

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

FLORIDA EAST COAST CHARTER
SCHOOL, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF VOLUSIA COUNTY,
FLORIDA,

School Board/Appellee.

_____ /

**NOTICE OF APPEAL OF DENIAL OF CHARTER SCHOOL APPLICATION
FOR FLORIDA EAST COAST CHARTER 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 9, 2019

Date of Denial Notice: April 18, 2019—Attached as **EXHIBIT 1.**

II. Preliminary Statement

Applicant/Appellant, Florida East Coast Charter School, Inc., will be referred to herein as “Applicant” or “FECCS.” School Board/Appellee, the School Board of Volusia 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 within the entire appeal, where applicable. For example, page 1 of Exhibit 2 will be cited as “Ex. 2:32.”

III. Statement of Facts and Procedural Background

Florida East Coast Charter School’s (“FECCS”) Charter Application (“Application”) proposes a grades K-5 charter school with a whole child delivery model focused on project-based learning to be opened beginning in the 2020-2021 school year. Ex. 2:41. FECCS will implement a holistic educational program concentrating on science, mathematics, and technology while integrating engineering concepts. Ex. 2:41. FECCS has assembled an impressive team of individuals to serve on its board. Ex. 2:37. Among these individuals are Kathy Kluth, a certified public accountant with over 25 years of experience, and Brian R. Seeber, Esq., a practicing attorney, along with other professionals and members of the local community. Ex. 2:218-219;

247-248. FECCS has partnered with Christy Noe, Kim Cavanah, and Lindsey Granger of Collaborative Educational Network, Inc., professional consultants with extensive experience working with charter schools across the State of Florida. Ex. 2:37-38; Ex. 3:364, 366. The School has also partnered with School Financial Services for back-office support, which currently provides services to over 30 charter schools across the State of Florida. Ex. 2:145

FECCS submitted the Application to the School Board on February 1, 2019, which is attached hereto as **Exhibit 2**. A Capacity Interview was conducted on March 4, 2019. A transcript of the Capacity Interview is attached hereto as **Exhibit 3**. At the Capacity Interview, FECCS' team addressed many of the same issues that later served as the basis for denying the Application. Regardless, FECCS indicated a willingness to make changes to the application to address some of the concerns of District staff. On March 9, 2019, Superintendent James T. Russel issued the Evaluation Instrument finding that FECCS' Application "Meets the Standard" in thirteen (13) of the nineteen (19) areas; "Partially Meets the Standard" in four (4) areas related to Curriculum, Facility, Food Service, and Financial Management and Oversight; and "Does Not Meet the Standard" in two (2) areas related to Budget and Start-Up Plan. A copy of the Evaluation Instrument is attached hereto as **Exhibit 4**. Along with the Evaluation Instrument, the Superintendent issued a recommendation for denial of the Application. A copy of the Superintendent's recommendation is attached hereto as **Exhibit 5**.

On April 9, 2019, the School Board held a Quasi-Judicial Hearing to consider FECCS' Application, a transcript of which is attached hereto as **Exhibit 6**.¹ At the Quasi-Judicial Hearing, District staff members, along with FECCS' team, were each given the opportunity to present their case as to why the Application should be approved or denied. FECCS' team addressed the

¹ FECCS was not provided prior notice of the format or structure of the Quasi-Judicial Hearing and was told the Quasi-Judicial Hearing was going to be held in a different manner than it was conducted.

concerns raised in the Evaluation Instrument and answered questions from School Board members. The School Board ultimately voted to deny FECCS' Application, adopting the findings made in the Evaluation Instrument without regard to any arguments made by FECCS during the Quasi-Judicial Hearing. On April 18, 2019, the School Board issued the Denial Notice. This appeal is timely filed.

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 (2018) (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. § 1002.33(6)(b), Fla. Stat. (2018); Fla. Admin. Code R. 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. § 1002.33(6)(b)3.a., Fla. Stat. (2018).

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. *Sch. Bd. of Osceola County v. UCP of Central Fla.*, 905 So. 2d 909, 914-16 (Fla. 5th DCA 2005). 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. *Sch. Bd. of Volusia County v. Academies of Excellence, Inc.*, 974 So. 2d 1186, 1190-91 (Fla. 5th DCA 2008).

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. § 1002.33(2)(a) & (b), Fla. Stat. (2018); *Imhotep-Nguzo Saba Charter Sch. v. Fla. Dept. of Educ.*, 947 So. 2d 1279, 1284-85 (Fla. 4th DCA 2007); *UCP of Central Fla.*, 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. Fla. 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. Co.*, 380 So. 2d at 1031; *City of Hialeah Gardens v. Miami-Dade Charter Found., Inc.*, 857 So. 2d 202, 204 (Fla. 3d DCA 2003). Conjecture or speculation is also not competent and substantial evidence. *FL Rate Conf. v. FL R.R. & Pub. Util. Comm'n*, 108 So. 2d 601, 607 (Fla. 1959). Mere opinion testimony, without supporting evidence, is not competent and substantial evidence. *Academies of Excellence Inc.*, 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." Fla. Admin. Code R. 6A-6.0781(1)(b) (2018). The record also typically includes the Evaluation Instrument. 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. § 1002.33(6)(b)3.a., Fla. Stat. (2018); Fla. Admin. Code R. 6A-6.0781(1)(c) (2018).

Even where an application is statutorily deficient, Florida courts have found that such a deficiency is not good cause to deny an application where the applicant recognizes the problem and is willing to correct it. *Academies of Excellence, Inc.*, 974 So. 2d at 1191. The Charter Statute was amended after *Academies* to specifically allow for charter applicants to make technical or non-substantive corrections of errors if such errors are identified by the school board as a cause to deny the charter application. § 1002.33(6)(b), Fla. Stat. (2018). However, this amendment did not abrogate the precedent in *Academies*, which was based on the public policy that applications should not be denied if the applicant recognizes a problem with an application and is willing and able to correct it. *Academies of Excellence, Inc.*, 974 So. 2d at 1191.

V. Argument and Identification of School Board's Errors

After examining the Denial Notice, Evaluation Instrument, and all supporting documentation, the State Board of Education (“State Board”) should find that the School Board failed to meet its burden of providing good cause for denial of FECCS’ Application supported by competent and substantial evidence. FECCS’ Organizational Plan was found to meet the standard for approval. Ex. 4:448. While overall the Education Plan was also found to meet the standard, the Denial Notice asserts as part of the basis for denial that FECCS only partially met the standard for the subsection on Curriculum and Instructional Design.² Ex. 4:437. The Denial Notice further alleges that FECCS’ Application only partially met the standard for its Business Plan on grounds that FECCS. However, the School Board’s contentions are erroneous due to math errors in the Denial Notice, failure of the School Board to recognize items included in the budget, and failure

² FECCS contends that the School Board is precluded from making any argument about the Education Plan, as the Evaluation Instrument asserts FECCS’ Application “Meets the Standard” for approval as to the Education Plan. Ex. 4:437. Despite this, the School Board has chosen to use part of the Education Plan to justify denial of the Application, which is improper. In an abundance of caution, FECCS does address the School Board’s issues in the Education Plan in this Appeal without waiver of any right it has to challenge the State Board’s consideration of these arguments.

of the School Board to recognize the significant advantages given to FECCS in its start-up budget. Hence, the State Board should find that there was no competent and substantial evidence, or good cause basis, as forth in section 1002.33(6)(b)3.a., Florida Statutes, supporting the School Board's denial of FECCS' Application as to the Education Plan and Business Plan.

A. There was not competent and substantial evidence or a good cause statutory basis supporting the School Board's denial of the Application based on FECCS' Business Plan.

The Denial Notice found that the Business Plan portion of FECCS' Application only "Partially Meets the Standard" for approval. Ex. 4:456. This was based on findings that the Application "Does Not Meet the Standard" in the areas of Budget and Start-up Plan and only "Partially Meets the Standard" in the areas of Facilities, Food Service, and Financial Management and Oversight. The State Board should find that this is unsupported by competent and substantial evidence or statutory good cause.

Section 20: Budget

The Denial Notice states that FECCS' Application "Does Not Meet the Standard" in the area of Budget over concerns about the sufficiency of FECCS' start-up budgets and operating budgets. Ex.1:24. However, the District's arguments are flawed due to the District's math errors, failure to recognize items included in the budget, and discounting of the significant advantages granted to FECCS under its proposed lease. FECCS' Application included viable budgets for all years of operation, including contingency budgets based on 75% and 50% of projected enrollment. Ex. 2:319-343. The District's assertion that the "start-up [sic] fund balance at the end of year 1 is less than 1% and is insufficient to allow for any contingencies that may arise" is inaccurate. Ex. 1:25. At the conclusion of each school year, the Application shows FECCS having a positive fund balance after accounting for all expenditures. Ex. 2:319-343. Additionally, each budget includes a contingency reserve as a line item equaling an additional 3% of net projected FEFP revenues,

netting a nearly 4% surplus each year. Ex. 2:322, 336, 341. Hence, FECCS has far more funds available to account for contingent expenses than the School Board represented in the Denial Notice. Ex. 1:25; Ex. 2: 322, 336, 341.

