumental.

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

School leaders are entrusted with the safety, success and overall well-being of the school. Not only do they see the day-to-day operations of the school, but they also have a thorough understanding of how policies are carried out on the ground level. With that in mind, it is imperative that the board and school leadership work together to empower our students, their families, and teachers to take ownership in student education.

Governance

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

The board will be regularly updated on the performance of the school through the principal. Additionally, the board will regularly conduct a thorough review of the financial, student performance

and data to independently evaluate the performance of the school and its leadership. This along with the principles of classical education will be taken into account in order to plan courses of action.

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

Following the first year of operation, the student retention rate is an indicator as to how successful our school operated as well as how well the education was received by students and their families. Additionally, student/parent and teacher surveys should be completed to get a better understanding of how our school performed as a whole.

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

Data will determine if we were successful at the end of four years. It is essential to take into account our retention rate, surveys as well as student performance. Student performance on standardized testing from year-to-year will give us a clear depiction on what were successful at, what we can improve and serve as a guiding force in where to move forward as a school community.

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

The charter school board will need to continually research, make data-driven decisions and include input from all stakeholders to ensure the success of Tallahassee Classical School. By regularly looking at the entire picture of the school within the realm of the community it serves, the charter school board can make educated decisions in regards to the policies and operations of the school.

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

Before bringing the concern to the board, I would research the issue thoroughly to get a better understanding of the situation as a way to make sure statements are not made in hearsay. Once the issue needs to be addressed, I would speak with the Chairman of the Board and look for ways to have the concern be resolved in an ethical manner. If the Board was incapable or unwilling to correct the unethical behavior I would contact the proper authorities in local law enforcement or the Department of Education.

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

Disclosure

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

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

Attestation

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

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

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

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

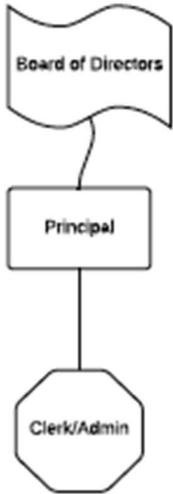
Certification

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

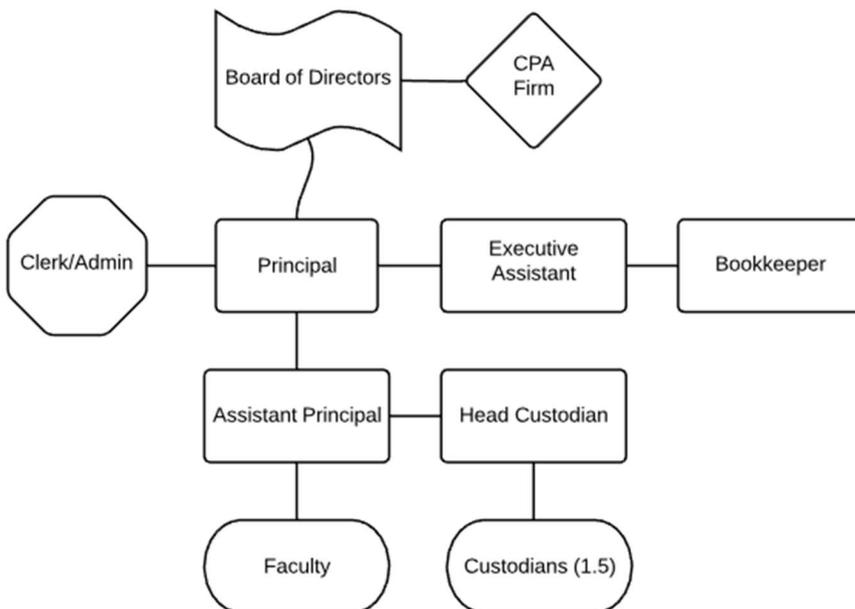
Name: Jaime Carbanell
Jaime M. Carbanell 11/16/17
Signature Date

Attachment M: Organization Charts

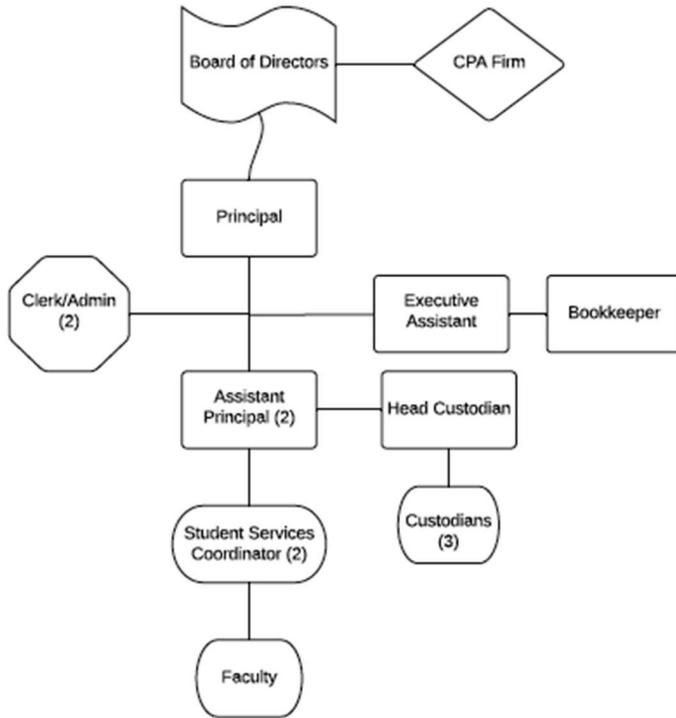
Pre-operational Year:



First Year of Operation:



End of Charter Term/Full Capacity:



Attachment N: Job Description - Principal

The principal leads the implementation of the mission and vision of Tallahassee Classical School, maintains high academic standards in curriculum, educational practices and student performance, and manages school facilities and finances, while creating a stable and nurturing school environment for faculty and students. The principal provides strong organizational and instructional leadership in order to assure high student outcomes.

The position of principal is the most important hire made by the School. Establishing the culture of Tallahassee Classical School and ensuring that it is aligned with the school's vision, mission, and philosophy, will be critical to the long-term success of the school.

The most significant characteristics of the principal candidate include demonstrable leadership ability; the caliber of intellect and extent of knowledge needed to create and foster a climate of learning within the school and to project learning outward; and a firm understanding of and loyalty to classical education and the tradition it represents.

The principal is responsible for developing and distributing leadership among the faculty.

Our principal will be experienced and responsible for hiring teachers, implementing a classical liberal arts and civic-minded curriculum, establishing a studious and decorous school culture, maintaining a healthy enrollment, and ensuring financial integrity. These leadership responsibilities are essential to helping Tallahassee Classical School achieve its mission, vision, and philosophy, develop and sustain a community of learners, and build a strong network of parents.

Tallahassee Classical School also prefers a principal have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.

Terms

The principal reports to the Governing Board; 12-month position.

Duties and Responsibilities

Duties and responsibilities of the principal fall into the following categories:

Leadership – The principal is expected to:

- develop and implement the School vision and mission;
- implement, evaluate and report the School's goals and objectives, as stated in the charter, to key stakeholders, including the district School Board and superintendent;
- maintain a positive School/community climate and a safe and healthy environment;

- encourage teachers and pupils to perform to the best of their ability; and
- enforce professional dress code.

Instructional – The principal is expected to:

- plan, implement, and evaluate the School instructional program based on student needs and within state guidelines;
- supervise and coordinate School-wide programs, curricula and course options;
- review teacher lesson plans and instruction to ensure correlation with the Florida Standards;
- coordinate and supervise the testing and assessment program; and
- ensure that all academic components of the School’s charter are being met.

Student Outcomes – To ensure students achieve to their greatest potential, the principal must:

- compile and prepare all student achievement outcomes;
- solicit input from all stakeholder groups and facilitate the development of a School improvement plan (SIP) that addresses all aspects of School and student performance; and
- support data-based decision making and implementation of an organized, coherent, and effective multi-tiered system of student supports (MTSS).

Faculty and Staff – To effectively lead the faculty and staff, the principal must:

- determine staffing needs;
- coordinate and conduct the interview process and make hiring and termination decisions for all staff;
- supervise all staff;
- coordinate, supervise, and conduct the evaluations of all staff;
- coordinate and lead faculty meetings.
- conduct exit interviews as necessary; and
- develop and supervise new teacher programs.

School Environment and Facilities Management – To effectively manage the facilities and the School environment, the principal must:

- supervise all students;
- implement and enforce attendance and tardy policies and procedures for all students;
- enforce the discipline plan and assist teachers with concerns and issues related to student behavior;
- develop and implement School rules and regulations;
- plan, implement, supervise, and evaluate all non-academic programs (i.e., athletics, extra-curricular, co-curricular);
- plan and participate in special events; and

- assume responsibility for the buildings, grounds, equipment and supplies of the School; supervise the work of the custodians and maintenance staff, reporting to the governing board the conditions and needs of the School.
- Serves as leader for the Crisis Response Team

Finances – To provide sound fiscal leadership, the principal must:

- supervise and coordinate the budgetary process;
- ensure that the School is operating within the set budget; and
- oversee the proper financial record keeping processes and maintain inventory control of all School resources.

Public Relations – To champion the mission and vision of the School within the School community and the community at large, the principal must:

- recruit students and faculty for the School as needed;
- facilitate frequent communication to the parents of the School community;
- interpret the educational program of the School and School system to the community;
- establish business partnerships and positive relationships with community leaders; and
- initiate fundraising activities.

Professional Development – The principal must lead by example regarding continuing education and professional development. To lead effectively in these areas, the principal must:

- participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignment;
- review current developments, literature, and technical sources of information related to job responsibility; and
- be familiar with Charter School Laws and Florida Statutes, understand how they may impact the School, and report to the Board regarding any significant changes or developments.

Administrative – To ensure administrator duties are implemented effectively, the principal must:

- oversee the grade reporting system;
- monitor substitute teachers and the class coverage process;
- supervise and coordinate student registration, scheduling, and master scheduling construction;
- maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the School and compliance with federal, state and local requirements; and
- attend and participate in meetings of the Board and its committees as required.

Attachment O: Qualifications - Principal

The principal will be a leader committed to the classical education model with a passion for educational reform. The most important qualifications for principal include the following:

- knowledge of the classical method and the tradition it upholds;
- ability to demonstrate leadership by fostering a school environment that encourages academic excellence and a love of learning;
- ability to effectively manage a school staff and the many responsibilities of an educational institution;
- provide instructional guidance and coaching, utilizing best practices as an academic leader;
- possess a master's degree or higher in education;
- Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision preferred;
- minimum of three (3) years teaching experience at the K-12 or college level;
- superb communication and interpersonal skills especially in speaking and writing;
- ability to foster a strong relationship with parents, school partners, the school district, local charter schools, and the Tallahassee community; and
- exemplary modelling of the school's core virtues of citizenship, humility, integrity, perseverance, respect, responsibility, self-control, and trustworthiness.

These leadership qualities are essential to helping Tallahassee Classical School achieve its mission, vision, and philosophy, and develop and sustain a community of students, parents and partners who are dedicated to a charter school that instills a love of learning in its students and is academically challenging and rigorous.

Assistant Principal of Administration

The Assistant Principal of Administration supports the mission of the school by assisting the Principal in the implementation of the school's administrative tasks and daily operations. Duties will, as appropriate, also relate to the implementation of the instructional mission. To effectively carry out the mission and vision of the school, the Principal will delegate certain aspects of school administration to the Assistant Principal of Administration. As needed, the Principal will assign such duties, or portions of such duties, to the Assistant Principal of Administration. The Assistant Principal of Administration should regularly check in with the Principal as well as seek his or her counsel on any major decision or action.

Qualifications

Three (3) years of related professional experience required. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) preferred. Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision preferred.

- Excellent interpersonal skills and familiarity with the school as an organization. Must work effectively with and collaborate with the Principal.
- Self-motivated and willing to serve.
- Possess positive leadership qualities, such as integrity, level-headedness, and charisma.
- Possess a fundamental understanding of Tallahassee Classical School's values and mission.
- Excellent time management skills with the ability to complete tasks promptly and accurately.
- Be familiar with a charter school's compliance requirements.

Terms

Reports to the Principal; 12-month position.

Duties and Responsibilities

- Assists with student discipline
- Communicates with parents; is available to hear their concerns and conference on any issues which may arise
- Develops positive and constructive relationships with students, parents, teachers, other staff members, and the community
- Builds personal rapport with students so as to create a positive relational foundation and also to positively influence their character
- Supports principal to ensure student academic needs are met by working with faculty to determine students' needs and by making sure that policies are in place to meet those needs
- Serves as an alternate leader for the Crisis Response Team

- Works with and supervises before- and after-school care providers
- Coordinates student and teacher class scheduling
- Coordinates with district staff on ESE and ELL requirements, medical requirements, and teacher accreditation
- Oversees administration, preparation, scheduling, and security of standardized testing
- Coordinates and organizes school technological equipment
- Serves as an event manager for selected co-curricular activities
- Serves as primary coordinator of school student technology system, including report cards
- Supervises lunchroom and car-pick up processes
- Coordinates school accreditation process
- Act as an emergency coordinator for student/staff medical issues
- Participate in medical training provided by the district
- Oversees security procedures, including bathroom areas, cafeteria, and visitor entry;
- On an as-needed basis, and with direction from the Principal, supports curriculum choice and development
- Supports the staff hiring process (e.g. reads applications, participates in interviews, checks references, etc.)
- Conduct annual evaluations of office staff.
- Attends and participates in faculty meetings
- Maintains personal conduct both on and off campus that reflects positively on Tallahassee Classical School
- Articulates and facilitates the implementation of the mission and values of Tallahassee Classical School
- Other duties as required

Assistant Principal of Academics

The Assistant Principal of Academics supports the mission of the school by assisting the Principal in the implementation of the school's education and instructional mission. Duties will also concern the management and daily operation of the school. To effectively carry out the mission and vision of the school, the Principal may delegate certain aspects of school administration to the Assistant Principal of Academics. As needed, the Principal may assign such duties, or portions of such duties, to the Assistant Principal of Academics. The Assistant Principal of Academics should regularly check in with the Principal as well as seek his or her counsel on any major decision or action.

Qualifications

Three (3) years of related professional experience required. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) preferred. Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision preferred.

- Excellent interpersonal skills and familiarity with the school as an organization. Must work effectively with and collaborate with the Principal.
- Self-motivated and willing to serve.
- Possess positive leadership qualities, such as integrity, level headedness, and charisma.
- Possess a fundamental understanding of Tallahassee Classical School's values and mission.
- Excellent time management skills with the ability to complete tasks promptly and accurately.
- Possess a fundamental understanding of classical curriculum pedagogy and instructional practice.

Terms

Reports to the Principal; 12-month position.

Duties and Responsibilities

- Provides mentorship for new teachers, including support with instructional methods, interactions/communication with parents, and lesson planning;
- Assists with student discipline;
- Supports the Principal with curriculum choice and development;
- Reviews lesson plans and instruction to ensure correlation with the Florida Standards;
- Recommends and plans professional development opportunities for faculty;
- Communicates with parents; is available to hear their concerns and conference on any issues which may arise;
- Works with teachers and Principal to select and design field trips which are consistent with the mission and vision of the school;
- Coordination of field trips, including scheduling, field trip procedures, and fee collection from parents;

- Develops positive and constructive relationships with students, parents, teachers, other staff members, and the community;
- Supports the staff hiring process (e.g. reads applications, participates in interviews, checks references, etc.);
- Builds personal rapport with students so as to create a positive relational foundation and also to positively influence their character;
- Supports principal to ensure student academic needs are met by working with faculty to determine students' needs and by making sure that policies are in place to meet those needs;
- Supervises lunchroom and car pick-up process;
- Serves as an alternate leader for the Crisis Response Team;
- Oversees student and personnel records;
- Serves as an event manager for selected co-curricular activities;
- Ensuring Inventory Control Procedures are followed;
- Contributes to the school accreditation process;
- Attends and participates in faculty meetings;
- Maintains personal conduct both on and off campus that reflects positively on Tallahassee Classical School;
- Articulates and facilitates the implementation of the mission and values of Tallahassee Classical School; and
- Other duties as required.

Student Services Coordinator

The Student Services Coordinator is responsible for developing and implementing a comprehensive counseling program to address the academic, career and personal/social goals for all students, for coaching teachers in all curriculum areas on how to enhance students' literacy and mathematical skills; for identifying staff development needs of the school and for providing staff development related to literacy and mathematics as part of the problem-solving process; and for working with school and community groups and learning communities to help all students reach their highest potential.

Qualifications

Master's Degree in School Counseling preferred. Current Florida teaching certificate endorsed in School Counseling K-12 preferred, or is pursuing an alternative certificate. Three (3) years of experience in a school setting or counseling environment. ESE endorsement preferred. Prior experience with the Riggs Method, Reading Mastery or other phonetics-based curriculum preferred. Prior experience with Singapore Math or another mastery-based curriculum preferred.

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem-solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.
- Safeguards confidentiality of privileged information.
- Is extremely organized and willing to take initiative.
- Is self-motivated and willing to serve.
- Excellent time management skills with the ability to complete tasks promptly and accurately.

Terms

Reports to the Assistant Principal of Academics; 12-month position.

Duties and Responsibilities

- Complies with district-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school policies, and local, state and federal regulations.
- Assists in the registration and placement of students.

- Oversees the ESE and ELL function and is proficient in compliance requirements.
- Participates in ESE and ELL committee meetings as required
- Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students.
- Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups.
- Oversees the provision of career development activities for students.
- Administers initial screenings and coordinates the referral process for identification and placement of students with special needs.
- Use assessment data to assist administrators with placement of students in appropriate instructional or intervention programs
- Provides appropriate consultation with parents on issues related to student success.
- Provides appropriate consultation and staff development to school personnel as needed.
- Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students.
- Tracks attendance and develops appropriate truancy intervention plans.
- Assists with referrals to other service providers and outside agencies.
- Develops 504 plans and health care plans as needed.
- Maintains access to current information regarding community resources.
- Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff.
- Provides or assists with student orientation.
- Enforces the student dress code.
- Evaluates the guidance program on a continuing basis.
- Consults with school personnel on issues regarding student discipline.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Counsels in a range of diverse needs, including college/career information and mediation/conflict resolution.
- Assists in the orientation of new faculty and staff members and beginning teacher mentorship as needed.
- Assists with parent/teacher conferences as requested.
- Provide staff development for teachers, volunteers, parents, paraprofessionals, administrators, and other appropriate personnel as needed
- Coordinate school-based professional development in reading aligned with Riggs curriculum and the District Master In-service Plan and in math aligned with Singapore Math.
- Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures.
- Attends and participates in faculty meetings.
- Accepts responsibility for extra-curricular activities as assigned.
- Attends professional development opportunities.
- Acts as an emergency coordinator for student/staff medical issues.
- Participates in medical training provided by the district.
- Schedules substitutes when teachers are unable (emergencies).
- Articulates and facilitates the implementation of the mission and values of Tallahassee Classical School.

- Maintains a valid Florida teacher's certificate.
- Maintains personal conduct both on and off campus that reflects positively on Tallahassee Classical School.
- Performs other tasks and responsibilities as assigned by the Principal or administration.

Attachment Q1: Staffing Assumptions

Tallahassee Classical School						
Attachment Q1						
Staffing Assumptions						
Five Year Staffing Projections	Year 1	Year 2	Year 3	Year 4	Year 5	Salary
Principal	1.0	1.0	1.0	1.0	1.0	\$ 90,000
Assistant Principal	1.0	1.0	1.0	1.0	1.5	\$ 75,000
Student Services Coordinator	-	0.5	1.0	1.5	1.5	\$ 45,000
Executive Assistant/Registrar	1.0	1.0	1.0	1.0	1.0	\$ 35,000
Bookkeeper	1.0	1.0	1.0	1.0	1.0	\$ 32,000
Receptionist/Nurse	1.0	1.0	2.0	2.0	2.0	\$ 30,000
Maintenance 1 (Head Custodian)	1.0	1.0	1.0	1.0	1.0	\$ 23,000
Maintenance 2	1.5	2.0	2.5	3.0	3.0	\$ 20,000
Classroom Teachers	23.0	26.0	29.0	32.0	35.0	\$ 40,000
Art Teacher(s)	1.0	1.0	1.5	1.5	1.5	\$ 40,000
Music Teacher(s)	1.0	1.0	1.5	1.5	1.5	\$ 40,000
Phys Ed Teacher(s)	1.0	1.0	1.5	1.5	1.5	\$ 40,000
ESE Teacher(s)	2.5	2.5	3.0	3.5	3.5	\$ 40,000
Gifted Teacher(s)	0.5	0.6	0.7	0.8	0.9	\$ 40,000
Total Employees	36.5	40.6	47.7	52.3	55.9	

Attachment Q2: General Teacher Job Description

Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; and by establishing effective rapport with students and their parents. Teachers must be willing to commit to the school's mission, core values, academic program, and desired student outcomes as outlined in the approved charter.

Qualifications

Bachelor's degree in Education or specific content area and current Florida Professional teaching certificate, or pursuing an alternative certificate required. Prior experience as a teacher in a classical environment preferred.

- Possess a fundamental understanding of Tallahassee Classical School's values and mission.
- Possess a fundamental understanding of classical curriculum pedagogy and instructional practice.
- Self-motivated and willing to serve.
- Excellent time management skills with the ability to complete tasks promptly and accurately.
- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem-solving skills.
- Possess positive leadership qualities, such as integrity, level headedness, and charisma.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of computer systems, including the Microsoft Office suite.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

Terms

Reports to Principal; 10 – month position

Duties and Responsibilities

- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with FDOE standards and Tallahassee Classical goals and objectives.
- Meets and instructs assigned classes in the locations and at the times designated.

- Cooperates in the development and implementation of the school's program of instruction.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives in student instruction.
- Shows commitment to the school's mission, academic program and student academic outcomes as outlined in the approved charter.
- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus-wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Evaluates the learning progress of students on a regular basis using appropriate assessments and provides progress reports as required.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Administers group standardized tests in accordance with the school testing program.
- Establishes and maintains open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Selects and requests appropriate books and instructional materials and maintains required inventory records. Submits curriculum materials and lesson plans to Dean of Academics for review as appropriate.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains personal conduct both on and off campus that reflects positively on Tallahassee Classical School.
- Articulates and facilitates the implementation of the mission and values of Tallahassee Classical School.
- Safeguards confidentiality of privileged information.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.

- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to Tallahassee Classical policies including professional dress code, attendance, absences, and evaluations.

Attachment S: Student Enrollment Application



Tallahassee
Classical School

ADMISSIONS
APPLICATION

2019-2020
SCHOOL YEAR

K - 8TH

School Use Only SP: _____ T/B/E: _____
 Grade: _____ Date Rec: _____ Date Contact: _____
 Sib Grade: _____ Comments: _____

Tallahassee Classical School

STUDENT APPLICANT INFORMATION

STUDENT NAME: _____
 Last First MI

Birth Date: _____ Age on September 1, 2019 _____ Gender: Male Female

Primary Address: _____
 Street City State Zip

Student Primary Residence (Please select one): Mother & Father Mother Father Guardian(s)

Father/Guardian: _____
 Last First MI

(_____) _____ (_____) _____ (_____) _____
 Cell Phone # Home Phone # Work Phone #

Email Address: _____

Mother/Guardian: _____
 Last First MI

(_____) _____ (_____) _____ (_____) _____
 Cell Phone # Home Phone # Work Phone #

Email Address: _____

Names of Siblings Applying to Tallahassee Classical School for 2019-20 School Year:

Sibling Last Name	First Name	Current School of Enrollment	Grade Level (Current)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please List Any Current Medical Conditions: _____

Current Prescribed Medications: _____

Ethnicity: American Indian Asian Black Hispanic White Other _____

Is the applying student the dependent of an active-duty member of the Armed Forces? Yes No

EDUCATION INFORMATION

Grade Level for 2019-20: _____ Has Student Been Retained? Yes No If yes, grade level(s): _____

School Currently Enrolled: _____ Public School Zone: _____

Important Information

- **Knowingly making any false statement on this application shall void acceptance. Any information determined to be false upon or after enrollment may be grounds for immediate dismissal from Tallahassee Classical School.**
- **The making of a false statement on this application may subject the maker to criminal penalties under the laws of the state of Florida.**
- **If your child is selected in the lottery, placement is not guaranteed in a specific grade, class, or with a specific teacher. Actual placement will be determined by the school's ability to meet your child's needs.**
- **Promotion and retention decisions made by other Leon County public schools will largely be honored when placing students in appropriate grade levels.**
- **All requested information is kept confidential and will be used by the school for informational purposes only.**
- **Parents and guardians hereby agree to abide by all policies and procedures. Parents are an important part of the classical liberal arts program at Tallahassee Classical School; therefore, participation and a commitment to support Tallahassee Classical School's charter and mission is essential.**
- **This is NOT a registration form. Submitting an application does not imply or secure enrollment.**

By signing this application, parent and guardians agree to all information contained herein and hereon and certify that all information provided is true and correct.

Parent/Guardian Signature

Date

Admissions Lottery Information

Applications must be submitted by February 28, 2019. The lottery for student placement shall be conducted no later than March 1, 2019. Signed letters of commitment to accept admissions placements must be received within ten (10) business days of notification and completed registration forms must be received within thirty (30) calendar days. Student applications submitted after February 28, 2019 shall be placed in the appropriate class if there is no waiting list. Students not selected for placement in the lottery or where classes are full, will be placed on a waiting list for the possibility of placement during a subsequent lottery. Subsequent lotteries, if required, will be performed on April 1, May 1, and June 1.

Please Submit Completed Application To:

**Tallahassee Classical School
P.O. Box 745
Tallahassee, FL 32302**

Visit our website for more information and/or a downloadable version of this application at:
www.TLHclassical.org

Note: This application is only valid for the 2019-20 school year.

Non-Discrimination Statement

Tallahassee Classical School is a coeducational school enrolling and providing education to children without regard to gender, race, nationality, ethnic origin or religious beliefs.

Attachment T: Letters of Intent

As of January 30, 2018, with approximately ten days of media exposure, the school has received 112 letters of intent. See the table below for more details.

Date	Number of Letters of Intent Received	Total Students	Students Not Yet School Age	Students in Grades K-5	Students in Grades 6-8	Students in Grades 9-12
January 30, 2018	112	184	37	116	29	2

Attachment W1: Revenue Estimate 2019-2020

Attachment W1 Revenue Estimate Worksheet 2019-2020

Tallahassee Classical School Revenue Estimate 2019-2020

Based on the 2017-18 FEFP Second Calculation

School District: **Leon**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 0.9670

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18
				Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	163.00	1.107	180.4410	\$ 733,532
111 Basic K-3 with ESE Services	49.00	1.107	54.2430	\$ 220,510
102 Basic 4-8	204.00	1.000	204.0000	\$ 829,305
112 Basic 4-8 with ESE Services	32.00	1.000	32.0000	\$ 130,087
103 Basic 9-12	0.00	1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	4.00	1.212	4.8480	\$ 19,708
130 ESOL (Grade Level 4-8)	6.00	1.212	7.2720	\$ 29,562
130 ESOL (Grade Level 9-12)	0.00	1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	458.00		482.8040	\$ 1,962,704

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18	
		Base Funding	(WFTE x BSA x DCD)
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	482.8040	Total Base Funding	\$ 1,962,704

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix		Guarantee Per	
			Level	Student		
	49.00	PK-3	251	\$ 986	\$	48,314
Additional Funding from the ESE		PK-3	252	\$ 3,184	\$	-
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,498	\$	-
from 111,112 and 113 by grade and	32.00	4-8	251	\$ 1,106	\$	35,392
matrix level. Students who do not have a		4-8	252	\$ 3,304	\$	-
This total should equal all FTE from	0.00	4-8	253	\$ 6,618	\$	-
programs 111, 112 and 113 above.		9-12	251	\$ 787	\$	-
		9-12	252	\$ 2,985	\$	-
		9-12	253	\$ 6,299	\$	-
Total FTE with ESE Services	81.00			Total ESE Guarantee	\$	83,706

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 458.00 ÷ District's Total UFTE: 33,872.57 = 1.3521%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 482.80 ÷ District's Total WFTE: 36,724.90 = 1.3147%

Attachment W1 Revenue Estimate Worksheet 2019-2020

4. Supplemental Academic Instruction (UFTE share)	(b)	9,237,106	x	1.3521%	\$	124,895
300 Lowest Performing Schools Allocation	(d)				\$	-
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	4,416,983	x	1.3521%	\$	59,722
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	1,026,854	x	1.3521%	\$	13,884
7. Safe Schools Allocation (UFTE share)	(b)	1,221,290	x	1.3521%	\$	16,513
8. Instructional Materials Allocation (UFTE share)	(b)	2,529,911	x	1.3521%	\$	34,207
Dual Enrollment Instructional Materials Allocation	(f)				\$	-
ESE Applications Allocation:					\$	-
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	16,928	x	1.3147%	\$	223
10. Sparsity Supplement (WFTE share)	(c)	0	x	1.3147%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,514,279	x	1.3147%	\$	19,908
12. Discretionary Local Effort (WFTE share)	(c)	12,173,611	x	1.3147%	\$	160,046
13. Proration to Funds Available (WFTE share)	(c)	0	x	1.3147%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	549,003	x	1.3147%	\$	7,218

15. Class Size Reduction Funds:

<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	239.5320	0.9670	1,317.03	=	305,060	
4-8	243.2720	0.9670	898.36	=	211,334	
9-12	0.0000	0.9670	900.53	=	0	
Total *	482.8040				Total Class Size Reduction Funds	\$ 516,394

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation (g)

Enter All Adjusted Fundable Riders		x	380	\$	-
Enter All Adjusted ESE Riders		x	1,386	\$	-

17. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

18. Florida Teachers Classroom Supply Assistance Program (i) \$ -

19. Food Service Allocation (j) \$ -

Total \$ 2,999,420

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)

If you have more than a 75% ESE student population, please place a 1 in the following box: \$ -

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

Attachment W1 Revenue Estimate Worksheet 2019-2020

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Attachment W2: Revenue Estimate 2020-2021

Attachment W2 Revenue Estimate Worksheet 2020-2021

Tallahassee Classical School Revenue Estimate 2020-2021

Based on the 2017-18 FEFP Second Calculation

School District: **Leon**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 0.9670

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18 Base Funding	
				(1)	(2) x (3)
101 Basic K-3	163.00	1.107	180.4410	\$	733,532
111 Basic K-3 with ESE Services	49.00	1.107	54.2430	\$	220,510
102 Basic 4-8	242.00	1.000	242.0000	\$	983,783
112 Basic 4-8 with ESE Services	38.00	1.000	38.0000	\$	154,478
103 Basic 9-12	21.00	1.001	21.0210	\$	85,455
113 Basic 9-12 with ESE Services	3.00	1.001	3.0030	\$	12,208
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$	-
130 ESOL (Grade Level PK-3)	4.00	1.212	4.8480	\$	19,708
130 ESOL (Grade Level 4-8)	6.00	1.212	7.2720	\$	29,562
130 ESOL (Grade Level 9-12)	1.00	1.212	1.2120	\$	4,927
300 Career Education (Grades 9-12)		1.001	0.0000	\$	-
Totals	527.00		552.0400	\$	2,244,163

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	552.0400	Total Base Funding	\$ 2,244,163

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix		Guarantee Per Student		
			Level				
	49.00	PK-3	251	\$ 986	\$	48,314	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	252	\$ 3,184	\$	-	
		PK-3	253	\$ 6,498	\$	-	
	38.00	4-8	251	\$ 1,106	\$	42,028	
		4-8	252	\$ 3,304	\$	-	
		4-8	253	\$ 6,618	\$	-	
	3.00	9-12	251	\$ 787	\$	2,361	
		9-12	252	\$ 2,985	\$	-	
		9-12	253	\$ 6,299	\$	-	
	Total FTE with ESE Services	90.00			Total ESE Guarantee	\$	92,703

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 527.00 ÷ District's Total UFTE: 33,872.57 = 1.5558%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 552.04 ÷ District's Total WFTE: 36,724.90 = 1.5032%

Attachment W2 Revenue Estimate Worksheet 2020-2021

4. Supplemental Academic Instruction (UFTE share)	(b)	9,237,106	x	1.5558%	\$	143,711
300 Lowest Performing Schools Allocation	(d)				\$	-
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation	(b)	4,416,983	x	1.5558%	\$	68,719
.748 Mills (UFTE share)						
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	1,026,854	x	1.5558%	\$	15,976
7. Safe Schools Allocation (UFTE share)	(b)	1,221,290	x	1.5558%	\$	19,001
8. Instructional Materials Allocation (UFTE share)	(b)	2,529,911	x	1.5558%	\$	39,360
Dual Enrollment Instructional Materials Allocation	(f)				\$	-
ESE Applications Allocation:					\$	-
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	16,928	x	1.5032%	\$	254
10. Sparsity Supplement (WFTE share)	(c)	0	x	1.5032%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,514,279	x	1.5032%	\$	22,763
12. Discretionary Local Effort (WFTE share)	(c)	12,173,611	x	1.5032%	\$	182,994
13. Proration to Funds Available (WFTE share)	(c)	0	x	1.5032%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	549,003	x	1.5032%	\$	8,253
15. Class Size Reduction Funds:						
Weighted FTE (not including Add-On) X	DCD		X	Allocation factors		
PK - 3	239.5320	0.9670		1,317.03	=	305,060
4-8	287.2720	0.9670		898.36	=	249,557
9-12	25.2360	0.9670		900.53	=	21,976
Total *	552.0400					Total Class Size Reduction Funds \$ 576,593
(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)						
16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	380	\$	-
Enter All Adjusted ESE Riders			x	1,386	\$	-
17. Federally Connected Student Supplement	(h)					
				Exempt Property	Impact Aide	
Impact Aid Student Type	Number of Students			Allocation	Student	Total
Military and Indian Lands				\$0.00	\$0.00	\$ -
Civilians on Federal Lands				\$0.00	\$0.00	\$ -
Students with Disabilities					\$0.00	\$ -
Total						\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)				\$	-
19. Food Service Allocation	(j)				\$	-
					Total \$	3,414,490
20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)				\$	-
If you have more than a 75% ESE student population, please place a 1 in the following box:						

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

Attachment W2 Revenue Estimate Worksheet 2020-2021

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Attachment W3: Revenue Estimate 2021-2022

Attachment W3 Revenue Estimate Worksheet 2021-2022

Tallahassee Classical School Revenue Estimate 2021-2022

Based on the 2017-18 FEFP Second Calculation

School District: **Leon**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 0.9670

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18 Base Funding
				(WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	163.00	1.107	180.4410	\$ 733,532
111 Basic K-3 with ESE Services	49.00	1.107	54.2430	\$ 220,510
102 Basic 4-8	260.00	1.000	260.0000	\$ 1,056,957
112 Basic 4-8 with ESE Services	40.00	1.000	40.0000	\$ 162,609
103 Basic 9-12	65.00	1.001	65.0650	\$ 264,504
113 Basic 9-12 with ESE Services	8.00	1.001	8.0080	\$ 32,554
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	4.00	1.212	4.8480	\$ 19,708
130 ESOL (Grade Level 4-8)	8.00	1.212	9.6960	\$ 39,416
130 ESOL (Grade Level 9-12)	2.00	1.212	2.4240	\$ 9,854
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	599.00		624.7250	\$ 2,539,644