For instance, FECCS has projected its revenues at \$2,168,102 for Year 1 with an ending fund balance of \$15,161 and an additional 3% contingency of \$56,781. When adding these values together, FECCS will have an estimated \$71,942 on hand to account for contingent expenses, representing 3.3% of total revenues. Ex. 2:320-322. This is markedly more than the “less than 1%” alleged by the School Board. Ex. 1:25.

Furthermore, the School Board remarkably made clear calculation errors that it used to support its denial of FECCS’ Application. Ex. 1:25. The School Board asserted that “under both the 75% and 50% enrollment plans, the fund balance at the end of years 1 and 2 are less than 1% of the revenue and less than 2% in year 3.” Ex. 1:25. Even excluding the 3% contingency line item discussed above, these calculations are wrong. FECCS has projected the following revenues and fund balances (calculated with and without the 3% contingency):

75% Projected Enrollment (with 3% Contingency)			
	Year 1	Year 2	Year 3
Total Revenues	\$1,618,735	\$2,161,659	\$2,941,199
Ending Fund Balance with 3% Contingency Included	\$45,066	\$140,495	\$322,947
% of Total Revenues Asserted by District	<1%	<1%	<2%
Actual % of Total Revenues	2.8%	6.5%	11.0%
50% Projected Enrollment (with 3% Contingency)			
	Year 1	Year 2	Year 3
Total Revenues	\$1,104,659	\$1,441,142	\$1,955,159
Ending Fund Balance with 3% Contingency Included	\$30,352	\$87,978	\$194,289
% of Total Revenues Asserted by District	<1%	<1%	<2%
Actual % of Total Revenues	2.7%	6.1%	9.9%

75% Projected Enrollment (without 3% Contingency)			
	Year 1	Year 2	Year 3
Total Revenues	\$1,618,735	\$2,161,659	\$2,941,199
Ending Fund Balance	\$3,588	\$41,668	\$150,037
% of Total Revenues Asserted by District	<1%	<1%	<2%
Actual % of Total Revenues	0.2%*	1.9%*	5.1%*
50% Projected Enrollment (without 3% Contingency)			
	Year 1	Year 2	Year 3
Total Revenues	\$1,104,659	\$1,441,142	\$1,955,159
Ending Fund Balance	\$2,071	\$21,612	\$79,417
% of Total Revenues Asserted by District	<1%	<1%	<2%
Actual % of Total Revenues	0.2%*	1.5%*	4.1%*

* Excluding 3% contingency line item built into each budget

Ex. 2:334-336; 339-341.

As shown above, the School Board’s assertions that FECCS’ budgets for 75% enrollment and 50% enrollment show a fund balance of less than 1% of revenue for Years 1 and 2 and less than 2% of revenue for Year 3 are simply incorrect in numerous instances, regardless of whether the 3% contingency line item is accounted for or not.

Also, the School Board does not fairly portray FECCS’ start-up budget, failing to account for the fact the School will have significantly lower than normal expenditures. The Landlord has agreed in the draft lease to let FECCS’ principal and staff members occupy the space at no expense during the start-up phase and to allow the School to use the existing furniture, fixtures, and equipment in the building at no charge. Ex. 2:298. The School Board only seems to focus on FECCS’ commitment letter from Centennial Bank as the sole source of start-up funding in the amount of \$40,000, which the School Board asserted “appears to be insufficient for start-up.” Ex. 1:25; Ex. 2:336-337.

In reality, the resources granted to the School are many times this \$40,000.00. Lease payments, which would generally make up the most significant expense for the School during

start-up, simply will not be incurred by FECCS. Ex. 2:298. The value of these savings during start-up total approximately \$114,750³. Ex. 2:298. The facility also comes equipped with certain furniture, fixtures, equipment, and technology, reducing the overall costs for FECCS to start-up the School. Ex. 3:388, 429. The primary expenses FECCS will incur during this time are the principal's salary and advertising. Ex. 2:347. FECCS provided a cash-flow and start-up budget detailing how the start-up loan would cover all of the School's expenses during the start-up phase and leave the School with a positive balance. Ex. 2:344-347. If in the event these funds are insufficient to cover start-up costs, payments can be deferred until July when FECCS begins to receive regular payments, and as stated above, FECCS has a nearly 4% contingency reserve.

The Denial Notice also raises concerns about a statement in the start-up loan commitment letter that furniture, fixtures, and equipment will serve as collateral for the loan. Ex. 1:25, 30; Ex. 2:350-351. The facility that FECCS plans to lease includes certain furniture, fixtures, and equipment. Ex. 3:388, 429. The School Board argues it would violate the terms of the draft lease for these items to serve as collateral for the start-up loan. Ex. 1:27, 30. This is not evidence that FECCS has an inadequate budget. Centennial Bank has already made a commitment to issue the start-up loan to FECCS and it is not the role of the School Board to second guess this. Ex. 2:350-351. The School Board has not provided any evidence that the landlord was unaware of this loan or would object to an arrangement where a lien was placed on furniture, fixtures, and equipment at the facility. This would be perfectly allowable through a modification of the draft lease. Ex. 2:305. Regardless, FECCS representatives stated at the Quasi-Judicial Hearing that only the School's own furniture, fixtures, and equipment would serve as collateral for the loan. Ex. 6:529-530. While the start-up budget does not have a line item for the purchase of furniture, fixtures and

³ This number was calculated by multiplying the monthly rent under the Draft Lease Agreement for Year 1 of \$22,950 times the five (5) months spanning February 2020 to June 2020 scheduled for start-up.

equipment, each budget beginning with Year 1 include line items for the purchase of such items. Ex. 2:320, 334, 339.

Once purchased, these items would serve as collateral for the start-up loan. Ex. 6:529. The School Board has relied on speculation and conjecture in determining that the Centennial Bank loan commitment and draft lease are irreconcilable. *UCP of Central Fla.*, 905 So. 2d at 914-16. Ex. 1:25, 30. The School District is not the bank, who surely has its own counsel who would have reviewed relevant documents, like FECCS' lease, in making the loan. What is left is speculation and conjecture on the School Board's part, and said speculation or conjecture do not constitute competent and substantial evidence. *FL Rate Conf. v. FL R.R. & Pub. Util. Comm'n.*, 108 So. 2d 601, 607 (Fla. 1959). Therefore, again, the School Board fails to present any evidence, let alone competent or substantial evidence, to support its denial on these grounds.

Likewise, arguments regarding the budgeted salary of the school guardian fail to contain any evidence to support a denial of the instant Application. Ex. 1:26. FECCS budgeted \$27,000 for a guardian in Year 1, with this amount going up each successive year. Ex. 1:26; Ex. 2:327. The salary for the guardian in Year 5 is budgeted at \$28,657. Ex. 2:237. In the Denial Letter, the School Board asserted "the current cost of a guardian is \$27,750" without providing any supporting evidence. Ex. 1:26. As a private employer, FECCS is free to establish its own salaries for its employees. Still, FECCS indicated during the Quasi-Judicial Hearing that it could raise the guardian's salary from \$27,000 to \$27,750, as the School Board suggested it should, without creating a budget deficit. Ex. 6:515. FECCS also indicated its 50% enrollment budget would be updated to account for 1.0 FTE for the guardian in each year, up from 0.5 FTE in Years 1 and 2, as described in the Application. Ex. 6:515. This would be accomplished by reducing expenses in other areas or utilizing a portion of the allotted contingency for each year, leaving a sufficient sum

of money to cover the additional salary expense. Ex. 6:515. The School Board has not provided competent and substantial evidence for denial of the Application, as FECCS has clearly indicated a willingness to correct these perceived issues surrounding the guardian, and has budgeted reserves to cover the deficiency if it were to occur.

The School Board also alleged FECCS' Year 1 budget for computers as grounds for denial. Ex. 1:26. FECCS' budget provides for \$27,000 for computers and another \$27,000 for software for Year 1. The budgeted amount for these items increases each year going forward. Ex. 2:320, 334, 339. The School Board relies on assumptions in suggesting that this is insufficient, citing the purchase prices of particular student models of Lenovo laptops and Google Chromebooks as evidence. Ex. 1:26. However, FECCS never indicated a desire to purchase these laptops nor to purchase computers at all. FECCS indicated in the Application and in person that it would be leasing computers. Ex. 2:323; Ex. 3:388; Ex. 6:515. Further the School Board fails to account for the technology equipment already at the campus. Ex. 3:388, 429. The Denial Notice further points out that FECCS did not attach to the Application a lease for computers. Ex. 1:26. Nowhere in the Application was FECCS required to provide a lease agreement for computers, meaning this cannot constitute good cause to deny the Application.

In short, the School Board has failed to present competent and substantial evidence that FECCS' Application "Does Not Meet the Standard" in the area of Budget. FECCS presented a viable budget that properly accounted for all expenses and would leave FECCS with a positive fund balance each year. Ex. 2:319-347.

Section 22: Start-Up Plan

In the Denial Notice, the School Board found that FECCS' Application "Does Not Meet the Standard" in the area of Start-Up Plan. Ex. 1:27. The School Board relied on two of the same reasons that it used as the basis for finding that the Application "Does Not Meet the Standard" in the area of Budget. Namely, the Denial Notice repeats the School Board's concerns about the amount of FECCS' start-up loan and the furniture, fixtures, and equipment that will serve as collateral. Ex. 1:25-27. To reiterate, Centennial Bank has already committed to issuing the loan and the School's own furniture, fixtures, and equipment will serve as collateral. Ex. 2:350-251; Ex. 6:529-530. Each budget, beginning with Year 1, accounts for the purchase of such items. Ex. 2:320, 334, 339. The School Board's unfounded concerns over the furniture, fixtures, and equipment that will serve as collateral for the start-up loan are based on a misreading of the loan commitment and lease and simply do not constitute competent and substantial evidence to support denial. *UCP of Central Fla.*, 905 So. 2d at 914-16.

Section 16: Facilities

In the Denial Notice, the School Board found that FECCS' Application "Partially Meets the Standard" in the area of Facilities. Ex. 1:29-31. The School Board based its determination in part on FECCS' failure to identify an alternate facility. Ex. 1:31. However, the Florida Model Charter School Application only asks that applicants identify a plan for an alternate facility, not to identify a specific facility. Form IEPC-M1, 23 (adopted by Fla. Admin. Code R. 6A-6.0786(1) (2018)). FECCS indicated in the Application it would delay opening the School for one-year, as allowed under section 1002.33, Florida Statutes, in the unlikely event it needs to find a different facility. Ex. 2:137. The School Board also repeated its concerns about what furniture, fixtures, and equipment will serve as collateral for the start-up loan. Ex. 1:30. To again reiterate, Centennial

Bank has already committed to issuing the loan and the School's own furniture, fixtures, and equipment will serve as collateral. Ex. 6:529-530. Each budget, beginning with Year 1, accounts for the purchase of such items. Ex. 2:320, 334, 339. Accordingly, the School Board's determination that the Application only "Partially Meets the Standard" in the area of Facilities is not supported by competent and substantial evidence or statutory good cause.

Section 18: Food Service

In the Denial Notice, the School Board found that FECCS' Application "Partially Meets the Standard" in the area of Food Services. Ex. 1:31. The School Board based this determination in part on a statement in the Application that FECCS would "work with [the District] to verify eligibility for the free/reduced lunch program." Ex. 2:140. The Denial Notice notes that the District does not approve free and reduced meal applications if an outside vendor will be utilized. Ex. 1:31. After clarification by District staff on this point during the Capacity Interview, FECCS representatives indicated this process would instead be done through the School's food service vendor. Ex. 3:420-421. At the Quasi-Judicial Hearing, FECCS representatives again stated the selected food service vendor would act as the designee for purposes of processing free and reduced lunch applications. Ex. 6:508-509. Therefore, the School Board's assertions in the Denial Notice are based on unsupported conjecture that does not constitute good cause to deny the Application. *UCP of Central Fla.*, 905 So. 2d at 914-16.

The Denial Notice also asserts that FECCS "failed to categorize reimbursable meals rates by Paid, Reduced and Free, and by breakfast and lunch." Ex. 1:31. However, the Application describes the paid, reduced, and free meal rates on Attachment X.2. Ex. 2:323. This was explained by FECCS representatives during the Quasi-Judicial Hearing. Ex. 6:510. The numbers are not broken down by breakfast and lunch, but the Florida Model Charter School Application does not

ask applicants to do this, nor was FECCS asked to do this by District staff. Form IEPC-M1, 24 (adopted by Fla. Admin. Code R. 6A-6.0786(1) (2018)). Therefore, this does not constitute good cause to deny the Application. *Academies of Excellence, Inc.*, 974 So. 2d at 1190-91.

The School Board's determination that the Application only "Partially Meets the Standard" in the area of Food Service is not supported by competent and substantial evidence, and, thus, does not constitute statutory good cause for denial of the Application.

Section 21: Financial Management and Oversight

In the Denial Notice, the School Board found that FECCS' Application "Partially Meets the Standard" in the area of Financial Management and Oversight. Ex. 1:31-32. The Denial Letter suggests that FECCS will not have sufficient and ongoing financial oversight. Ex. 1:32. In support of this assertion, the School Board referenced a portion of the Application that states, "[B]eginning with the September financial statements, [FECCS'] Board will receive a projection of both cash and budget performance monthly including projected cash deficits and proposed budget amendments," and that these projections would be provided on an "as needed or requested basis" after Year 1. Ex. 2:146. However, the Application is clear that financial monitoring by the Board will be ongoing each month. The Application states, "Detailed financial statements will be prepared on a monthly basis for analysis by [FECCS'] Board" in compliance with Rule 6A-1.0081, Florida Administrative Code. Ex. 2:146. This was further iterated by representatives of FECCS during the Quasi-Judicial Hearing. Ex. 6:510-511. The cash and budget performance projections are in addition to the detailed financial statements that FECCS' Board will receive each month. Ex. 2:146; Ex. 6:511. The assertions made by the School Board otherwise are unsupported conjecture. *UCP of Central Fla.*, 905 So. 2d at 914-16; *Duval Util. Co.*, 380 So. 2d at 1031.

The Denial Notice also points out various ways in which FECCS' projected insurance coverage fails to meet the School Board's minimum requirements. Ex. 1:32. However, FECCS was clear that it would comply with the School Board's insurance requirements. The Application states at least twice that FECCS will maintain insurance coverage "consistent with the Sponsors requirements for insurances." Ex. 2:148. FECCS representatives also explained during the Capacity Interview and again during the Quasi-Judicial Hearing that the School would comply with the School Board's requirements for insurance, as acknowledged in the Denial Notice itself. Ex. 1:32; Ex. 3:427-428; Ex. 6:511. The School Board's assertions about the insurance coverage FECCS will maintain are conclusory statements unsupported by the facts that do not constitute competent and substantial evidence. *UCP of Central Fla.*, 905 So. 2d at 914-16; *Duval Util. Co.*, 380 So. 2d at 1031.

Based on the foregoing, the School Board's determination that the Application only "Partially Meets the Standard" in the area of Financial Management and Oversight is not supported by competent and substantial evidence or a statutory good cause. Therefore, the State Board should find that FECCS' Application met the standard for approval as to its Business Plan.

B. There was not competent and substantial evidence or a good cause statutory basis supporting the School Board's denial of the Application based on FECCS' Education Plan.

The Denial Notice found that the Application only "Partially Meets the Standard" in the area of Curriculum and Instructional Design and used this in support of its denial. Ex. 1:28-29. As the basis for this finding, the School Board noted that FECCS "is unable to identify the curriculum that would be used by the school." Ex. 1:29. Preliminarily, the Curriculum and Instructional Design subsection falls under the Education Plan portion of the Application. The School Board should be precluded from using this as a basis for denial of the Application, as the School Board found the Education Plan to meet the standard for approval. Ex. 4:437. Notwithstanding, the

School Board's findings regarding the Curriculum and Instructional Design subsection of the Application are based on conjecture and not supported by a fact-based chain of reasoning. *UCP of Central Fla.*, 905 So. 2d at 914-16; *Duval Util. Co.*, 380 So. 2d at 1031.

The Model Florida Charter School Application does not require applicants to indicate all curriculum that it would use, and in fact specifically contemplates that charter schools in the application phase may not have a fully developed curriculum. Form IEPC-M1 (adopted by Fla. Admin. Code R. 6A-6.0786(1) (2018)). Page 7 of the Florida Model Charter School Application states, "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." (emphasis added). FECCS provided all of this information in its Application. Ex. 2:60-79.

It should be acknowledged that the School Board seems to conflate the concept of "curriculum" with "instructional materials" throughout the Denial Notice. Curriculum embodies far more than simply instructional materials and the Application lays out a clear vision for FECCS' curriculum. Ex. 2:60-79. Still, FECCS named a number of specific instructional materials it would utilize, including McGraw Hill's *Wonders* for ELA, McGraw Hill's *Florida Social Studies* for social studies, Houghton Mifflin Harcourt's *Science Fusion* for science, and William H. Sadler, Inc.'s *Progress in Mathematics* for mathematics. Ex. 2:63-65, 67. The Application lays out a clear timeline for development of the remaining curriculum and appropriately assigns this responsibility to the Principal. Ex. 2:74-75. The Evaluation Instrument notes that *Science Fusion* and *Wonders* are not the most current editions, yet *Wonders* is included on the Florida Department of Education's 2018 Contract Extensions, which is not due to be updated until the 2020-2021 school year. *Science Fusion* was on FDOE's list of adopted curricula until August 2018. Further, as a

charter school, FECCS is not required to utilize curriculum adopted by FDOE, but has freedom to choose its own curriculum aligned to Florida Standards, as District staff acknowledged during the Quasi-Judicial Hearing. Ex. 6:539. FECCS also stated in multiple places that, to the extent possible, it would implement curriculum utilized by the District, including District curriculum maps, instructional materials, assessments, and other resources. Ex. 2:60-61. Thus, the School Board has not presented any competent and substantial evidence nor established a good cause statutory basis for denial of the Application on these grounds.