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	624.7250	Total Base Funding	\$ 2,539,644

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix		Guarantee Per Student	
			Level			
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	49.00	PK-3	251	\$ 986	\$	48,314
			252	\$ 3,184	\$	-
			253	\$ 6,498	\$	-
			4-8	\$ 1,106	\$	44,240
			4-8	\$ 3,304	\$	-
			4-8	\$ 6,618	\$	-
			9-12	\$ 787	\$	6,296
			9-12	\$ 2,985	\$	-
			9-12	\$ 6,299	\$	-
			Total FTE with ESE Services	97.00		Total ESE Guarantee

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 599.00 ÷ District's Total UFTE: 33,872.57 = 1.7684%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 624.73 ÷ District's Total WFTE: 36,724.90 = 1.7011%

Attachment W3 Revenue Estimate Worksheet 2021-2022

4. Supplemental Academic Instruction (UFTE share)	(b)	9,237,106	x	1.7684%	\$	163,349
300 Lowest Performing Schools Allocation	(d)				\$	-
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation	(b)	4,416,983	x	1.7684%	\$	78,110
.748 Mills (UFTE share)						
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	1,026,854	x	1.7684%	\$	18,159
7. Safe Schools Allocation (UFTE share)	(b)	1,221,290	x	1.7684%	\$	21,597
8. Instructional Materials Allocation (UFTE share)	(b)	2,529,911	x	1.7684%	\$	44,739
Dual Enrollment Instructional Materials Allocation	(f)				\$	-
ESE Applications Allocation:					\$	-
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	16,928	x	1.7011%	\$	288
10. Sparsity Supplement (WFTE share)	(c)	0	x	1.7011%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,514,279	x	1.7011%	\$	25,759
12. Discretionary Local Effort (WFTE share)	(c)	12,173,611	x	1.7011%	\$	207,085
13. Proration to Funds Available (WFTE share)	(c)	0	x	1.7011%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	549,003	x	1.7011%	\$	9,339
15. Class Size Reduction Funds:						
Weighted FTE (not including Add-On) X	DCD	X	Allocation factors	=		
PK - 3 239,5320	0.9670		1,317.03	=	305,060	
4-8 309,6960	0.9670		898.36	=	269,037	
9-12 75,4970	0.9670		900.53	=	65,744	
Total *		624.7250			Total Class Size Reduction Funds \$	639,841
(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)						
16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	380	\$	-
Enter All Adjusted ESE Riders			x	1,386	\$	-
17. Federally Connected Student Supplement	(h)					
				Exempt Property	Impact Aide	
Impact Aid Student Type	Number of Students			Allocation	Student	Total
Military and Indian Lands				\$0.00	\$0.00	\$ -
Civilians on Federal Lands				\$0.00	\$0.00	\$ -
Students with Disabilities				\$0.00	\$0.00	\$ -
Total						\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)				\$	-
19. Food Service Allocation	(j)				\$	-
					Total \$	3,846,760
20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:					\$	-

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

Attachment W3 Revenue Estimate Worksheet 2021-2022

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Attachment W4: Revenue Estimate 2021-2022

Attachment W4 Revenue Estimate Worksheet 2022-2023

Tallahassee Classical School Revenue Estimate 2022-2023

Based on the 2017-18 FEFP Second Calculation

School District: **Leon**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 0.9670

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18
				Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	163.00	1.107	180.4410	\$ 733,532
111 Basic K-3 with ESE Services	49.00	1.107	54.2430	\$ 220,510
102 Basic 4-8	280.00	1.000	280.0000	\$ 1,138,262
112 Basic 4-8 with ESE Services	42.00	1.000	42.0000	\$ 170,739
103 Basic 9-12	109.00	1.001	109.1090	\$ 443,552
113 Basic 9-12 with ESE Services	13.00	1.001	13.0130	\$ 52,901
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	-
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	-
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	-
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	-
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	-
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	-
130 ESOL (Grade Level PK-3)	4.00	1.212	4.8480	\$ 19,708
130 ESOL (Grade Level 4-8)	8.00	1.212	9.6960	\$ 39,416
130 ESOL (Grade Level 9-12)	3.00	1.212	3.6360	\$ 14,781
300 Career Education (Grades 9-12)		1.001	0.0000	-
Totals	671.00		696.9860	\$ 2,833,401

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18
Advanced Placement		\$ -
International Baccalaureate		\$ -
Advanced International Certificate		\$ -
Industry Certified Career Education		\$ -
Early High School Graduation		\$ -
Small District ESE Supplement		\$ -
Total Additional FTE	0.0000	Additional Base Funds \$ -
Total Funded Weighted FTE	696.9860	Total Base Funding \$ 2,833,401

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix		Guarantee Per Student
			Level	Level	
	49.00	PK-3	251	\$ 986	\$ 48,314
Additional Funding from the ESE		PK-3	252	\$ 3,184	\$ -
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,498	\$ -
from 111, 112 and 113 by grade and	42.00	4-8	251	\$ 1,106	\$ 46,452
matrix level. Students who do not have a		4-8	252	\$ 3,304	\$ -
matrix level should be considered 251.		4-8	253	\$ 6,618	\$ -
This total should equal all FTE from	13.00	9-12	251	\$ 787	\$ 10,231
programs 111, 112 and 113 above.		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
Total FTE with ESE Services	104.00			Total ESE Guarantee	\$ 104,997

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 671.00 ÷ District's Total UFTE: 33,872.57 = 1.9810%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 696.99 ÷ District's Total WFTE: 36,724.90 = 1.8979%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>9,237,106</u>	x	1.9810%	\$	<u>182,987</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	<u>4,416,983</u>	x	1.9810%	\$	<u>87,500</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,026,854</u>	x	1.9810%	\$	<u>20,342</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>1,221,290</u>	x	1.9810%	\$	<u>24,194</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>2,529,911</u>	x	1.9810%	\$	<u>50,118</u>
Dual Enrollment Instructional Materials Allocation	(f)				\$	<u>-</u>
ESE Applications Allocation:					\$	<u>-</u>
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	<u>16,928</u>	x	1.8979%	\$	<u>321</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.8979%	\$	<u>-</u>
11. Reading Allocation (WFTE share)	(c)	<u>1,514,279</u>	x	1.8979%	\$	<u>28,740</u>
12. Discretionary Local Effort (WFTE share)	(c)	<u>12,173,611</u>	x	1.8979%	\$	<u>231,043</u>
13. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.8979%	\$	<u>-</u>
14. Discretionary Lottery (WFTE share)	(c)	<u>549,003</u>	x	1.8979%	\$	<u>10,420</u>
15. Class Size Reduction Funds:						
Weighted FTE (not including Add-On) X		<u>DCD</u>	X	<u>Allocation factors</u>		
PK - 3		239.5320	0.9670	1,317.03	=	<u>305,060</u>
4-8		331.6960	0.9670	898.36	=	<u>288,149</u>
9-12		125.7580	0.9670	900.53	=	<u>109,512</u>
Total *		<u>696.9860</u>				<u>Total Class Size Reduction Funds \$ 702,721</u>
(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)						
16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	380	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,386	\$	<u>-</u>
17. Federally Connected Student Supplement	(h)					
				Exempt Property	Impact Aide	
				Allocation	Student	
					Allocation	Total
Military and Indian Lands				\$0.00	\$0.00	\$ -
Civilians on Federal Lands				\$0.00	\$0.00	\$ -
Students with Disabilities					\$0.00	\$ -
Total						\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)				\$	<u>-</u>
19. Food Service Allocation	(j)				\$	<u>-</u>
					Total \$	<u>4,276,784</u>
20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:					\$	<u>-</u>

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

Attachment W4 Revenue Estimate Worksheet 2022-2023

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Attachment W5: Revenue Estimate 2022-2023

Attachment W5 Revenue Estimate Worksheet 2023-2024

Tallahassee Classical School Revenue Estimate 2022-2023

Based on the 2017-18 FEFP Second Calculation

School District: **Leon**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 0.9670

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18 Base Funding
				(WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	163.00	1.107	180.4410	\$ 733,532
111 Basic K-3 with ESE Services	49.00	1.107	54.2430	\$ 220,510
102 Basic 4-8	280.00	1.000	280.0000	\$ 1,138,262
112 Basic 4-8 with ESE Services	42.00	1.000	42.0000	\$ 170,739
103 Basic 9-12	175.00	1.001	175.1750	\$ 712,125
113 Basic 9-12 with ESE Services	21.00	1.001	21.0210	\$ 85,455
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	4.00	1.212	4.8480	\$ 19,708
130 ESOL (Grade Level 4-8)	8.00	1.212	9.6960	\$ 39,416
130 ESOL (Grade Level 9-12)	4.00	1.212	4.8480	\$ 19,708
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	746.00		772.2720	\$ 3,139,455

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18 Base Funding	
		(WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	772.2720	Total Base Funding	\$ 3,139,455

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix		Guarantee Per Student	
			Level			
	49.00	PK-3	251	\$ 986	\$	48,314
Additional Funding from the ESE		PK-3	252	\$ 3,184	\$	-
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,498	\$	-
from 111,112 and 113 by grade and	42.00	4-8	251	\$ 1,106	\$	46,452
matrix level. Students who do not have a		4-8	252	\$ 3,304	\$	-
matrix level should be considered 251.		4-8	253	\$ 6,618	\$	-
This total should equal all FTE from	21.00	9-12	251	\$ 787	\$	16,527
programs 111, 112 and 113 above.		9-12	252	\$ 2,985	\$	-
		9-12	253	\$ 6,299	\$	-
Total FTE with ESE Services	112.00			Total ESE Guarantee	\$	111,293

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 746.00 ÷ District's Total UFTE: 33,872.57 = 2.2024%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 772.27 ÷ District's Total WFTE: 36,724.90 = 2.1029%

Attachment W5 Revenue Estimate Worksheet 2023-2024

4. Supplemental Academic Instruction (UFTE share)	(b)	9,237,106	x	2.2024%	\$	203,438
300 Lowest Performing Schools Allocation	(d)				\$	-
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation						
.748 Mills (UFTE share)	(b)	4,416,983	x	2.2024%	\$	97,280
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	1,026,854	x	2.2024%	\$	22,615
7. Safe Schools Allocation (UFTE share)	(b)	1,221,290	x	2.2024%	\$	26,898
8. Instructional Materials Allocation (UFTE share)	(b)	2,529,911	x	2.2024%	\$	55,719
Dual Enrollment Instructional Materials Allocation	(f)				\$	-
ESE Applications Allocation:					\$	-
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Declining Enrollment (WFTE share)	(c)	16,928	x	2.1029%	\$	356
10. Sparsity Supplement (WFTE share)	(c)	0	x	2.1029%	\$	-
11. Reading Allocation (WFTE share)	(c)	1,514,279	x	2.1029%	\$	31,844
12. Discretionary Local Effort (WFTE share)	(c)	12,173,611	x	2.1029%	\$	255,999
13. Proration to Funds Available (WFTE share)	(c)	0	x	2.1029%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	549,003	x	2.1029%	\$	11,545
15. Class Size Reduction Funds:						
Weighted FTE (not including Add-On) X	DCD		X	Allocation factors		
PK - 3	239.5320	0.9670		1,317.03	=	305,060
4-8	331.6960	0.9670		898.36	=	288,149
9-12	201.0440	0.9670		900.53	=	175,072
Total *	772.2720					Total Class Size Reduction Funds \$ 768,281
(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)						
16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders			x	380	\$	-
Enter All Adjusted ESE Riders			x	1,386	\$	-
17. Federally Connected Student Supplement	(h)					
				Exempt Property	Impact Aide	
				Allocation	Student	
					Allocation	Total
Military and Indian Lands				\$0.00	\$0.00	\$ -
Civilians on Federal Lands				\$0.00	\$0.00	\$ -
Students with Disabilities					\$0.00	\$ -
Total						\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)				\$	-
19. Food Service Allocation	(j)				\$	-
					Total \$	4,724,723
20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)					
If you have more than a 75% ESE student population, please place a 1 in the following box:					\$	-

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

Attachment W5 Revenue Estimate Worksheet 2023-2024

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Attachment X1: Operating Budget Projection at 95%

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection at 95% Enrollment
Five Fiscal Years

	2019-20 Projected Year 1	2020-21 Projected Year 2	2021-22 Projected Year 3	2022-23 Projected Year 4	2023-24 Projected Year 5
Revenues:					
Federal	-	-	-	-	-
Total Federal	-	-	-	-	-
State Sources:					
FEFP	\$ 2,849,449	\$ 3,259,984	\$ 3,691,058	\$ 4,124,194	\$ 4,578,932
FEFP Trans	\$ -	\$ -	\$ -	\$ -	\$ -
Food Serv	\$ 109,068	\$ 143,490	\$ 162,966	\$ 182,442	\$ 203,063
CSP Grant	\$ -	\$ -	\$ -	\$ -	\$ -
LEAD	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ 128,025	\$ 143,325	\$ 159,525
Total State	\$ 2,958,517	\$ 3,403,473	\$ 3,882,049	\$ 4,449,961	\$ 4,941,520
Local Sources:					
Fundraising	-	-	-	-	-
Total Local	-	-	-	-	-
TOTAL REVENUES	\$ 2,958,517	\$ 3,403,475	\$ 3,882,049	\$ 4,449,961	\$ 4,941,520
Expenditures:					
<i>Instructional</i>					
Salaries-Instruc	1,160,000	1,303,260	1,532,975	1,706,547	1,863,754
Substitutes	23,200	25,680	29,760	32,640	35,120
Tutoring	23,250	27,350	31,950	35,950	39,450
Health/Other Benefits Instru	130,500	144,450	167,400	183,600	197,550
Social Security Instru	74,800	84,102	98,870	110,021	120,176
Medicare Instru	17,484	19,669	23,123	25,731	28,106
Unemployment Instru	5,481	6,067	260	286	307
403(b) Instruc	34,800	39,098	43,989	51,196	55,913
Worker's Compensation	12,065	13,565	15,947	17,745	19,383
LEAD	-	-	-	-	-
Classroom Supplies	21,750	21,042	24,467	27,710	31,196
Classroom Furniture	76,975	10,920	11,205	11,205	11,490
Classroom Technology	47,000	6,060	13,965	17,412	19,147
Textbooks and Supplemental Books	73,389	42,933	50,291	56,827	64,913
Contracted Services (OT, PT, etc.)	16,313	18,788	21,338	23,888	26,588
ESE Supplies	770	840	910	980	1,050
Software Licenses	-	-	-	-	-
Copier Lease	9,570	11,022	13,087	14,651	17,016

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection at 95% Enrollment
Five Fiscal Years

	2019-20 Projected Year 1	2020-21 Projected Year 2	2021-22 Projected Year 3	2022-23 Projected Year 4	2023-24 Projected Year 5
<i>Support for Instruction</i>					
Staff Development	23,735	22,732	24,938	29,212	30,409
Internet Connectivity	3,000	3,030	3,060	3,090	3,120
Media Center	-	-	-	-	-
Guidance	-	-	-	-	-
<i>Governing Board of Directors</i>					
Legal Services	2,500	2,550	2,600	2,650	2,700
Insurance Other	-	-	-	-	-
External Financial Audit	-	10,000	10,500	10,500	11,000
Licenses and Fees	1,801	2,063	2,337	2,609	2,897
Training	3,800	3,200	4,300	3,200	3,800
Directors and Officers Insurance	15,000	15,000	15,000	15,000	15,000
<i>Administration</i>					
Salaries	165,000	189,973	215,662	243,329	286,780
Health Insurance	9,000	11,250	13,500	15,750	18,000
Social Security	10,230	11,778	13,371	15,086	17,780
Medicare	2,393	2,735	3,127	3,528	4,158
Unemployment	378	473	21	23	28
403(b)	4,950	5,699	6,470	7,300	8,603
Worker's Compensation	1,650	1,900	2,157	2,433	2,668
<i>Office Support</i>					
Salaries	97,000	98,455	130,838	132,801	134,793
Health Insurance	13,500	13,500	18,000	18,000	18,000
Social Security	6,014	6,104	8,112	8,234	8,337
Medicare	1,450	1,471	1,941	1,969	1,998
Unemployment	567	567	28	28	28
Worker's Compensation	970	983	1,308	1,328	1,348
Travel	-	-	-	-	-
Office Technology	2,000	233	918	979	1,041
Office Furniture and Equipment	3,070	910	2,160	910	960
Office Supplies	6,000	6,120	6,240	6,360	6,480
Advertising	870	633	435	-	-
Software Licenses	2,590	1,590	1,590	1,590	1,590
Technology stipend	3,000	3,000	3,000	3,000	3,000
Postage and Shipping	2,175	2,305	2,845	3,185	3,545
Fingerprinting	1,035	123	213	138	108
<i>Food Service Costs</i>					
Meal Costs	105,705	121,743	138,267	154,791	172,287
Equipment Purchases	15,000	2,000	2,000	2,000	2,000
<i>Facility</i>					
Lease	304,500	400,800	512,100	637,000	709,000
Renovation	-	-	-	-	-
Utilities: Electric	28,710	28,710	37,554	37,554	37,554
Utilities: Water, Sewer, Garbage	5,220	6,012	6,828	7,644	8,508
Phone	3,000	3,030	3,060	3,090	3,120
Maintenance	4,500	4,500	4,800	4,800	5,100
Contracted Services (Fire Insp, HVAC)	7,500	7,500	7,500	7,500	7,500
Insurance (Liability, Property, Umbrella)	18,000	18,000	18,000	18,000	18,000

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection at 95% Enrollment
Five Fiscal Years

	2019-20 Projected Year 1	2020-21 Projected Year 2	2021-22 Projected Year 3	2022-23 Projected Year 4	2023-24 Projected Year 5
<i>Fiscal</i>					
Payroll Processing	3,132	3,420	3,924	4,284	4,500
Contracted Services (CPA)	6,000	6,000	6,000	6,000	6,000
<i>Custodial</i>					
Salaries	53,000	63,943	73,206	86,791	88,093
Health Insurance	11,250	13,300	15,750	18,000	18,000
Social Security	3,286	3,965	4,663	5,381	5,462
Medicare	769	927	1,090	1,258	1,277
Unemployment	473	367	25	28	28
Worker's Compensation	530	639	752	868	881
Custodial Supplies	10,875	12,323	14,225	15,825	17,725
Pest Control	1,725	1,950	2,175	2,400	2,625
<i>Community</i>					
Parent Activities	-	-	-	-	-
Student Activities	4,250	8,300	12,750	17,000	21,250
<i>Other</i>					
District Fee	86,190	85,618	85,354	85,190	84,978
Contingencies	69,081	79,359	90,143	100,973	112,349
Total Expenditures	\$ 2,853,729	\$ 3,066,899	\$ 3,620,395	\$ 4,064,302	\$ 4,445,787
Revenues Over (Under) Expenditures	\$ 104,788	\$ 336,373	\$ 361,654	\$ 383,459	\$ 493,733
<i>Other Financing Sources (Uses)</i>					
Operating Transfers In	-	-	-	-	-
Operating Transfers Out	-	-	-	-	-
Proceeds from Sale of Fixed Assets and Other	-	-	-	-	-
Total Other Financing Sources (Uses)	-	-	-	-	-
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Uses	\$ 104,788	\$ 336,373	\$ 361,654	\$ 383,459	\$ 493,733
Fund Balance Beginning	\$ 10,469	\$ 115,258	\$ 451,833	\$ 813,487	\$ 1,198,946
Fund Balance Ending	\$ 115,258	\$ 451,833	\$ 813,487	\$ 1,198,946	\$ 1,694,679

Attachment X2: Operating Budget Projection at 80%

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection at 80% Enrollment
Five Fiscal Years

	2019-20 Projected Year 1	2020-21 Projected Year 2	2021-22 Projected Year 3	2022-23 Projected Year 4	2023-24 Projected Year 5
Revenues:					
Federal	-	-	-	-	-
Total Federal	-	-	-	-	-
State Sources:					
FEFP	\$ 2,399,536	\$ 2,745,250	\$ 3,108,259	\$ 3,473,006	\$ 3,855,943
FEFP Trans	\$ -	\$ -	\$ -	\$ -	\$ -
Food Serv	\$ 91,768	\$ 120,864	\$ 137,189	\$ 153,801	\$ 170,986
CSP Grant	\$ -	\$ -	\$ -	\$ -	\$ -
LEAD	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ 107,775	\$ 120,825	\$ 134,325
Total State	\$ 2,491,304	\$ 2,866,114	\$ 3,353,223	\$ 3,747,632	\$ 4,161,253
Local Sources:					
Fundraising	-	-	-	-	-
Total Local	-	-	-	-	-
TOTAL REVENUES	\$ 2,491,304	\$ 2,866,114	\$ 3,353,223	\$ 3,747,632	\$ 4,161,253
Expenditures:					
<i>Instructional</i>					
Salaries-Instruc	1,000,000	1,140,860	1,326,930	1,497,411	1,566,573
Substitutes	20,000	22,480	25,760	28,640	29,520
Tutoring	-	-	-	-	-
Health/Other Benefits Instru	112,500	126,450	144,900	161,100	166,050
Social Security Instru	63,240	72,127	83,867	94,615	98,958
Medicare Instru	14,790	16,868	19,614	22,128	23,143
Unemployment Instru	4,725	5,311	225	251	258
403(b) Instruc	30,000	34,226	39,808	44,922	46,997
Worker's Compensation	10,200	11,633	13,527	15,261	15,961
LEAD	-	-	-	-	-
Classroom Supplies	18,300	17,724	20,597	23,360	26,268
Classroom Furniture	76,975	10,920	11,205	11,205	11,490
Classroom Technology	42,250	5,555	14,128	15,403	16,962
Textbooks and Supplemental Books	48,256	28,163	33,013	37,322	42,654
Contracted Services (OT, PT, etc.)	13,725	15,825	17,963	20,138	22,388
ESE Supplies	650	710	760	810	870
Software Licenses	-	-	-	-	-
Copier Lease	8,052	9,284	11,017	12,351	14,328
<i>Support for Instruction</i>					
Staff Development	18,075	19,672	21,783	25,637	26,204
Internet Connectivity	3,000	3,030	3,060	3,090	3,120

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection at 80% Enrollment
Five Fiscal Years

	2019-20 Projected Year 1	2020-21 Projected Year 2	2021-22 Projected Year 3	2022-23 Projected Year 4	2023-24 Projected Year 5
Media Center	-	-	-	-	-
Guidance	-	-	-	-	-
Governing Board of Directors					
Legal Services	2,500	2,550	2,600	2,650	2,700
Insurance Other	-	-	-	-	-
External Financial Audit	-	10,000	10,500	10,500	11,000
Licenses and Fees	1,525	1,749	1,977	2,209	2,449
Training	2,200	2,200	2,700	2,200	2,200
Directors and Officers Insurance	15,000	15,000	15,000	15,000	15,000
Administration					
Salaries	165,000	189,975	215,662	243,329	286,700
Health Insurance	9,000	11,250	13,500	15,750	18,000
Social Security	10,230	11,778	13,371	15,086	17,780
Medicare	2,393	2,755	3,127	3,528	4,158
Unemployment	378	473	21	25	28
403(b)	4,950	5,699	6,470	7,300	8,603
Worker's Compensation	1,650	1,900	2,157	2,433	2,868
Office Support					
Salaries	97,000	98,455	130,839	132,801	134,793
Health Insurance	13,500	13,500	18,000	18,000	18,000
Social Security	6,014	6,104	8,112	8,234	8,357
Medicare	1,450	1,471	1,941	1,969	1,998
Unemployment	567	567	28	28	28
Worker's Compensation	970	985	1,308	1,328	1,348
Travel	-	-	-	-	-
Office Technology	2,000	253	918	979	1,041
Office Furniture and Equipment	3,070	910	2,160	910	960
Office Supplies	6,000	6,120	6,240	6,360	6,480
Advertising	732	549	366	-	-
Software Licenses	2,590	1,590	1,590	1,590	1,590
Technology stipend	3,000	3,000	3,000	3,000	3,000
Postage and Shipping	1,830	2,110	2,395	2,685	2,985
Fingerprinting	885	153	183	138	48
Food Service Costs					
Meal Costs	88,938	102,546	116,397	130,491	145,071
Equipment Rental/Purchases	2,000	2,000	2,000	2,000	2,000
Facility					
Lease	256,200	337,600	431,100	537,000	597,000
Renovation	-	-	-	-	-
Utilities: Electric	24,156	24,156	31,614	31,614	31,614
Utilities: Water, Sewer, Garbage	4,392	5,064	5,748	6,444	7,164
Phone	3,000	3,030	3,060	3,090	3,120
Maintenance	4,500	4,500	4,800	4,800	5,100
Contracted Services (Fire Insp, HVAC)	7,500	7,500	7,500	7,500	7,500
Insurance (Liability, Property, Umbrella)	18,000	18,000	18,000	18,000	18,000

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection at 80% Enrollment
Five Fiscal Years

	2019-20 Projected Year 1	2020-21 Projected Year 2	2021-22 Projected Year 3	2022-23 Projected Year 4	2023-24 Projected Year 5
<i>Fiscal</i>					
Payroll Processing	2,772	3,132	3,564	3,924	3,996
Contracted Services (CPA)	6,000	6,000	6,000	6,000	6,000
<i>Custodial</i>					
Salaries	33,000	63,945	75,206	86,791	88,093
Health Insurance	6,750	13,500	15,750	18,000	18,000
Social Security	2,046	3,965	4,663	5,301	5,462
Medicare	479	927	1,090	1,258	1,277
Unemployment	284	567	25	28	28
Worker's Compensation	330	639	752	868	881
Custodial Supplies	9,150	10,550	11,975	13,425	14,925
Pest Control	1,725	1,950	2,175	2,400	2,625
<i>Community</i>					
Parent Activities	-	-	-	-	-
Student Activities	-	8,500	12,750	17,000	21,250
<i>Other</i>					
District Fee	81,951	81,317	81,113	80,843	80,736
Contingencies	57,940	66,598	75,679	84,804	94,380
Total Expenditures	\$ 2,450,284	\$ 2,697,920	\$ 3,163,282	\$ 3,573,337	\$ 3,618,160
Revenues Over (Under) Expenditures	\$ 41,020	\$ 168,195	\$ 189,941	\$ 174,295	\$ 343,093
<i>Other Financing Sources (Uses)</i>					
Operating Transfers In					
Operating Transfers Out					
Proceeds from Sale of Fixed Assets and Other					
Total Other Financing Sources (Uses)	-	-	-	-	-
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Uses	\$ 41,020	\$ 168,195	\$ 189,941	\$ 174,295	\$ 343,093
Fund Balance Beginning	\$ 10,469	\$ 51,489	\$ 219,684	\$ 409,625	\$ 583,920
Fund Balance Ending	\$ 51,489	\$ 219,684	\$ 409,625	\$ 583,920	\$ 927,013

Attachment Y1: Startup Budget - Summary

**Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection
Start Up Year**

	May 2018 to June 2019
Revenues:	
Local Sources:	
Fundraising	\$ 80,600
Total Local	\$ 80,600
TOTAL REVENUES	\$ 80,600
 Expenditures:	
<i>Instructional</i>	
<i>Governing Board of Directors</i>	
Legal Services	\$ 5,000
Licenses and Fees	\$ 2,076
Training	\$ 6,250
<i>Administration</i>	
Salaries	\$ 30,000
Health Insurance	\$ 2,000
Social Security	\$ 1,860
Medicare	\$ 435
Unemployment	\$ 63
403(b)	\$ 900
Worker's Compensation	\$ 300
Travel	\$ 5,100
<i>Office Support</i>	
Salaries	\$ 5,833
Health Insurance	\$ 1,000
Social Security	\$ 362
Medicare	\$ 85
Unemployment	\$ 32
Worker's Compensation	\$ 58
Office Technology	\$ 1,700
Office Furniture and Equipment	\$ 2,820
Office Supplies	\$ 500
Fees	\$ 60
Advertising	\$ 1,145
<i>Facility</i>	
Lease	\$ 2,000
Utilities: Electric	\$ 200
Utilities: Water, Sewer, Garbage	\$ 60
<i>Fiscal</i>	

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection
Start Up Year

	May 2018 to June 2019
Payroll Processing	\$ 192
<i>Custodial</i>	
Pest Control	\$ 100
Total Expenditures	\$ 70,131
Revenues Over (Under) Expenditures	\$ 10,469
Other Financing Sources (Uses)	
Operating Transfers In	\$ 1,750
Operating Transfers Out	\$ (1,750)
Proceeds from Sale of Fixed Assets and Other	
Total Other Financing Sources (Uses)	\$ -
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Uses	
Fund Balance Beginning	\$ -
Fund Balance Ending	\$ 10,469

Attachment Y2: Balance Sheet

Tallahassee Classical School
 Balance Sheet
 As of June 30, 2019

	General Fund	Federal Grants	Food Service	Capital Outlay
Assets				
Cash	\$ 10,469			
Accounts Receivable Due From Other Funds				
Total Assets	\$ 10,469	\$ -	\$ -	\$ -
Liabilities and Fund Balances				
Accounts Payable Due to Other Funds				
Total Liabilities	\$ -	\$ -	\$ -	\$ -
Fund Balance				
Unrestricted	\$ 10,469			
Total Liabilities and Fund Balance	\$ 10,469	\$ -	\$ -	\$ -

Attachment Y3: Startup Budget - Monthly

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection
Start Up Year

	May 2018	June 2018	July 2018	August 2018	September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	April 2019	May 2019	June 2019	Total
Revenues:															
Local Sources:															
Fundraising		\$ 10,000	\$ 50	\$ 50	\$ 50	\$ 35,050	\$ 50	\$ 50	\$ 10,050	\$ 50	\$ 25,050	\$ 50	\$ 50	\$ 50	\$ 80,600
Total Local	\$ -	\$ 10,000	\$ 50	\$ 50	\$ 50	\$ 35,050	\$ 50	\$ 50	\$ 10,050	\$ 50	\$ 25,050	\$ 50	\$ 50	\$ 50	\$ 80,600
TOTAL REVENUES	\$ -	\$ 10,000	\$ 50	\$ 50	\$ 50	\$ 35,050	\$ 50	\$ 50	\$ 10,050	\$ 50	\$ 25,050	\$ 50	\$ 50	\$ 50	\$ 80,600
Expenditures:															
Instructional															
Governing Board of Directors															
Legal Services		\$ 5,000													\$ 5,000
Insurance Other															\$ -
External Financial Audit															\$ -
Licenses and Fees		\$ 850	\$ 90			\$ 325			\$ 750	\$ 61					\$ 2,076
Training	\$ 1,750		\$ 500				\$ 1,750						\$ 2,250		\$ 6,250
Directors and Officers Insurance															\$ -
Administration															
Salaries											\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000
Health Insurance											\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
Social Security											\$ 465	\$ 465	\$ 465	\$ 465	\$ 1,860
Medicare											\$ 109	\$ 109	\$ 109	\$ 109	\$ 435
Unemployment											\$ 16	\$ 16	\$ 16	\$ 16	\$ 63
403(b)											\$ 225	\$ 225	\$ 225	\$ 225	\$ 900
Worker's Compensation											\$ 75	\$ 75	\$ 75	\$ 75	\$ 300
Travel		\$ 1,250	\$ 1,250						\$ 2,100				\$ 500		\$ 5,100
Office Support															
Salaries													\$ 2,917	\$ 2,917	\$ 5,833
Health Insurance													\$ 500	\$ 500	\$ 1,000
Social Security													\$ 181	\$ 181	\$ 362
Medicare													\$ 42	\$ 42	\$ 85
Unemployment													\$ 16	\$ 16	\$ 32
Worker's Compensation													\$ 29	\$ 29	\$ 58
Travel															\$ -
Office Technology											\$ 850		\$ 850		\$ 1,700
Office Furniture and Equipment												\$ 2,820	\$ -	\$ -	\$ 2,820
Office Supplies													\$ 250	\$ 250	\$ 500
Fees											\$ 30		\$ 30		\$ 60
Advertising		\$ 145							\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 1,145
Software Licenses															\$ -
Technology stipend															\$ -

Tallahassee Classical School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Projection
Start Up Year

	May 2018	June 2018	July 2018	August 2018	September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	April 2019	May 2019	June 2019	Total
Postage and Shipping															\$ -
Facility															
Lease													\$ 1,000	\$ 1,000	\$ 2,000
Renovation															\$ -
Utilities: Electric													\$ 100	\$ 100	\$ 200
Utilities: Water, Sewer, Garbage													\$ 30	\$ 30	\$ 60
Phone															\$ -
Maintenance															\$ -
Contracted Services (Fire Insp, HVAC)															\$ -
Insurance (Liability, Property, Umbrella)															\$ -
Fiscal															
Payroll Processing											\$ 45	\$ 45	\$ 51	\$ 51	\$ 192
Contracted Services (CPA)															\$ -
Custodial															
Salaries															\$ -
Health Insurance															\$ -
Social Security															\$ -
Medicare															\$ -
Unemployment															\$ -
Custodial Supplies															\$ -
Pest Control													\$ 50	\$ 50	\$ 100
Total Expenditures	\$ 1,750	\$ 7,245	\$ 1,840	\$ -	\$ -	\$ 325	\$ 1,750	\$ -	\$ 750	\$ 3,161	\$ 9,815	\$ 11,755	\$ 17,685	\$ 14,055	\$ 70,131
Revenues Over (Under)	\$ (1,750)	\$ 2,755	\$ (1,790)	\$ 50	\$ 50	\$ 34,725	\$ (1,700)	\$ 50	\$ 9,300	\$ (3,111)	\$ 15,236	\$ (11,705)	\$ (17,635)	\$ (14,005)	\$ 10,469
Other Financing Sources (Uses)															
Operating Transfers In	\$ 1,750			\$ -	\$ -										\$ 1,750
Operating Transfers Out						\$ (1,750)									\$ (1,750)
Proceeds from Sale of Fixed Assets and Other															
Total Other Financing	\$ 1,750	\$ -	\$ -	\$ -	\$ -	\$ (1,750)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under)															
Expenditures and Oth	\$ -	\$ 2,755	\$ (1,790)	\$ 50	\$ 50	\$ 32,975	\$ (1,700)	\$ 50	\$ 9,300	\$ (3,111)	\$ 15,236	\$ (11,705)	\$ (17,635)	\$ (14,005)	
Fund Balance Beginn	\$ -	\$ -	\$ 2,755	\$ 965	\$ 1,015	\$ 1,065	\$ 34,040	\$ 32,340	\$ 32,390	\$ 41,690	\$ 38,579	\$ 53,814	\$ 42,110	\$ 24,475	
Fund Balance Ending	\$ -	\$ 2,755	\$ 965	\$ 1,015	\$ 1,065	\$ 34,040	\$ 32,340	\$ 32,390	\$ 41,690	\$ 38,579	\$ 53,814	\$ 42,110	\$ 24,475	\$ 10,469	

Addendum FF1: Enrollment Information

Barney Charter School Initiative 2017-2018 Enrollment Information

School Name	City, State	City Population as of 2010 Census	Year Opened	Grades Offered Year Opened	Enrollment /Wait List As of Year Opened	Grades Offered 2017-2018	Enrollment 2017-2018	Number of Students on Waiting List as of 10/13/2017
Estancia Valley Classical Academy	Moriarty, NM	5,645 (Moriarty & Edgewood)	2012	K-10	291	K-12	490	3
Founders Classical Academy of Lewisville	Lewisville, TX	95,290	2012	K-10	483	K-12	906	626
Savannah Classical Academy	Savannah, GA	136,286	2013	K-6	322	K-10	456	986
Northwest Arkansas Classical Academy	Bentonville, AR	35,301	2013	K-8	410	K-12	566	514
Mason Classical Academy	Naples, FL	19,539	2014	K-6	413 / 586	K-12	852	490
Atlanta Classical Academy	Atlanta, GA	420,003	2014	K-8	486 / 1331	K-11	625	1,138
Founders Classical Academy of Leander	Leander, TX	26,521	2014	K-10	457 / 668	K-12	648	601
Founders Academy of Las Vegas	Las Vegas, NV	583,756	2014	K-10	440 / 13	K-12	622	172
Pineapple Cove Classical Academy	Palm Bay, FL	103,190	2015	K-6	422 / 99	K-8	602	459
Founders Classical Academy of Dallas	Dallas, TX	1,197,816	2015	K-8	260 / 78	K-6	258	125
Founders Classical Academy of Flower Mound	Flower Mound, TX	64,669	2015	K-5	317 / 200	K-7	431	290
Founders Classical Academy of Mesquite	Mesquite, TX	139,824	2015	K-8	338 / 52	K-10	513	279
Golden View Classical Academy	Golden, CO	18,867	2015	K-10	488 / 32	K-12	637	191
Livingston Classical Academy	Whitmore Lake, MI	6,423	2016	K-9	135 / 0	K-10	150	0
Seven Oaks Classical School	Ellettsville, IN	6,378	2016	K-8	160 / 0	K-9	223	0
Founders Classical Academy of Schertz	Schertz, TX	31,465	2016	K-8	348 / 81	K-8	418	308
St. Johns Classical Academy	Fleming Island, FL	27,126	2017	K-8	350 / 255	K-8	350	255

Total Number of Students: 8,747 Wait List: 6,437

AZ 10/13/2017

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Companies With Fewer Directors Tend to Outperform Their Peers, New Study Shows

Why Small Boards Are Better for Investors

Smaller boards are a better deal for investors, according to an analysis for The Wall Street Journal by governance researchers GMI Ratings. WSJ's management reporter Joann Lublin discusses on the News Hub with Sara Murray.

By Joann S. Lublin

Aug. 26, 2014 2:43 p.m. ET

Size counts, especially for boards of the biggest U.S. businesses.

Companies with fewer board members reap considerably greater rewards for their investors, according to a new study by governance researchers GMI Ratings prepared for The Wall Street Journal. Small boards at major corporations foster deeper debates and more nimble decision-making, directors, recruiters and researchers said.

Take Apple Inc. In the spring when BlackRock founding partner Sue Wagner was up for a seat on the board of the technology giant, she met nearly every director within just a few weeks. Such screening processes typically take months.

But Apple directors move fast because there only are eight of them. After her speedy vetting, Ms. Wagner joined Apple's board in July. She couldn't be reached for comment.



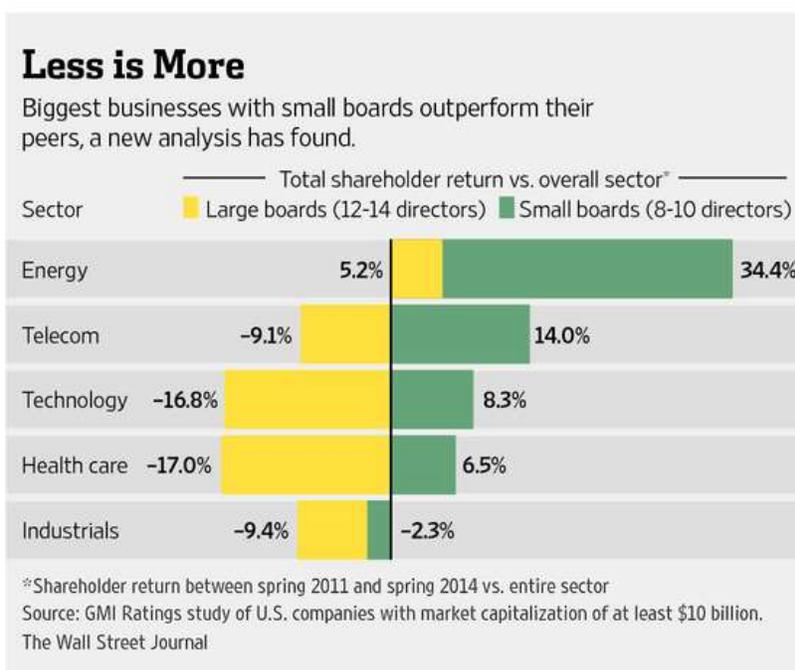
Smaller boards at major corporations have more nimble decision-making processes, directors, recruiters and academic researchers say.

Among companies with a market capitalization of at least \$10 billion, typically those with the smallest boards produced substantially better shareholder returns over a three-year period between the spring of 2011 and 2014 when compared with companies with the biggest boards, the GMI analysis of nearly 400 companies showed.

Companies with small boards outperformed their peers by 8.5 percentage points, while those with large boards underperformed peers by 10.85 percentage points. The smallest board averaged 9.5 members, compared with 14 for the biggest. The average size was 11.2 directors for all companies studied, GMI said.

"There's more effective oversight of management with a smaller board," said Jay Millen, head of the board and CEO practice for recruiters DHR International. "There's no room for dead wood."

Many companies are thinning their board ranks to improve effectiveness, Mr. Millen said. He recently helped a consumer-products business shrink its 10-person board to seven, while bringing on more directors with emerging-markets expertise.



GMI's results, replicated across 10 industry sectors such as energy, retail, financial services and health care, could have significant implications for corporate governance.

Small boards are more likely to dismiss CEOs for poor performance—a threat that declines significantly as boards grow in numbers, said David Yermack, a finance professor at New York University's business school who has studied the issue.

It's tough to pinpoint precisely why board size affects corporate performance, but smaller boards at large-cap companies like Apple and Netflix Inc. appear to be decisive, cohesive and hands-on. Such boards typically have informal meetings and few committees.

Apple directors, known for their loyalty to founder Steve Jobs, have forged close ties with CEO Tim Cook, according to a person familiar with the company. Mr. Cook frequently confers with individual directors between board meetings "to weigh the pros and cons of an issue," an outreach effort that occurs quickly thanks to the board's slim size, this person said.

Mr. Cook took this approach while mulling whether to recruit Angela Ahrendts, then CEO of luxury-goods company Burberry Group PLC, for Apple's long vacant position of retail chief. Private chats with board members helped him "test the thought" of recruiting her, the person said. She started in April.

Ms. Wagner, Apple's newest director, replaced a retiring one. The board wants no more than 10 members to keep its flexibility intact, according to the person familiar with the company, adding that even "eye contact and candor change" with more than 10 directors.

Apple returns outperformed technology sector peers by about 37 cumulative percentage points during the three years tracked by GMI. An Apple spokeswoman declined to comment.

Netflix, with seven directors, demonstrated equally strong returns, outperforming sector peers by about 32 percentage points. Board members of the big video-streaming service debate extensively before approving important management moves, said Jay Hoag, its lead independent director.

"We get in-depth," he said. "That's easier with a small group."

Netflix directors spent about nine months discussing a proposed price increase, with some pushing back hard on executives about the need for an increase, Mr. Hoag said. Netflix increased prices this spring for new U.S. customers of the company's streaming video plan, its first price bump since 2011.

A board twice as big wouldn't have time for "diving deeper into the business on things that matter," Mr. Hoag said.

Theodore "Tim" Solso, chairman of General Motors Co., agrees. In 2012, he became the fourteenth board member at the auto manufacturer. Having 14 directors makes it tough to manage board meetings.

"Often, you have people saying the same thing," he said. "It's just not as efficient as a smaller board."

At Eli Lilly & Co., a major pharmaceuticals maker with 14 directors, the board "is too big to encourage the kinds of discussions you want" because drilling down on different issues simply takes too long, someone familiar with Eli Lilly said. "A number of people feel constrained asking a second or third question."

Lilly underperformed health-care sector peers by nearly 16 percentage points, GMI's analysis showed. The company has "serious questions" about the study, company spokesman Edward Sagebiel said, citing Eli Lilly's strong share price performance in recent years.

"Peer companies have boards of similar sizes," he said.

A big board of a large-cap company can offer certain benefits. In heavily regulated industries, such as financial services, larger boards make more sense, according to a person familiar with Bank of America Corp. "They allow you to engineer more diverse thinking."

Bank of America, which has 15 directors, trailed financial sector peers by about 45 percentage points, GMI said. Spokesman Jerome Dubrowski said the bank disagreed with the study.

Bank of America directors have devised ways to minimize potential drawbacks of their sizable board, according to informed individuals. The five board committees—each with five directors—"do a ton of work" and the full board rarely challenges committee reports, one such person said.

Downsizing a big board can take years. GM's Mr. Solso said the automaker's current 12-member board would benefit from further shrinkage.

"If you get the right 10 people, really great things can happen," he said. Five GM directors are at least 67 years old, the company's latest financial filings show. But only one member reaches the mandatory retirement age of 72 during 2015. "Through natural attrition, we may not replace all the directors," Mr. Solso said.

Write to Joann S. Lublin at joann.lublin@wsj.com

THE BARNEY
Charter School
INITIATIVE



The Barney Charter School Initiative is an outreach program of Hillsdale College devoted to the revitalization of public education through the launch and support of classical K-12 charter schools. Through this initiative, Hillsdale College promotes a model of education that is rooted in the liberal arts and sciences, offers a firm grounding in civic virtue, and cultivates moral character.

Our nation's founders knew, as Thomas Jefferson wrote, that "an educated citizenry is a vital requisite for our survival as a free people." Today's public schools are too often poor stewards of their trust, caught between moral and cultural relativism, conflicting views about education's purposes, and tangled layers of testing and oversight from multi-level bureaucracies. Hillsdale's Barney Charter School Initiative provides an effective alternative by collaborating with local citizens throughout the country to found classical charter schools built on the best curricular and instructional traditions.

Through this initiative, Hillsdale College serves as a perennial advisor in curriculum, instruction, and school governance. To receive these services, schools commit to embrace and uphold the following key characteristics:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery
4. The teaching of Latin
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts
6. A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty
7. A curriculum that is content-rich, balanced, and strong across the four core disciplines of math, science, literature, and history
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than "student-centered learning" methods
9. A school that uses technology effectively but without diminishing the faculty leadership that is crucial to academic achievement
10. A school with a plan to serve Grades K through 12, although the grades at school opening may be scaled back if reasonable

Since 1844, Hillsdale College has remained true to its mission to provide "sound learning" of the kind needed to preserve the "blessings of civil and religious liberty." The Barney Charter School Initiative is a vital extension of that mission.



ESTABLISHING A BCSI *Charter School*



*THE MISSION OF THE BARNEY
CHARTER SCHOOL INITIATIVE IS
TO PROMOTE THE FOUNDING OF
CLASSICAL CHARTER SCHOOLS
AND EXCELLENCE IN THEIR
TEACHING AND OPERATIONS, TO
THE END THAT PUBLIC-SCHOOL
STUDENTS MAY BE EDUCATED IN
THE LIBERAL ARTS AND SCIENCES
AND RECEIVE INSTRUCTION IN
THE PRINCIPLES OF MORAL
CHARACTER AND CIVIC VIRTUE.*

The Barney Charter School Initiative (BCSI) collaborates with local charter school founders to achieve curricular and instructional excellence. Each school begins with a select group of citizens who are civic minded, passionate about education reform, and united in their promotion of classical education. They accept the responsibility to write a charter, apply for authorization to open a school, and govern the school's management and finances. BCSI consults throughout this process by providing resources, advice, and experience, and assists in drafting the school's founding documents.

From the founding of a school forward, BCSI supports each school and its local governing board by providing curricular design, resource recommendations, teacher training, and ongoing consultation. Both teachers and governing board members are regularly invited to Hillsdale to attend training seminars.

BCSI's collaboration ensures that its schools educate students in the best of the liberal arts tradition in literature, math, history, and science. In addition to these four core disciplines, required courses are Music, Art, Latin, Composition, Government, Economics, and Moral Philosophy. With their carefully chosen curriculum and faculty, BCSI schools cultivate well-spoken, well-read, and self-governing students. The schools are a great benefit to the families and communities they serve, and their efforts advance the principles and virtues of a free society.



SUPPORTING SCHOOL

Leaders and Teachers



The founding and continued success of BCSI schools requires recruiting, training, and supporting a talented faculty. While each school is ultimately responsible to hire and develop its teachers and administrators, Hillsdale College offers regular support and guidance at each step of the way, beginning with training principals prior to school launch and continuing through a comprehensive structure of consultation and training.

Principal Search. Once a charter is granted, school founders begin searching for highly qualified candidates for principal. Hillsdale College attracts many worthy prospects, especially through its Principal Candidate Boot Camp program, who can often be paired with a new school. Hillsdale participates in the job search, and representatives from BCSI interview candidates and make recommendations to the school founders.

Principal Candidate Boot Camp. Principals with a deep understanding of and commitment to classical education can be challenging to find. Individuals must be grounded in the rich heritage of the liberal arts tradition and have the right character, demeanor, and qualifications. In order to help vet and cultivate such leaders, Hillsdale College conducts annual “boot camps” for principal candidates. These intensive training programs focus on the philosophical and academic fundamentals of classical education.

New School/New Principal Workshop. Newly hired principals, especially those at new schools, must overcome a steep learning curve. To support them in the details of school policy, curriculum, and culture, BCSI offers an

in-depth workshop and continues to support them with regular visits and phone calls, especially during a school’s first years.

Teacher Training for New Schools. BCSI offers ten days of on-site teacher training before each new school opens to train teachers in instruction and curriculum. Training is provided by the BCSI staff, select Hillsdale College professors, and additional experts on classical education as needed. These sessions and workshops ensure that teachers understand the philosophy and culture of the classical school and affirm the elements of a good education. Specific training is given in teaching grammar, literature, science, history, math, and phonics.

Annual Teacher Training. Teachers from BCSI-affiliated schools travel to Hillsdale College each summer for professional development. BCSI offers focused sessions tailored to particular grade levels or subject areas in order to meet the needs of all teachers. These advanced sessions, taught by over 35 Hillsdale College faculty members and adjunct instructors, help teachers to improve their instruction and remain faithful to the methods and purposes of classical education. The visit to Hillsdale also offers teachers the opportunity to confer with peers from other schools and build camaraderie across the BCSI network.

Site Visits. During regular site visits throughout the school year, the BCSI team furthers relationships with teachers and principals, provides feedback from classroom observations, and offers tailored coaching and resources.



TRAINING HILLSDALE COLLEGE'S
Undergraduate Students



*"PROMOTE, THEN, AS AN OBJECT
OF PRIMARY IMPORTANCE,
INSTITUTIONS FOR THE GENERAL
DIFFUSION OF KNOWLEDGE. IN
PROPORTION AS THE STRUCTURE
OF A GOVERNMENT GIVES
FORCE TO PUBLIC OPINION, IT IS
ESSENTIAL THAT PUBLIC OPINION
SHOULD BE ENLIGHTENED."*

*- GEORGE WASHINGTON
First Inaugural, April 30, 1789*



CLASSICAL EDUCATION MINOR

Hillsdale College offers a minor in classical education that is grounded in the rich heritage of the liberal arts curriculum and teaches its students the means and ends of classical education.

LIBERAL ARTS TEACHER APPRENTICESHIP

Hillsdale's Liberal Arts Teacher Apprenticeship answers the growing demand for teacher candidates with a strong academic preparation and an understanding of the classical school environment. With a solid liberal education from Hillsdale College, a course in philosophy of education, and a semester-long experience in a classical school classroom, the College is able to graduate teacher candidates who possess the kinds of qualifications needed in classical schools.

CLASSICAL SCHOOL JOB FAIR

Hillsdale College sponsors an annual Classical School Job Fair for classical school personnel from throughout the country. School representatives meet and interview Hillsdale students and alumni who are seeking teaching positions in classical charter and private schools. As a result, Hillsdale graduates continue to swell the ranks of classical K-12 schools throughout the nation.





ABOUT

Hillsdale College

Located in rural southern Michigan, Hillsdale College was founded in 1844 with the purpose of providing its students “sound learning” of the kind necessary to preserve the “blessings of civil and religious liberty.” In the words of its modern mission statement, it “considers itself a trustee of our Western philosophical and theological inheritance tracing to Athens and Jerusalem, a heritage finding its clearest expression in the American experiment of self-government under law.”

Outreach efforts of the College include not only the Barney Charter School Initiative, but also the Allan P. Kirby, Jr. Center for Constitutional Studies and Citizenship in Washington, D.C.; the Center for Constructive Alternatives, one of the largest college lecture series in America; the Ludwig von Mises Lectures in free market economics; the Hoogland Center for Teacher Excellence; National Leadership Seminars; and *Imprimis*, a monthly speech digest with a circulation over 3.5 million.

The College’s educational mission rests upon two principles: academic excellence and institutional independence. The College is nationally known for its large and rigorous core curriculum, including a one-semester course on the U.S. Constitution, and for its principled refusal to accept federal or state taxpayer subsidies for any of its operations. This includes its work with public charter schools through the Barney Charter School Initiative.

With a student body of approximately 1,450, Hillsdale’s campus includes comfortable residence halls, a state-of-the-art health education and sports complex, studio and performance facilities for arts and music, and well-equipped classrooms and laboratories. An ideal student-to-faculty ratio of 10-to-1, rigorous academics, intramural sports, national fraternity and sorority houses, and widespread community volunteerism nurture intellectual, physical, social, and personal growth.



Tallahassee Classical School's Salary Schedule

Initial Base Salary For New Employees							
Yr	Salary	Yr	Salary	Yr	Salary	Yr	Salary
1	\$ 36,400	7	\$ 40,096	13	\$ 44,168	19	\$ 48,653
2	\$ 36,992	8	\$ 40,748	14	\$ 44,886	20	\$ 49,444
3	\$ 37,593	9	\$ 41,410	15	\$ 45,615	21	\$ 50,247
4	\$ 38,203	10	\$ 42,083	16	\$ 46,356	22	\$ 51,064
5	\$ 38,824	11	\$ 42,767	17	\$ 47,110	23	\$ 51,894
6	\$ 39,455	12	\$ 43,462	18	\$ 47,875	24	\$ 52,737

Annual Performance Adjustments

Percent	Code	Title
2.00%	4	Highly Effective Staff Members
1.000%	3	Effective Staff Members
0.000%	2	Needs Improvement / Developing
0.000%	1	Unsatisfactory
0.050%	Cost of Living Adjustment	

Annual Salary Supplements

Dollars	Code	Title
\$ 1,800.00	A	Masters degree in area of certification
\$ 3,600.00	B	Advanced degree In area of certification
\$ 5,400.00	C	Doctorate degree in area of certification
\$ -	D	Title 1 School Supplement
\$ -	E	Teaching at a "F" or "DDD" school
\$ -	F	Teacher Shortage Area
\$ -	G	Additional Responsibilities

Exhibit 3

Evaluation Summary of CARC
Members, with 4/10/18 transmittal email

From: Owens, Beverly <owensb@leonschools.net>
Date: Tue, Apr 10, 2018 at 1:00 PM
Subject: Evaluation Results
To: Jana Sayler <janasayler@gmail.com>, Adrienne Campbell <acampbell1226@gmail.com>

Please see results. I will provide the actual forms later this week.

Beverly H. Owens

Office of Federal Programs & Charter Schools/Leon County Schools

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Tallahassee, FL 32304

850-487-7525 (main line) /850-487-7195 (private line)/ 850-413-0441 (Title I)

owensb@leonschools.net

*SUNSHINE LAW AND PUBLIC RECORDS CAUTION: Florida has a very broad Public Records Law. Virtually all written communications to or from School Board of Leon County, Florida Personnel are public records available to the public and media upon request. E-mail sent or received on the LCSB system will be considered public and will only be withheld from disclosure if deemed confidential pursuant to State Law. Individual student records are deemed confidential.



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Committee Evaluation Results (7 committee members rated the entire application; 1 rated only finance)

Area	Plato Academy	Tallahassee Classical
Overall Approval	100% Approve Application	6 approve/1 deny
Mission/Purpose	100% Meets the Standard	100% Meets the Standard
Target Population	100% Meets the Standard	6 Meets the Standard/1 Does Not Meet the Standard
Education Program Design	100% Meets the Standard	6 Meets the Standard/1 Partially Meets Standards
Curriculum Plan	100% Meets the Standard	6 Meets the Standard/1 Partially Meets Standards
Student Performance, Assessment, Evaluation	100% Meets the Standard	6 Meets the Standard/1 Partially Meets Standards
ESE	100% Meets the Standard	3 Meets the Standard/3 Partially Meets the Standard/1 Does Not Meet the Standard
ELL	100% Meets the Standard	100% Meets the Standard
School Culture	100% Meets the Standard	6 Meets the Standard/1 Partially Meets Standards
Supplemental Programs	Does not request a rating	Does not request a rating
Governance	100% Meets the Standard	100% Meets the Standard
Management and Staffing	100% Meets the Standard	100% Meets the Standard
Human Relations and Employment	100% Meets the Standard	100% Meets the Standard
Professional Development	Does not request a rating	Does not request a rating
Student Recruitment and Enrollment	100% Meets the Standard	6 Meets the Standard/1 Partially Meets Standards
Parent and Community Involvement	Does not request a rating	Does not request a rating
Facilities	100% Meets the Standard	100% Meets the Standard
Transportation	6 Meets the Standard/1 Partially Meets Standards	6 Meets the Standard/1 Partially Meets Standards
Food Services	100% Meets the Standard	100% Meets the Standard
School Safety and Security	100% Meets the Standard	6 Meets the Standard/1 Partially Meets Standards
Budget	100% Meets the Standard	100% Meets the Standard
Financial Management and Oversight	100% Meets the Standard	100% Meets the Standard
Start Up	100% Meets the Standard	100% Meets the Standard
Addendum A Replication	100% Meets the Standard	NA

Addendum A1 High Performing Replication	100% Meets the Standard	NA
ESP	100% Meets the Standard	NA

Exhibit 4

Transcript of Leon County School Board
Meeting, held 4/10/18

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**EXCERPT TRANSCRIPT OF A RECORDED MEETING
OF THE LEON COUNTY SCHOOL BOARD**

APRIL 10, 2018 – 6:00 P.M.

1 once. If you feel adamant about speaking twice that is your right to do so. Then we
2 will have discussion.

3 CHAIR STRIPLIN: All right 18.05 is the Plato Academy Charter School
4 Application and I believe we will go to speakers first. That's what we decided?

5 MS. MCKINNEY-WILLIAMS: Yes. Madam Chair, the first speaker is
6 Jennings Lawton DePriest. Please come up, give us your name and address for the
7 record. You have three minutes.

8 MR. DEPRIEST: Good evening, Madam Chair. Thank you for having me.
9 My name is Jennings Lawton DePriest. I live at 4924 Avon Park Circle, Tallahassee,
10 FL 32311. I'm not a parent; I'm not a union member; I'm not a teacher; I'm not a
11 member of the Board of either of these charter schools but I'm a local business man
12 and I care deeply about the education quality in this county.

13 I myself am the product of school choice. I grew up in district operated school
14 of choice down in Polk County and I can't thank the teachers and the administrators at
15 that school enough for getting me to where I am today. The future of our education
16 systems is school choice. School choice is the way we can move forward; it's the way
17 we can innovate; it's the way we can improve our school systems for every single
18 student.

19 Originally it seemed like the Board and the Superintendent might have been
20 concerned about funding but the desire to move forward with potentially blocking
21 these two schools regardless of the cost to the Board to fight the appeals made me
22 question that. At the end of the day this is politics and this is about power. Those of

1 us in green and our friends in red, we all want the same thing. We want a high quality
2 education for every single student.

3 Leon County Schools even lists under equity one of our core values, closing
4 the achievement gap. The data are clear and my friends in red might even agree with
5 me on this; the way we close the achievement gap is by empowering teachers and
6 that's what charter schools do. They take power away from the district which is why
7 some members of the Board might oppose that but at the end of the day empowering
8 teachers is the only way to move forward, the only way to take care of our kids.

9 1022.3 of the charter statutes for the State of Florida give teachers and parents
10 a lot of power and that can be scary for a school board and I can understand that. It
11 can be scary to sit here and approve two charter schools and realize that in the charter
12 school statute we have the power for teachers to go in and convert a public school into
13 a public charter school and take that power back –

14 MS. MCKINNEY-WILLIAMS: 30 seconds.

15 MR. DEPRIEST: -- I would ask that you all prove me wrong. Prove that this
16 isn't about power and support and approve both of the schools tonight. Thank you,
17 Madam Chair.

18 CHAIR STRIPLIN: Thank you.

19 MS. MCKINNEY-WILLIAMS: Madam Chair, the next speaker is Beth
20 Overholt.

21 MS. RASMUSSEN: I'd like to say for the record my blouse is orange and I
22 don't think we need to be taking sides (chuckling).

1 MS. MCKINNEY-WILLIAMS: Please give us your name and address for the
2 record. You have three minutes.

3 MS. OVERHOLT: Hi, I'm Beth Overolt with Common Ground. My address
4 is 4135 _____ Lane. I also live in Southwood. I'm also a product of public schools
5 and school choice down in Sarasota County. Superintendent Hanna is standing up for
6 public schools by recommending rejection of these two charter schools and I stand
7 with the Superintendent. The Department of Education only allows public schools to
8 build new schools and expand schools based on enrollment numbers.

9 There are only so many K-12 students in Leon County. The reason behind
10 approval from DOE is to use our tax dollars in an inefficient way. By adding these
11 new charter schools when public schools have plenty of seats for students is wasting
12 our tax dollars. Each school has fixed costs with lights, air-conditioning and staff.
13 Adding more schools will further strain our tax dollars. If you open two new charter
14 schools per year when does it end?

15 Listening yesterday to the review of the charter school applications these two
16 charter schools will not be providing anything innovative. Each of these types of
17 learning is already being done by our public schools. Even the charter or character
18 development is done in public schools through our marking period assembling. The
19 only thing different is requirement of parents to volunteer. If our public schools could
20 ask for the same requirement our schools would look very different.

21 Charter schools were supposed to provide a better education for less money.
22 The results say the charter schools are doing the same or worse than public schools
23 and only want more money. I hope the Leon County School Board will stand up to

1 the charter expansion and send a message to our Legislature. Other school districts are
2 watching and struggle with the same issue. As Chair Striplin said yesterday “Until
3 School Boards rise up and make a statement for change in the best interest of public
4 education this will keep going on.” Join with Superintendent Hanna’s brave
5 leadership in protecting public schools. Thank you.

6 MS. MCKINNEY-WILLIAMS: Madam Chair, the next speaker is Scott
7 Mazer. Please give us your name and address for the record. You have three minutes.

8 MR. MAZER: Hello, my name is Scott Mazer. I’m President of the Leon
9 Classroom Teachers Association. My address is 3319 Dartmoor Drive, Tallahassee,
10 FL. The definition of public is as follows: Affecting all the people in an area being in
11 service to the community relating to the people in general, meaning universal, relating
12 to community interests as opposed to private affairs, devoted to the general welfare,
13 humanitarian, accessible to or shared by all members of the community.

14 This is the fundamental issue that we’re discussing and you are voting on
15 today, universal welfare of our community. We say that we are here to discuss choice.
16 Well choice is opportunity and Leon County Schools has an obligation to provide
17 opportunity and choice to all public school students not some. In a conversation I had
18 this year with Representative Hulsey one of the things he said this is very difficult,
19 very complicated. I said it’s not that difficult. I said money is not the answer but
20 money provides opportunity and opportunity is choice.

21 I would love to go to Hawaii. I don’t have that opportunity because I don’t
22 have the funds. I’m sure it would be enriching and give me new experience but as a
23 teacher that was a mentor of mine once said when my daughter was born you need to

1 provide as many opportunities of the same situation in a lot of different ways. So, go
2 to the beach when it's sunny, go to the beach when it's cold, go to the beach when it's
3 raining, go to a northeastern beach, go to Hawaii, go to all these different beaches
4 wherever you can go because it allows for divergent thinking.

5 One of the things we're talking about today is providing opportunity for all
6 kids and one of the things we did was we brought some teachers to the Legislature and
7 we were told that it is opportunity for all, it's choice. We have some parents that work
8 three jobs that don't have the ability, neither money nor time, to get to these charter
9 schools so the opportunity is not for all at that point in time.

10 Some of the things that are going on in our school system right now, okay,
11 opportunity, athletics. My daughter is a club player, one of them. We had three years
12 ago we had to split up the club playing because our southside schools didn't have the
13 opportunity to be a part of those clubs for financial reasons. We had kids that were
14 club level playing against other club level kids and those that weren't didn't have that
15 opportunity. They had the choice to go a club but they can't do it because they don't
16 have that opportunity.

17 We have public school extracurricular classes. I remember when we didn't
18 pay for anything. I pay –

19 MS. MCKINNEY-WILLIAMS: 30 seconds.

20 MR. MAZER: -- for – how many?

21 MS. MCKINNEY-WILLIAMS: 30.

22 MR. MAZER: Oh, thanks. for drama and other things for my students. Not
23 every parent can do that. We've got kids that are thirty deep in our arts programs that

1 are provided that are not funded by the state. It goes up to 37 when a teacher is absent.
2 So here's the bottom line. You are constitutional officers elected by the public to
3 represent the public. You are elected to provide accountability of our taxpayer dollars
4 to ensure all students in Leon County receive the best –

5 MS. MCKINNEY-WILLIAMS: Time.

6 MR. MAZER: -- education that they can in our traditional public schools. We
7 ask you to vote NO. Thank you.

8 MS. MCKINNEY-WILLIAMS: Thank you, Scott. Madam Chair, the next
9 speaker is Shawn Arnold. Give us your name and address for the record. You get
10 three minutes.

11 MR. ARNOLD: Hi, good evening Madam Board – Chair, Members of the
12 Board. My name is Shawn Arnold. I'm counsel to Plato Academy Charter Schools.
13 I've had the pleasure of representing Plato Schools across the state for the last four
14 years.

15 MS. MCKINNEY-WILLIAMS: Address?

16 MR. ARNOLD: I apologize. 6279 DuPont Station Court, Jacksonville, FL
17 32257. Today you have before you not only this charter school but as well the second
18 one involving Tallahassee Classical. There was a lot of discussion about this and a lot
19 of conversation. Ms. McKinney-Williams and I completely agree as to what's the
20 standard that is before you and that is, the legal standard is whether there is good cause
21 to deny the applications. Based upon the review of the excellent applications before
22 you I don't see that there is good cause to deny it.

1 This standard is not only set forth in statute but has been set forth in case law
2 in many cases including the case of *Osceola vs. UCP* from 2007. In that case in that
3 presentation by Osceola they stated that there was not funds in the school district to
4 support bringing the charter schools in. In that instance the court expressly rejected
5 that. So this argument has been brought forth in school districts in the past and has
6 been rejected. It has not been raised in any district in which we practice. My wife and
7 I represent about 120 charter schools across the state and we practice in approximately
8 30 counties.

9 There is nobody I think in a green shirt or a red shirt who is here tonight who
10 believes that school districts should be restricted in the way they are under Florida
11 Statute from expanding, from having additional abilities to expand but laws come
12 from the worst case scenarios. They come from situations where school districts have
13 overbuilt or overspent on these things. I don't think this is the forum to have a
14 discussion outside the application process and that's what concerns me. I don't want
15 to see us end up in a situation where we have to fight this out in a courtroom over
16 something that we think the law is pretty well settled.

17 If there had been findings by the Review Committee of this application that
18 said there is good cause then that would be a discussion we could have but there are
19 laws that are set forth here and they are laws that we have to follow. If there are
20 midterm elections this year, this is the 20-year anniversary of the Constitutional
21 Revision, if you have discussions or have issues with the status of the law you live in
22 the city where the laws are made and I would ask that you participate in that process. I
23 advise my clients that –

1 MS. MCKINNEY-WILLIAMS: 30 seconds.

2 MR. ARNOLD: --if you don't like the law then work for change. We've done
3 that in situations where we disagree with the law and we had change made but I never
4 ever advise a client not to follow the law. I think in this instance I would respectfully
5 submit that the law requires you in this instance to approve the application because the
6 professionals have refuted and there's not good cause in the record before you to deny
7 the application. Thank you.

8 MS. RASMUSSEN: Mr. Arnold, Madam Chair, would you elaborate just
9 briefly the case law that you quoted, *Osceola vs. UCP*? What is UCP?

10 MR. ARNOLD: United Cerebral Palsy. It's a client of ours in the Orlando
11 area that we've represented for quite awhile and Ms. Rasmussen, I'm happy to send
12 you that case law including the citation.

13 MS. RASMUSSEN: Yes, thank you.

14 MR. ARNOLD: Sure.

15 MS. MCKINNEY-WILLIAMS: Madam Chair, the next speaker is Sherry
16 Gowanter. Please give us your name and address. You have three minutes.

17 MS. GOWANTER: (Pulling off jacket) My shirt is red. My name is Sharry
18 Gowanter. I live at 2213 Pontiac Drive, Tallahassee, FL. I am a public school
19 teacher. I work for Leon County Schools. I have been teaching in Title I
20 Kindergarten for 16 years and can't imagine teaching anything else or anywhere else.
21 I choose to be there and I choose to stay there in Title I.

22 Let me start by saying that I support my public schools with my heart and soul
23 and today is not the first time or the last time that I will stand up to advocate for public

1 schools. Next let me say I do support choice. Let me be clear about that but I support
2 public schools, I support public libraries and I support public parks. I believe that
3 public money needs to remain with those public entities. I am proud of our public
4 schools.

5 Charters have the right to open and they have the right to compete with our
6 public schools but I don't believe it should be by draining the public school funds. Let
7 them run forward, do well, show that they offer for a different choice and let our
8 families make that choice to go there on their own. Let's put public school money
9 back into public schools and stop the drain of our resources. Let's turn the
10 conversation back to how we can improve the systems that are currently in place that
11 serve our children and the funds that we have to work with in our district that are
12 constantly being pecked at, drained and mandated without any funds.

13 Let's find some different ways to support each other, charters and public
14 schools together. Let's build bridges without draining resources and without fueling
15 this charter school expansion. I ask my public School Board to deny these petitions
16 for both of these charter schools and to support my boss Superintendent Rocky
17 Hanna's recommendation to say NO and stand up. Please vote NO. Thank you.

18 MS. MCKINNEY-WILLIAMS: Madam Chair, next speaker is Kelly
19 Stannard. Give us your name and address. You have three minutes.