The School Board also based its determination that FECCS' Application "Partially Meets the Standard" in the area of Curriculum and Instructional Design on the fact that FECCS will not hire a physical education ("PE") teacher during its first five (5) years. Ex. 1:29. The Denial Notice and Evaluation Instrument state that PE standards and curriculum must be "overseen by a certified physical educator" in accordance with section 1003.455, Florida Statutes. Ex. 1:29; Ex. 4:440. The School Board misstates the law here. Section 1003.455, Florida Statutes, only requires that "physical education programs be reviewed by a certified physical education instructor." (emphasis added). The statute is clear that physical education instruction "may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal." FECCS intends to utilize available District resources and curriculum maps for PE. Ex. 6:497. Further, FECCS' representatives stated at the Quasi-Judicial Hearing that the PE curriculum would be "reviewed by a credentialed physical education teacher." Ex. 6:526. Instructional staff, as allowed under section 1003.455, Florida Statutes, will provide PE instruction. Therefore, there was no statutory good cause to deny the Application on these grounds.

Finally, the School Board asserted that FECCS' Visual Arts curriculum only "Partially Meets the Standard," yet no reason was given in either the Denial Notice or Evaluation Instrument.

Ex. 4:439-440. In this regard, not only has the School Board failed to present competent and substantial evidence to support its determination, it has presented no evidence at all.

Based on the foregoing, the School Board's determination that the Application only "Partially Meets the Standard" in the area of Curriculum and Instructional Design is not supported by competent and substantial evidence, nor a statutory good cause. *UCP of Central Fla.*, 905 So. 2d at 914-16; *Duval Util. Co.*, 380 So. 2d at 1031. Further, the School Board already found FECCS' Education Plan to meet the standard for approval. Therefore, the State Board should find that FECCS' Application met the standard for approval as to its Education Plan.

VI. 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), FECCS proposes the following findings be made by the Charter School Appeal Commission and recommended to the State Board of Education:

1. The School Board is precluded from using FECCS' Education Plan as a basis for denial of the Application, as the Evaluation Instrument, which was incorporated into the Denial Notice, found that FECCS' Application "Meets the Standard" as to the Education Plan.
2. There was no competent and substantial evidence or good cause statutory basis supporting the School Board's denial of the Application based on FECCS' Education Plan.
3. There was no competent and substantial evidence or good cause statutory basis supporting the School Board's denial of the Application based on FECCS' Business Plan.

4. Because there was no competent and substantial evidence or good cause statutory basis to support the School Board's denial of the Application, FECCS' Appeal should be granted, and the State Board of Education should direct that FECCS' Application should be approved by the School Board.

Respectfully submitted this 20th day of May, 2019.



Shawn A. Arnold, Esq., B.C.S.

Florida Bar No. 193232

Braxton A. Padgett, Esq.

Florida Bar No. 1002528

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Attorneys for Applicant/Appellant

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing has been furnished this 20th day of May, 2019, via US Mail and electronic delivery to:

Theodore R. Doran, Esq.
School Board Attorney for
School Board of Volusia County, Florida
Doran Sims Wolfe Ciocchetti & Yoon
1020 W. International Speedway Blvd., Ste
100
P.O. Box 15110
Daytona Beach, Florida 32115

School Board of Volusia County
c/o Mr. James Russell,
Superintendent
200 North Clara Avenue
DeLand, Florida 32720



Attorney for the Applicant/Appellant

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

FLORIDA EAST COAST CHARTER
SCHOOL, INC.

Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF VOLUSIA COUNTY,
FLORIDA,

School Board/Appellee.

_____ /

TABLE OF EXHIBITS

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EXHIBIT 1

Denial Notice

**Doran Sims & Wolfe
Ciocchetti & Yoon**
Attorneys at Law

A Partnership of Professional Associations/LLCs

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April 18, 2019

VIA FEDEX

Florida East Coast Charter School
c/o Christy Noe
2327 Armistead Road
Tallahassee, FL 32308-0905

VIA FEDEX

Adam Miller, Executive Director
Office of Independent Ed. and Parental Choice
Turlington Building - Florida Dept. of Ed.
325 W. Gaines Street, Room 1044
Tallahassee, FL 32399-0400

Re: Denial of Florida East Coast Charter School Charter Application for SY 2018-2019

Dear Ms. Noe:

Pursuant to Section 1002.33(6)(b)3.a., Florida Statutes (2018), please accept this letter as an articulation in writing of the School Board of Volusia County's ("School Board") April 9, 2019, denial of your Charter School Application for the Florida East Coast Charter School ("FECCS") for the 2019-2020 school year ("Application") for good cause. A copy of the Application is incorporated herein and attached hereto as Exhibit "A".

In reviewing the Application, the School Board relied upon the Florida Department of Education-approved Florida Charter School Application Evaluation Instrument ("FDOE Evaluation Instrument") and state-approved criteria for evaluating charter schools. Areas which received a rating of "Does Not Meet the Standard" and "Partially Meets the Standard" served as a basis for the denial of the Application. All applicants were required to complete the Florida Model Charter School Application ("Model Application") provided by the Florida Department of Education. A copy of the Model Application is incorporated herein and attached hereto as Exhibit "B".

Enclosed please find the FDOE Evaluation Instrument prepared by the School District ("District Evaluation"), which is incorporated herein by reference and marked as Exhibit "C" and the executive summary of the evaluated application as Exhibit "D," which is incorporated herein by reference. The Application met only 13 of the applicable 19 standards for approval, or approximately

68% of all requirements. The Application does not meet the standard for approval in 2 of the 19 applicable sections of the Model Application and only partially meets the standard for approval in 4 of the 19 applicable sections of the Model Application.

This letter is intended as a summary of the District's presentation at the School Board meeting on April 9, 2019, and the School Board's ultimate conclusions regarding your Application. The School Board's position regarding your Application is more fully set forth in the transcript from the April 9, 2019 meeting, which is incorporated herein and attached hereto as Exhibit "E."

Please also find enclosed the interview session in mp3 format, which is incorporated herein and attached hereto as Exhibit "F."

The following are also incorporated herein by reference but not attached:

- 1) FECCS Volusia Capacity Interview- January 30, 2019
- 2) District's powerpoint presentation

The School Board ultimately denied the Application for good cause as specifically set forth in the District Evaluation and in this letter. The specific reasons based upon good cause supporting the School Board's denial of the Application are as follows:

The Application **DOES NOT MEET THE STANDARD** in the following areas, identified below by their respective section numbers:

Section 20 – Business Plan: Budget

The Application is denied based on its failure to meet the Standard for Minimal Acceptance in the area of *Budget*. The bases for the denial under this section are characterized by the Applicant's failure to show sufficient evidence and understanding of the standards set forth in the Florida Statutes and in the Model Application, as follows:

- 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.**
- 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.**

- 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.**
 - 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.**
 - 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.**
 - 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).**
 - 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.**
- The Applicant provided documentation of the availability start-up loan of \$40,000. The amount of this loan appears to be insufficient for start-up since there is an ending balance at the end of the start-up period of \$136 without any line item for contingency. The start-up fund balance at the end of year 1 is less than 1% and is insufficient to allow for any contingencies that may arise. Additionally, under both the 75% and 50% enrollment plans, the fund balance at the end of years 1 and 2 are less than 1% of the revenue and less than 2% in year 3. Thus, the application does not show financial stability and sustainability should contingency expenses arise.
 - Moreover, the start-up loan states "furniture, fixtures and equipment" will be used as collateral. During the capacity interview the Applicant stated that the collateral mentioned in the start-up loan were items already in the current building being considered for lease as the school's location. There is nothing in the Application that supports what furniture, fixtures and equipment are in the building, what the value of those items are, and whether the Applicant even has the authority to use those items as collateral for its loan. The sample lease agreement provided by the Applicant specifically states, "Notwithstanding anything to the contrary in this Lease, Tenant shall never, under any circumstances, have the power to subject Landlord's interest in the Premises or Building to any liens of any kind nor shall any provision in this Lease be construed as empowering Tenant to encumber or cause Tenant to encumber the title or interest of Landlord in the Premises or Building." This language seems to undermine the Applicant's authority to use the items in the building as collateral for a loan. At the hearing, the Applicant stated that the items to be used as collateral will be purchased by the school, separate and apart from what is already in the building. However,

the Application fails to include a line item in the start-up budget for the purchases of these “furniture, fixtures and equipment” for use as collateral and \$136 seems insufficient. Again, there is nothing in the Application which shows what the “furniture, fixtures and equipment” are and what the appraised value of the items are that would be the subject of the collateral on the start-up loan. The Applicant has not provided any additional documentation of a start-up loan.