20 MS. STANNARD: Madam Chair, Superintendent and Board Members. My
21 name is Kelly Stannard. My address is 9895 Buck Point Road, Tallahassee, FL. I'm
22 just going to speak today on behalf of my sister, Shannon Pasch. I'm going to read you
23 her letter. "Good evening, I apologize for my absence from this meeting. However,

1 the third grade students are taking the FSA for the first time and I needed to be with
2 them. They have been working so incredibly hard this year and they need their
3 support system. My name is Shannon Pasch (that's my sister) and I am a Tallahassee
4 native. I was born and raised here and didn't move away until after I graduated
5 college. My husband's work took us away for a short time but we are ready and eager
6 to come home. I absolutely loved growing up in Tallahassee and I cannot think of a
7 better place for my daughter to grow up as well.

8 "I have had many friends ask me about Plato Academy and after having
9 learned more about the school they have expressed their desire to have us come to
10 Tallahassee. Bringing Plato Academy to Tallahassee has nothing to do with the
11 purpose of expansion in the interest of the school and it has everything to do with
12 meeting a need in the community. I have had the privilege of working at Plato
13 Academy for the last seven years and I want to be able to provide the community of
14 Tallahassee the choice to attend Plato Academy.

15 "We are dedicated to our students and our families and we believe that every
16 child can learn and grow when given the opportunity. As educators we all know that
17 education is not one size fits all. We are simply wanting the chance to offer choices to
18 parents and show them how we have helped our students become so successful."
19 Thank you.

20 MS. MCKINNEY-WILLIAMS: Thank you. Madam Chair, next speaker
21 Marie Claire Lehman. Please give us your name and address for the record and you
22 will have three minutes.

1 MS. LEHMAN: God evening Board Members, Superintendent. My name is
2 Marie Claire Lehman. I live at 1911 Walhalla Court, Tallahassee. My children attend
3 Hartsfield Elementary and Rickards High School and we definitely chose to send them
4 to those schools.

5 I know that you've read the applications diligently and I know that the Charter
6 School Review Committee worked very hard on reviewing these thorough
7 applications. I know that you understand the requirements that are set out in the
8 statutes and I know that you evaluated whether these requirements have been met. I
9 know that you have thought very carefully about the ramifications of your decision
10 one way or the other and I recognize you are in a tough spot because, of course, these
11 two companies meet the requirements of the statutory provisions.

12 This was no surprise because these provisions were put in place by the very
13 same people that sponsor and support this, these and similar applications. But,
14 thinking about these applications and the narrowness of these statutory provisions is
15 where I think we are making a mistake because you are also aware that by approving
16 these charters you are going against your overarching responsibility of school burden
17 to assure the successful operation and general improvement of the general school
18 district system which is also a requirement of the statute.

19 And I know, because I've been here often, that you are acutely aware that
20 many Leon County Schools and students are struggling due to lack of funding,
21 increased levels of poverty, re-segregation of our schools and the tremendous pressure
22 to cater to the almighty school grade too often at the expense of teaching and learning.
23 And you have worked continuously and very hard to find ways to address these issues.

1 You know that a huge number of students, especially on the southside, are
2 counting on you to address these issues. But approving these charters will do nothing
3 to fix these issues. In fact, according to the trends that we see in other schools from
4 these same brands already established in other districts their presence in our
5 educational landscape will only exasperate these problems and as Superintendent
6 Hanna has indicted we have no need for these schools and accepting them will cause
7 our education dollars to be spread even more thinly. Accepting them will increase the
8 number of students that are likely to attend intensely segregated schools. Accepting
9 them will further concentrate poverty. Accepting them will –

10 MS. MCKINNEY-BOWEN: 30 seconds.

11 MS. LEHMAN: give less choice and will make it more difficult for the district
12 to sustain and create opportunity for the many. My daughter goes to Rickards. A
13 beloved class there is the Latin class so will this opportunity be lost? That would be
14 cruelly ironic. Public education is a collective good; choice is inherently individual.
15 Your job is to protect the public good and insure that all Leon County students have
16 equitable access to quality education and we cannot seek both equality and advantage
17 at the same time. Thank you.

18 MS. MCKINNEY-WILLIAMS: Madam Chair, the next speaker is Matt
19 Gunderson. Give us your name and address for the record and you have three
20 minutes.

21 MR. GUNDERSON: Madam Chair, Board Members, Superintendent Hanna.
22 My name is Matthew Gunderson and I reside at 5417 Cloudpeak Drive, Tampa, FL
23 33358. Thank you all for the opportunity to speak on behalf of the nonprofit volunteer

1 Board at Plato Academy Schools. This is my 21st year working in education. I am the
2 Principal of Plato Academy Tampa and I have been involved in school improvement
3 and quality assurance for Plato Academy for six years.

4 I'm here on behalf of all our educators who are currently focused on
5 administering the FSA. I am here on behalf of our currently enrolled students and the
6 more than seven thousand students who are on our wait list in the Tampa Bay area.
7 More importantly I am here on behalf of all the parents who have reached out to Plato
8 Academy over the years and asked us to open a school here in Leon County. While
9 Leon County has a great school district it does not offer the parents the range of choice
10 one might expect in districts as enlightened as this one is.

11 I'm here representing a viable and proven educational choice for families.
12 Plato Academy has a proven track record of success in multiple locations. We serve
13 diverse students with unique needs. We strive to help them all find the genius within
14 each of them and give them the educational foundation strong enough to support the
15 loftiest of dreams.

16 Many here might be wondering what is Plato Academy all about. Plato
17 Academy parents and prospective parents will tell you that we are small K-8 schools
18 that teach with high academic and behavioral expectations for all students. Plato
19 Academy educates the whole child. Our students wear uniforms, take lessons in
20 Greek daily and enjoy PE, music and art. We have excellent character educational
21 programs and were STEM schools before that word became a buzz word in education
22 circles.

1 Most of all we intend to be a real community for our students and parents.
2 Plato Academy values its teachers and pays them competitively or better than the
3 district pay scale and gives them the autonomy in the classroom to do what is best for
4 their students. Most importantly we treat our students the way we want to be treated
5 with respect and high expectations. Tonight doesn't have to be about public schools
6 versus charter schools; tonight should be about doing what's best for Leon County
7 students, children and families.

8 Plato Academy Schools are the highest performing group of charter schools in
9 the State of Florida. Historically 80 percent of our students perform at grade level or
10 above, 40 percent higher than the state average year after year. Our minority, ESE,
11 ELL and economically disadvantaged students have performed 101 percent better than
12 their peers –

13 MS. MCKINNEY-WILLIAMS: 30 seconds.

14 MR. GUNDERSON: -- in traditional public schools. Plato Academy has
15 submitted in accordance with state statute a high performing replication application
16 based on the excellence school program operated at Plato Academy Palm Harbor
17 which continuously ranks in the top three of Pinellas County's 118 schools and
18 continuously in the top five percent of all schools in the State of Florida. For four of
19 those years Plato Academy Palm Harbor –

20 MS. MCKINNEY-WILLIAMS: Time.

21 MR. GUNDERSON: Thank you.

22 MS. RASMUSSEN: Madam Chair.

23 CHAIR STRIPLIN: Yes.

1 MS. RASMUSSEN: Is there going to be an opportunity to ask questions of the
2 official representative of this applicant? I don't know if that's Mr. Gunderson or his
3 counsel.

4 CHAIR STRIPLIN: If you would like to ask a question I would say now is the
5 time. Let's do it now but keep it short. This is not the time to elaborate on your three
6 minutes. Let it be a yes or no or a number.

7 MS. RASMUSSEN: Well he said several things that gave me pause. I was
8 just curious. What do you mean for a school district our size or our caliber we don't
9 offer the range of choice you would expect? What does that mean exactly?

10 MR. GUNDERSON: There's currently only four charter schools to choose
11 from.

12 MS. RASMUSSEN: You mean charter choice not our own capacity to deliver
13 character education or classical education, is that right?

14 MR. GUNDERSON: Yes.

15 MS. RASMUSSEN: And your compensation or better pay for teachers, does
16 that include retirement and insurance similar to what we have to offer?

17 MR. GUNDERSON: Well, we offer 401K plans with matching up to five
18 percent and in this current stock market teachers are doing far better than –

19 MS. RASMUSSEN: This week or last – just kidding (chuckling).

20 MR. GUNDERSON: Today, if we go by today.

21 MS. RASMUSSEN: How many students? You said you are the Principal at
22 Palm Harbor?

23 MR. GUNDERSON: I'm the Principal at Plato Academy Tampa.

1 MS. RASMUSSEN: Plato Academy Tampa?

2 MR. GUNDERSON: And I also serve as Director among all the schools.

3 MS. RASMUSSEN: How many students are at your school?

4 MR. GUNDERSON: My school specifically in Tampa?

5 MS. RASMUSSEN: Yes.

6 MR. GUNDERSON: It's the first year. We are serving only 80 students right
7 now.

8 MS. RASMUSSEN: 80 students and what percentage are black?

9 MR. GUNDERSON: Off the top of my head I think it's in the range of 12
10 percent. We have close to 50 percent minority students at my school.

11 MS. RASMUSSEN: Okay, thank you.

12 MS. MCKINNEY-WILLIAMS: Madam Chair, next speaker is Cheryl Collier-
13 Brown. Give us your name and address for the record and you have three minutes.

14 MS. COLLIER-BROWN: Good evening. Cheryl Collier-Brown, 217 West
15 _____ Street, Tallahassee, FL. I'm here to support our Superintendent Rocky Hanna
16 and all of the teachers in the public schools. I'm sitting here listening to all of the pros
17 and cons of the charter schools. I am the product of public schools, taught in public
18 schools 35 and 1/2 years and I'm here begging you, pleading with you to support
19 Superintendent Hanna because I am so so tired of being drained, funding being
20 drained from our schools.

21 We need the funding to enhance our schools, to make our teachers happy when
22 they come to work, provide us with the things we need instead of divvying it out to
23 charter schools that probably don't even have any idea what really goes on within the

1 public schools when we go and work and teach our children. So, I'm looking through
2 this audience and saying well, have they visited Fairview, Cobb, Raa, Apalachee,
3 Riley, a lot of schools that offer the same choices they are trying to give, to take away
4 the funding to provide to their students when it's already in the Leon County public
5 school system? So I'm begging you, pleading with you to support Superintendent
6 Hanna with his decision. Thank you.

7 MS. MCKINNEY-WILLIAMS: Madam Chair, the next speaker is Patricia
8 Leedy. Give us your name and address for the record. You have three minutes.

9 MS. LEEDY: Good evening, Board, and Superintendent Hanna. Thank you
10 for letting me speak today. My name is Patricia Leedy, 1961 Harriet Drive,
11 Tallahassee, FL. I understand the concerns over funding. Money and funding are in
12 short supply. I also want to say teachers are amazing, public school teachers are
13 amazing and I want to say that none of my personal decisions have been because of
14 the teachers and because of public schools.

15 I am the mother of three beautiful girls, two of which are (inaudible) and they
16 require some different educational needs. Programs for their needs do not exist
17 currently in the Leon County District and I toured and I tried, I begged, I pleaded but
18 they don't exist. My choices within the current system is to seek an alternative setting
19 to help them or force my square pegs into round holes and potentially destroy them.
20 Children are not conforming widgets. Some require more than the traditional setting
21 to thrive.

22 My two school age children are in a local nonprofit charter founded by local
23 educators with deep roots in our community. Twenty years later, twenty years of

1 success this nonprofit has two schools with A ratings. Moving on to Tallahassee
2 Classical, Tallahassee Classical School was written by a team of locals, very highly
3 educated professionals who saw a need in our community. They saw a need and a
4 drive for classical education in this community and they've gone out and wrote it. I
5 urge you to consider approving the Tallahassee Classical School into the Leon County
6 School District. Thank you.

7 SUPERINTENDENT HANNA: I have a question.

8 MS. RASMUSSEN: I have a question. You are thinking that the type of
9 education that the School of Math and Science offers is similar to that which Classical
10 is going to offer?

11 MS. LEEDY: No. I'm totally aware they are a complete and separate
12 education but some children need different settings. Some need settings like that and
13 some need other requirements.

14 MS. RASMUSSEN: All right. I thought you were talking about your two
15 children because my other question was going to be help us understand what it is we
16 aren't providing that your daughters needed. I do agree with you that one size does
17 not fit all. All of our children are different.

18 MS. LEEDY: In my very specific situation my oldest daughter needs a
19 positive social emotional learning curriculum that teaches executive functioning skills
20 and I toured my home district school and it did not have it. My baby daughter has
21 significant oral motor delays and I have been working with her in baby steps and
22 everyone I've been told – her biggest issue is feeding. Those programs don't exist in
23 our district. I'm not saying they exist at (inaudible) but I'm having to find an

1 alternative setting because she can talk, she can walk but she has a hard time feeding
2 herself because of significant oral motor delays up here (pointing to cheeks). Feeding
3 may be – I was told feeding is not an educational skill that relates to our schools.

4 MS. RASMUSSEN: Okay, I'd love to talk to you about this later.

5 MS. LEEDY: I am so sorry, but thank you.

6 MS. RASMUSSEN: No apology necessary.

7 MS. MCKINNEY-WILLIAMS: Our next speaker is Bill Mattox. Give us
8 your name and address for the record. You have three minutes.

9 MR. MATTOX: My name is Bill Mattox. I live at 503 Beard Street here in
10 Tallahassee. I'm the graduate of public school as is my wife as is all four of our
11 children. My mother taught in public school, one of my sisters did as well. If you
12 have any doubts about my public school pride let's just say I currently live in the
13 home that Kate Sullivan used to live in (lots of laughter).

14 Having said that I am here today as one who supports the charter school
15 applications that are before you and I want you to know I want my tax dollars to be
16 used for any families who wish to go to such schools. To help you understand why I
17 have come to this opinion let me tell you a little story about something that happened
18 to me last week.

19 Last week I went to the dedication of the Smoky Hollow Barbershop that the
20 Riley House hosted. There, as part of the ceremony, a young sixth grader gave an
21 incredible speech, well written, well delivered. Afterwards I was so impressed I went
22 and spoke with her and her family and as we were talking I said "Hey, out of curiosity
23 where do you go to school?" She mentioned that she goes to one of the charter

1 schools here in our town. Now when her parents enrolled her in a charter school they
2 were not doing anything that was bad, that was wrong, that was un-American. They
3 were just trying to do what I think all of us as parents want to do which is to do right
4 by our kids and give them the very best opportunities they can.

5 As I look at some and talk to some of these parents that are wanting to enroll
6 their kids in these new opportunities I think that's what's motivating them. They
7 aren't trying to shame the public schools because let's face it no school is – it is
8 horribly unfair to expect any school to be able to serve well every single child that is
9 zoned for that school. I mean even Harvard has kids that transfer to other schools.

10 So I would urge you to support these applications and part of the reason I do so
11 is something that I learned from watching the example of Rocky Hanna when my son
12 was a student at Leon High, one of the things that impressed me greatly about you,
13 Rocky, is that you care deeply, I mean passionately, about your school. But even
14 more than that you care deeply and passionately about your students and I would
15 submit that for those of us who have elected you, yes, we know that the sign there says
16 Leon County Schools but we really want you to represent –

17 MS. MCKINNEY-WILLIAMS: 30 seconds.

18 MR. MATTOX: -- not only the schools but the students, all the students, even
19 those who may wish to go to schools that we may not wish for them to go to or that we
20 wouldn't send our own kids to. Finally, just let me say that I not only think you want
21 to support these applications but you ought to give that Bloxham School Building
22 where Kate Sullivan once taught over to one or both of these schools because there
23 would be nothing that would make me happier than to see the school where

1 MS. MCKINNEY-WILLIAMS: Time.

2 MR. MATTOX: -- she once taught now filled with school children from all
3 corners of our city, southside, northside, east and west, studying there. Thank you.

4 MS. MCKINNEY-WILLIAMS: Thank you.

5 SUPERINTENDENT HANNA: Can I address real quick if I may, Madam
6 Chair, the issue of the Bloxham Building. The Bloxham Building was turned over to
7 – my grandmother actually went there, the Carolyn Lamar Grammar School, back in
8 the 1930s and was turned over to the state. They closed the school down because they
9 showed that growth in Leon County was to the north and to the east back in the late
10 1930s and here we are today. The majority of the growth in the county is to the north
11 and the east.

12 That building was turned into an office complex, an office building, and was
13 just recently turned back over to the Leon County School System but we don't own
14 the property; the state still owns the property and – I've been in it; I thought the same
15 thing you did wouldn't it be great to turn it back into a school but it would take
16 millions and millions of dollars to get it back into –

17 MR. MATTOX: (Inaudible comment from audience)

18 SUPERINTENDENT HANNA: No, it is. A lot of people have their eyes on
19 that facility.

20 MS. MCKINNEY-WILLIAMS: Next speaker, Madam Chair, Delaitre
21 Hollinger. Give us your name and address and you have three minutes.

22 MR. HOLLINGER: Madam Chair, Mr. Superintendent. Delaitre Hollinger.
23 791 West Brevard Street, Tallahassee. I am privileged to serve a President of the

1 Tallahassee Branch of the NAACP and on behalf of our Executive Committee. In
2 2016 the NAACP's National Convention Delegates passed and the National Board
3 affirmed a Resolution calling for a moratorium on the expansion of charter schools.
4 The Board subsequently convened a Task Force for Quality Education which
5 embarked on a national series of hearings to gather data and diverse perspectives on
6 the state of charter schools and their traditional public school counterparts.

7 Among the items recommended for this position were more equitable and
8 adequate funding for all schools serving students of color. School finance reform is
9 needed. Invest in low performing schools and schools with significant opportunity to
10 close the achievement gap, mandate a rigorous offering and renewal process for
11 charters and eliminate for-profit charter schools.

12 Board Members, you might also recall that the Tallahassee NAACP supported
13 along with this Board the construction of a new state of the art public high school on
14 the southside of Tallahassee. This request was denied by the Florida Department of
15 Education citing low enrollment or growth on this side of town and costs were a
16 variety of the factors. I'd like to support Superintendent Hanna's official position in
17 that regard.

18 Finally, this Task Force's recommendation was that while high quality
19 accountable and accessible charters can contribute to educational opportunity by
20 themselves even the best charters are not a substitute for more stable, adequate and
21 equitable investments in public education in communities that serve our children. On
22 behalf of our Executive Committee we would like to ask you to deny these requests
23 before you. Thank you.

1

2 MS. MCKINNEY-WILLIAMS: Thank you. Madam Chair, the remaining
3 speaker cards are specifically addressing 18.06.

4 (Charter Review Committee Recommendation Regarding Plato Academy)

5

* * *

6

CHAIR STRIPLIN: Superintendent.

7

8 SUPERINTENDENT HANNA: If I may I want to go ahead and speak to both
9 18.05 and 18.06 if that's okay and then you can figure out how you want to proceed
10 from there.

11 First, if I could just speak to you all directly so I don't have my back to you.

12 CHAIR STRIPLIN: You must talk into the microphone so the TV audience
13 can hear. Just get behind it so you can use the mike.

14 SUPERINTENDENT HANNA: There we go. Some of you may find this hard
15 to believe but this is not personal at all and it's not about power. I can promise you
16 that. It's about money, it's about economics, it's about limited resources. It's not at
17 all about the power. We have a good existing relationship with our existing charters
18 and if you all, if this goes through and you are approved I will fight tooth and nail for
19 the children you serve because at the end of the day they are our children too and I get
20 that. What scares me is I can't figure out the math and that's why I have made this
21 recommendation but I can assure you our relationship with the School of Arts and
22 Science and the Tallahassee School of Math and Science – I have gone and visited
both of these facilities and anything we can do to help.

1 We had a situation in one of the charter schools. There was a kid that was on
2 the spectrum. They were having trouble dealing with him and we took that kid back
3 because they were having trouble and he was being very disruptive at that school.
4 That kid is back with us. We will continue to have those relationships with you too
5 but I just can't make the math work. I do want to say up front that this is not about
6 power and I'm sure it's not about power with these Board Members either. All 34,000
7 of these kids are all of our kids. To me it's an exercise in economics. So saying –
8 having said that, Madam Chair, Board, I agree the Leon County Schools' Charter
9 Application Review Committee reviewed these applications and using the evaluation
10 instrument as developed by the Florida Department of Education and the Committee
11 determined that the applications met all the requirements for approval under State
12 Statute 1002.3(b)(3) related to applications in review and therefore recommend
13 approval of charter school applications to me.

14 When I took office in November of 2016 I swore to uphold the Office of
15 Superintendent of Schools to the best of my ability. Well, to the best of my ability
16 does not allow for the easy way out or political correctness. I expect much more of
17 myself and I feel very confident that the people who elected me to this office expect
18 the same. For the last year and a half I have been committed to making decisions
19 based on sound fiscal responsibility. Often these decisions are exercises of economics
20 and what I believe to be sound public policy. Tonight I am recommending the denial
21 of Plato Academy Charter School and Tallahassee Classical Charter School
22 Applications to the Leon County School Board based on good cause.

1 “Good cause is a legal term denoting adequate or substantial grounds or
2 reasons to take certain action or fail to take an action as prescribed by law.” Let me
3 read that again. “Good cause is a legal term denoting adequate or substantial grounds
4 or reasons to take certain action or fail to take an action as prescribed by law.” Let me
5 talk briefly about two letters that were sent to the Leon County Schools from the
6 Florida Department of Education and four other statutes and Marie Claire touched on
7 earlier which I believes give you more than just adequate but substantial grounds for
8 just cause to approve my recommendations of Option One to deny.

9 In a letter dated August 4, 2016, the Florida Department of Education
10 responded to Leon County’s Plant Survey Request to add additional student stations
11 by building a new school with public tax dollars. In part the letter reads: “The forecast
12 of student enrollment does not show a need for new school facilities based on growth,
13 that existing facilities have sufficient capacity to serve the projected enrollment. They
14 are satisfactory for instructional use and adequate for educational programs to be
15 delivered for the foreseeable future.”

16 A second letter dated September 9, 2016, reads: “Until student enrollment for
17 Leon County Schools shows a projected level of growth that creates the need for a
18 new school the Department of Education cannot approve a survey recommendation for
19 building a new school under Sections 1013.31 and 1013.35, Florida Statutes.”

20 In the fall of 2016 Leon County Schools asked to build a new school with
21 taxpayer dollars. Leon County Schools was denied. In my humble opinion we were
22 denied for good cause. “The superintendent is mandated under Florida Statute
23 1001.51 to approve the establishment of schools as needed to provide adequate

1 educational opportunities for all public school students in Leon County.” Let me read
2 that again: “The superintendent is mandated under Florida Statute 1001.51 to approve
3 the establishment of schools as needed to provide adequate educational opportunities
4 for all public school students in Leon County.” A district school board has the duty
5 under 1001.42 to provide adequate educational facilities for all children without
6 payment of tuition.

7 I have no hesitation whatsoever that we are absolutely meeting this statute and
8 currently providing more than adequate educational facilities for all the public school
9 system in Leon County. Tonight you are being asked to consider approving not one
10 but two applications for new schools. It is my opinion your approval of these
11 applications is not the fiscally responsible thing to do as it will come at the expense of
12 our traditional public school system. I strongly believe you have adequate and
13 substantial grounds giving you just cause to deny these applications and approve
14 Option One. Thank you.

15 CHAIR STRIPLIN: Thank you, Superintendent, and thank you everybody for
16 speaking. So I guess it’s time for us to discuss and see if we can come up with a
17 decision here. Do you want to speak?

18 MRS. MCKINNEY-WILLIAMS: Yes. I think it would be helpful without
19 belaboring the point too much but I do want to address a couple of issues or concerns
20 that have come up. I want to, for you all, to address what may sound like confusion.
21 We’ve heard references made to several statutory provisions in 1001 so they are
22 general overarching duties and responsibilities of superintendent and school board and
23 several of them were lifted.

1 We've also heard references to provisions I believe in 1013 maybe dealing
2 with facilities. The Legislature enacted 1001, Chapter 1001, enacted Chapter 1013
3 and enacted Chapter 1002. What I want you to try to be thinking about with these
4 statutes are: We need to be looking at them in a manner that avoids conflict, that
5 avoids conflicting interpretation and if possible to do so then we do so. If it's not then
6 we look at the more specific statute. Okay?

7 So we know that the charter school statute – well, let me back up. We know
8 that you all have been given quite a few overarching duties, responsibilities and
9 powers in 1001 as has the Superintendent. We also know that the Legislature has
10 enacted 1002, that allow for the authorization of charter schools and those charter
11 schools are designed to fulfill certain design and guiding principals. It's interesting to
12 note that one of those purposes is to expand capacity in districts. Not to address
13 capacity but to expand capacity. So one would read that or could read that to mean
14 without regard as to what is going on here. The Legislature has determined that one of
15 the purposes is to expand. Okay?

16 Also, in 1002 it expressly lists statutes that charter schools are exempted from
17 and that's just about every other chapter in the Education Code with the exception of
18 1002.33 and then some provisions dealing with health safety and a few other
19 provisions so I say all that to say we can't or I would caution you all against relying on
20 one statute to the exclusion of another. The charter school statute contains specific
21 language and duties for you all to follow if approving, in reviewing applications using
22 the evaluation instrument it's approving or denying those applications.

23 CHAIR STRIPLIN: Thank you. All right, ladies, thoughts and comments.

1 * * *

2 MS. BOWEN: Thoughts and comments. Thank you, Madam Chair, and thank
3 you attorney Williams. I heard everything you said and that is about as clear as
4 molasses quite honestly but I did hear what you said, the Educational Code, the
5 expansion, avoiding conflict, just cause, good cause, your cause, my cause, and so all
6 of these terms are being thrown out now.

7 In my mind this continues to be a struggle for me. This is honest, it's a
8 struggle. I feel stuck; I feel caught in the middle and in the need to make a good
9 decision and I sit here on this date, April the 10th, 50 years after the assassination of
10 Martin Luther King, talking about fairness and equitableness in a school system. I sit
11 here thinking about the opinions that I've heard, having been a teacher at some point,
12 having been a child who had to go to segregated schools, thinking about what Martin
13 Luther King stood for and was eventually was shot dead for and tonight we're still
14 having some of those same kind of discussions about power and economics and good
15 education.

16 So I'm sitting here thinking what are the parents of little Joy Juniors over in
17 Riley, Godby, Ruediger, all of those other schools think. How do they fee about this?
18 What do they think about having their tax dollars taken and diminishing what appears
19 to me to be good educational practices and resources for them? So I'm trying to wrap
20 my mind around all of these things.

21 Mr. Superintendent, I heard you yesterday and I thought how dare you say that
22 to us and you know what it was all right for you to say that to us because it was not for
23 us it was for the children. So I thank you and I might be more aligned than it looks

1 because I want to do the right thing and I want to make certain I know what the right
2 thing is so I honestly think this is a discussion that goes farther than these two groups.
3 I think as a Board we need to have a philosophical discussion about where we are
4 regarding charter schools period because whatever decision we make is going to be
5 there for the long term so where are we? I think we really need to continue with our
6 hearing but at a point in the very near future I'm going to suggest that we plan a
7 targeted session, okay, a workshop so that I can be clear on what it is you have just
8 said and what it is we're supposed to be looking at. I offer that because that's honestly
9 how I feel. I mean the time is always right to do what is right and some of those folk
10 out there, well all of them, have put us in these positions to make the best decisions
11 that we can for them so have we talked to them about these decisions? What do we
12 know about what they want from us? Do we care? Isn't it our responsibility? I'm
13 just asking.

14 You know, I read and heard some of the pieces of information in the packet
15 about car pooling and a lot of our parents don't even have jobs to have a car to car
16 pool where they need to be. Okay, they get to the bus stop. Some of them don't even
17 have a bus stop stop to stop under so what are we really doing? Where are we going
18 to do with this? I mean, Mr. Superintendent, when you were talking the other day and
19 I thought how dare you, our committee that we set up to take a look at the approval of
20 these applications that was ours I think, wasn't it? Our committee and they brought
21 back to us the go ahead to approve so where does that leave us now?

22 What are we really doing? Who's on first, who's pitching, who's catching?
23 Where do we go from here in what we are doing? Are we alone in this? Who do we

1 need to call on? Well, if we got folk out there who are saying all right we are in favor
2 of public schools and ya'll go ahead and deny these and we go to the charter school
3 court, Ms. Williams, who's gonna pay that bill and how much will that be? It will be a
4 cost, you know. Who's gonna pay for litigation? Are we gonna collect money? I just
5 need to get it all out. Are we gonna collect money from the neighbors to help pay
6 these law costs, you know? So if we deny do we go to jail? Probably not but you
7 know where I am going with this.

8 Seriously, when I think about the resources that we could have in a Riley, in a
9 Bond, in a Godby, in a lot of other places you know. I know what it feels like to have
10 to look at books that somebody else used before they got to me. You follow me? I
11 know what it feels like not to have a counselor and you need one so what are we doing
12 to those people who elected us and put us in these positions to make some good
13 choices. I hear what you are thinking. We don't make laws. That's not my job.
14 Laws are made somewhere else and that's downtown at the Legislature so perhaps
15 some people ought to be talking to some other folk about these laws that they want us
16 now to buy into. We make policy. What kind of message are we sending? In the
17 newspaper in February the segregation of the schools in Leon County again. Well,
18 here we go again. You know, when does this stop? Where do we go? Do we really
19 care about our neighbors? Probably not.

20 So in ten years when we have not provided a good educational background that
21 can undergird the little Joe Bowens and the little Rosanns of the world because there
22 are some poor little Rosanns too, you know, what are we going to do and how are we
23 going to be looked at? All of this is real. I'm sorry. I knew exactly where I was

1 going to be this morning at 11 o'clock, Mr. Superintendent, I was going to say NO, let
2 us go ahead and not do it. That's not where I am right now. I want us to have
3 (clapping in audience) – hold on, I want us to get good information and make good
4 decisions that will last so that we don't have to be waffling, you know what I'm
5 saying. So that's really where I am, my Sisters on the Board, and I'm not sure I'm
6 through yet so I need to look at my notes (laughter from Board) to make certain I am.

7 So, yes, I did feel some constrained by our committee that we have not
8 accepted the recommendation from it, okay. There was one other point that I wanted
9 to make. It could appear to some out there because it was our committee that brought
10 to us the approval that if we don't do what our committee says to approve them then
11 are we changing the rules in the middle of the game? They gave us their approval.
12 They said go ahead, they are good, so now if we don't approve them what do we do?
13 Do we make a U-turn and say well we've looked at these applications and we need to
14 look at them again just to see where we are. I'm just sick and tired of being sick and
15 tired of having to go over and over again and we're playing with the lives of our
16 students. We're playing with their psychological lives, sociological and yes, their
17 economic needs. We don't make the jobs. I know that but I feel some strong
18 responsibility for speaking up, for the (inaudible) street corridor and all of those
19 students and our teachers who need raises so Mr. Superintendent I want you to have
20 one more chance. You know I've only got one vote but I want you to have one more
21 chance to show us how this will affect us dollar-wise?

22 SUPERINTENDENT HANNA: So if I may, Madam Chair, what I tried to do
23 was paint a picture for you that showed the scope of the committee and their approval.

1 MS. BOWEN: Yes.

2 SUPERINTENDENT HANNA: Then I went outside of that statute to another
3 statute, several other statutes, and said that the superintendent is required to approve
4 schools as needed. So I went outside of that group. That group did their job. That
5 committee did their job. They made the recommendation to approve based on that
6 criteria.

7 MS. BOWEN: Right.

8 SUPERINTENDENT HANNA: What I have done is given us what I
9 considered to be good cause based on other state statutes and our fiduciary
10 responsibilities and public policy to uphold the interests and resources of our public
11 school system, not coming at the expense of our other public schools. So, yes, I think
12 – in my mind I have done that, maybe not. Obviously with some I haven't but what I
13 did I took – yes, I understand the committee. The committee made its
14 recommendations and I went outside and looked at other statutes which guided me,
15 and hopefully you all, the just cause to make the denial.

16 MS. BOWEN: So does that mean that you will not be bringing back to us
17 anymore for any approval of any charter schools ever again?

18 SUPERINTENDENT HANNA: So look – I feel like a hypocrite that I'm
19 putting my name on something when I know that at the end of the day it is draining
20 resources away from our traditional public schools and there is only so much money.
21 It's about money and it's about economics. It's about resources and yes, the Latin
22 class at Kate Sullivan, the other position you wanted, Jillian, those are going to have to
23 go. Something is going to give. Someone is going to be the tipping point. Plato had

1 one school, now they have six schools in Pinellas County. I do not feel comfortable
2 putting my name on it. They appeal to the Department of Education and DOE goes to
3 the State Board and they approve them and welcome them with open arms but Rocky
4 Hanna does not feel comfortable supporting a program that he believes at the end of
5 the day is going to be detrimental to all of us, traditional and private (clapping from
6 audience).

7 CHAIR STRIPLIN: Thank you. You want us to just go down the line, Ms.
8 Rasmussen? Thank you for your thoughts Ms. Bowen. I believe you have been
9 listening to Rev. Holmes an awful lot and that choir. I can hear the comments.

10 MS. BOWEN: Yes, and the constituents of District 5. I have to say it. That's
11 what we were elected here.

12 CHAIR STRIPLIN: That's what you are here for. Ms. Wood.

13 MS. WOOD: I'm next? Okay. This is one of those things that has really
14 given me heartburn because I really hear what you are saying, Superintendent, and I
15 also hear what our attorney is saying and they are in conflict, honestly. We have an
16 application -- I'm going to talk about Plato for a minute because that's the one we are
17 discussing really.

18 * * *

19 MS. WOOD: Having said that, I have a lot on angst about what a lot of other
20 people have said about in a public school, resources, I want to follow the law and I
21 think we have to so at some point I would like to entertain a motion to table our vote
22 tonight after everyone gets a chance to speak. We just need to take more time with
23 this. You know we've heard some really compelling arguments and I just think we

1 need some more time to consider so I'll make a motion later but let's give everybody a
2 chance to speak.

3 MS. BOWEN: That's exactly what I said that we need to table this and slow it
4 down and get good information.

5 CHAIR STRIPLIN: Ms. Lewis-Butler

6 MS. LEWIS-BUTLER: I too am torn with this issue. Our lawyer, Ms.
7 Williams, has given us the law. I was going to tell Ms. Williams yesterday I wanted
8 her to write it out but we have it on our agenda tonight, the statute that we have to
9 follow. I read about charter schools. I know about charter schools because we've had
10 many charter schools and I visit many charter schools. We've lost four charter schools
11 since I've been on the Board, lost four charter schools. It could be for many reasons,
12 economic, finance. One charter school had 700 students, today they have zero. I
13 don't know what happened. We do have a staff person to oversee all our charter
14 schools who brings a report back to us and can tell you exactly why these schools
15 closed.

16 Now in such a time as this to look at our charter schools we have trouble
17 busing students. They cannot go because you're in Killearn. Somewhere I read you
18 want to build in Killearn. I said why can't you build in the southside in French Town?
19 But they want to go to Killearn so if you build in Killearn you are going to have a
20 problem getting minority students there so I'm concerned about the minority ratio at
21 school, the diversity of schools. It's important – we live in a diverse world but we
22 want to isolate in schools and then get together later, socializing later in the
23 community. Then we got problems. We need to get our schools more diverse.

1 The location was not given and that could be a reason they said Killearn but in
2 the part I read I didn't see where Plato or Classical has a location yet. That's to lead
3 us on because you don't know where you're going to be. Then you have – some
4 people in the charter schools have to pay. They don't have the money, resources; you
5 have to pay for the curriculum. That concerns me. The students have to pay for the
6 curriculum and some of the students may not be able to pay for the curriculum. We
7 have to make sure—in Tallahassee we have a concern issue in Tallahassee about re-
8 segregation. It has not been addressed yet but the Board will be looking at that. The
9 Superintendent and the staff – we're looking at that now to address that issue. So that
10 is a grave concern of mine as well about we want to make sure that trend does not
11 come back. This is a new day.

12 I'm not sure that I am around the Pods enough to know – we have to go by the
13 law, go by what the law says and to make very sure that these needs are met so I am
14 going to be one of the ones as will to recommend that we pull it, pull 18.05 and 18.06
15 from the agenda.

16 CHAIR STRIPLIN: Thank you, Ms. Lewis-Butler. Ms. Rasmussen.

17 MS. RASMUSSEN: Thank you. I think the first thing I want to say is that we
18 all need to be brave tonight because it seems there is an appetite for delaying the vote
19 until two weeks later but the first thing I want to say is that I am a parent of three very
20 very different children and that I am an absolute advocate for choice, for parent
21 choice. It breaks my heart when I get a call now under the new law from a parent who
22 has every reason in my mind that's completely valid to want for their child to go to be

1 able to go to this school instead of that school and under the new law we can't make
2 that happen anymore because of capacity restraints. That gives me great concern.

3 The other thing is I don't doubt – I know a lot of the folks that are involved in
4 the charter and classical schools and I admire and appreciate them for their bringing
5 this great school to our community. I think it's a wonderful thing for our children to
6 have an option like this but what really concerns me is that a school like Plato or a
7 school like Classical, would you work with us to address our problem of re-
8 segregation? Would you work with us to go into a community that needs you more
9 than another community might to be able to provide a diverse population for your
10 students and others because we know that's the world that they are going to go into?
11 They are going to go into a world that does not look like them. Are you willing to
12 work with us to address things? I mean, just put yourselves in my shoes for just a
13 second

14 Mr. Arnold, do you care about water quality? Well we have to test our water
15 for lead. Do you guys – I'm not going to try to put you on the spot but we have had a
16 lot of issues that have come before this Board that charter schools, quite frankly, don't
17 have to deal with. My concern is not the competition because I believe we can
18 compete. I want us to package our classical education package. We have teachers
19 who use the Hippocratic method and teach Latin. We ought to have a tract for our
20 students so they know they can go to Leon County High School and get a classical
21 education and also have a great football team, a baseball team, an orchestra and
22 performing arts.

23 VOICE FROM AUDIENCE: Let it be diverse. Oh, I'm sorry.

1 MS. RASMUSSEN: That too (chuckling). At the same time if we have – you
2 know, I understand the desire to want to have maybe a smaller population or
3 something that looks different than a huge big school. I get all that and I think we can
4 have it all if you would work with us. Would you work with us Plato to help us have
5 two great charter schools that help all of our students and not just a single population
6 because I think if you would agree to do that on your own not because you are
7 compelled to, not because we are compelled to then we could work together and make
8 Leon County Schools, public, charter and traditional schools the best for all our kids
9 and all of our parents and all of our families.

10 If we could figure out how to make that happen so that we don't have schools
11 that don't represent the broader community and we don't feel like we can't compete
12 because we have to provide transportation, we have to provide ESL, ESE and a lot of
13 other elements that aren't necessarily a part. I mean the competition you know and
14 someone wanted to mention the word power and I'm sorry that was really offensive to
15 me because it is not about power. You guys have all the power and you know that.
16 You know that the Legislature mandated this and that's okay because we can compete
17 if we can have a more level playing field or if by choice you as the providers are
18 willing to voluntarily work with us to make this community the best it can be. If
19 you're willing to do that –

20 INAUDIBLE FROM AUDIENCE:

21 MS. RASMUSSEN: (chuckling) If you are willing to do that we will figure it
22 out with you. I think we all would be if that was your commitment with us. That's all
23 I have to say. Thank you.

1 CHAIR STRIPLIN: All right. I've heard lots of phrases here tonight that have
2 stuck with me and the one that has stuck with me the most --thank you, Mr. Arnold,
3 for being here – the most was that if we want something we have to work for change.
4 We have to work for change and we're speaking for those of us who live in the capitol
5 city and we know all about that. I would dare say we have all been down to the
6 capitol at some point in our life for something or be opposed to something, something
7 that may happen in law, something that may be coming a law and in 1950 there was a
8 young girl who challenged the law and her name was Linda Brown. People told her
9 she had to go to the school for black children. She had to walk by the school for white
10 children. She had to follow the law and she worked for change. She worked for
11 change. Change didn't happen on that day. She went through a lot of battles but
12 eventually it became *Brown v. Department of Education* and black students went to
13 school with white students because she worked for change.

14 In 2014 the Lee County School Board stopped testing. They said "No, we are
15 not going to do our standardized testing." That was in 2014. Because they worked for
16 change our lawmakers revisited all those sweeping changes to testing, test, test, test,
17 test and guess what's happened now. We have four fewer standardized tests because
18 the Lee County School Board challenged the law. They didn't win that day. They
19 waffled and they had much angst as we do and they had a member who said YES then
20 said NO and the court said you have to do this and they did but the lawmakers heard
21 them.

22 On February 14 students from Parkland worked for change. They came up
23 here and the change they wanted didn't quite happen but because of them bump stocks

1 are now illegal. You have to be 21 to buy a gun. They didn't quite get what they
2 wanted, it didn't go their way but they fought for change. I urge us to fight for change
3 today. I urge us to fight for change for the Superintendent and his recommendation to
4 deny this charter.

5 I hear what you are saying about let's table this and let's discuss it. I would
6 plead with you let's not draw this angst two more weeks. Yes or no and I want the
7 Superintendent if this goes through those of you in the room, locals who were here
8 you fought *Ace vs. Pace* and it was ugly and I was not happy and some ugly words
9 were said. I apologized to Rosann later and now we all work together and we will do
10 that no matter what happens in this room tonight.

11 The law is not going to change in two weeks Ladies. The statute is not going
12 to change in two weeks. We're going to get no more or less information than we have
13 tonight. That would be my opinion and by drawing this out two weeks we are putting
14 these people in angst. We're putting – I was like nauseous today and I think I heard
15 that in a lot of people's voices tonight, just anxious and nervous.

16 Good cause. We have to have good cause to deny this charter. Historically,
17 Plato as well as charter schools in our community, they lack diversity. They lack
18 having the economically disadvantaged. They lack real innovation. They do pretty
19 much what we do and we do it pretty dad gum well. I came out of the classroom just
20 three years ago and I had students who came back from charter schools. Not all of
21 them. There are great charter schools out there and I'm not saying you are not one of
22 those but historically we closed – Ms. Lewis-Butler pointed out that several have
23 closed here.

1 The transportation is an issue. The location we don't know and in five years if
2 both –let's just take one. If Plato met the population they are proposing that would be
3 a five million dollar hit to Leon County Schools. Five million dollars.

4 When I ran for office I said I would be a voice for teachers; that I would fight
5 for their salaries which I lived on, a single mother making \$37,000 a year as a teacher,
6 paycheck to paycheck. I swore that I would fight for that and I'm going against my
7 word if I vote for this. I'm completely turning around and saying pull money out.

8 SUPERINTENDENT HANNA: Madam Chair, if I may be clear about one
9 thing.

10 CHAIR STRIPLIN: Sure.

11 SUPERINTENDENT HANNA: If you do stand up and agree with me on the
12 just cause it would be for schools on an as needed basis till the Department of
13 Education approves us on an as needed basis. If they go then to appeal to DOE, the
14 State Board, it's not going to cost you a million dollars. They just appeal, your name
15 is not on it. That's all I'm saying. Let someone else make the – I don't feel
16 comfortable making the decision. Let someone else do it. You talk about being boxed
17 in. We have to. I don't believe that. We don't have to do anything. Now I can only
18 control one person, that's me, and I can barely control me so all I'm asking you to
19 consider – I think I have given a reason, a just cause reason that we approve schools
20 on an as needed basis as opposed to just approve, approve, approve, approve, approve.
21 We'll sit here again and again and again and it's nothing against Plato but two turns
22 into three and three turns into six and we can keep having this conversation next week,

1 next year until at some point – I’m just asking you to stand up and say NO and let
2 DOE make the decision for us. I don’t have a problem with that at all.

3 CHAIR STRIPLIN: So, I’ll finish my thought because everybody else got to
4 finish theirs. Thank you. I do think the Superintendent has made a great and rational
5 argument that we were told NO. We were told in Leon County that we had no reason
6 for any more schools. We can’t build another school. There is a contradiction in the
7 law and I would urge us to be that voice today and to work for change. I know it’s
8 difficult – Superintendent said this yesterday – I know this is hard. The easiest thing
9 would be to put it on Consent, pass it and just keep on moving but he took a very
10 difficult stand and I support him 100 percent on this.

11 MS. BOWEN: So I have a question, Madam Attorney.

12 MS. MCKINNEY-WILLIAMS: Yes,

13 MS. BOWEN: If we table this do we still come back and must we vote?

14 MS. MCKINNEY-WILLIAMS: If you were to table it, it would be tabled
15 until the next meeting within the time line that we are afforded in statute so yes, you
16 would table it until the next meeting and under the statute you would have an
17 obligation to either approve or deny the charter. So you would be giving yourself two
18 more weeks and an opportunity, I guess, to have additional discussion if that – you
19 would have to move it, second and accept it and then get a majority vote to table. If
20 you get that majority vote then that’s what you would be affording yourself.

21 CHAIR STRIPLIN: And failure to act defaults to DOE anyway?

22 MS. MCKINNEY-WILLIAMS: Yes. A denial and the failure to act gives the
23 applicant the right to seek an appeal, go to the Charter School Appeal Commission and

1 then to DOE. I think with a denial, because you articulate the specific reason, that's
2 your basis for your argument before the Commission and DOE with failure to act you
3 really don't have a basis for argument.

4 MS. BOWEN: Okay.

5 MS. LEWIS-BUTLER: So, Attorney Williams, we can use one of the five as
6 just cause?

7 MS. MCKINNEY-WILLIAMS: No, we can't because there's nothing there.

8 CHAIR STRIPLIN: So what's your pleasure, Ladies?

9 MS. WOOD: I'd just like to ask the attorney a question. Superintendent says
10 that we can use just cause as the capacity issue, the one he's identified. Can we?

11 MS. MCKINNEY-WILLIAMS: You certainly can. Whether that will
12 resonate with the Charter School Appeal Commission and DOE as a valid reason, no.

13 MS. LEWIS-BUTLER: That's what I'm asking.

14 MS. MCKINNEY-WILLIAMS: I'm just answering the question. I know I'm
15 sitting here with the big rain cloud on top of my head but my job is to tell you all what
16 I think the law says. You guys have much more weightier burden than I do. You can
17 bring forth that argument but in my mind that is not a strong argument because the
18 charter school statute, especially for Plato and for high performing charters, it tells us
19 specifically you can only deny if you find one of these five and that is certainly not
20 one of the five.

21 MS. LEWIS-BUTLER: That's what I'm asking.

22 MS. MCKINNEY-WILLIAMS: It is not one of those five.

1 MS. WOOD: We just cite that as a reason? It goes to the Commission and
2 they decide?

3 MS. MCKINNEY-WILLIAMS: Yes, the Charter Appeal Commission first,
4 that's where you have your mini trial and then they make a recommendation to either
5 support or deny our ruling or not and then that goes to the State Board. It's added to a
6 State Board Meeting Agenda just like our Board Meeting Agenda and each side has
7 about five minutes to just do a quick presentation on their case and then the Board
8 votes.

9 CHAIR STRIPLIN: I think very similar to what happened to Lee County with
10 the testing. That School Board – they chose –I'm sure their attorney was sitting there
11 telling them the same thing. You cannot cast out a standard for testing. That's what
12 she told them I would be almost 100 percent sure and they said "Nope, we are going to
13 work for change" and they voiced against it.

14 MS. LEWIS-BUTLER: So what the attorney is saying is if we deny tonight it
15 will go to the appeal and our names will be nowhere attached and once it goes there
16 it's in the hands of the appeal office.

17 CHAIR STRIPLIN: It will most likely be overturned. We have to be realistic
18 and that's probably what's going to happen and we will embrace it and we'll move
19 forward.

20 MS. BOWEN: Madam Chair, while my Sisters of the Board are making up
21 our minds, their minds, where we are going, I have to tell you I appreciate what you
22 said and I'm not really taking issue with what you said but I do need to go on the
23 record inasmuch as you said you stand up for the teachers, and that's a good thing, we

1 do too down here stand up for teachers and we stand up for students and people in the
2 community. I just have to put that on the record again tonight because we are at, as
3 you put it, a turning point in what we are doing.

4 MS. LEWIS-BUTLER: Thank you, and I want to add to that. Being I taught
5 in this county for 30 years and a member of the Leon County School Teachers
6 Association as well. I know what the ground rules are. I know about the information
7 and I know the performance of teachers. I know their needs. The reason I got on this
8 Board also was to help teachers, make sure they get a raise and that's what I've done
9 since I've been on the Board.

10 CHAIR STRIPLIN: Okay. We can delay the angst or I can entertain a motion.
11 It's your pleasure. Here I sit back and watch it play out. Ms. Bowen, aren't you sad
12 your mother isn't here this year?

13 MS. BOWEN: Yes, I'm so sad she's not here but she was so capable.

14 CHAIR STRIPLIN: We'll follow your lead.

15 MS. BOWEN: Well, we see what our options are Ladies of the Board. Option
16 one we can deny Plato Charter School Application submitted to the School District on
17 February 1, 2018, and direct staff to prepare and submit to the applicant and the
18 Department of Education the written basis for the denial and Option Two is we can
19 approve the Plato Academy Charter School Application submitted to the School
20 District on February 1, 2018, and that's where we are.

21 MS. LEWIS-BUTLER: Or we can move it for two weeks later. If you don't
22 act on it tonight then we have two weeks to – what date is that, Counsel?

23 MS. MCKINNEY-WILLIAMS: April the 24th.

1 MS. LEWIS-BUTLER: April the 24th.

2 MS. WOOD: The attorney don't want me to say this – or we don't take action.

3 MS. RASMUSSEN: It's probably against my good health but I must step up
4 and say something. I spent 30 years working in the Florida Capitol. Mr. Arnold, I'm
5 all too familiar with how to advocate for change within the confines of the legislative
6 process. I served on – I was the Director of Cabinet Affairs when charter schools were
7 first initiated and I sat as a Cabinet Aide and heard appeals of charter schools for many
8 years so while I would love to waffle right now that just isn't in my core. I can't do it.
9 I know the law. I understand the law. I'll abide by the law because I stood here and
10 took an oath.

11 I don't begrudge the Superintendent or the Chair for their desire to make a
12 stand. It's just not in my DNA to stand like that. I feel compelled to comply with the
13 law that is the prevailing statute in this case so as much as I don't like it and I'm sorry
14 for all my friends in red, for all Leon County School Teachers who work so hard, it
15 pains me to think of approving something that I think is equally great for our
16 community by the way, but it pains me to think that this is going to drain the resources
17 from our public schools and I will fight somehow or another to keep that from
18 happening but I'm going to take you at your word Plato that you are going to help us
19 address the diversity problem in our community and you are going to help us make it
20 better and not worse and the same thing will apply when we talk a minute so I guess I
21 feel compelled on legal grounds primarily to make a motion to approve Option Two
22 which will be to approve the Plato Academy as a highly performing replication
23 application lacking clear and convincing evidence to the contrary.

1 CHAIR STRIPLIN: Do I have a second? Do I not have a second? I hear no
2 second so for lack of motion died.

3 MS. WOOD: I'm going to make another alternate move.

4 CHAIR STRIPLIN: Okay.

5 MS. WOOD: I move that we table this and we leave it up to the
6 Superintendent when he brings it back to us.

7 MS. LEWIS-BUTLER: Second.

8 CHAIR STRIPLIN: Wait a minute. Leave it up to the Superintendent
9 meaning –

10 MS. RASMUSSEN: I'm not sure Roberts Rules calls for –

11 MS. WOOD: Tabling it and allowing the Superintendent to bring it back to us
12 when he chooses if it's within the deadline or outside the deadline. That's up to him.

13 MS. LEWIS-BUTLER: I second it.

14 CHAIR STRIPLIN: All right. Moved by Wood, second by Lewis-Butler. All
15 in favor.

16 MS. BOWEN: Aye.

17 MS. RASMUSSEN: Opposed.

18 MS. WOOD: Aye.

19 MS. LEWIS-BUTLER: Aye.

20 MS. STRIPLIN: Motion carries four to one. Next item 18.06. Tallahassee
21 Classical Charter School Application. We have some speakers to be heard.

1 MS. MCKINNEY-WILLIAMS: Yes, Madam Chair. First speaker, Alex
2 Howard. If you could come, give us your name and address for the record. You have
3 three minutes.

4 MR. HOWARD: Good evening, my name is Alex Howard. Address is 1827
5 Folkstone Road here in Tallahassee, Florida. I am a child and a product of the public
6 school down in Seminole County, Florida. Loved it; my wife is a product of a public
7 school over in the Panhandle and as far as I can tell she enjoyed it as well. I was a
8 teacher in Leon County for a local charter school. I was there for two years. Near the
9 end of my second year my wife said we're going to have kid number two. I said I
10 guess I am done teaching. Sadly, absolutely.

11 There's been a lot brought up about – kind of the logistics about getting a child
12 to school and how are we going to get these children to this school and I cannot tell
13 you how many parents would bring their child to school and their child's friend to
14 school and friends and friends. They will get them to school if they think that school
15 will help their child. They will do it, they will find a way. There are so many children
16 that went to that school that I don't know if I ever met their parents which is a horrible
17 thing but that was the reality of our particular situation is that parents were going to
18 somehow through somebody through the community say, "Can you get my kid to that
19 school?"

20 I don't think that's supposed to say anything about Leon County Schools. I
21 can't speak to Leon County Schools. I can speak highly of my public school
22 education and this is not to disparage that but not every school is meant to serve every
23 child. Not every school is meant to reach out to every single person and accommodate

1 for every single person; it just can't do it and I don't think that's realistic. I don't
2 think it can be done. In our school, in particular, we weren't for every single student.
3 We weren't going to be able to serve them and I don't think that's a realistic goal but
4 the students that were brought to us that were driven up in that drop off line every
5 single day and were in line to pick them up or grandma was or grandpa was or
6 somebody was there –

7 MS. MCKINNEY-WILLIAMS: 30 seconds.

8 MR. HOWARD: -- to drop off that child and to pick them up. We got to serve
9 them. I don't know why they came to us but I know while we had them we served
10 them and we loved them and we wanted them to walk out of that building and walk
11 into whatever high school they could go to and that they would be ready to go. Thank
12 you.

13 MS. MCKINNEY-WILLIAMS: Thank you. Madam Chair, the next speaker is
14 Jaime Carbonell. Please give us your name and address for the record. You will have
15 three minutes.

16 MS. CARBONELL: Good evening. My name is Jaime Carbonell and my
17 address is 9816 Thunder Hill Trail and it's 32212. All right. I am a member of the
18 Non-profit Volunteer Board for Tallahassee Classical School. In addition I am a
19 former educator with eight years of experience in the public school system four of
20 which were right here in Leon County at Amos P. Godby High School.

21 First and foremost, thank you to our supporters for coming out this evening in
22 green as well as to the families who have shown their support but could not be here
23 with us this evening. We love seeing such an outpouring of support for classical

1 education. Thanks to the School Board Members for taking the time to evaluate the
2 merit of our application.

3 Tallahassee is blessed to have a great traditional school system that
4 consistently advocates for each and every one of its students. With that said, we are
5 looking to form a partnership with Leon County Schools and to create an additional
6 educational option for our community. At this moment there is not a tuition free
7 public option for classical education available. The goal of the classical education is
8 to provide a constant rich curriculum based on liberal arts and sciences while focusing
9 on civic virtue and moral character. Our mission at Tallahassee Classical School is to
10 instill a passion for learning within our students.

11 Not only has this model found a high success amongst public charter schools
12 throughout the state of Florida but there are currently at least seven classical education
13 co-ops within Leon County as well as private schools utilizing this proven curriculum.
14 With that said Tallahassee Classical School is bringing students back into the county
15 that previously left it for private and home school options. Furthermore, differentiated
16 instruction catered to the needs of every student is at the forefront of our mission.

17 Tallahassee Classical School will be open to the community at large and seeks
18 to serve all students regardless of zip code or challenges that they may face.
19 Tallahassee Classical School is an effort two years in the making. Countless amounts
20 of time, energy and personal finances have been poured into this project in hopes of
21 making it a reality for our hometown. From the moment that Adrienne and Jana asked
22 me join the Board of Directors the level of research, passion and love of learning was
23 unsurpassed from the get go. I have no doubt that those attributes will carry over into

1 a school that has a strong coalition of parents, teachers and community members that
2 work together to benefit student development both inside and outside of the classroom.

3 Not only has the Leon County Charter School Review Committee
4 recommended approval of our application we stand here before you today with 165 –

5 MS. MCKINNEY-WILLIAMS: 30 seconds.

6 MS. CARBONELL: -- families who have committed over 265 children to
7 attend our school at this moment. We have only begun to scratch the surface of our
8 community outreach. We as a community are asking for your support in bringing a
9 high quality educational option to serve the needs of all students in Leon County.
10 Please vote YES on the approval of Tallahassee Classical School. Thank you.

11 MS. MCKINNEY-WILLIAMS: Madam Chair, Shawn Arnold. He spoke on
12 18.05 but he has a separate card for 18.06.

13 MR. ARNOLD: Good evening again. Shawn Arnold, 6279 DuPont Station
14 Court, Jacksonville, Florida. I am here also tonight as counsel for Tallahassee
15 Classical. I'd like to address a few of the things that were brought up during the
16 discussion and again, I think everybody in this room is in support of high quality
17 education and I know as counsel to over 120 charter schools across the state that that
18 is what the passion of these schools are. So many of the people are from the public
19 education system, from the districts and that's where they started. That's where
20 almost all of them start.

21 I was going to address – and here comes Ms. Lewis-Butler. I'll address a
22 couple of the other things. Charter schools have to comply with all ESL, ELL, ESE
23 laws. They have to provide quality water for their students to drink. They have to

1 abide by all the same health, safety and welfare laws. Some schools such as UCP that
2 I mentioned earlier actually have 100 percent ESE population. Lots of the schools are
3 Title I. We have schools that range the whole gamut of schools. Our portfolio of
4 clients look a lot like all of the different districts.

5 Ms. Lewis-Butler, there are no fees that charter schools can charge that public
6 schools can't charge so there's no additional cost to go to a charter school. They are a
7 public school. The money that go to fund them follow the student to those schools so
8 the idea that there is a drain of resources, yes, there is less money in the coffers but it's
9 not your responsibility to educate those students anymore so that money follows the
10 student. So the idea of there being more money, that the money is being taken away
11 from the school system, yes it is, but also those students are leaving the school system
12 and the money that goes to those students follows the student. That's the Florida law,
13 that's the way which most school law operates around the country.

14 Once again in the setting of the UCP in the case of 2005, and I have emailed it
15 to Mrs. Williams, the citation is 905 So.2d 909. It's a 2005 case. Again quoting
16 directly from it "lack of capital funding or use of operational dollars to fund capital
17 expenses away from a district does not constitute good cause to deny a charter school
18 application." All of the statutes that Mr. Hanna mentioned were in existence --

19 MS. MCKINNEY-WILLIAMS: 30 seconds.

20 MR. ARNOLD: -- at the time that the charter school statute was enabled. All
21 of those laws existed before the charter school law even was brought into existence.
22 Therefore, the Legislature knew what they were doing. The law is the law and they
23 knew what they were doing. Madam Chair, the law of *Brown* was an abomination.

1 Charter schools are not an abomination. I'm very grateful that *Brown v. Board of*
2 *Education* was expounded.

3 MS. MCKINNEY-WILLIAMS: Time.

4 MR. ARNOLD: Thank you.

5 MS. MCKINNEY-WILLIAMS: Thank you. Madam Chair, Lane Wright.
6 Give us your name and address. You have three minutes.

7 MR. WRIGHT: Good evening. My name is Lane Wright. I live at 2419 Hays
8 Mill Road here in Tallahassee in Rosann's district. Regardless of how you might feel
9 our state law allows for charter schools because we as citizens of Florida, residents
10 here in Florida, have decided that parents like me need choices. We believe that not
11 every traditional school is going to be a good fit for every child and some of these
12 schools that we are zoned for are not meeting our needs. I think Leon County Schools
13 are great actually. I love teachers, I love public schools too but this idea that they were
14 draining and it's a competition, I just want to remind you that charter schools are
15 public schools.

16 People talk about how it's taking the money away but it's, like the lawyer said,
17 it's following the child. The law says charter school applications like the ones for
18 Classical can only be denied for good cause. It outlines a couple of those causes in the
19 law but leaves the door open for other ideas. Rocky Hanna has put up a variety of
20 causes and they are different, some of them. One was a mom and pop statement when
21 he said when we have a mom and pop charter school on every corner we will bleed
22 our system dry. That's just not true. It's an exaggeration first of all. We have four
23 charter schools in Tallahassee. If we approve these two, which obviously one is not

1 happening tonight, then we will have six. Six among 40 public schools in our county
2 is not excessive. Parents need choices.

3 The other part is about unequal systems. You are right. They are unequal
4 systems but not in the way you talk about them. I think about unequal systems and I
5 think about the southside where I live. I'm on the border. I don't know if you
6 remember but you came to a Southside Community Meeting when you were running
7 for office and you showed pictures of some of the southside schools, blown up
8 pictures, compared to some of the schools on the northside. You know that we don't
9 have an equal system already so to deny the opportunity for children who feel like
10 their schools are not a good fit just feels wrong to me and for children, parents and
11 families looking for a way out that feels wrong to me.

12 Rocky argues that the letter from the state says he can't open a new school.
13 That is also untrue. I have the letter. I actually read the letter and that letter talks
14 about until enrolment goes up that we can't build a new school, can't get extra money
15 for a new school. Bull. It's not talking about charter schools. Charter –

16 MS. MCKINNEY-WILLIAMS: 30 seconds.

17 MR. WRIGHT: -- schools are supposed to exist to give parents choice. We
18 are not talking about the need for a capacity issue. That's not what that letter was
19 about. You know that because in your head you actually used that example to argue
20 charter schools get special treatment so that just seems a little disingenuous to me
21 using that as an argument. The fact is that –

22 MS. MCKINNEY-WILLIAMS: Time.

23 MR. WRIGHT: Thank you.

1 MS. MCKINNEY-WILLIAMS: Thank you. Madam Chair, next speaker is
2 Falke Long, Falke Long. I apologize if I'm messing that name up. Please give us
3 your name and address for the record. You get three minutes.

4 MS. LONG: My name is Alka Long.

5 MS. MCKINNEY-WILLIAMS: Alka, I'm so sorry.

6 MS. LONG: I live at 5708 (inaudible), Tallahassee 32201. I live on the
7 southside actually, not just on the border. I have two children. My son is nine years
8 old and my daughter is twelve years old. I personally grew up in Germany, obviously
9 not here, and I was taught the classical method in my school from day one, not just in
10 high school, from day one. When my children entered school I thought Oh, great, this
11 is public school. I was all for staying home as a mom but then school comes along
12 and I was crushed; I was shocked. I actually have here and I would like for you to see
13 this homework that came home with my fourth grader this year which I found very
14 interesting. (gives a paper to the Board, moves away from the microphone) – time
15 tables and this homework clearly shows they were trying to teach a fourth grader to
16 think outside the box.

17 My position on classical education is that when we are in grammar school we
18 are teaching building blocks. We are not trying to teach them how to think outside the
19 box because they are not capable of doing so. When we are in logic school we are
20 teaching them concepts because then they have solid foundation in the building
21 blocks. Time tables, phonograms, spelling words, grammar. They can pick sentences
22 apart. They know how to properly punctuate and that comes to fruition in logic school
23 when they can write an essay with a beginning, middle and an end, and they can

1 actually do it very well because they have been taught the building blocks. That's
2 what you do not find in a public school. When you go to the rhetoric level they are
3 going to learn how to present, how to talk intelligently, how they can speak in a public
4 setting like that and defend their argument with information they can back up so I am
5 all for classical education.

6 My children both have attended classical schools. The only one in town is a
7 private school. It is a Christian school. I personally believe that Christian education
8 belongs in my home and not in a school but this is the only classical option I have
9 found that really applies these principals of giving building blocks and then giving
10 them concepts and then at the rhetoric level you allow them to present these concepts.

11 I would really, really urge you to allow this school to go forward because there
12 are many parents that want their children educated in this way because that's the way
13 we educated 50 years ago and this is how we should educate now. Unfortunately I
14 would like to convince doing this in the entire public school system but I know that
15 takes a lot longer than just a few sentences so I would like for the charter school to
16 start so that we can see how these students are successful moving forward and how
17 their minds are well trained because then we might be able to convince the public
18 school system to go back to this classical teaching method. Thank you.

19 MS. MCKINNEY-WILLIAMS: Thank you. Madam Chair, Leslie Phillips.
20 Give us your name and address and you have three minutes.

21 MS. PHILLIPS: My name is Leslie Phillips. I live at 3506 Sharer Road and I
22 have a son that is a student in Leon County Public Schools. I am all for Tallahassee
23 Classical School. I feel like the charter school would provide frustrated parents with

1 an option outside of what's offered. I have a round peg trying to fit in a square hole
2 and we need something different in our community for our students that learn
3 differently. My son is an ESE student that we follow in IEP and I think the I is
4 supposed to mean individualized but I find myself discussing and questioning that at
5 every single meeting.

6 There is a need in this community for parents who feel like there aren't enough
7 resources to do things differently even with the homework. It's frustrating to get
8 things that come home and it's difficult to help your child because they are teaching
9 them in a math that you are not familiar with and I've had my kid say, "Mom, I can't
10 do it your way because she'll mark it wrong if I do it your way. Let's do it this way."
11 I want my children to know there are more than one way to think about things, more
12 than one way to learn, more than one way to do all sorts of things.

13 I feel like this classical education model would be a great fit for our family and
14 for lots of families, lots of families that may not know it's out there and available
15 because right now it's not. I feel like our community does have a need for this in the
16 public school system. If I want to go pay for private school I'll go to private school
17 and get it but this is not offered to everyone as a choice. I feel like that would really
18 be a positive move. Thank you.

19 MS. MCKINNEY-WILLIAMS: Madam Chair, Isaac Montilla, Mortilla.

20 MALE VOICE: Oh, that's me.

21 MS. MCKINNEY-WILLIAMS: I am so sorry. I can't read your handwriting.
22 Name and address, three minutes.

1 MR. MONTEA: My name is Isaac Montea. and I live at 6284 Windmill Drive.
2 I, too, am a product of public schools. I believe wholeheartedly in the public system.
3 I love my community. We were what I guess you can call or consider a Tallahassee
4 transplant. We moved here about seven years ago. I been hearing a lot of words being
5 thrown around about diversity and everything else and one of the stumbling blocks for
6 us was we didn't feel like Tallahassee really accepted diversity with all the research
7 that we did. I live in the northeast side of town and talk about change. One of the
8 biggest things I found in change is by moving there and actually becoming part of the
9 community there is options. So we moved to Tallahassee.

10 I didn't even know what charter schools were growing up. We were poor at
11 one point so I guess what I am getting at as a father of four is just I'm for opportunity,
12 options. I believe wholeheartedly that options allow opportunities and I chose a
13 different path than all my friends growing up and that's what led me to, by God's
14 grace, I own a business here in Tallahassee and I love it. One of the biggest parts of
15 our business is to give back to the community.

16 So I think that there is always going to be stipulations to everything that we
17 find. There is. You can find your yeses and your nos in every decision that we make
18 in life and we have to adapt to it but I think that by limiting and putting everybody in
19 the box and saying – and I do say a box because when you say no it's not a box but
20 you're saying this is the way it is it's going to pass on to someone else, you know, that
21 is pushing away but providing opportunity allows for options. One of the things I
22 teach my kids is look for opportunities, look for options in your life.

1 For me I take Uber in Tallahassee because I love meeting people. That's just
2 what I do and it allows these opportunities to provide options and really to connect
3 with our community. There's so much potential in this room. There's so much
4 potential. I know you have a hard decision to make but again – I don't want to take
5 anybody else's time – it comes back down to this, opportunity. I want to give my
6 children the opportunity with the options allotted for them to make a decision and that
7 we truly care about our education system. I'm all about pay raises for the teachers. I
8 think they are underpaid. I really do but what are we doing about it? We had the same
9 issue growing up about these books being passed down and look at Oklahoma.
10 What's going on over there? The teachers' strike. They are talking about these things
11 that are similarly happening in our community.

12 I don't think – feel like we could do more. Tax me more, I don't care. Let's
13 see our education step up and let's provide opportunities and allow options for our
14 community and for my family. I appreciate the time. Thank you.

15 MS. MCKINNEY-WILLIAMS: Thank you. Next speaker Eric Sayler. Name
16 and address. You have three minutes.

17 MR. SAYLER: My name is Eric Sayler. My address is 836 Maderia Circle.
18 Thank you for this opportunity to address the Board, Chairman. As you can tell by my
19 last name my wife is one of the co-founders, Jana Sayler. We have four children,
20 wonderful children and we want to raise them and educate them in the public schools.
21 We also fell in love with the classical education model. Some of my schooling
22 involved some of that back when I was younger and I saw how much more superior it
23 was than the traditional public schooling.

1 We really want that. When my wife told me that she wanted to go forth and
2 try to start a charter school I said go for it. Honey, I will support you 100 percent. I'm
3 in grad school. I'm also an attorney here in town. I used to teach school so I know
4 how hard it is to be a teacher. Even though I am an attorney I work for the state of
5 Florida so we cannot afford private education. The cheapest private education option
6 is about \$6,000 a year times four. That's \$24,000 a year. I'm either going to retire
7 some day or pay for my kids education. So, with the option to do a school choice,
8 found a charter school, I said let's go for it. I've supported her, Ms. Campbell and
9 also Ms. Carbonell.

10 So when it comes to this I know, Mr. Hanna, you said something about mom
11 and pop schools. Let me ask you this. Have you looked at the charter school
12 application process, how difficult it is? These women spent almost two years working
13 on it and got through on the first time through. This is not a mom and pop operation.
14 You have two educators and a business person. a CPA. These women will work
15 harder and harder to make the school a success not only for our children, their children
16 and for the children of Leon County.