- The operating budget shows security/SRO at a cost of \$27,000. However, the current cost of a guardian is \$27,750 plus benefits per year. The Applicant has not sufficiently budgeted for this expense and has not stated that they can obtain a guard through a security firm at a lower cost. On the 50% reduced enrollment budget plan, the Applicant shows cutting the security/SRO budget to 0.5 FTE. Under Florida statute, all public schools (including charters) must have an armed safety office on site when students are present. Thus, this contingency budget would need to be modified to fund a 1.0 FTE armed safety officer using contingency or by decreasing other expenditure lines.
- The budget includes \$27,000 for computers for students and teachers. With a projection of 15 (K-2) classrooms the first year, that equals \$1,800 per classroom for technology for the teachers, students, and classroom. (Current Student Model \$638 – Lenovo Laptop, Current Chromebook – estimated \$200). Projectors cost \$550 in addition to charging and storing devices. At the hearing, the Applicant stated they would be leasing computers, but there is nothing in the Application which provides any information as to such a lease.
- Moreover, the Applicant leaves many decisions regarding technology and other areas to the principal of the school. However, since the principal has not been chosen yet, it is difficult to identify all areas of concern at this time.

Section 22 – Business Plan: Start-Up Plan

The Application is denied based on its failure to meet the Standard for Minimal Acceptance in the area of *Start-Up Plan*. The bases for the denial under this section are characterized by the Applicant’s failure to show sufficient evidence and understanding of the standards set forth in the Florida Statutes and in the Model Application, as follows:

- A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities:**
 - i. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)**
 - ii. Identifying and securing facility**

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

iv. Staff training

v. Finalizing curriculum and other instructional materials

vi. Governing board training

vii. Policy adoption by Board (if necessary)

viii. Recruiting students

ix. Enrollment lottery, if necessary

x. Establishing financial procedures

xi. Securing contracted services

xii. Fundraising, if applicable

xiii. Finalizing transportation and food service plans

xiv. Procuring furniture, fixtures and equipment

xv. Procuring instructional materials

- Applicant provided documentation of the availability start-up loan of \$40,000. The amount of this loan appears to be insufficient for start-up since there is an ending balance at the end of the start-up period of \$136 without any line item for contingency. The start-up fund balance at the end of year 1 is less than 1% and is insufficient to allow for any contingencies that may arise. Thus, the application does not show financial stability and sustainability should contingency expenses arise.
- Moreover, the start-up loan states "furniture, fixtures and equipment" will be used as collateral. During the capacity interview the Applicant stated that the collateral mentioned in the start-up loan were items already in the current building being considered for lease as the school's location. There is nothing in the Application that supports what furniture, fixtures and equipment are in the building, what the value of those items are, and whether the Applicant even has the authority to use those items as collateral for its loan. The sample lease agreement provided by the Applicant specifically states, "Notwithstanding anything to the contrary in this Lease, Tenant shall never, under any circumstances, have the power to subject Landlord's interest in the Premises or Building to any liens of any kind nor shall any provision in this Lease be construed as empowering Tenant to encumber or cause Tenant to encumber the title or interest of Landlord in the Premises or Building." This language seems to undermine the Applicant's authority to use the items in the building as collateral for a loan. At the hearing, the Applicant stated that the items to be used as collateral will be purchased by the school, separate and apart from what is already in the building. However,

the Application fails to include a line item in the start-up budget for the purchases of these “furniture, fixtures and equipment” for use as collateral and \$136 seems insufficient. Again, there is nothing in the Application which shows what the “furniture, fixtures and equipment” are and what the appraised value of the items are that would be the subject of the collateral on the start-up loan. The Applicant has not provided any additional documentation of a start-up loan.

The Application **PARTIALLY MEETS THE STANDARD** in the following areas, identified below by their respective section numbers:

Section 4: Curriculum and Instructional Design

The Application is denied based on its failure to fully meet the Standard for Minimal Acceptance in the area of *Curriculum and Instructional Design*. The bases for the denial under this section are characterized by the Applicant’s failure to show sufficient evidence and understanding of the standards set forth in the Florida Statutes and in the Model Application, as follows:

- 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.**
- 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 sequence³ 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.**
 - **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.**
- D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.**
- E. Describe proposed curriculum areas to be included other than the core academic areas.**
- F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.**
- The Applicant is unable to identify the curriculum that will be used by the school. The Applicant stated the curriculum will not be decided until the principal or instructional leader is hired and the criteria for materials would be left to the principal or instructional leader. Since no principal or instructional leader has been hired by the school, it is difficult to assess whether the curriculum and materials would meet the requirements.
 - The Florida statute requires that PE standards and curriculum be overseen by a certified physical educator. *Fla. Stat. §1003.455*. The Applicant stated it does not plan on hiring a PE teacher. In the capacity interview, the Applicant stated that classroom teachers will instruct physical education. Thus, the Applicant failed to show how they plan on complying with the Florida Statutes.

Section 16: Facilities

The Application is denied based on its failure to fully meet the Standard for Minimal Acceptance in the area of *Facilities*. The bases for the denial under this section are characterized by the Applicant's failure to show sufficient evidence and understanding of the standards set forth in the Florida Statutes and in the Model Application, as follows:

If the site is acquired:

- 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.**
- 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.**
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.**
- I. Describe the back-up facilities plan.**

- The start-up loan states "furniture, fixtures and equipment" will be used as collateral. During the capacity interview the Applicant stated that the collateral mentioned in the start-up loan were items already in the current building being considered for lease as the school's location. There is nothing in the Application that supports what furniture, fixtures and equipment are in the building, what the value of those items are, and whether the Applicant even has the authority to use those items as collateral for its loan. The sample lease agreement provided by the Applicant specifically states, "Notwithstanding anything to the contrary in this Lease, Tenant shall never, under any circumstances, have the power to subject Landlord's interest in the Premises or Building to any liens of any kind nor shall any provision in this Lease be construed as empowering Tenant to encumber or cause Tenant to encumber the title or interest of Landlord in the Premises or Building." This language seems to undermine the Applicant's authority to use the items in the building as collateral for a loan. At the hearing, the Applicant stated that the items to be used as collateral will be purchased by the school, separate and apart from what is already in the building. However, the Application fails to include a line item in the start-up budget for the purchases of these "furniture, fixtures and equipment" for use as collateral and \$136 seems insufficient. Again, there is nothing in the Application which shows what the "furniture, fixtures and equipment" are and what the appraised value of the items are that would be the subject of the collateral on the start-up loan.

- The Applicant has not provided any additional documentation of a start-up loan.
- The Applicant has not provided any back-up facilities plans or alternate facilities.

Section 18: Food Service

The Application is denied based on its failure to fully meet the Standard for Minimal Acceptance in the area of *Food Service*. The bases for the denial under this section are characterized by the Applicant's failure to show sufficient evidence and understanding of the standards set forth in the Florida Statutes and in the Model Application, as follows:

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

- The Applicant states that they will work with VCS to verify student eligibility for the free/reduced lunch program. However, School Way Café does not approve free and reduced meal applications if outside vendors will be hired. Since the Applicant stated they planned on hiring an outside vendor, that process would have to be done through the vendor.
- The Applicant failed to categorize reimbursable meals rates by Paid, Reduced and Free, and by breakfast and lunch. Because the reimbursable meal rates were consolidated and not separated by meal, it was hard to identify how much the Applicant would receive per meal, where the reimbursement would be applied, and where any extra fund would be applied.

Section 21 – Business Plan: Financial Management and Oversight

The Application is denied based on its failure to fully meet the Standard for Minimal Acceptance in the area of *Financial Management and Oversight*. The bases for the denial under this section are characterized by the Applicant's failure to show sufficient evidence and understanding of the standards set forth in the Florida Statutes and in the Model Application, as follows:

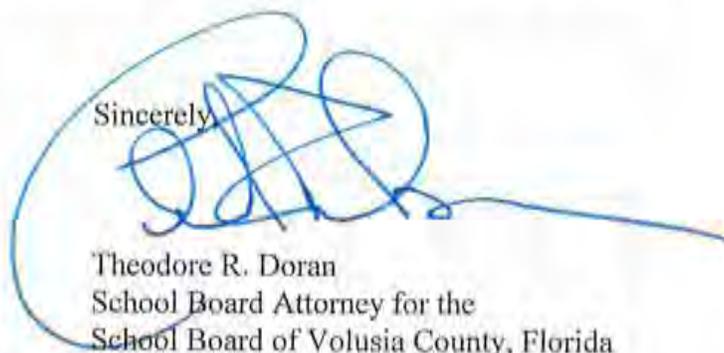
- A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.**
- B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

- C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**
 - D. Describe the method by which accounting records will be maintained.**
 - 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.**
 - 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.**
 - G. Describe how the school will store financial records.**
 - H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.**
- The Applicant states the FECCS board will receive cash and budget performance projections monthly during the first year, beginning in September. However, board monitoring should begin immediately upon start-up.
 - The Applicant also states that after the first year, cash and budget performance projections will be provided to the FECCS board, as needed. However, board oversight should continue on a monthly basis through year 5, at a minimum, to assure financial viability of the charter school.
 - The Applicant's insurance policy only partially meets School Board's policy in the following areas: property insurance does not include 100% of replacement value; Fidelity bonds do not have a minimum limit of \$500,000; School leaders' errors and omissions are not at a minimum of \$1,000,000 per occurrence and \$2,000,000 aggregate. The Applicant stated at the capacity interview that they will meet these requirements once approved.