17 So this is something that this community needs. It needs it a lot and putting on
18 my attorney hat I've heard everyone talk about good cause. I do utility regulatory law.
19 This education law is foreign to me but I also understand that if you don't have a leg
20 to stand on and I totally agree with you, Ms. Rasmussen, you all swore an oath to
21 follow the law. You stood up here one day and swore to abide by the Constitution of
22 the United States and the Constitution of the State of Florida. You are all elected
23 officials and you have the duty to follow the law. If you don't like it go to the

1 Legislature. It's right down the road, talk to them, convince them to change the law
2 but until that time I urge you to follow the law.

3 Why would you spend a lot of money, –

4 MS. MCKINNEY-WILLIAMS: 30 seconds.

5 MR. SAYLER: -- Leon County taxpayer dollars, to fight something, to appeal
6 it when you know you are going to lose, more than likely are going to lose? Now the
7 option that someone spoke of tonight was just leave it on the table and let the time run
8 out and then let it go to the State Board and say you guys haven't made a decision;
9 that is one option. But I would urge you to make the choice that is consistent of the
10 law and approve consistent with the recommendation of your Review Board. Thank
11 you.

12 MS. MCKINNEY-WILLIAMS: Jennings Lawton DePriest.

13 MR. DEPRIEST: I know I spoke on the last school as well but if it please the
14 Chair I would like to address just a few points.

15 MS. MCKINNEY-WILLIAMS: You have three minutes.

16 MR. DEPRIEST: The first point is –

17 MS. MCKINNEY-WILLIAMS: I'm sorry. Just repeat your name.

18 MR. DEPRIEST: Jennings Lawton DePriest, 4924 Avon Park Circle,
19 Tallahassee, FL 32211. A few points. A lot of sentences has been thrown around
20 about low income students in charter schools. As I'm sure you all know there is an
21 opportunity for low ESE students specifically to explore other opportunities of school
22 choice known as Step Up For Students and that provides full scholarships to private
23 schools for low income students. That opportunity is not necessarily available to those

1 who are above 200 percent of the federal poverty level bubble which is kind of more
2 the group you would see in a traditional public charter school.

3 Transportation came up a lot. While this is not necessarily the place for it I
4 will have the Board know that it took me about two weeks advocating for a homeless
5 student in the City of Tallahassee living at the Hope House Shelter to be able to get
6 her to be allowed to ride the bus that already had empty seats on it so I would hope
7 that you would look into that.

8 Since *Brown v. Board of Education* continues to be brought up I'd like to point
9 out that Martin Luther King, III came to Tallahassee and led a huge school choice
10 march a few years ago for our (inaudible) program. He called school choice the civil
11 rights issue of our era. If you look at *Brown v. Board of Education* the thing that is
12 very important for us to look at how great desegregation was for students and how
13 awful it was for black teachers. Black teachers were fired *enmasse*. I'd like to
14 challenge the Board as well as Plato, as well as Tallahassee Classical to go above and
15 beyond to recruit minority students particularly with the higher rate of gifted
16 identification for minority students in minority teacher classrooms.

17 There are a lot of issues that we could be talking about that aren't necessarily
18 who's getting what money. We keep arguing about funding but I challenge you to
19 support these schools, to work with them and to allow them to use their innovation and
20 for the School Board to innovate it as well and maybe even look at doing a charter
21 school with any district school.

22 If you are concerned about locations you have a lot of options under 1022.33.
23 Please support these charter schools. They are an incredible opportunity for those who

1 don't necessarily have access to Step Up For Students or have access to private
2 education. Thank you.

3 MS. LEWIS-BUTLER: I have a question.

4 MR. DEPRIEST: Yes, ma'am.

5 MS. LEWIS-BUTLER: Did you say minority teachers are not teaching what
6 kind of schooling?

7 MR. DEPRIEST: So if you look at the statistics a minority student who is in
8 the classroom of a white teacher is about eight times less likely to be identified as
9 gifted. The rate of gifted identification is the same across a white student in any
10 ethnicity of teachers' classroom but it's particularly important for gifted minority
11 students to really focus on minority teacher recruitment. In the K-3 is when a lot of
12 gifted identification happens.

13 CHAIR STRIPLIN: If you could send us the statistics and where you found
14 that it would be greatly appreciated.

15 MR. DEPRIEST: Absolutely, ma'am.

16 SUPERINTENDENT HANNA: Madam Chair, if I may address a comment
17 made by the previous speaker. I want to apologize for the mom and pop comment. It
18 was certainly taken out of context and I didn't mean it. I sure appreciate all the hard
19 work and effort you have put into this. I did not mean to be disrespectful whatsoever.
20 I think my intent was to say if we have small schools opening all around our
21 community that was a concern of mine but it was not intended to be disrespectful to
22 your time and efforts at all.

1 MS. MCKINNEY-WILLIAMS: Madam Chair, the next speaker is Laura
2 Arnold. Name and address and you have three minutes.

3 MS. ARNOLD: Thank you. Laura Arnold, 406 Loxley Lane, Tallahassee
4 32312. I want to say thank you in earnest Madam Chair and Board Members for
5 considering this issue. I did not come tonight expecting to speak. I thought it would
6 be sort of one sided and I must say I am very pleased as a mother who was looking at
7 enrolling my child in first grade in the fall. Now this is a topic of conversation that
8 you all are sincerely grappling with the ramifications of your decision tonight. I
9 really, really appreciate that. For us we are definitely open to public school and I feel
10 like there could certainly be a relationship between charter schools and public schools.
11 It's not an us versus them but how can we as a community pull together to support our
12 children, preparing them and setting them up for success in the best way possible as
13 they grow into adults and contributing members to our society?

14 For us we are zoned for a school that I'm okay sending my child to. It's not
15 our favorite option so we are considering a lot of different options. In fact we were
16 driving around eating dinner in the car the other night, sitting in school parking lots
17 like where do we fit in and for us we are definitely leaning toward the private school
18 situation and I loved that.

19 Someone pointed out you could possibly be bringing people back into the
20 system who are choosing to home school. I was home schooled from kindergarten and
21 went on to get my doctorate and am thankful for what I had but I think there is
22 something to be said about a public school setting and that children interact with peers,
23 so many opportunities for enrichment and I would love for our children to have that

1 opportunity. But as it stands we are currently going to stay out of that system because
2 of the lack of opportunities. So I strongly urge you, as a mother, to please consider
3 approving Tallahassee Classical. Thank you.

4 MS. MCKINNEY-WILLIAMS: Scott Mazer. You have given been given a
5 separate card on this issue.

6 MR. MAZER: Scott Mazer, 3319 Dartmoor Drive, Tallahassee, FL. I did
7 speak on the other one. There were just a couple of things I wanted to make sure that I
8 pointed out. You know, this whole – this is a long story. It’s been going on my whole
9 career as a public school teacher. I remember back in the day when I had Ms.
10 Newborn’s daughter in my class. We ended up taking the Social Studies textbook,
11 ended up outlining the entire thing and writing a paper off that outline and then turning
12 that outline into a play that we invited the parents into the classroom to go ahead and
13 perform for. It was the last year as we went into some testing craze stuff that I had the
14 opportunity to do the things I want to.

15 So, I do understand that in the full context the things that you are looking for
16 for your students is the same things we want to do as teachers and so when it comes to
17 the laws that are being made they are being made to create this strife between us. You
18 are not the enemy, we’re not the enemy. That’s not the case. What we want is we
19 want to be able to teach in our classrooms. What we want is folks to go ahead and get
20 elected at the Legislature who will allow us to teach and not create an arbitrary
21 grading system that creates failing schools, with failing teachers, with failing parents,
22 and failing students. It’s not the case.

1 So, the economic part the Superintendent is talking about, there is an economic
2 impact. When you take a FTE from the school system that includes fixed cost money
3 like running the air, driving the buses. Whether you have 10 kids on that bus or 30 it
4 still costs the same to get that bus from point A to point B. So these are the things that
5 negatively impact our public schools in the long run.

6 So, it's not about not wanting choice and opportunity it is, at this point in time,
7 about the economics of what it's going to do to our public schools when we have to
8 make choices of do we have an extra period in high school, do we take opportunity
9 from those kids, do we have art, music and PE in elementary which this Board has
10 made a commitment to which will be on the chopping block.

11 These are the things we are talking about. I just wanted to make sure I put a
12 couple of things in there that shed some light on some things. I appreciate the
13 opportunity. I look forward to voting some people out.

14 MS. WOOD: I hope that's not us.

15 CHAIR STRIPLIN: This has got to be the first time Scott did not take his full
16 three minutes. I just wanted to point that out (Board Members chuckling). I mean it's
17 very disappointing.

18 MS. MCKINNEY-WILLIAMS: Madam Chair, the last speaker, Marie Claire
19 Lehman.

20 MS. LEHMAN: I'm Claire Lehman, 1511 Walhalla Court, in Tallahassee. I
21 speak to you from time to time and I always avoid speaking personally and I'm going
22 to try to do it and hope I do it gracefully. My children go to a school that was quite
23 affected by the opening of a charter school in Tallahassee and most of my friends, or

1 some of my close friends, send their children to that charter school and we're still
2 friends. That charter school has an A grade and in 2017 had 8.4 percent students that
3 were economically disadvantaged.

4 The school that my kids go to, we're Zone 4, a lot of my friends kids are in
5 Zone 4, is 100 percent, because of free and reduced luncheon statistics, economically
6 disadvantaged. We are all judged by the same accountability assistant, of a school
7 grade and people will say well I don't want to send my kids to the local school
8 because it's a D school or a C school but how are we supposed to improve our grade if
9 we are dealing with – if we are teaching the kids with the highest needs when we don't
10 get any more resources from the parents to address those needs?

11 Now, it's a vicious circle because those parents of course want better
12 opportunities for their children and I don't blame them. We are having to separate,
13 your role is to separate the individual needs of parents and students and the overall
14 needs of the school district and every student in all of those schools has a right to have
15 access to educational opportunities.

16 Now, what happens in a school that doesn't have a high school grade like an A
17 or B is we have to buckle down a lot more and offer fewer opportunities and focus on
18 a school grade which means focusing on the tests. Of course that's not an
19 environment where parents want to send their kids to and that's your responsibility to
20 address that and I know you are thinking about it and you are trying to address it. But
21 the more we spread our resources thin the more we try to deal with individual choice
22 rather than the common good which is public education and we are not going to
23 achieve it and we are going to just have more and more schools feeling it and more

1 and more parents feeling like I'm feeling tonight. That's just in case my smile betrays
2 me. It doesn't betray, it's just frustrated. Thank you.

3 CHAIR STRIPLIN: Thank you. Any more speakers?

4 MS. MCKINNEY-WILLIAMS: All done with speakers.

5 CHAIR STRIPLIN: There are no more speakers tonight and I believe unless
6 the Superintendent has some additional comments or Ms. Owens has additional
7 comments. Okay, so we kind of went over the statistical on Plato and we'll go over
8 the statistical on Tallahassee Classical.

9 MS. OWENS: The Committee, and we used the same Committee for both
10 charter schools, same number, seven individuals, one also reviewed finances. This
11 school had fewer indicators to meet because it's not a high performing charter school
12 and there are indicators that just apply to high performing schools. They also are not
13 managed by a Management Company or an ESP and there's a standard that deals with
14 ESPs so they didn't have to meet that standard.

15 The Committee found that this application was as well developed as the Plato
16 Academy Application. There were 19 standards overall. Ten of those standards 100
17 percent of the Committee felt that they met all the criteria. Eight of the standards, six
18 out of seven Committee Members felt that they met all the criteria but one of the
19 Committee Members did not and felt like they only partially met criteria in eight of
20 those areas.

21 The most concern was in the area of services for exceptional student education
22 and primarily related to a question that asked for a charter school to talk about services
23 for different levels of students in terms of the services that they need, their least

1 restrictive environment, so it's divided into students who could spend at least 80
2 percent of their time with their normal peers. The school did provide a description of
3 services and education for those, that level of student but the school did not provide
4 any description of services or education description for students that are between 80
5 and 40 percent. That means they can spend up to 79 percent with their normal peers
6 or a lot less than that. Then there's another level that's below 40 percent. That's 39
7 percent below but those students are really with other disabled students most of the
8 time in a smaller class and they didn't describe services for that group. So, in this
9 situation three members felt they met the standard. Three members felt they partially
10 met the standard and one member felt that they did not meet the standard.

11 But, overall, the school met the majority of the standards, almost all of them,
12 so six members voted to recommend approval to the Superintendent and one member
13 voted to recommend denial.

14 CHAIR STRIPLIN: Thank you. Superintendent, any additional comments?

15 SUPERINTENDENT HANNA: I think I've said enough.

16 CHAIR STRIPLIN: All right. Ladies, say something.

17 MS. WOOD: I just want to say I appreciate the work you Classical people
18 have put in this. I've read most of it. It wasn't as cookie cutter because it's a home
19 grown charter in many ways although you are affiliated with the Hillsdale and – but
20 you don't have a Management Company, you know, for profit so I appreciated those
21 things.

22 I did look at, you know, comparable schools again and find the same problem,
23 very few low socio-economic kids compared to the district and the same with black

1 students so like Ms. Rasmussen said if your charter does get approved, whether
2 through us or through the State Board of Education, I really hope that you will take a
3 hard look at that and I think that's going to, you know, because it's different. A lot of
4 people don't even know what classical education is and it's going to take a lot of
5 outreach if you really want to be fully integrated and represent the community. I think
6 it's going to take a lot of work on your part to educate people what that is.

7 I feel like, and I have said this on this Dias, Superintendent, that many times
8 we, Leon County Schools, could do a better job at offering options. We – it's hard
9 because it would cost a little more but I'm very appreciative -- I had a talk with Ms.
10 Gregory today about some initiatives we are starting to take in some of our elementary
11 schools and some ideas to make some differentiated kinds of options because
12 everybody doesn't like the same thing and I do believe in choice. I believe in public
13 school choice and their charters are technically public schools.

14 This resource thing is what's killing us, you know. You are right, the money
15 does follow the student so that doesn't hurt us as much as – what hurts us is the whole
16 infrastructure and the cost of the principal, the assistant principal, the secretary. They
17 cost the same whether you've got 300 kids or 1,000 kids so if both of these charters
18 are approved which I think they will be eventually, that's 700 students each. That's
19 almost two schools and our population is not growing much based on what we are told
20 so that's the dilemma we are in and I think we are trying to say this is nothing against
21 the idea and the hard work of what you've done but some of us are feeling
22 uncomfortable just saying okay, go for it.

1 I don't feel like we have the legal basis at this point to deny it based on what
2 we've heard from our attorney so once again I'm going to recommend that we table
3 this and leave it up to the Superintendent to when he wants to bring it back. I'm
4 making that as a motion.

5 CHAIR STRIPLIN: Okay. Any more comments? I am being told I need a
6 second for that motion. Do I have a second to table this right now?

7 MS. LEWIS-BUTLER: Second.

8 MS. WOOD: We can finish this discussion and then vote.

9 CHAIR STRIPLIN: I have a motion by Ms. Wood and a second by Ms.
10 Lewis-Butler. The floor is still open for discussion.

11 MS. BOWEN: I was just going to say that I appreciate the fact that this group
12 is from Tallahassee. They are our neighbors. They are the fabric of what they
13 represent, the community, and I appreciate that and I look forward to a continued
14 discussion on where we might go with that. That's it. I appreciate that.

15 MS. LEWIS-BUTLER: Following that, I just wanted to say that I also
16 appreciate the hard work that Classical put into this and the great ideas that they
17 brought forth on educating all students. I appreciate that. I will be looking and
18 reading more about the Classical.

19 CHAIR STRIPLIN: I appreciate – Ms. Woods always puts everything so
20 eloquently and very much better spoken than I could ever be. She does a really good
21 job and I appreciate the presentations tonight and to say if this does work we hope that
22 you can help us with the issues that we have because we are trying to address those
23 issues. We hope that works and that we end up in that boat.

1 I do want to talk about a couple of issues; I was a little offended that we were
2 called a square hole and that someone referred to your charter schools as superior to
3 public schools. I had an article today from the education feed - we get all kinds of
4 articles from the state and there was a comment out of the Orlando Sentinel that
5 charter schools get Fs three times as often in the state of Florida.

6 So, I would take great offense. How many charter schools have we closed?
7 Ms. Rasmussen you said four? Four. How many public schools have we closed since
8 you've been on the Board, Ms. Butler?

9 MS. LEWIS-BUTLER: One.

10 CHAIR STRIPLIN: One in how many years?

11 MS. LEWIS-BUTLER: In about 18 years.

12 CHAIR STRIPLIN: 18 years. So I would take great offense to the statement
13 that the charter school is superior to the public school. So, I would offer up too that
14 Leon High School has a Knitting Club. Did anybody know that? A Knitting Club.
15 My stepson came home with knitting needles, yes, he did. We have a school with an
16 Arts Magnet Program. We have a school with a Technology Magnet Program. I
17 taught in a school that had a Specific Learning Strategies Class. I visited a
18 Greenhouse at Success Academy. It was incredible. Kids were out in the Greenhouse.
19 These are kids that have struggled in their traditional high schools and they were out
20 there with dirt and coats and they were learning and they were loving it and using
21 words like hydroponics and I don't even know – something about growing things. I
22 heard the other day a jazz band that was at Mill Creek Middle School, a jazz band at
23 one of our schools. Did you know that? I had no idea.

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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 74, are a correct excerpt transcript, to be best of my ability and understanding, of a recorded Leon County School Board Meeting, held on April 10, 2018, this 24th day of May, 2018.

Ruth M. Carrin, PLS

RUTH M. CARRIN, PLS

NOTARY PUBLIC, STATE OF FLORIDA



RUTH M CARRIN
MY COMMISSION # GG 096416
EXPIRES: August 20, 2021
Bonded Thru Budget Notary Service

Exhibit 5

Transcript of Leon County School Board
Meeting, held 4/24/18

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**EXCERPT TRANSCRIPT OF A RECORDED MEETING
OF LEON COUNTY SCHOOL BOARD**

APRIL 24, 2018 – 6:00 P.M.

1 together so I hope that we can do that tonight, green and red, public, charter or
2 whatever it is that I know we will leave here tonight in that spirit.

3 In that same vein, and I want to thank Ms. Rasmussen for making the
4 suggestion, those of you who go to the Legislature when they have community
5 meetings and are there to be heard on a topic, they have you can wave and support. If
6 you would like to use your three minutes tonight and just wave that you support this
7 issue or I'm opposed to this issue you may do that and we will take note of that. You
8 don't have to; I'm not taking your three minutes. You can take your three minutes to
9 speak but if I call your name or Ms. Williams calls your name and you would like to
10 wave and support just wave your hand a lot that you are supporting this or opposing it,
11 we will take note of that and move on to the next speaker if you feel someone has
12 already stated what you need to say. Again, it is your right to take that three minutes.
13 I am not taking that away from you.

14 So, with that said, we will move on to the first speaker.

15 MS. MCKINNEY-WILLIAMS: Madam Chair, we have one speaker that is
16 not related to charter schools. We are going to take that person first and then move on.

17 CHAIR STRIPLIN: Okay.

18 * * *

19 MS. MCKINNEY-WILLIAMS: Next speaker is Lynn Jones. Give us your
20 name and address for the record and you will have three minutes.

21 MS. JONES: Lynn Jones 3211 Notre Dame Street. Thank you for the
22 opportunity to speak tonight. I've been a professional educator for 33 years. I
23 currently teach at Bond Elementary teaching third grade students slipping, falling,

1 tumbling through the cracks right now. Teaching is a noble profession. Choice is
2 good. Tutoring a student who have Fs in a mailbox; he's failing third grade. I worked
3 at Governors Charter for three years. I was a (inaudible) teacher. I worked with ESE
4 students. My students are doing well.

5 Transition is difficult trying to keep kids walking in a straight line. I'm
6 working with my students (inaudible) notes, literature group, cursive, wonders – I
7 have a question about that. Choice is good but, you know, even supporting a
8 community, doing things in my community, in the Vines community, it's difficult.
9 After school on weekends I found myself last year at a Title I school and received a
10 pink slip. Today I found out that choice still is good because I received a pink slip
11 today. Maybe it's because I speak my mind, maybe I won't be able to teach in Leon
12 County Schools anymore but I will still support the students. Choice is good. Thank
13 you.

14 CHAIR STRIPLIN: Thank you.

15 MS. MCKINNEY-WILLIAMS: Next speaker is Jennifer Sullivan. Give us
16 your name, address and then you will have three minutes.

17 MS. SULLIVAN: Hello, my name is Jennifer Sullivan. I am at 1068 Winter
18 Lane in Tallahassee, Florida. I have been a teacher at FSU. I've taught at a private
19 school. I've been at a charter school here in Leon County and now I am currently at
20 Rickards High School.

21 I am here to tell you that it's challenging not having the support of a union. I
22 was part of the Graduate Student Union created at FSU and we felt like that was very
23 important. We got a lot of great things for the graduate students there at FSU. Things

1 like money for health care. Then I went into the private school and the charter school
2 and unfortunately there are things in your contracts that you can't negotiate. You
3 don't have collective bargaining. For example, the charter school that I just left there
4 was a line in there that said if you don't give 60 days' notice then they will charge you
5 \$7500. A teacher, a teacher's salary, \$7500 for not providing 60 days' of notice for
6 leaving.

7 It was very depressing when I looked through my contract. I couldn't
8 negotiate. If I tried to negotiate like one teacher did at the end of last school year, he
9 didn't come back. There really is no way to negotiate when you are working at a
10 charter school. It's very difficult, it's challenging and so I want all of us to keep in
11 mind that charter schools can fill gaps. The charter school that I just left was very
12 high performing. I had a fantastic cohort that I worked with. I absolutely loved my
13 coworkers but what I really enjoy about being with the county now is that I have the
14 protection of collective bargaining for my professional career. This is my career so we
15 really need to keep that in mind particularly when we are considering diverting money
16 from the regular public schools and protect the teachers to the charter schools. Thank
17 you.

18 CHAIR STRIPLIN: Thank you.

19 MS. MCKINNEY-WILLIAMS: Next speaker is Portia Knight. Give us your
20 name and address and you have three minutes.

21 MS. KNIGHT: My name is Portia Knight. I'm located at 2937 Old (inaudible)
22 Road, Tallahassee, Florida. Good evening. It is an honor to stand before you all
23 today, Superintendent Rocky Hanna, Madam Chair. I have two children and

1 education is very, very important to my family and I. I am not here to say that I do not
2 support the public schools but I do support a school that will emphasize literacy.

3 My son struggled with grammar and reading comprehension and I know how
4 important that is for his educational journey. Therefore, I support Tallahassee
5 Classical School. Every child should have the right to attend a specific school for
6 their specific needs and I ask all to allow the creation of Tallahassee Classical School
7 so every parent can choose what is best for their child. Thank you for your time.

8 CHAIR STRIPLIN: Thank you.

9 MS. MCKINNEY-WILLIAMS: Next speaker, Sherry Gowanter. Give us
10 your name and address and you have three minutes.

11 MS. GOWANTER: Good evening. My name is Sherry Gowanter and I live at
12 2213 Pontiac Drive, Tallahassee, Florida, and I am a Leon County Title I School
13 Kindergarten teacher of 16 years. That's what I have been doing all 16 years and all
14 in Title I.

15 Two weeks ago I spoke here before you and encouraged you to keep public
16 school funds with public schools. I ask you to do your part and take a stand. I ask you
17 to stop the drain of resources and turn that conversation back to what we could do to
18 improve our current system. Today's message is much the same but still stronger. I
19 ask you to vote NO and let us return the conversation of building bridges and please
20 stand up for public schools, stand with our Superintendent, with our students and
21 families and stand with our teachers. You have an opportunity today having given
22 yourself two extra weeks to consider your options. Today be that voice that says NO.

1 You may not be able to stop this ridiculous crawl of charters attempting to take
2 over and kill our public school systems. You can be brave and take a stand today and
3 say that it is not okay regardless of the next steps and outcomes. I realize that some of
4 you may be in conflict between what you believe is the intent of the law and what is
5 the right thing to do. It is time to take a stand now win or lose and do what is right.
6 Vote NO. There is no need for another school or two. Vote NO. But there is a need
7 for us to shore up what we currently have and make it better and stronger.

8 Don't be fooled. We all know what this charter school expansion is all about;
9 it's politics. It's a money game and those at the top are making all of these crushing
10 mandates and are systematically trying to tie our hands. It is deliberate and it's about
11 money. They have no interest in the success of the public school systems. It's politics
12 and the children will be our losers. Public school education is the cornerstone of
13 democracy. Public schools are here now to give everyone a chance. Charters are a
14 chance for some and they are fueling rather than helping issues of segregation and
15 opportunity and set us up as winners and losers draining the best and the brightest and
16 picking their zip codes.

17 Public school education's mission is to level the playing field for all. We can
18 accomplish that mission with – we can't do it with less and less money. The charter
19 schools in general see a path only to their own successes and not to the bigger picture.
20 These charters and all the others that will follow they may be amazing but let them
21 shine on their own dime. You can stand up for public school education and for
22 democracy today. At this moment I'm speaking directly to you Ms. Rasmussen. You

1 are my representative for my school and I am speaking to you, Ms. Butler, you are my
2 representative from my home.

3 MS. MCKINNEY-WILLIAMS: Time.

4 MS. GOWANTER: I am speaking to you and asking you to stand up and
5 represent me today. Vote NO. Thank you.

6 CHAIR STRIPLIN: Thank you

7 MS. MCKINNEY-WILLIAMS: Next speaker is Parker Campbell. Give us
8 your name, address and you have three minutes.

9 MR. CAMPBELL: Parker Campbell, 3646 Aviane Drive, Tallahassee, Florida
10 32312. Our society and indeed our schools are governed by rules and laws. This is
11 not a new concept and we all agree we should follow rules and laws. There is also an
12 expectation that the government will adhere to the laws established by those elected to
13 lead them. The School Board has similar expectations for its students. This is from
14 the Leon County Schools' Student Code of Conduct and while the passages are lifted
15 from the text I do not believe the context is lost in doing so.

16 I believe these statements fit everybody in the room. Belief statement: We
17 believe in citizenship. Leon County Schools honors the diversity of our community
18 by working as a team to ensure the educational success of all our students and by
19 living up to our professional responsibilities to promote democratic principals.

20 Rules of Conduct: Expectations: The Board shall require each student of the
21 district to adhere to the Student Discipline Code of Conduct as adopted by the Board.
22 Such rules shall require the students heed the constituted authority and respond to
23 those who hold that authority.

1 Each of you took an oath when you became a member of the School Board. “I,
2 Rosann Wood, affirm that I will support and protect and defend the Constitution of the
3 United States and the State of Florida, that I am duly qualified to hold office under the
4 Constitution of the state, that I will well and faithfully perform the duties of school
5 board member upon which I am about to enter.” There are certain laws that none of us
6 like. Perhaps being lawfully restricted to drive 45 miles per hour on Thomasville
7 Road at 8 a.m. but that is a law and we ought to follow. You have pledged to follow
8 the law and perform your duty by that law. It is not a pledge to only follow those laws
9 with which you agree.

10 It is important to me the distinction that approving these charter applications is
11 not an endorsement of the charter school system, of school choice or even the process.
12 Rather it is an acknowledgement of what the State of Florida requires of you as
13 members of the Leon County School Board. I do not think it is the school with which
14 you have issue, not its founders nor the curriculum. It is not the school it’s the law
15 that is at issue. However, punishing all those who have done what the law requires is
16 not the way to change it. I ask you, I implore you, do what is right by the law. You
17 may not agree with it but do what is right to these two local women to honor their
18 diligent and legal efforts by acknowledging the process you swore to uphold, approve
19 this application and work in the appropriate avenues to change the law. Thank you.

20 MS. STRIPLIN: Thank you.

21 MS. MCKINNEY-WILLIAMS. The next speaker is Joy Lewis. Give us your
22 name, address, you got three minutes.

1 MS. LEWIS: My name is Joy Lewis. My address is 8031 Havana Highway,
2 Havana, Florida, by way of Springwood Elementary. My daughter and I would like to
3 state in opposition of the proposed charter schools adoption and to provide a point of
4 clarification for those who may have a misconception of the shade of red in this room.
5 It was said that oh, that's the LCTA; they are for the teachers therefore the students. I
6 want to re-route those thoughts that we LCTA indeed but we are a union of collective
7 bodies that are united for a common good, those being our students as well as our
8 teachers.

9 We are here to support the students who are taught by the teachers who would
10 in turn be affected by the adoption in fact if it passes. Furthermore we are here to
11 stand in support of students who have to play catch up when they enter into our public
12 schools from our local charters and to represent our teachers that work tirelessly to
13 teach them as well as drain our personal fundings to incentivise them.

14 I personally stand as a parent, single parent, who is also a teacher and have
15 been now for ten years. That I have to use personal funds out of my own bank account
16 and take away from my own children to help those children that are in my classroom
17 so the thought of money being taken away from our schools for our children, all of our
18 children, it touches me close because I just think of my own and I think of what I do
19 for my own at my school site. I know I'm not the only teacher who has to go to
20 Walmart or Sams to give a treat or give a snack or provide a meal or provide clothing
21 or shoes.

22 So the adoption is very close to me and I hope that you will consider those
23 things and know that I am just one person standing here but we are all one voice that is

1 standing in support of you and hopefully you will stand in support of us. We are here
2 to support and not only our teachers again but our students because as we are the
3 teachers we impact those students so the decisions that are made by you all impacts us
4 which in turn impacts them. Thank you.

5 CHAIR STRIPLIN: Thank you.

6 MS. MCKINNEY-WILLIAMS: The next speaker is Jaime Carbonell.

7 MS. CARBONEL: Jaime Carbonell. My address is 9168 Thunder Hill Trail.
8 It's the first day of school. The bell has rung and the kids are scurrying to their desks
9 full of excitement and anticipation for what the school year holds. We've all been
10 there. It's this amazing combination of exhilaration and nervousness no matter how
11 many times you've had that first day at school. As educators we introduce ourselves
12 and work on developing rapport with our students from day one.

13 At the heart of this rapport is trust, integrity and a willingness to do what's
14 right even when it's the hardest thing to do. It is a part of best practice to discuss
15 logistics of operation as well as classroom expectations. As educators we are held to a
16 higher standard. Not only are we supposed to do what's in the best interest of students
17 but we're also supposed to uphold the rules set forth by administration and the district
18 at large.

19 Like a school our government creates laws that are in the best interest of the
20 people. As citizens we are supposed to abide by them or work to change them within
21 the proper channels. With that said, we are asking you today that you follow the law
22 and approve our school even if it is under protest. Let's be models to our students and

1 change our laws through our Legislature. Our system works fast when we work out
2 our differences together and through the appropriate measures.

3 As the highest elected officials within our school district we are asking you
4 today to set an example for our students. Teach them about doing what is right by
5 following the law and working to change it if you do not like it. Just as the student
6 who does not follow the rules it hurts the entire class if our School Board knowingly
7 does not follow the law it hurts our entire school district. Be the models of what is
8 right and vote YES on Tallahassee Classical School. Thank you.

9 MS. STRIPLIN: Thank you.

10 MS. MCKINNEY-WILLIAMS: Next speaker, William Laird.

11 MR. LAIRD: Good evening. William Laird, 4080 West Bugle Drive and I am
12 the Principal of Buck Lake Elementary School. I appreciate the responsibility that this
13 Board faces responding to our Superintendent Hanna's recommendation that these
14 charter schools not be approved. You all want to do the right thing and that's
15 admirable.

16 There are a few ideas that have been expressed over the last month that I would
17 like to speak to. First, an idea that keeps getting presented is that there is a need for
18 charter schools in our area because our schools lack innovation. This could not be
19 further from the truth. Our teachers are using the latest research, implementing the
20 newest technology and helping students get ready for jobs that have not even been
21 imagined yet.

22 These educators are attending conferences, writing grants and sharing with
23 others so that the impact of their passion goes beyond their classroom walls. I would

1 invite anybody who feels that our schools lack innovation to come for a visit. I'd be
2 happy to show you how our students are learning robotics, coding, problem solving
3 and collaboration at early ages. I'd also be glad to share with you how these practices
4 are positively impacting our students who have not traditionally done well because
5 they have learning difficulties many of whom have come back to our traditional public
6 schools from charter schools. I cannot think of a more innovative approach than
7 reaching all our students.

8 Another idea that's been asserted recently is that those who oppose these two
9 schools are afraid of competition and want to limit choice. I disagree with that. My
10 school has many students who attend because of school choice from all over our
11 county and from other counties. I think school choice is important for our families but
12 what I am afraid of is how adding more schools will affect our school system as a
13 whole when we already have schools that are not at capacity.

14 Our school district gets scrutinized any time there is a perceived waste of
15 taxpayer dollars. How is this any different? School choice was intended to empower
16 the disenfranchised not to publicly fund private school setting. These schools have not
17 demonstrated that they will positively impact students who need it most but rather will
18 give private school settings paid for with public school dollars.

19 The last idea that I take issue with is a statement made by a gentleman at the
20 last meeting. He said he had four kids and that meant that he could choose to either
21 send them to private school or retire some day. Well, that statement struck me for a
22 few reasons. Number one, I'm not a product of public schools. I went to private
23 school from kindergarten through 12th grade and my single mother she fought that I

1 could do that. She's enjoying her retirement now. Also, I have four kids. Three of
2 them attend public school and our youngest will as well. They are not getting a
3 second hand education.

4 I'd ask the Board to take a moment to consider the precedent that this sets for
5 our community. This year it's two charter schools. What will it be next year?

6 MS. MCKINNEY-WILLIAMS: Time. Thank you.

7 MR. LAIRD: Thank you.

8 MS. MCKINNEY-WILLIAMS: Next speaker, Marshall Ogletree.

9 MR. OGLETREE: Hi, I'm Marshall Ogletree. I reside at 3112 O'Brien Drive.
10 Chairperson Striplin, Members of the Leon County School Board and Superintendent
11 Hanna. I am a taxpayer in Leon County and I have a son at Montford Middle School.
12 I also was a Lobbyist for the Florida Education Association for 22 years. I remember
13 the passage of the initial bill in the 90s. I remember the legislative promises that we
14 are going to pass on all these great new educational trends to our public schools. I
15 remember the fact that there would be no funding needed for facilities for charter
16 schools because we are going to find empty storefronts for classrooms for charter
17 schools and that the charters would be sponsored by the school boards and be
18 accountable to the school board.

19 That was the 1990s. Now, my how times have changed. Not much of any
20 reform has ever filtered down to traditional public schools from charter schools.
21 Charters now have access to state capital funds and your capital millage funds and yes,
22 sponsorships by other entities have virtually little accountability to the school board or
23 to the taxpayer. Meanwhile, former legislators make huge fees lobbying in support of

1 for profit charter schools. I have seen it myself over and over again and there never
2 has been a conflict of interest for a legislator to own or operate a charter school or
3 have their spouse on a charter's board. Funny how politics work. HB 7055 just
4 passed session, saw 11 charter school provisions and now the Florida Constitution
5 Revision Commission has log rolled onto the ballot in November a proposal that
6 combines civic literacy, school board term limits with your right to supervise and
7 control charter schools.

8 As a taxpayer I urge your support for Superintendent Hanna's position. I want
9 my tax dollars supporting accountable public schools and trust your stewardship of my
10 tax dollars to insure my son and other students in Leon County Schools get the highest
11 possible quality education. I do not want my school taxes supporting for profit charter
12 schools. Thank you.

13 CHAIR STRIPLIN: Thank you.

14 MS. MCKINNEY-WILLIAMS: Donna Lee.

15 MS. LEE: My name is Donna Lee. I live at 8967 Wingfoot Drive. Board,
16 Superintendent, I have 12 years of classroom teaching experience both in public and
17 private schools and a Masters Degree in Curriculum and Instruction. My husband and
18 I moved to Leon County 30 years ago with two small children. Our children were
19 enrolled in Leon County Public Schools for five years. During those five years we
20 were devoted to their public school education. I worked countless volunteer hours. I
21 served on many committees including yours (pointing to someone in audience). We
22 were even involved in the parent petition to build Childs High School because at the
23 time in the early 90s the School Board was opposed.

1 After five years we realized the system was not going to change anytime soon
2 and withdrew the children. Leon County is filled with parents like us. Why do
3 parents leave the public school? They still have to pay the school taxes and for us
4 parents private school tuition is financially a burden. So why do they leave or maybe
5 they never even try public school? I believe it's because of what I witnessed at your
6 last Board Meeting. Public schools have a tendency to circle the wagons. You protect
7 mediocrity rather than to aspire to reach the potential of every student. High level,
8 content rich school curriculum should be the desire of every single School Board
9 Member and school employee.

10 So here I am, a grandmother now, hoping and praying that public schools can
11 meet the needs of my grandchildren. We have paid our school taxes for 30 years. I
12 want to be optimistic. I believe in public school. I love teachers. I was a teacher but
13 here's what I've seen so far. I see a School Board willing to dismiss the advice of
14 excellent and highly respected attorney and the Superintendent willing and ready to
15 defy state law so as to deny all students a chance to break out of the mediocre box that
16 you so fiercely protect.

17 Superintendent stated that the school population has not grown in Leon County
18 and that there is space available and therefore he cannot support charter schools. Ask
19 yourself, where are these students going? Everyone knows the population of
20 Tallahassee has grown. Home schools and private schools are thriving. So accept
21 these charter schools and I promise you many parents and their children will come
22 back into the school system --

23 MS. MCKINNEY-WILLIAMS: Time.

1 MS. LEE:--and allow them to prove to you that they can meet their potential.
2 We want to be on your team.

3 MS. MCKINNEY-WILLIAMS: Thank you. Cheryl Collier-Brown.

4 MS. BROWN: Good evening. I had prepared my speech but after listening to
5 everyone my view has not changed. I am thoroughly in support of Superintendent
6 Hanna and Chairperson Striplin. I'm hoping and praying that the rest of you all can
7 have a majority vote this evening. I'm sitting back there being apathetic, angry and
8 somewhat insulted because of the fact if you look around us, I am a very well product
9 of public schools, Riley, Griffin, Leon. Sitting here hearing (inaudible) spoke did my
10 heart well because that's my alumnus but I'm sitting here listening to all this rhetoric
11 about our schools and some of this stuff that you all want us to teach we can't teach
12 because we testing. When I was in school I learned about mythology and I was at
13 John G. Riley Elementary School.

14 So we have one thing taken from us and give us something else. So I am just
15 fed up with the charter school. I'm fed up with testing so we need to, and another
16 thing, some of this you want to be taught at the charter schools and public schools I
17 learned it at home. My daddy got off work every night and taught me my
18 multiplication tables. My momma made sure that I had Encyclopedias to read about
19 Greek mythology, et cetera. So some of this burden you are putting on us public
20 school teachers you need to let it go and work at home, get somewhere and work at
21 home with your kids. We can't do everything. We can't do it all because of the
22 testing. So I'm not going to stand here and read my spiel. I'm speaking from my
23 heart and I do not want to see any more charter schools in Leon County. We have

1 something for everybody at school. We have Everhart if you have a special needs
2 child. We have Rickards if you have a high academic achiever. We have Fairview
3 Middle School; that's another. Arts, we have Apalachee. I think Riley – I think I
4 went through this mess last week.

5 So we just need to let it go and just let us have our way and keep the charter
6 schools out because right now we have some that are closed. Isn't Monroe closed?
7 Just read about Governors Charter. They keep running back to us. They took our
8 money and then comes back and wants more of our resources. Am I correct? All
9 right, then. So what's going to happen to the two who want to come in here now?
10 Think about it.

11 CHAIR STRIPLIN: Thank you Ms. Collier-Brown.

12 MS. MCKINNEY-WILLIAMS: Next speaker Jana Sayler. Give us your
13 name and address.

14 MS. SAYLER: My name is Jana Sayler and I am the Chair of Tallahassee
15 Classical School. My address is 836 Maderia Circle. Members of the School Board
16 and Superintendent Hanna, thank you for the opportunity to speak to you this evening.
17 I understand that you are frustrated with charter school law and you are concerned
18 with how approving Tallahassee Classical School will affect the finances of Leon
19 County Schools.

20 However, I want to point you to some charter school legal history that will
21 hopefully help you form your decisions tonight. After all classical education is,
22 among other things, a study of history in order to learn lessons from it. But first, let
23 me mention about the charter school appeal process.

1 If a charter school is denied the charter school may appeal to the State Board of
2 Education. If the State orders the School Board to approve the school the School
3 Board may appeal to a District Court. That is what happened in the case of *School*
4 *Board of Osceola County vs. UCP of Central Florida* which was decided in April of
5 2005. I'll be reading selected portions of the Opinion from the Fifth District Court of
6 Appeal.

7 “The Legislature clearly intended the denial of a charter school application to
8 be based on more than projections of future financial impact on other schools.
9 Otherwise each district could prevent the construction of new charter schools by
10 simply claiming financial hardship. It cannot be disputed that UCP’s application met
11 all the statutory requirements. The School Board failed to demonstrate that it had
12 good cause to deny UCP’s application. The comments contained in the record suggest
13 that the School Board denied the application in an effort to prompt the Florida
14 Legislature to change Florida charter school law.”

15 In that case Osceola County School Board lost. The Florida Board of
16 Education’s decision was upheld by the Court and that charter school opened in
17 Kissimmee. It’s still there today serving students in Osceola County. This case
18 proves that denying charter applications for financial impact reasons as a way to
19 impact legislation doesn’t work.

20 Leon County School Board’s policy on charter schools states: “The School
21 Board may authorize the establishment of charter schools in Leon County for the
22 following purposes: To improve student learning and academic achievement, increase
23 learning opportunities for all students with special emphasis on low income students in

1 reading, encourage the use of innovative learning methods and increase educational
2 choice options for students.”

3 Tallahassee Classical School has already met the requirements set forth in
4 charter school policy and your Charter School Review Committee has recommended
5 their approval. Your own policy says that charter schools may be established for
6 purposes that we will meet. Please, we urge you to follow your own policy, adhere to
7 the law, be fiscally responsible with out taxpayer dollars even if you do so under
8 protest. I urge you to vote YES and approve Tallahassee Classical School. Thank
9 you.

10 I brought copies (gives to School Board Members and Superintendent Hanna).

11 MS. MCKINNEY-WILLIAMS: Next speaker is Francine Hern.

12 MS HERN: My name is Francine Hern of 3532 Raymond Dill Road, 32309.
13 Superintendent Hanna, Board Members, I have a lot of things that are going on in my
14 mind that have come up over the last few weeks but even tonight and I would like to
15 say when we talk about the law the Constitution right now says you have – you are the
16 decision-making body for our local schools.

17 It also says that – we just heard the grounds for an appeal in a law suit and all
18 that but I want to talk about where you may find your defense if this appeal should
19 come through. I think it’s what Superintendent Hanna has already said. Classical
20 education, Plato, when we look back at that one of the hallmarks, although I find that
21 classical education definition a little strange, but one of the hallmarks of classical
22 education and of the Greeks is logic. Pure and simple logic. A simple syllogism
23 would tell you two schools in Leon County, two applications in Leon County for

1 charter schools, the Florida Department of Education has said that Leon County does
2 not qualify for two schools because we've asked. Therefore, two more schools should
3 not be approved. That's just plain and simple logic and that's what the Greeks
4 believed in, okay. So, please, it's very simple, what the state has told us is no two
5 more schools, so these applications should be denied and you still have the power and
6 even if it's in protest, send a message to the State Legislators that the laws do need to
7 change. There's always what we call, also from classical education, civil disobedience,
8 make a point and keep our public schools safe. Thank you.

9 CHAIR STRIPLIN: Thank you.

10 MS. MCKINNEY-WILLIAMS: Scott Mazer.

11 MR. MAZER: I apologize. I've got a lesson for tonight and it's been awhile
12 since I've been in the classroom so here you go (passes material to the Board and
13 Superintendent). Scott Mazer, 3319 Dartmoor Drive. Beat you to it.

14 So I used a little bit of my bar model knowledge of fifth grade math and I put
15 down for you a little student funding as far as fixed costs and what people get that go
16 to them. In the first one 2017-18 it shows you that even though that bar is right there
17 it's actually smaller than the other two bars for 18-19 because our funding is greater
18 but as fixed costs go up less money goes to people and programs. That's why the
19 bottom bar is smaller.

20 When charters go and take funds out of the school then people and programs
21 get less. So, it's just a visual, it's not accurate. I don't want Merrill to quote me on
22 percentages right now as far as it's supposed to look like but it's just a visual aid to
23 understand what's going on with our school system.

1 I've listened tonight and I've had conversations with individuals on both sides.
2 I want you to understand – when my daughter was born, who's now in the ninth grade
3 at Leon, my life changed. I think for everyone who has children we understand what
4 it's like when you hold that child and all your hopes and dreams of what you ever
5 wanted for that kid is right there. That's why every parent that came into my
6 classroom thereon after was on level ten because I listened. I knew where they were
7 coming from. It wasn't me, it wasn't about what was going on, it was their interest in
8 their child's well being. This public school system is built on the well being of all of
9 our children.

10 I heard a couple of things like aren't they public schools and you know my
11 taxes follow the kid and all that good stuff so I thought about it this way. What would
12 happen if taxes follow the car but if you lived out in the rural area and the amount of
13 money you would need to build a road out there your access would be less than than
14 what it is because we have a community rate. Everybody pays taxes and we take care
15 of everybody and that's part of being part of the community. So, the idea of the
16 money following the student, yes it does, but it's not public traditional school that is
17 accountable to this Board. That's the issue.

18 I'm going to use less than my three minutes. I'm going to say thank you very
19 much for your time. Please vote NO on this one.

20 CHAIR STRIPLIN: Thank you, Scott.

21 MR. MAZER: That's two times in a row.

22 CHAIR STRIPLIN: That's two times in a row.

23 MS. MCKINNEY-WILLIAMS: Matt Gunderson.

1 MR. GUNDERSON: My name is Matt Gunderson. I reside at 5471
2 (Inaudible) Creek Drive, Tampa, Florida, and I'm here on behalf of Plato Academy
3 Schools.

4 * * *

5 MS. MCKINNEY-WILLIAMS: Linda Edson.

6 MS. EDSON: My name is Linda Edson. I live at 1841 Myrick Road here in
7 Tallahassee. I do not live in Tampa. I have taught school in Leon County for 41
8 years. I'm now retired and am with the Florida Retired Educators but I'm here as a
9 parent, as a grandmother and a taxpayer of Leon County. I have heard what's going
10 on. We have choice in Leon County already. I'm on the DAC; we talk about it all the
11 time. We have school choice. Children can go to any school in Leon County that they
12 care to.

13 We also have seen the product tonight of Leon County Public Schools. Could
14 we have been more proud of that young gentleman that stood here or those wonderful
15 ladies that now have their scholarship? So I'm sorry if somebody's child did not get a
16 scholarship but we have the opportunities here in Leon County.

17 The for profit, yes, these are for profit. I spend a lot of time at the Legislature.
18 Why in the world you can have a legislator whose wife owns these charter schools and
19 not consider it a conflict of interest? When I've asked our senators I get the same
20 response and the response is "Eht". They don't know why it's not considered a
21 conflict of interest. Please I urge you as a taxpayer; this is my County money going
22 here, it's not Tampa peoples money coming here, I want my money to go to public
23 education not to charter schools. Thank you,

1 MS. MCKINNEY-WILLIAMS: Letreda Jackson.

2 MS. JACKSON: Hello, I am Letrenda Jackson from 917 Timarac Avenue,
3 Tallahassee, Florida. I am the mother of two students in a charter school and although
4 I have a Masters of Education in Counselor Education I work as a substitute teacher in
5 Leon County Public Schools. I'm also an advocate for Title I schools as a parent
6 liaison for Tallahassee School of Math and Science.

7 I am not here because I'm against public education. Instead I am here because
8 I am for the best education for my children. Charter schools allow families to choose
9 settings for their students that may meet needs that are not met in their zone or
10 possibly any traditional school in Leon County.

11 Around this time three years ago I was frantically researching and comparing
12 school options for my daughter because the idea of sending her off to a middle school
13 of up to a thousand or more students was terrifying. Although she is very intelligent
14 she is not gifted or talented nor does she easily stand out among other students so I
15 knew she could easily be lost in the shuffle. I feel that her speech and language delay
16 which sometimes affects her ELA performance and could cause her to be denied
17 access to opportunities to excel or be challenged in the traditional public school
18 setting.

19 I wanted a small school setting and the opportunity for her to be challenged
20 and enriched while receiving an education somewhat customized to the student group.
21 I found what I was looking for at Tallahassee School of Math and Science which is a
22 K-8 school which holds less than 450 students. Here she is able to be in a community
23 with all the teachers and students inside the school and receive the motivation and

1 inspiration that she needed to be successful and achieve a cumulative GPA of 3.6 so
2 far. She also gets to compete with the math and science Olympia teams with the
3 requirement of top scores on the FSA not being a requirement.

4 Once again I am faced with having to transition her to another level, high
5 school, so far I am not enthusiastic about her going to her zone school which is Leon
6 High. In my recent meeting with the Guidance Counselor and Registrar at the school
7 they immediately decided that the recommendations of her Registrar at her current
8 school and teachers was not good enough, that she should be placed in a lower level
9 class simply because of a past test score without every questioning her ability or
10 seeking a recommendation or opinion of the people who have worked with her so
11 much. I want my child to be more than a test score or a number that gets lost amongst
12 thousands of other students.

13 Parents should not have to pay for private education or home school for their
14 students to get specialized education. Charter schools are not the enemy of traditional
15 schools. They are simply an alternative for parents and students that want a type of
16 education that is not offered in traditional settings. Regulate charter schools but don't
17 just reject them. Thank you.

18 CHAIR STRIPLIN: Thank you.

19 MS. MCKINNEY-WILLIAMS: Wilson Barnes.

20 MR. BARNES: My name is Wilson Barnes and I live at 1949 Setting Sun
21 Trail and I'm here this evening as a representative of the NAACP. My President is
22 here and Bill Charles Tucker who is also with our Executive Board. Beyond the
23 doctrine of NAACP we are opposed to charter schools. I want to take this

1 opportunity, Ms. Woods, to commend you for that great article that was in the
2 Democrat on Sunday. You educated me with some depth. Superintendent, after
3 reading that article I knew that you had a winner by taking such a hard stance right off
4 when you didn't know who was protecting your flank on being against these two
5 charter schools. Let me commend you.

6 I'm just going to mention one thing as I think about the charter schools and I
7 know that both sides everybody is interested in the education of their children which
8 they should be and I commend them for that but I'm interested in making sure that we
9 prevent the re-segregation of Leon County Schools. I don't know whether y'all know
10 that now but segregation – Leon County School District is leading the way in re-
11 segregation and suspending black children. Folks, we do not need charter schools
12 where one of the unintentional consequences I would guess is going to be to add to
13 this problem. We're going to be around the Superintendent's neck demanding, and the
14 Board, that ya'll do something about those two problems and you haven't done very
15 much.

16 I'm encouraged by what I heard tonight from Title I people and also from Ms.
17 Ms. Barnes from the Riley House Museum. Those are two encouraging initiatives.
18 Let me also say that this business of the money. I see an indirect effect on those kind
19 of programs. As these charter schools require more of the School Board's money then
20 we are going to lose money for these excellent programs Ms. Barnes was talking
21 about. I don't know about the Title I money, of course, but I'm sure there's some
22 other money involved in all of those programs. I'm going to urge you, School Board

1 and Mr. Superintendent to do not vote in favor of these schools tonight. Vote against
2 them. Thank you.

3 CHAIR STRIPLIN: Thank you.

4 MS. MCKINNEY-WILLIAMS: Eric Saylor.

5 MR. SAYLER: Good evening. My name is Eric Saylor at 836 Maderia Circle.
6 I have some prepared remarks but I do want to speak to the segregation issue. I grew
7 up in the Jacksonville, Florida area where they did busing for 20 to 30 years so I know
8 that's not a popular idea but if you want to truly end segregation within our schools
9 talk to these folks about doing busing. So you have black students coming from the
10 southside, northside and vice versa. It would be politically unpopular and I don't
11 think any of would do it but if you are truly are committed to it that is one thing to
12 consider.

13 I'm here to talk about charter schools. All right. First off, each of you have
14 been elected by the people of this great county and you are all charged with a very
15 important duty of guarding the public purse, overseeing the thousands and tens of
16 thousands of dollars that come from the Legislature in ad valorem taxes to fund our
17 public schools. Now some people argue that you are guarding this taxpayer dollar by
18 denying these applications but I would say that is incorrect because you are going to
19 be fighting a losing battle.

20 So, let me ask you this. Is it a good idea to fight a losing battle and I believe
21 your attorney said last School Board session advised you the relative merits of your
22 case saying the likelihood of winning or succeeding on appeal is slim to none? So, let
23 me ask you this. Right now it appears there is a collision course between the Leon

1 County School Board and these two charter schools and the only winners in this are
2 going to be the attorneys. They will be collecting legal fees on both sides. I don't
3 know how much an appeal is going to cost for Leon County Schools but probably tens
4 of thousands of dollars, twenty thousands of dollars if you have to go with further
5 outside counsel. If you do an appellate appeal to the First District Court of Appeal let
6 me tell you. I am an attorney and appellate fees are very, very high.

7 So, to avoid that I would urge you to deny Mr. Hanna's recommendation and
8 go with the law. The law is on your side; you can't go wrong with following that. Mr.
9 Hanna mentioned that there is good cause, something about the State Board said you
10 can't build another school, well you do the options for your under-utilized schools,
11 shut those down to create capacity needs in other areas of the district where people are
12 located. Heck, you could give one of those under-utilized capacity or share those
13 capacities of these under-utilized schools with the charter schools if you are willing to
14 partner with them to meet the needs creatively of all students in our community.

15 Lastly, is fighting a losing battle the best use of taxpayers dollars, my dollars,
16 your dollars, our dollars? I would say it is not. I would urge you to follow the
17 recommendation of your Charter Review Committee and approve this application and
18 going forward work with the charter schools to partner with them and us and those
19 doing this, to go to those areas in Leon County where they are under-utilized, to the
20 southside, French Town. I would encourage you to do that. Thank you very much.

21 MS. MCKINNEY-WILLAIMS: Delaitre Hollinger.

22 MS. HOLLINGER: Good evening everyone. Delaitre Hollinger. Address is
23 791 West Brevard Street, Tallahassee. I am privileged to serve as President of the

1 Tallahassee Branch of the NAACP and I would like to – first thing I am a product of
2 the Leon County School System, the public school system. I went to Wesson,
3 Hartsfield, Fairview, Godby and the Leon County Adult Education and I'd like to
4 recognize a few of my mentors in the audience: Anita Davis, Miss Collier-Brown,
5 Ms. Hern, Ms. Maggie Lewis-Butler, Ms. Joy Bowen and others. I'm only about six
6 years removed from the public school system here in Leon County.

7 I've heard a lot of people talk tonight about following the law and certainly
8 state law provides for these schools but I seem to recall watching Dr. King speak
9 about what he called unjust laws, an unjust law. Just because it's the law doesn't
10 mean that it's right, doesn't mean that it's right for our schools, our school children. It
11 doesn't mean that it's right for our parents so on and so forth.

12 Last year for the second year in a row the NAACP, the nation's oldest civil
13 rights group, called for a moratorium on charter schools. Charter schools were created
14 with more flexibility "because they were expected to innovate and infuse new ideas
15 and creativity into the traditional public school system." Members of the NAACP's
16 Educational Task Force said, "However, this aspect of the promise never
17 materialized."

18 In 2016 the NAACP's National Convention Delegates convened a Task Force
19 for Quality Education and after a series of nationwide listening sessions they came
20 back with a few recommendations that until these thing were done that moratorium
21 would remain in place. That includes create and monitor transparent disciplinary
22 guidelines that meet students ongoing learning needs and prevent push out.

1 This recommendation states that charters be obligated to follow the same state
2 disciplinary regulations as traditional public schools and use restorative justice in
3 response to high suspension and expulsion rates. It required charter schools to hire
4 certified teachers. Many states allow charters to hire the uncertified at far higher rates
5 than traditional public schools, require fiscal transparency and equity regarding the
6 sources of revenues and how those resources are allocated.

7 The Task Force recommended that charters be held to the same fiscal
8 transparency standards as traditional public schools and their states address
9 distribution of public school resources –

10 MS. MCKINNEY-WILLIAMS: Time.

11 MR. HOLLINGER: -- caused by presence of charter schools. Thank you.

12 MS. MCKINNEY-WILLIAMS: Thank you. Mr. Bill Tucker.

13 MR. TUCKER: Thank you. My name is Bill Tucker. I live at 2802 Primrose
14 Lane, Tallahassee, Florida 32301. I'm also with the NAACP and I'm its Political
15 Action Chair. As President Hollinger indicated NAACP has recommended a
16 moratorium. That means stop it, don't do it on the creation of new charter schools.

17 This outfit has been around since 1909 so when the NAACP tells you or says
18 something about the issue that impacts civil rights you should listen, pay careful
19 attention. This is not a small issue. One of the issues and I want to ask you "create
20 and enforce a rigorous charter authorization and renewal process in which districts are
21 the only authorizers of charter schools." Now I heard somebody say you had the sole
22 authority. Am I wrong about that because it turns out that only four states, Wyoming,

1 Virginia, Iowa and Kansas have that authority? What about you? If you say NO can it
2 be overridden? Am I wrong or is it correct? Will your word be the final –

3 MS. MCKINNEY-WILLIAMS: Sir, this is your opportunity to speak for three
4 minutes. If you have that question it can be answered after the meeting is over.

5 MR. TUCKER: Okay, fine. I want to complement Superintendent Hanna. He
6 wrote two outstanding articles and I think that's some of his best work. Thank you
7 very much. He's got more to do; we know that.

8 Charter schools are dangerous and they suck our resources and there are things
9 about them I'm still hearing that they get to take resources away when they close, that
10 kind of stuff and they can cherry pick the system. I was struck by somebody that said
11 collective bargaining is an issue. I don't think they have it and I come from a
12 collective bargaining background. I was President of the Faculty Union at FAMU for
13 many, many years. That's important; that I know. I work with Leon County School
14 system and I know that it's very, very critical.

15 We should do a lot of other things that are important and then, finally,
16 eliminate for profit charter schools. Take them out when they can be removed. We
17 don't need them and also take out the for profit companies that run them. You need to
18 demand accountability so you know where every penny goes and you don't have that.
19 I don't think that's there. These companies fight very hard.

20 I know (inaudible) who is Superintendent; she's actually the Secretary of
21 Education, says that the NAACP is not the author of everything and neither is she.
22 Thank you very much.

23 CHAIR STRIPLIN: Thank you.

1 MS. MCKINNEY-WILLIAMS: Zack Johnson.

2 MR. JOHNSON: Zack Johnson, 1517 Arnold Street, Tallahassee. I will be
3 brief tonight because I have spent a lot of time in School Board related meetings in the
4 last few months and in that time what I have figure out is I don't need to convince you
5 anything about charter schools. I don't think there's anything I need to come up here
6 and say. I don't need to convince you that mediocrity is not acceptable to my
7 principal or to any of you. I don't feel like I really need to even get into that.

8 What I've heard you weighing is whether the next appropriate action is to
9 approve or deny based on the law. Madam Chair, I would also like to thank you for
10 your words last night when you urged the Board to do -- I mean, the last meeting two
11 weeks ago, and that is the courageous thing, the only appropriate action to take here at
12 this time still tonight.

13 I have experience on both sides, the charter schools and in public schools and I
14 know what kind of money is behind on the other side. I had the opportunity with
15 some other LCTA members a few months ago; we met with Representative
16 Alexander. Just as an antidote he told us the kind of donations that are going into –
17 behind the scenes in Tallahassee. \$800,000 one set of donations to one State House
18 race so when you look at other visual aids – the first visual aid you received with some
19 things highlighted about how you won't win has nothing to do with whether or not
20 you are right or wrong in taking that stand.

21 It has nothing to do with the validity of the claims you would be making in
22 taking that stand and everything to do with the amount of money behind the other side
23 right now. That's a different fight but you have an opportunity as Board Members to

1 make that stand and I thank you, Madam Chair, for leading that kind of charge and
2 following Superintendent Hanna on that. I thank you and I urge you to vote NO on
3 both of these charters applications before you tonight.

4 MS. MCKINNEY-WILLIAMS: Thank you. Our last speaker is Adrienne
5 Campbell.

6 MS. CAMPBELL: Adrienne Campbell, (very emotional, crying) 364
7 (inaudible), Tallahassee, Florida 32302. I wasn't going to speak because I didn't
8 know if I could hold it together and it's very apparent that I cannot.

9 CHAIR STRIPLIN: You can wave in opposition if you would like. I just
10 throw that out there to you.

11 MS. CAMPBELL: This is my last chance to share so (crying) I'm sorry.
12 (Jana Sayler and Jaime Carbonell join her at podium) Jaime and I graduated from
13 Florida State University to get our certification in Social Science Education. We
14 started our careers together at Amos P. Godby High School where we taught for years.
15 When Jana and I came across classical education we were so excited. We were
16 excited about the curriculum and the contents and we were excited about the
17 instructional practices that we saw and we were even more excited when we found out
18 that classical education could be provided in the whole school setting.

19 MS. CARBONELL: One thing I want to chime in with is we are not opposed
20 to public schools –

21 MS. MCKINNEY-WILLIAMS: Ma'am, I'm sorry. You must let her have her
22 three minutes.

1 MS. CAMPBELL: We aren't opposed to public schools and furthermore if the
2 charter school could be a part of the public school system to work alongside you and
3 partner with you and not to fight with you and make it political and to allow us to
4 bring something that we researched and loved into Leon County for our kids and for
5 everyone's kids and to be reflective of the community.

6 We've reached out to all of you. We reached out to Mr. Barnes. We reached
7 out to other community leaders to show that we are serious about partnering and being
8 a part of the public school system. I have worked with principals here in this
9 community. I've worked with teachers here in this community and they have been my
10 public servants my entire public educational career.

11 I never wanted this – we never wanted this to be against you. We wanted to
12 join you and be a part of Leon County Schools and that's why we are here tonight as a
13 home grown non profit school that wants to do great things for our kids and for our
14 community. Thank you.

15 MS. MCKINNEY-WILLIAMS: Thank you. No more speakers, Madam
16 Chair.

17 CHAIR STRIPLIN: Thank you. At this time I just want to thank everybody
18 for being here, for your passion, for your love of education, for your love of this
19 community and for your tolerance of each other. I know that there are hurt feelings
20 here tonight on both sides and I promise you no matter what happens here tonight this
21 community will do the very best we can to educate every child, every child and I urge
22 you to stand with us on that. Thank you for being here.

23 All right, at this time we are going to move on to the Consent Agenda.

1 * * *

2 CHAIR STRIPLIN: 19.04 – Plato Charter Academy Application. I believe
3 Superintendent Hanna wants to say a few things before we discuss and vote.

4 SUPERINTENDENT HANNA: I do, Madam Chair. I’m going to ask you,
5 Bev, at this time come up. I’m not going to take very long because I spoke at length at
6 the last meeting how I feel on this issue and this position but I did want to share a
7 couple of things with you.

8 First, there’s been some confusion about charter schools and what types of
9 statutes they have to follow and not follow and I think there have been some things
10 that are misrepresented about charters having to follow all of the same statutes that we
11 do. If you go to where it says here “Charter schools are generally exempt from the
12 Florida K-12 Education Code except those statutes specifically applying to charter
13 schools” which is basically this entire book (holds up a book).

14 Another issue came up about certifications. While their teachers do have to
15 hold a valid Teaching Certification, charter school administrators don’t have to have
16 any certifications at all. They don’t have to have any knowledge of finance, school
17 law, laws surrounding children with disabilities, IDEA, which is very concerning to
18 me. I’m not sure why that provision is in there that all of principals and assistant
19 principals have to be firmly vetted by the State of Florida, have to pass the Florida
20 Educational Leadership Test. I’m not sure exactly why that’s in the statute but none
21 of their administrators have to be certified.

22 When it comes to money we had a discussion that the dollars follow the child
23 and I want to give an example of that. That’s correct in a way and in a way it’s really

1 kind of misleading. So currently as proposed we would have in 2019-2020 a total of
2 23036 students with the addition of these two new applications you can see (showing
3 paper) the dollars that would then travel, and that's just FFEP dollars. That doesn't
4 include any of the federal programs, the Title I dollars, capital outlay dollars. You can
5 see that's a very conservative number.

6 So what I did I kind of backed out the math and said okay if you have 23036
7 students and those students return to the Leon County School System we would need
8 to have teachers that would teach them. So I took an average class size of 20 divided
9 into the 23036 and came up with 117 teacher units we would need. Currently our
10 average teachers with benefits, I did this with my wife and it was hard to believe, it's
11 actually \$58,000 so we take that \$58,000 dollars times 117 teachers and that gives us
12 about 6.8 million dollars.

13 I also added some instructional materials in there because we would have to
14 purchase books for those students so in total we are just around 7 million. So if you
15 take that 7 million and the 13 million we see a loss of just over 6 million dollars and
16 that's for principals, assistant principals, custodians, utility bills, all of the fixed assets
17 that Scott Mazer and others taught. That's the real number that would be lost to Leon
18 County Schools.

19 The final projected numbers in 2023-2024 if we call that a net, that 6 million as
20 a net, that net increases in 2023-24 to almost 11 million dollars a year. That's just
21 math. Those are just numbers. Again, we have limited resources. Mr. Millard and
22 others we talked about all these wonderful programs that we have. We had Ms.

1 Barnes here talking about Riley House, it's just a reality if we continue to lose dollars
2 those programs will disappear as well.

3 So, Bev, if you would at this time – I want her to kind of recap an experience
4 we had with one of our charters that closed down and talk just a minute and then I'll
5 kind of wrap things up and then leave it in your hands.

6 MS. OWENS: What I am going to do is talk to you a little bit about,
7 information about Imagine Charter which closed last year. It was a charter school that
8 was open for eight years. Over those eight years the school earned almost 22 million
9 dollars in FFEP. The total public dollars were over 25 million almost 26. In addition
10 to that they earned almost a million dollars in capital outlay so you could add that to
11 the total.

12 In terms of their facility they paid almost, it's 7.7 million dollars in lease
13 payments. When they closed the public didn't see any of those funds in terms of the
14 lease payments. I also have a second sheet, Chris. This was a management company
15 run school and over those nine years the school actually paid the management
16 company over 12 million dollars. Part of that money was – it was public money given
17 to a for profit company and part of that money that the school was required to pay was
18 called loss mitigation monies.

19 They took money from the school every year put it in a savings account. They
20 said they would help the school. They would front them operating money but they
21 took their money ahead of time in case they ever had a need to be paid back monies.
22 So they used their own money, the public money, to take care of those needs. They
23 didn't take any money out of their coffers. The 12 million dollars that went to the

1 management company 7.7 million dollars was paid in a lease. When the school closed
2 two buildings were emptied and none of those funds came back to the public.

3 CHAIR STRIPLIN: Thank you, Bev.

4 MS. OWENS: I think you also wanted me to mention Governors Charter. In
5 terms of their building they are leasing a building right now. It's a partnership
6 between Renaissance Charter School which is their Board and Red Apple
7 Development. They pay about 1.1, 1.2 million dollars a year for their building but in
8 2023 that payment blooms to almost 5.8 million dollars and that will continue until
9 2042, a lease payment of almost 5.8 million dollars. In addition to that their contract
10 as it relates to the building requires them to pay an additional rent in addition to that
11 lease and that can go up to \$75,000 a year.

12 So that's the information that the Superintendent wanted me to share with you.
13 I don't know if any of you have any questions.

14 MS. WOOD: Yes. I had a question about how School Boards are selected for
15 charter schools and I guess, in particular, these two cases. What is there about term
16 limits, who gets to vote for them, that sort of thing?

17 MS. OWENS: Generally a charter school bylaws define how their members
18 are selected and what the term limits are. It varies from charter school to charter
19 school.

20 MS. WOOD: What about the two applications?

21 MS. OWENS: Tallahassee Classical they have a Founding Board. They list
22 three members and Plato has a Board that runs numerous schools across the state.

1 MS. WOOD: I find it interesting that there is a proposal to the Constitution to
2 do away with school board authority and terms but in charter schools that doesn't
3 seem to apply. They get to make up their own rules.

4 MS. OWENS: Right.

5 CHAIR STRIPLIN: All right, Ladies. I believe we are looking at –

6 SUPERINTENDENT HANNA: Wait one moment, Madam Chair.

7 CHAIR STRIPLIN: I'm sorry.

8 SUPERINTENDENT HANNA: A little bit more about that property. So that
9 property was in financial distress and the note was taken over by another developer,
10 another owner and one building has recently been sold or a piece of that for 2.5
11 million dollars. We'll never see any of that. I'm not saying that this person that
12 bought the note is going to make money lose money or indifferent but the reality is the
13 taxpayers of this community, that 25 million dollars, they will not realize a benefit
14 from any of it whereas in our schools they are maintained by the community and
15 owned by the community, the taxpayers and residents of Leon County.

16 You mentioned one thing at the last meeting, Ms. Wood, about your concerns
17 with diversity. I keep hearing this word replication like we're going to have
18 replication. So this is (showing a diagram) the classical, Mason Classical School –

19 MS. WOOD: But that's not the replication model.

20 SUPERINTENDENT HANNA: So, okay, let me stick with Classical. This is
21 an example of the Classical School, the Mason Classical School, and you can see by
22 the bar graphs that in Collier County what, and I believe – is Ms. Donalds from Collier
23 County? I believe she is ironically enough. Erica Donalds, she was one of the driving

1 forces behind the Classical Academy and who is the one that sponsored or helped push
2 the CRC decision to see voters in November to put you all at term limits on one hand
3 and put civic education on the other hand and by the way snuck in that you will no
4 longer have oversight of what schools come into Leon County. That will be done at
5 the state level instead of the local level. So this is an example of diversity or lack
6 thereof of the Mason Classical School in Collier County. I think those bar graphs
7 speak for themselves. That's very disturbing when we talk about the re-segregation of
8 schools in Leon County that you can't help but take notice of that so if and when the
9 day comes that Classical School opens in Leon County I would certainly hope that
10 those numbers would not look like Ms. Donalds' numbers where she has that Classical
11 School in Collier.