Conclusion

Denial of your Application is based on good cause pursuant to § 1002.33(6)(b)3.a., Florida Statutes (2018). Pursuant to § 1002.33(6)(c), you may appeal this denial to the State Board of Education no later than thirty (30) calendar days after receipt of this letter and shall notify the School Board of any appeal.

Sincerely,



Theodore R. Doran
School Board Attorney for the
School Board of Volusia County, Florida

cc: Carl G. Persis, Chairman (w/o attachments)
Ida D. Wright, Vice-Chairman (w/o attachments)
Linda Cuthbert, Board Member (w/o attachments)
Ruben Colón, Board Member (w/o attachments)
Jamie M. Haynes, Board Member (w/o attachments)
Dr. James T. Russell, Superintendent (w/o attachments)
Cindy Fisher, Coordinator Educational Enhancement (w/o attachments)
Kelly Amy, Manager of Strategic Partnerships (w/o attachments)
Stacey J. Manning, General Counsel (w/o attachments)
Adam Miller, Executive Director, Office of Independent Education and Parental Choice
Karen Hines-Henry, Program Specialist, Office of Independent Ed. and Parental Choice

EXHIBIT 2

Charter Application

Florida East Coast Charter School

Kindergarten through Grade Five

Submitted to Volusia County Schools

February 2019

To Open August 2020

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Florida East Coast Charter School

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Florida East Coast Charter School, Inc.

If a non-profit organization, is it 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: Christy Noe

TITLE/RELATIONSHIP TO NON-PROFIT: Consultant

MAILING ADDRESS: 2327 Armistead Road, Tallahassee, Florida

PRIMARY TELEPHONE: 850-727-4985

ALTERNATE TELEPHONE: 850-591-6071

E-MAIL ADDRESS: christynoe@outlook.com

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
Sammy Lee Butler Sr.	Chief Treatment Plant Operator, Ormond Beach	Governing Board
Richard Prazenica	Assistant Professor, Aerospace & Engineering, Embry Riddle	Governing Board
John Louis Gagne	Owner/Operator, Ignite Payments Atlantic	Governing Board
Kathy Kluth	Certified Public Accountant, McFarlin & Brokke	Governing Board
Kayla O’Brien	Reservation Specialist, Halifax Medical Center	Governing Board
Brian Seeber	Brian Seeber, Attorney at Law	Governing Board
Christy Noe Ph.D.	President/CEO Collaborative Educational Network, Inc.	Consultant
Kim Cavanah Ph.D.	VP Collaborative Educational Network.	Consultant
Lindsey Granger	Senior Consultant, Collaborative Educational Network	Consultant
Gary Scott, C.P.A.	School Financial Services, President & CEO	Consultant
Keith Spence	School Financial Services, Chief Operating Officer	Consultant
Desirae Kennemur	School Financial Services	Consultant

Projected Date of School Opening (Month/Year): August 2020

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). Applicant Note: The entity involved with the schools listed below is limited to the consultant, Collaborative Educational Network, Inc., not the governing board of Florida East Coast Charter School.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
FL	Miami-Dade County	True North Classical Academy HS	2/2019	5/2019
FL	Okaloosa County	Destin High School	2/2019	5/2019

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? Yes No

If yes, complete the table below (add lines as necessary). Applicant Note: The entity involved with the schools listed below is limited to the consultant, Collaborative Educational Network, Inc., not the governing board of Florida East Coast Charter School.

Planned School Name	Authorizer	City, State	Opening Date
Dr. Kiran C. Patel High School	Hillsborough County	Tampa, FL	8/2019
Larkin School for the Health Sciences	Miami-Dade County	Miami, FL	8/2019
Babcock High School	Charlotte County	Babcock Ranch, FL	8/2020

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

If yes, complete DOE Form IEPC-MIA which can be found at <http://www.FDOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

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

Christy E. Noe
Signature
Christy E. Noe
Printed Name

Consultant
Title
1-14-19
Date

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EXECUTIVE SUMMARY

Florida East Coast Charter School (Florida East Coast) strives to be a model for delivery of a whole child approach to learning while providing optimum opportunities for active engagement in project-based learning within a positive school community. Through a holistic approach to the learning process, Florida East Coast offers a challenging 21st century learning curriculum infused with a concentration on science and mathematics, the infusion of technology, and integration of engineering. Kindergarten through fifth grade students learn within a day-to-day framework in preparation for success in a global and ever-changing society. Florida East Coast teachers promote the attainment of academic content and standards that each student needs to build a foundation geared toward educational and postsecondary success. They employ the school's mindset, that all students can learn given high expectations and instructional supports and strategies aligned to individual need. In alignment with the school's foundation for long-term success, Florida East Coast's educational program cultivates physical, social, and emotional well-being; fosters the development of positive character and citizenship; and focuses on healthy living inside and out. Further, to develop the students' character and citizenship and to encourage students to constructively impact the school and local community, service learning opportunities will be an integral focus of Florida East Coast. This service learning involvement will promote leadership skills for all students.

The school's holistic program is based upon the principles of the Association for Supervision and Curriculum Development's tenets of the whole child approach to learning. These tenets incorporate meaningful connections to health and healthy lifestyles; physical and emotional safety for students and adults; active engagement in learning and the broader community; access to personalized learning by supportive and qualified adults; and rigorous academics. In conjunction with the whole child framework, Florida East Coast emphasizes instruction that incorporates science and mathematics beyond regular allotted instructional time; and, infuses digital tools and technology to support blending learning opportunities. The comprehensive, whole child approach supports achievement of our vision and mission; it is designed to promote the long-term development and success of all children.

Our carefully designed educational program is aligned to the Florida standards, reflecting Florida Department of Education's foundational expectations of what all students should know and be able to do to ensure each student reaches their greatest potential. Delivery of the purposefully designed, research-based program promotes the development of competencies needed within today's educational and postsecondary pathways, and as a contributing member within our 21st century. Each component of the educational program has been carefully selected to address diverse needs of the target student population.

Universal design for learning (UDL) principles support the needs of all learners regardless of existing student learning background and barriers. Teachers, understanding the importance of ensuring that all students access and master standards, utilize UDL principles to make instruction accessible and reduce learning barriers; while providing engaging learning opportunities to students with wide-ranging learning needs. Our curriculum allows for ease in differentiation, so teachers at all grade levels will be able to quickly accelerate or reinforce a student's learning.

Through the implementation of the Florida East Coast educational program, the school intends to bridge rigorous academic standards with the supports and hands-on learning opportunities needed to for students with a wide range of learning needs and achievement levels in order to

connect students with content and school success. By creating deliberate and unintentional learning opportunities through curricular connections and student-led learning, the school anticipates students extending their skills and building their capacity to generalize the educational program on and off campus, into the middle grades, and beyond.

To support the school's framework for success, we anticipate creating a safe learning environment in a unique large facility to provide prime space for movement and active learning, allowing for student exploration of the curriculum and collaborative learning. Our highly qualified staff members will be supported by administration as they collaborate with one another, and the development of the students from the inside out.

Florida East Coast has established a governing Board of highly dedicated individuals who are committed to bringing this unique educational choice option to the local community in Volusia. These members will ensure the school's success through external accountability, internal oversight and mission-based leadership. Together, the members bring a diverse set of backgrounds and skills that will contribute to the school's long-term success as demonstrated through its academic performance as well as the financial and organizational health of the school.

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.**

Vision

Florida East Coast Charter School students are engaged in active and stimulating learning within a positive school community focused on supporting the whole child and promoting long-range student success within educational and postsecondary endeavors, and a global environment.

Mission

The mission of Florida East Coast Charter School is to provide a framework for teaching and learning that fosters engagement through hands-on project-based learning while incorporating a focus on science and mathematics; promotes physical, social, and emotional health and well-being; and cultivates positive character and citizenship within our students.

Florida East Coast Charter School will accomplish its mission by delivering a challenging curricula and tailored educational programming that incorporates student engagement through project-based learning; fosters the development of positive character and citizenship; and focuses on healthy living inside and out. The school's teaching and learning framework will integrate supports designed to promote the academic, social, emotional, and behavioral growth of students, and focus on the progress of the whole child. By establishing student connections to learning through inquiry and discovery and encouraging students to constructively impact the school and local community, Florida East Coast Charter School is committed to equipping students for their successful participation in a global environment.