12 The other Plato Academy which is the replication (puts something up on
13 screen) so this is the Palm Harbor Plato Academy and you can see here again the
14 average in the county is much higher as far as their minority rate and economically
15 disadvantaged rate than the actual representation of this particular school which, again,
16 is also very concerning. We have had numerous talks about the re-segregation of our
17 schools and I would just hope and pray that if these two charter schools are approved
18 at the state level or later down the road and do come to Leon County that this is not the
19 replication that we see here.

20 CHAIR STRIPLIN: I think what we are seeing here, Superintendent, if I could
21 translate what we're looking at is that Plato, as well as the Classical Schools around
22 the state model exactly the opposite of their communities. Is that what we're – there's

1 an inverse relationship almost. We're seeing – they don't look like they are
2 communities. I think that was –

3 SUPERINTENDENT HANNA: Which is one of the concerns Ms. Wood
4 brought up, and all of you. We've had numerous conversations even aside before this
5 became an issue about our schools and choice and what the unintended choices were
6 and me holding firm on my findings of seating capacity and, and, and. Although it
7 hasn't been easy but now I am fearful that whether you approve them, don't approve
8 them or the State of Florida approves them, the Board approves them or whatever, I
9 would be very disappointed if I saw this and I think you all would too. We would
10 want them to do a better job of emulating what our schools look like and what Leon
11 County looks like as a whole as opposed to the drastic differences in these numbers

12 So, I would close. We talked about the law, this law and that law and I would
13 like to mention something about fighting a battle, me fight a battle. Those of you who
14 know me certainly know by now I would like to fight a battle I believed in and lose
15 than not to have the courage to fight a battle at all. That's just who I am. This is not
16 about politics. It's not about taking the easy way out. It's about doing what I believe
17 is truly right and it's, with all due respect to these applicants and these schools. Good
18 cause I will remind you is a legal term denoting adequate or substantial grounds or
19 reason to take certain action or to fail to take an action as prescribed by law.

20 I keep going back to 1000.51 where it says "The district school superintendent
21 is mandated under Florida Statute to approve the establishment of schools as needed to
22 provide adequate educational opportunities for all public school students. The district

1 school board has the duty under this same Florida Statute by law to provide adequate
2 educational facilities for all children without payment of tuition.”

3 I have no hesitation whatsoever in saying that we are absolutely meeting this
4 statute and currently providing not simply adequate but high quality educational
5 facilities for all of the public school children in Leon County. As you are well aware,
6 the Florida Department of Education completely agrees with this analysis and has
7 rejected our request to build a new school on three separate occasions. Tonight you
8 are being asked to approve not one but two applications for new schools in Leon
9 County. I realize that this is not easy but I truly believe that approval of these
10 applications is not the responsible thing to do. I also believe you have more than
11 adequate and substantial grounds giving you good cause to deny these applications
12 and approve Option One.

13 You know sometimes in life you have to take a stand. I honestly believe now
14 is that time. Today is the day Leon County Schools can say in essence to lawmakers
15 across the state that enough is enough. We will no longer be willing participants in a
16 program which I believe attempts systematically to dismantle one of the great
17 cornerstones of our democracy, our public school system. I guess when it comes
18 down to it it's a simple question, are you willing to put your name on this check for
19 over 13 million dollars at the expense of what's best for all of our children (hold up
20 large poster with picture of 13 million dollar check on it)? I am not. Thank you very
21 much.

1 CHAIR STRIPLIN: Thank you. All right, Ladies, we are now on 19.04, Plato
2 Academy Charter Application. Discussion, motion? We are already done with
3 Consent. We are on 18.04, approval of Plato Academy Charter Application.

4 * * * (Board Discussion and Vote on Plato)

5 MS. STRIPLIN: 19.05, Tallahassee Classical Charter School Application.
6 Yes, ma'am.

7 MS. LEWIS-BUTLER: I move the Superintendent's recommendation

8 MS. WOOD: Second.

9 CHAIR STRIPLIN: Which recommendation, Mrs. Butler?

10 MS. LEWIS-BUTLER: 19.05.

11 CHAIR STRIPLIN: Okay. There's Option One to deny, Two to approve.

12 MS. LEWIS-BUTLER: Option Two.

13 CHAIR STRIPLIN: If you're making a motion I need to know if it is for
14 Option One to deny Tallahassee Classical or Option Two to approve Tallahassee
15 Classical.

16 MS. LEWIS-BUTLER: Option One.

17 CHAIR STRIPLIN: Option One to deny? Yes?

18 MS. LEWIS-BUTLER: Correct.

19 MS. WOOD: Second.

20 CHAIR STRIPLIN: Thank you. I have a motion by Ms. Lewis-Butler for
21 Option One to deny the Tallahassee Classical Charter School Application and a
22 second by Ms. Wood. Is there any discussion? All in favor.

23 MS. WOOD: I'd like to say something.

1 CHAIR STRIPLIN: Okay.

2 MS. WOOD: I really appreciate the fact that two Godby High School teachers
3 worked so hard on this proposal. I have concerns about the larger affiliated classical
4 in the sense that the charts that we saw but I did meet this week with Jaime Carbonell
5 and I feel certain that if they appeal and are granted their charter that we will be able
6 to work together really well and I really believe your sincerity that you want to make
7 this a school for everyone and I know you do.

8 I don't think any aspersion should be cast on any of you at all because you've
9 worked hard for this and you believe in it and we'll work together with you, you
10 know, if you get approved because we want what's best for all our children and we
11 know that's what you want as well. I just want us all to have that flavor and leave
12 with that taste in our mouth because I think really the whole Board and the
13 Superintendent feel that way.

14 This is not about you or your efforts. It's more of a philosophical stance that
15 we are taking to say, you know we've only got forty-seven cents per student this year
16 for our students and we've been in discussion, the Board has, how can we make our
17 schools more appealing and more attractive so that people want to go and they don't
18 want to flee the school system and go other places and to do that we have to have the
19 resources.

20 But it also takes the leadership but I feel like with the leaders on the Board and
21 the Superintendent that we are going to make some offerings and if for some reason
22 you don't win on appeal I would welcome you to come and help us bring some of the
23 ideas that you have right into our public schools. We need a lot of ideas. We want our

1 schools to be top notch and with the help of the community I think we can be so.
2 Thank you again for your efforts. I appreciate it.

3 CHAIR STRIPLIN: Ditto. I just wanted to take a second. I ran into Jaime not
4 by intention but we ran into each other this week and sat and talked like we were
5 friends, like we were old friends and she's someone who, after ten minutes, I thought
6 we would be friends in any other setting and I hope that we will be.

7 I think Ms. Wood said very clearly we were attracted to the fact this is a home
8 grown group and you guys put so much effort into it and we don't want you to think
9 that we're ignoring that fact but I'll take it a little bit different spin. I thought to
10 myself as Jaime and I talked about the school she is for and how old our children are,
11 where mine have been, our past experience with the education system, if we had your
12 passion, you and Jana both, and your heart and your excitement in one of our public –
13 if you were to take that – I wish we could harness that and put it into a PTO at one of
14 our public schools.

15 We have a great example in the room of a parent who did just that. She comes
16 to us with great resources and she threw herself into her school and her zone and she's
17 made a true difference for our school district and I'm sure it would never happen but I
18 would love to see you guys as parents in our public schools here in Tallahassee. You
19 would be such an asset to us and we're impressed with this group of parents. Like I
20 said we would be impressed to have you as part of our system in our traditional public
21 schools. I wish you would reconsider that. I just have to put that out there.

22 MS. BOWEN: Ditto, ditto, ditto.

1 MS. RASMUSSEN: Ditto, too. But I think, too, we are going to have to
2 figure out how we can reinvent ourselves and remain competitive if the trajectory of
3 the charter vision continues and so this may be the perfect opportunity for us to – we
4 are going to have to figure out right away how to reinvent ourselves to remain
5 competitive. In some ways we have to be creative and I don't know if this presents an
6 opportunity for a unique partnership that we haven't even thought of yet. So I would
7 just like to hold that out as a possibility.

8 MS. LEWIS-BUTLER: We're open; we're innovative, always looking for
9 new ideas outside the box.

10 CHAIR STRIPLIN: All right, I have a motion and a second on Option One to
11 deny. All in favor.

12 ALL BOARD MEMBERS: Aye.

13 CHAIR STRIPLIN: Passes unanimously. All right, are we all exhausted?

14 * * *

15 Meeting adjourned.

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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 46, are a correct excerpt transcript, to be best of my ability and understanding, of a recorded Leon County School Board Meeting, held on April 24, 2018, this 24th day of May, 2018.

Ruth M. Carrin, PLS

RUTH M. CARRIN, PLS

NOTARY PUBLIC, STATE OF FLORIDA



RUTH M CARRIN
MY COMMISSION # GG 096416
EXPIRES: August 20, 2021
Bonded Thru Budget Notary Services

Exhibit 6

Screen Shot of Exhibit presented by
Super. Hanna during 4/24/18 School
Board Meeting (regarding racial/ethnic
diversity of other charter schools)

Mason Classical (bar)

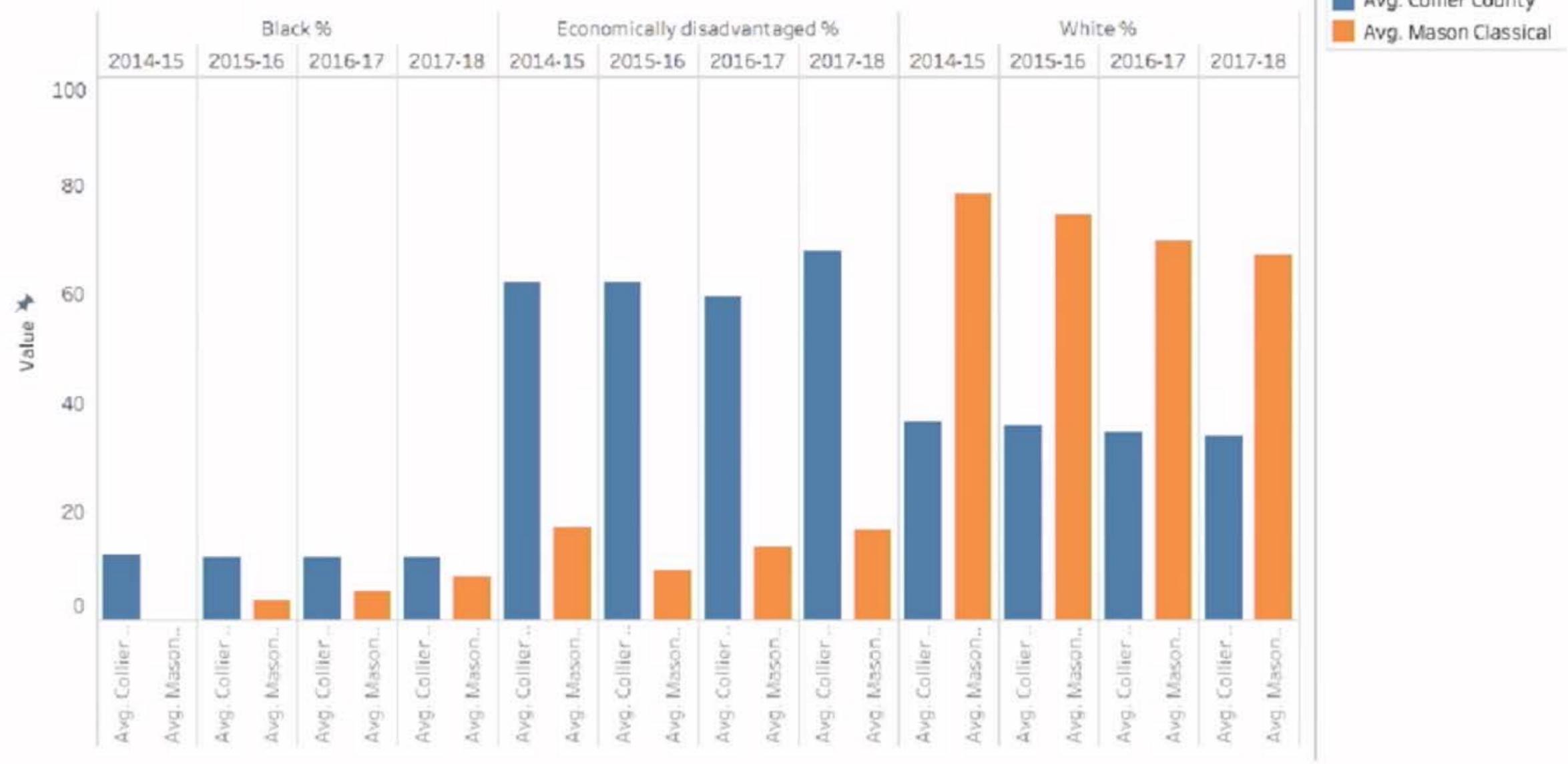


Exhibit 7

Screen Shot of Exhibit presented by
Super. Hanna during 4/24/18 School
Board Meeting (regarding alleged
prospective financial impact of charter
schools in Leon County)

Fiscal Impact for Leon County Schools

School of Arts and Science (T)	418
School of Arts and Science (C)	250
Tallahassee School of Math and Science	440
Governors Charter	482
Plato Academy	288
<u>Tallahassee Classical</u>	<u>458</u>
	2,336 (Students)

School of Arts and Science (T)	\$2,964,865
School of Arts and Science (C)	\$1,775,073
Tallahassee School of Math and Science	\$2,753,870
Governors Charter	\$3,240,702
Plato Academy	\$2,025,118
<u>Tallahassee Classical</u>	<u>\$2,999,420</u>
	\$13,059,048

2,336 (Students) / 20 (Avg Class Size) = 117 (Teachers Needed)

117 x \$58,000 (Avg Cost Per Teacher) = \$6,786,000

2,336 (Students) x \$90 = \$210,240 (Instructional Materials)

\$\$6,786,000 + \$ 210,240 = \$6,996,240

\$13,059,048 - \$6,996,240 = Lost to LCS (2019-2020) \$6,062,808

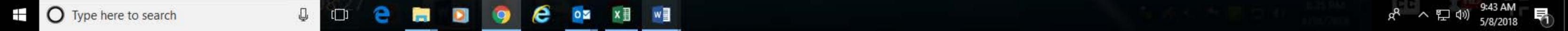


Exhibit 8

Screen Shot from 4/24/18 School Board Meeting (showing Super. Hanna holding a large check)



Leon County Schools
 200 West Tennessee St.
 Tallahassee, FL 32304

DATE 04/24/18 1206

PAY TO THE ORDER OF **Charter School Companies** \$ **13,019,048.00**

Thirteen Million, Fifty-Nine Thousand, Forty-Eight and No/100 DOLLARS

MEMO 2018-2020 School Year. *Leon County School Board*

⑈000000000 ⑈000000000 ⑈1206

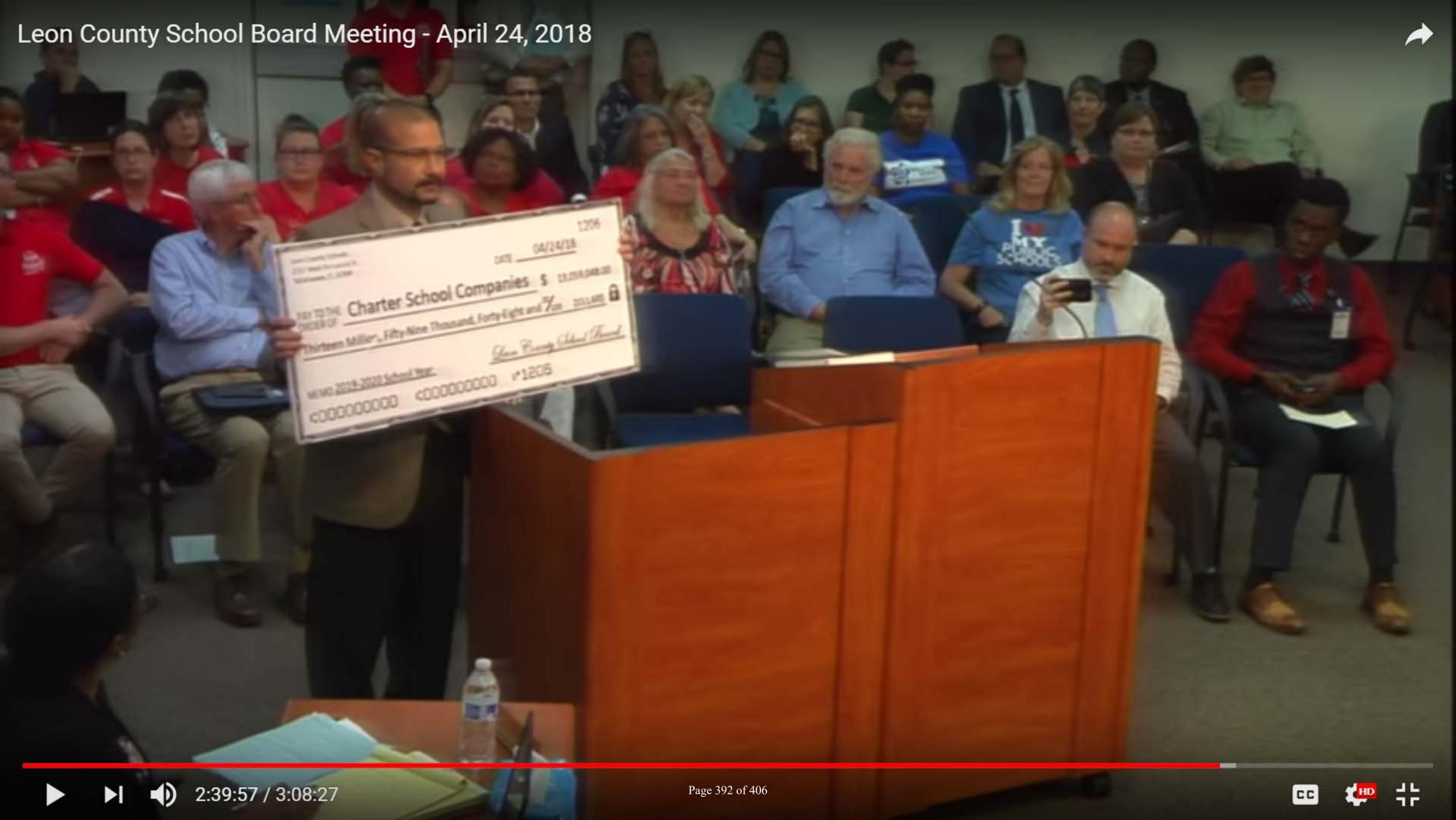


Exhibit 9

4/3/18 Editorial by Super. Hanna

'The system is not equal': Rocky Hanna explains why he wants to block two charter schools

Rocky Hanna, Your Turn Published 5:35 p.m. ET April 3, 2018 | Updated 5:42 p.m. ET April 3, 2018



(Photo: My View)

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Equity and fairness are core principles of mine. Over the last year and a half I have worked to ensure that students, parents, staff members and businesses have a level playing field when dealing with our school district. When it comes to the approval system for charter schools in the state of Florida; however, equity, fairness, and a level playing field comes into particularly tight focus.

While charter schools are considered public schools and are funded with taxpayer dollars, they are exempt from certain elements of Florida law that govern public education and traditional public schools.

The breaking news: [Superintendent Rocky Hanna to School Board: Block charter schools](#)

An example of this occurred in September 2016, when the Florida Department of Education denied Leon County Schools the ability to build a new school. In its denial letter, FDOE communicated that LCS has, "adequate student stations in suitable condition for the foreseeable future."

The letter continued, "until such time that...enrollment shows a projected level of growth that creates a need for a new school, the department cannot approve a recommendation for new student stations."

Under the current system, a charter operator; however, would be approved. Not only would they be allowed to build a new school and add student stations with public tax dollars, they would be able to do so without meeting the same building code requirements of traditional public schools.

Originally, charter schools were intended by the Legislature to concentrate specifically on low performing students, especially those who were struggling to read. While history has proven that areas of poverty have a disproportionate number of struggling students, charter schools in Leon County aren't even located near neighborhoods with the highest needs.

In many places, charter schools are operated by out-of-town, for-profit companies that use taxpayer money to build new facilities or renovate existing, privately-owned buildings. When it comes to these facilities, as I mentioned, charter schools are exempt from meeting some of the same building codes as traditional public schools. Their buildings cannot be used by the public as shelters during hurricane season or other emergencies.

Superintendents and local schools boards have a fiduciary responsibility to their constituents and taxpayers. Some for-profit charter schools have proven to be wasteful of taxpayer dollars. When they fail and go out of business, taxpayers cannot recover their lost money. To make matters worse, when the private owners of these facilities sell the property, they can actually make a profit from the renovations paid for with taxpayer dollars.

This system is not equal.

This past February, our district received two applications to open new charter schools. At our next School Board meeting, I will be submitting an agenda item recommending the denial of these applications. I do this based on good cause and the lack of projected growth in enrollment — the same reasoning FDOE used in denying our request for a new school and additional student stations in 2016.

BACK STORY:

- [LCS charter school landscape continues to expand; Hanna: 'I don't know how to stop it'](#)
- [Proposed charter school, Tallahassee Classical School, could open in 2019](#)
- [Check out your school's grade and dive into the demographics in our virtual report card.](#)

Both new charter school applications were reviewed by our Charter Application Review Committee following the process developed by FDOE. Both applications were recommended by the committee for approval. In good conscience; however, I cannot recommend that the School Board approve these applications. Two different sets of rules persist—one for us and one for charter schools.

If charter schools are going to be funded with taxpayer dollars, it is important to me that charter schools be held to the same standards as traditional public schools. If our school district cannot add new student stations, then the same needs-oriented criteria must be applied to charter school applications.

Ultimately, the reckless and unregulated expansion of charter schools will have a devastating effect on traditional public schools. The loss of taxpayer dollars will lead to the elimination of many programs including those in art, music, and athletics. It will also force schools to cut critical staff positions such as guidance counselors, media specialists, and school psychologists. It's simple economics. There is only so much money to go around.

Charter schools exist in the ill-defined space between traditional public and private schools. It is time to better define that space and to level the playing field. It is time for the Florida Department of Education and the Florida Legislature to fix this flawed system. Until then, I will not be recommending the approval of any new charter school applications.

Rocky Hanna is superintendent of Leon County Schools.

Exhibit 10

4/9/18 Article by Ashley White
(quoting Super. Hanna)

Superintendent Rocky Hanna to School Board: Block charter schools

Ashley White, Democrat staff writer Published 5:35 p.m. ET April 3, 2018 | Updated 1:09 p.m. ET April 4, 2018



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(Photo: Democrat files)

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Overruling his own charter school review committee, Superintendent Rocky Hanna is recommending the School Board reject the applications of two charter schools hoping to open to students in 2019.

"In good conscience, I can not recommend the approval of these charter schools. That almost sounds like it's an endorsement of the program," Hanna told the Democrat Tuesday. "If we start opening mom and pop schools on every corner we're going to slowly bleed our traditional schools to death."

The School Board is expected to take up the issue at its meeting on Tuesday, April 10. Members will have two options - agree with Hanna's recommendation or disagree. If they side with Hanna, the charter schools can appeal to the Florida Department of Education.

The applications went before the LCS Charter Application Review Committee last month. The committee recommended approval, but Hanna, an outspoken critic of charter schools, is going against the recommendation.

In a [column submitted to the Tallahassee Democrat](#), Hanna said projected enrollment numbers show the schools aren't needed, which is the same reason the Florida Department of Education [barred the school district from building another school in 2016](#). He also pointed to what he calls an unequal system. Charter schools, which are taxpayer funded, don't have the same regulations as public schools.

Column: ['The system is not equal': Rocky Hanna explains why he wants to block two charter schools](#)

BACK STORY:

- [LCS charter school landscape continues to expand; Hanna: 'I don't know how to stop it'](#)
- [Proposed charter school, Tallahassee Classical School, could open in 2019](#)
- [Check out your school's grade and dive into the demographics in our virtual report card.](#)

The decision could spell trouble for boosters of the Plato Academy and the Tallahassee Classical School.

The Plato Academy, which did not immediately respond to request for comment, [aims to bring Greek influence to its classroom](#). It uses the Socratic method and focuses on reading, math and Greek as a second language.

Tallahassee Classical School, a K-8 tuition-free charter school that would eventually expand to K-12, [takes a language and literacy-based approach that focuses on writing and reading](#).

"We respect Superintendent Hanna and his commitment to the public school system," a statement from Tallahassee Classical School said. "However, we disagree with his

assessment of the impact of charter schools. Tallahassee Classical will offer a curriculum that is not available in the Leon County School system.

"Tallahassee Classical School will provide an alternative that is both needed and wanted. Within the school system, there is no real choice for parents who are dissatisfied with the curriculum. Tallahassee Classical will provide equal access to this education which is currently not available. As a public school, we are subject to the same state testing as other public schools, and we look forward to these evaluations."

Anne Corcoran, the wife of Florida Speaker of the House Richard Corcoran, R- Land O'Lakes, is listed on state documents as an officer with the school's not-for-profit corporation. She is also the founder of a Pasco County charter school, [according to a recent Tampa Bay Times article](#).

When asked if he was worried about political ramifications of the decision, Hanna said "I don't care. I'm not beholden to anyone." He later texted the Democrat to clarify: "I'm more concerned about doing what's right than what's politically correct."

There are four charter schools operating in Tallahassee: Governors Charter Academy, the Tallahassee School of Math and Science, and the Schools of Arts and Sciences, which has one campus on Thomasville Road and another at the Centre of Tallahassee.

"Until we have some type of oversight on their expansion, I'm going to keep denying these requests," Hanna said.

Last month, [Hanna also denied Governor's Charter School's request](#) that Leon County Schools provide an armed school resource officer in accordance with the school safety plan adopted last month by the Legislature.

Contact Ashley White at adwhite@tallahassee.com or on Twitter [@AshleyyDi](https://twitter.com/AshleyyDi).

Exhibit 11

Transcript of Interview Questions and
Responses for TCS Application Capacity
Interview, held 3/8/18

Charter School Application Interview for Tallahassee Classical

March 8, 2018

2:30-3:30

Charter School Application Committee Members: Kathleen Rodger, Jessica Chapman, Shane Syfrett, Justin Williamson, Bev Owens, Martha Fletcher, Gillian Gregory, Giselle Marsh

Recording Secretary: Kendall Roberts

Interviewers:

The required State of Florida charter contract template requires charter schools to make every effort, in accordance with federal law, to achieve a racial/ethnic balance reflective of the community it serves or in range with the racial/ethnic range of other public schools in the district. How do you plan to achieve such a balance, especially when school bus transportation does not appear to be an option?

We would like to have the ethnicity/diversity in our school just like Leon County. What makes a school great is to have various backgrounds. Working to have a K-12 campus, and the arrival time would be the same for all grades. Multiple children are able to drop off at the same time alleviating the stress of coming to a campus multiple times. We are still looking for an accessible location and more centrally located to allow families to get to campus.

Gillian Gregory: How are you going to offer equal opportunity for attending?

We will be sending out mailers, hold community meetings in different locations of the city, so they can hear about our school. We want to work on a carpool system, so parents can work together to get students to campus. We would love to have buses, but at this time financially, it is not in the budget. We are exploring all options and have talked with other charters about transportation. We have no solution for finances currently. The budget doesn't currently include transportation, which was intentional, because we didn't commit to that just yet. There is going to be lots of community involvement with an 8 am drop-off and having community conversation about available carpooling.

Martha Fletcher: What if there is an IEP with a requirement for transportation?

We would provide transportation. We would address specifically what was necessary, ensuring the student has a safe and secure ride to school.

You have stated that you plan to open as a K-8 school the first year with 458 students. Describe your plan for the provision of resources to meet all mandates, such as teacher certification, class size reduction, required course offerings at all levels, etc. if you do not reach 458 students, or even 80% of your projected enrollment and also how you would handle unbalanced grade levels (for example, a 7th grade total enrollment of only 8-10 students).

If we don't reach 80% percent enrollment, we would delay a year. We want to make sure we meet the needs of our budget. We have taken a lot of time and care into our staffing model, and understanding that if we do have lower enrollment in various grades, we would be able to provide the flexibility. We will be advertising, and will prefer teachers with certification in specific areas. We are trying to meet the needs of all grade levels and expectations. Our goal is to have higher quality instructions and if middle school population isn't

met we would go back to having a planning year. Students getting the quality education they deserve is the goal. We are opening the application for enrollment this year around May. We will have the lottery draw and if we are seeing a deficiency in middle school grades, we would try to host more campaigns, and recruitment for students in those grades. After that, if we are still not seeing those number that we need to succeed, we would then reach out to those parents that have already committed to let them know. We are doing everything we can to get the student population we need.

Clarify your language related to the reasonable distance of 2 miles in the application (page 11) and explain how you comply with lottery requirements related to this language.

When we included these, we wanted to include our preferences, but we are seeing the discrepancy there.

How will your school differ from Christ Classical?

We are not religiously affiliated in any way. Our curriculum is very different. We will be using curriculum such as, Singapore Math program and Riggs method. We are very different than Christ Classical.

Define “habit language” and elaborate of the use of this in the classroom.

This is a part of our cultural section, where we talk about character and virtues. The idea is your virtue is character, and ways of demonstrating what character looks like. We believe in having integrity in your work, and talking about responsibility. We plan on using that as a part of our culture

Please explain how you developed your school improvement learning gains accountability goals.

We based our AMO's off of the scores that we had access to, and to make sure that were in line with Leon county schools performances.

Justin Williamson: We are looking at how you calculated the percentage of students in your lower quartile on learning gains?

We have looked at the Barney Charter School Initiative and their performance. They do have a higher ESE population, and we felt that we could model the percentages from lowest quartile.

Justin Williamson: What strategies are going to be used?

Our school is unique, in which we will offer free after school tutoring for subjects such as, English, Language Arts, Reading and Math. We will be using the Riggs method, between curriculum and that extra support we will be able to make gains. We will be using Singapore Math, mental math model, lots of manipulatives, and through these strategies would be able to meet the needs of our students.

Describe in detail you plan for ensuring that your teachers are adequately trained to implement with fidelity all programs that you have specified in your application, to include a discussion of funding.

In our Professional Development section, we have a partnership with Barney School Initiative, who will provide extensive professional development (10 day training from the start), conducting classroom visits, answering questions, and give any support we need. There will be specific duties in the curriculum. Our staff will receive professional development at Hillsdale College, and there they will be taking a little bit deeper of a dive into it. We have set aside funds for additional professional development as well, but would reduce those funds if needed to provide for further enrollment.

Shane Syfrett: What about teachers that may not come from a college education setting?

We would tailor the support to those teachers that may need additional professional development.

Discuss your plan for recruiting and retaining high quality teachers who are able to implement the programs described above.

N/A

What are your plans for serving students that are not successful with classroom interventions?

We would move to speaking with the district to develop an IEP for the student.

Martha Fletcher: What is the districts role in provision of services? Administratively?

We would always look to the district for guidance, and we plan on evaluations to be completed through LCS. Then we would be using contracted services. LCS would be a partner, administratively and would have an equal seat at the table. We would reach out to the district, to have conversations about the situation. We would not want to do it alone, and to make sure the ESE population is very well taken care of, just as a public school would.

Discuss your proposed MTSS model.

N/A

For students on an IEP, how do you plan to monitor progress toward mastery of IEP goals and to determine further needs?

N/A

Provide information to support your selection of DIBELS and explain how you will pay for this resource.

N/A

Your application states that one area subject to cuts if you do not make your enrollment is professional learning. If this area is cut, how will you ensure that your teachers are able to provide high quality instruction and implement your programs with fidelity?

N/A

If your strategies of cutting teachers and professional development funds are not sufficient to take care of budget issues in the case of a lower than expected enrollment, what other strategies will be available to you?

N/A

How did you project your facility cost?

We used the Florida Charters Support Unit, which helps charter schools in Florida to prepare a budget, give recommendations, and the starting point budget information was used in building the guidelines. Growing over time is based on information available on the Charter Support Unit. The CSU is through FLDOE.

Many teachers are drawn to schools that participate in the FRS. What recruitment strategies will you use to counteract this?

N/A

How will you cover the cost of staff during the time prior to opening if you are not awarded the CSP grant?

N/A

Describe the roles of your administrators.

N/A

Describe how plan for provision of services to ESE students to ensure that you adequately address IEPs, student needs, and compliance with state and federal laws. What do you see as the district's role and your role in the provision of these services? Have you budgeted adequately to cover the cost of potential legal fees in this area?

We plan to have students to be evaluated by the district, and implement these services at our school site. Any questions that may arise, we are looking to the district for guidance. We do have a surplus in the first year and if we would need to tap it for those kinds of cost, then we would. We are very purposeful in the amount of resources, so that would fall under that.

What would be long term plan for that?

Especially in the first couple of years, our budget will be very lean, and that's the reason as to why we have the contingency. Our goal would be to beef up different areas such as professional development, safety and security in the future. Our budget is a best guest, so recommendations would be greatly appreciated. We do want to be financially healthy, and unfortunately we can't see the projection of the future and no one can guess how that will go. We haven't been there and haven't paid legal bill.

Martha Fletcher: How would you determine services for students? Self-Contained IEP

If it's something we are struggling to accommodate, and we don't have all the needs to service we would look to the district for guidance on helping to serve students at our school.

Bev Owens: How will you monitor ESE progress?

Our intention was to address how we would handle ESE students in our ESE section. We will also monitor for additional things that are required for the IEP.

How do you plan to document that you are providing access for SWD to those programs provided to non-disabled peers (after school, etc.)?

We have no limitations to any students for any activity.

Gillian Gregory: So your plan is to have an ESE Specialist?

We will have an ESE Coordinator. This person would do all documentation, and have all access to ESE. We have done our research and are trying to model Pineapple Cove School, who has a big ESE population.

Explain what you mean by a ratio of 1:30 for ESE teachers?

When creating the ratio of how we were going to do this, we kept in mind the 15 % percent ESE population, then broke down number of services that student could receive or need. We will probably see a higher need for speech, OT/PT, so were going to address how those services and reasoning as to why the ratio is that way because of different services.

What will your actions be prior to opening to ensure that you understand your responsibilities related to legal issues, discrimination, and state/federal mandates related to services for SWD?

N/A

What categories of ESE eligibility do you anticipate serving and not serving? Describe your continuum of services for ESE students.

We have no specified targeted population. It will deal more with severity of disability. Our goal isn't to meet or not meet needs, but plan to work with those students with specific needs. We think K-2 will have higher needs of speech, and anticipate the need for Speech Pathologist. Students with OT/PT delays will be met on case by case basis.

Explain your plan for meeting the needs of 504-eligible students.

N/A

Discuss your understanding regarding dismissal of students from your school.

Kathleen Rodger: So students would be dismissed only from expulsion?

We would follow LCS on Dismissal policy. Statue is very specific, and would follow that.

How will you address the requirements for supporting beginning teachers?

Shane Syfrett: What kind of professional development would you offer to first year teachers?

We will work on providing support to first year teachers. They will receive support from the administrators, and mentors, and we will ensure support from all aspects needed.