- 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) 4-5; 6-17; 33-36; 18-31*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 103-108*
- *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) 30-32; 42-43; 47-48*

- 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) 1; 6-11; 11-16 18-32*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 15-16; 25-32*
- *Encourage the use of innovative learning methods. PAGE(S) 6-16*
- *Require the measurement of learning outcomes. PAGE(S) 38-46*

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) N/A*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 3-5; 6-16*
- *Expand the capacity of the public school system. PAGE(S) 3-5; 6-21*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) 5*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) 6-10; 84-88*

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.**

Student Population

Florida East Coast Charter School (Florida East Coast) will be open to all eligible kindergarten through grade five (~5 to 11 years of age) students residing within Volusia County and out-of-district students through controlled open enrollment pursuant to section 1003.21, F.S. In accordance with federal antidiscrimination laws and the Florida Educational Equity Act, we will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status.

While Florida East Coast will be open to any eligible student within Volusia County, we anticipate that the majority of our students will live in the area surrounding the school's proposed location at 499 South Nova Road, Ormond Beach, Florida, 32174; and, that the student population will mirror that of the surrounding area. To better understand the students who may enroll, we identified the eight district-operated elementary schools and one kindergarten through grade eight combination school located within a six-mile radius of Florida East Coast. Detailed information for each of the schools is provided in Attachment FF: Applicant's Additional Information.

A total of 5,275 students were enrolled in kindergarten through grade five in the comparison schools during the 2017-18 school year. Of those, 4,592 attended district-operated elementary schools and 665 were elementary-grade students attending a combination school serving grades K-8. Six of the nine schools were Title I schools. In 2018 two of the schools received an A, two received a B, three received Cs, and two received a D. Based on our review of available school-level data, we anticipate:

- Approximately 49 percent will be minority students.
- Approximately 70 percent will be eligible for the federal Free and Reduced-Price Lunch Program.
- Approximately 3 percent will be English Language Learners (ELLs) supported through the English for Speakers of Other Languages (ESOL) program.
- Approximately 14 percent will be students with disabilities.
- Approximately 5 percent will be gifted. (School-level data for gifted students is not publicly reported, so the district average was applied.)

FDOE's 2018 LEA Profile for Volusia County Schools (VCS) indicates that 17 percent of the district's prekindergarten (PK)-12 enrollment are exceptional education students with disabilities. This does not include students with disabilities served under Section 504 of the Rehabilitation Act of 1973. Six of the nine comparison schools included a total of 148 prekindergarten children in their enrollment. It is expected that many or even most of these are children with disabilities served in the ESE prekindergarten program, either in self-contained or blended settings. Since PreK ESE would slightly increase the schoolwide ESE rate, and Florida

East Coast will not serve ESE students below kindergarten age, we are projecting approximately 14 percent ESE students with disabilities, slightly less than 15 percent in the comparison schools.

Enrollment preference will be made available to children of employees at Florida East Coast; active military personnel; the school’s governing Board members; siblings of those students already enrolled or selected in a lottery process; and students in any voluntary PK program operated by Florida East Coast during the previous school year. As the school nears capacity, and as provided under s. 1002.33(10)(e)(4), F.S., in order to minimize any impact from traffic, the Board may elect to limit the enrollment process to target students residing within a reasonable distance of the school. Florida East Coast will not target any specific type of student or family other than those who are interested in the unique educational opportunity offered at our school. However, we recognize the significance of having a student body that reflects differing perspectives and backgrounds; to the furtherance of our mission, we will actively recruit a diverse cohort of students. We expect that students will enter Florida East Coast with diverse educational backgrounds and needs. To achieve the school’s specific mission and vision, we value the opportunity to serve a diverse population of students and educate the whole child.

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 noted above, the proposed location is 499 South Nova Road, Ormond Beach, Florida, 32174.

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.

Grade Level	Number of Students/Classrooms									
	Year 1 2020-2021		Year 2 2021-2022		Year 3 2022-2023		Year 4 2023-2024		Year 5 2024-2025	
	Sts	Cls	Sts	Cls	Sts	Cls	Sts	Cls	Sts	Cls
K	90	5	90	5	90	5	90	5	90	5
1	90	5	90	5	90	5	90	5	90	5
2	90	5	90	5	90	5	90	5	90	5
3			90	5	108	6	108	6	108	6
4					88	4	110	5	110	5
5							88	4	110	5
Total	270	15	360	20	466	25	576	30	598	31

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

Development of Enrollment Projections

In developing our enrollment projections, we analyzed demand for a choice option within the area based upon: (1) district school capacity, the number of public school choice options within the area, population density; (2) the ideal size for an elementary school and our educational program; and (3) a reasonable school size enabling the successful execution of the school’s mission. The eight surrounding schools’ 2016-17 FTE enrollment survey information shows an average enrollment size of 606 students; other related summary data reported by the Florida Department of Education (FDOE) indicates that approximately 67% of the district’s elementary schools have an enrollment size between 501 and 1,000 students. Therefore, the school’s projected total enrollment by Year 5 (598) falls within the range of the majority of the district’s

traditional schools currently in operation. As of the date of the reports used for projecting enrollment, six of the nine schools were operating prekindergarten programs. However, these programs account for a relatively low number of students overall. At this time, the school does not intend to offer a prekindergarten program.

- 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.**

Rationale

As illustrated in the table above, in August 2020, Florida East Coast will open with 270 students; five sections of 18 students each in grades Kindergarten through two. The school will reach maximum grade capacity and maximum student size of 598 in August 2024. By starting off with K-2, the school will purposefully begin as a small school, allowing school leadership to select the strongest teaching candidates through a hiring, recruitment, and retention process that is rigorous and mission-aligned; and, to establish a targeted and comprehensive professional development program for these teachers. The slow growth model will also allow the school to establish a strong foundation of best practices. While expanding to full capacity and deliberately building the school's infrastructure, the slow growth model will also allow the school to establish a strong foundation of best practices. The school's proposed grade configuration aligns with that of the district's, serving K-5 grade students at one site, and preparing them to matriculate into the middle grades.

The VCS student population has been steadily increasing; this trend is expected to continue. Projected capacity information for the 2017-18 school year on the VCS website indicates that, with a few exceptions, each of the surrounding schools is at, or beyond their enrollment capacity. Three of the schools have limited capacity for accepting choice applications.¹ We believe this growth will complement the school's plan to successively grow and maintain enrollment. Recently, growth of the target area surrounding the proposed school location has received recent national attention. In 2016, the Milken Institute's annual publication of the *Best Performing Cities*, the Deltona-Daytona Beach-Ormond Beach area was recorded as the nation's most improved local economy. In addition, Forbes listed the same area as the 4th fastest growing metropolitan area in the U.S. *OneDaytona* and Tanger Outlet Mall are two examples of large scale development projects promoting the growth and sustainability of the surrounding area, which in turn, naturally contributes to the growth of local schools, as families work, reside, and relocate in the surrounding communities. Florida East Coast would, therefore, provide families with the flexibility to choose among diverse educational opportunities within the state's public school system. As a result of the district's anticipated growth, capacity challenges faced by the surrounding schools, and lack of schools of public choice within the area, the school's successive growth can be expected. In addition, parents who work in east Volusia County, but live in other regions of the district, may contribute to the school's successive growth by seeking enrollment, as well as those within nearby districts, such as Flagler County through controlled open enrollment as described within s. 1003.21, F.S. The projected five-year enrollment is slightly below the average of the majority of surrounding schools; if the demand for enrollment increases, the school may seek to expand its facility, with agreement from the district.

¹ (<http://myvolusiaschools.org/planning-business-services/Pages/School-Variance-Request-Process.aspx>)

Section 3: Educational Program Design

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

Educational Program

In alignment to our mission, Florida East Coast believes that students who receive well-rounded educational services and supports that are tailored to meet their educational needs are best equipped for long-range success within their educational and postsecondary endeavors. At Florida East Coast, the delivery of a well-rounded personalized education will be accomplished through the provision of a robust program focused on the whole child that incorporates a balance between the implementation of a challenging academic curricula infused with a concentration on science and mathematics and the integration of other STEM disciplines, and robust social, emotional, behavioral supports. Our balanced educational program is composed of opportunities for project-based learning (PBL), a focus on student well-being inside and out, and positive student connections on campus and within the community. Our carefully designed educational program is aligned to the Florida standards, reflecting FDOE's foundational expectations of what all students should know and be able to do to ensure each student reaches their greatest potential. Delivery of the program promotes the development of competencies needed within today's educational and postsecondary pathways, and as a contributing member within our 21st century. Each component of the educational program has been carefully selected to address diverse needs of the target student population. As described below, it is based on research-based educational practices and teaching methods, and high standards for student learning.

Whole Child Approach to Education

Florida East Coast will take a whole child approach to enhance learning by addressing each student's social, emotional, physical, and academic needs. The Association for Supervision and Curriculum Development (ASCD) tenets of a whole child approach to education focus on healthy students and lifestyles; a physically and emotionally safe learning environment for students and adults; active engagement in learning and connections to the school and broader community; access to personalized learning supported by qualified and caring adults; and challenging academics to equip students for successful participation in a global environment.² Similarly, Florida East Coast is committed to establishing a school climate and culture that is a safe learning environment for students, teachers, and families; providing opportunities for hands-on learning and student engagement through inquiry and discovery; focusing on the development of connections to the school and local community, incorporating universal design for learning (UDL) principles to reduce barriers to learning; and infusing essential mathematics, technology, and engineering elements geared toward 21st century learning. This approach, contributing to the overall well-being of each student, is likely to lead not only to improved student performance, but also to long-term student success for the school's target population.

Healthy Bodies and Healthy Minds

“Leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment

²ASCD© www.wholechildeducation.org

for all students.”³ Florida East Coast will operate under the overarching expectation that students will be healthy by learning and practicing healthy lifestyles. To support this concept, elements related to health and well-being will be evident throughout the campus. At a basic level, the school and classrooms will have age-appropriate visuals to offer regular reminders of the importance of exercising the mind and body, making healthy food choices, and recognizing emotional indicators. For example, rather than simply posting a food pyramid in the cafeteria or a health education room, the school will post more detailed visuals related to the body, muscles, heart health, vitamins, proteins, healthy recipes, and reminders for students in the lunch line to select a balanced meal. The school will also support healthy food choices for students by promoting the consumption of healthy food as part of assisting students in establishing healthy long-term eating habits.

Teachers, administration, and students will set school-wide, individual, and/or personal health goals, which will be used to target particular health needs or areas requiring attention. At a minimum, the students will have 150 minutes of regular physical activity during their physical education special area; however, physical activity will also be integrated into classroom lessons, during brain breaks, and during brief recess times whenever possible. The campus will have an indoor gymnasium, outdoor playground, and green space that can be used to promote physical activity. The outdoor space can also be used to grow a vegetable garden, or other outdoor projects promoting healthy lifestyles. Parents will receive regular updates on particular areas of focus related to health and well-being through newsletters, on the school’s website, through home connection activities, and available literature on campus reflecting the importance of being healthy inside and out.

Florida East Coast recognizes the significance of developing, supporting, and monitoring students’ social, emotional, and behavioral well-being. One example of an emotional indicator visual that may be used for a primary age student is a picture of a red bear signaling anger, or *angry as a bear*; this type of visual can promote awareness and discussion of emotions and related behaviors, supporting the development of emotional health. Other visuals and cues will be fixtures on the campus acting as gauges of emotionality, and to encourage supportive discussions related to students’ overall emotional well-being. As part of the student’s morning routine, morning meetings will be conducted with students that foster discussion, collaboration, and cooperative activities surrounding the concept of healthy minds.

A Physically and Emotionally Safe Learning Environment

Florida East Coast students and staff will be expected to adhere to expectations promoting the physical and emotional safety of others at all times. When students, parents, and visitors walk onto the campus or into the front office, they should expect to be engaged in, and connected to, a positive school climate and culture fostering security and the success of others. School climate will be addressed in detail in Section 8. The school will have established common expectations or norms supporting the school’s culture and ongoing evolution; these expectations will be periodically reviewed for input by students and teachers and updated as needed. As part of establishing and maintaining a safe learning environment and school community, students and staff will hold one another accountable for maintaining and/or improving a safe and student-centered school. Staff and students will also be expected to engage in professional dialogue and

³ Centers for Disease Control and Prevention CDC 24/6 Saving Lives, Protecting People™
https://www.cdc.gov/healthyyouth/health_and_academics/index.htm#7

reflection in support of this sustaining school safety. Administration will ensure that any policies and procedures that could potentially impact or be connected to overall school safety are developed with collaborative input from stakeholders and are in alignment with the school's safety expectations. The school will ensure information is available online, on campus, and disseminated to parents in support of each student learning "in an environment that is physically and emotionally safe for students and adults."⁴

Supportive Staff and School Community

We understand that in order to seamlessly implement an effective educational model, student-centered supportive adults are key to student success. As part of the school's overall positive and safe school culture, "Adults who interact with students at school, and during any extracurricular, co-curricular, and community-based experiences will teach and model prosocial behavior."⁵ Florida East Coast is committed to recruiting, hiring, and retaining supportive staff; and maintaining the expectation that adults who visit, mentor, or serve on campus will diligently make an effort to be supportive models for students. The school's efforts related to parental engagement will incorporate parent education and the dissemination of information related to the benefit of supportive and caring individuals in the lives of students in school, at home, and within the community. Students will be taught to support one another through character building and behavioral and social supports, in order to develop and maintain the sense of school community. Student conferencing, morning meetings, debriefing, informal counseling, and other supportive dialogue will serve as networks for students to learn, practice, build, and apply skills enabling them to be a supportive peer and member of the school. The ultimate expectation is for this same level of care for themselves and others to translate into their home, communities, and throughout their lifespan. Other adults who may visit, mentor, or serve on campus will be expected to uphold supportive behaviors and communication when interacting with students and adults.

Connections through Service Learning

As a part of creating additional networks on campus and in the community, students will engage in service learning opportunities to encourage purposeful connections to the world around them, and generalization of skills related to civic responsibility and citizenship. Service learning content will be embedded within the learning framework as it relates to other academic content and subject matter. The school will emphasize providing service to address a problem, meeting the needs of the school, community, and to contribute to causes or initiatives for the betterment of others. As part of the school's focus on character development and citizenship, students will be supported to continually build their capacity to contribute and engage in their school and community. Through the provision of service learning opportunities as a means of civic engagement, concepts related to character and collaboration will be explicitly taught and reinforced. As a result of service learning and community engagement, the school anticipates possible reciprocal connections with community members in the form of volunteering, mentoring, and other school involvement efforts. As with any service learning project or involvement in the community, parents will be encouraged to support efforts in any way

⁴ASCD, Supporting Educators Yesterday, Today, and Tomorrow <http://www.ascd.org/programs/The-Whole-Child/Safe.aspx>.

⁵Ibid.

possible, which may include offering their time, ideas, collaboration, networking, or simply connecting with their child to stay abreast of their child's important service work.

Challenging 21st Century Learning Curriculum

The school's challenging curriculum, instruction, and unique educational programming aligned to the Florida standards integrates components necessary to prepare our 21st Century learners for educational and postsecondary achievement. Project-based learning, teaching through discovery, and service learning endeavors are integrated throughout the school's implementation of rigorous core content curricula; supporting the development and application of critical thinking and problem-solving skills. The school's educational framework is naturally composed of the *4Cs of Learning and Innovation Skills* recognized by the Partnership for 21st Learning: creativity and innovation, critical thinking and problem solving, communication, and collaboration.⁶ According to the National Education Association, the "number of students leaving our K-12 schools and districts with effective critical thinking, communication, collaboration, and creativity skills...is very uneven. We now know, based on the work of the 21st Century Skills movement, that every child needs these skills to be an effective citizen and participant in the new global economy".⁷

Engaging Students through PBL

In order to ensure students are engaged in learning and connected to school and the world around them, Florida East Coast will incorporate multiple means of engagement to enhance learning opportunities and create meaningful connections for students. One of the primary methods that will be used to provide hands-on opportunities for students, integration of content and concepts, and linkage to the school and community will be through project-based learning. Derived from the work of John Dewey, PBL provides a structure through which students can create and present an authentic demonstration of mastery that is driven by their own interest in a topic and allows them to work within the same parameters as real researchers. Students are presented with a problem, a question, or a situation that has real world impact. In self-selected groups based on the students' interests, they are then responsible for deciding how to explore and/or research the problem; they pose a hypothesis that they set about either proving or disproving; they debate with team members; they analyze data, and they formulate solutions and draw conclusions. Students then present the results of their projects to the larger community.

PBL can take several forms. A traditional project-based activity begins with the teacher assigning a topic to be investigated. A written, oral, visual or multimedia project is created by the students as a culmination of extended study on the topic. *Problem-based learning* is focused on the process of solving a problem and acquiring knowledge. It generally begins with the teacher presenting a challenge or a problem to be solved instead of a topic to study. The students investigate and solve a real-world problem. They must identify what they already know and need to learn, and then they find and apply knowledge. *Inquiry-based learning* is focused on questioning, critical thinking, and problem solving. Students explore a question in-depth and ask further questions to gather knowledge. Inquiry-based learning is similar to problem-based, but in this version of PBL the students themselves generate the question or challenge to be addressed.

⁶ 21st Century Early Learning Framework, P21, Partnership for 21st Century Learning. September 2017.

⁷ Preparing 21st Century Students for a Global Society, An Educator's Guide to the "Four Cs". National Education Association

PBL is facilitated by the teacher and carefully observed to ensure that students are meeting benchmarks and not veering off course in their investigations and inquiries. As students navigate the process of planning and executing the project design, they gain confidence, organizational skills, the ability to re-calibrate mid-project, interpersonal skills, communication skills, and the excitement of discovery. They continue their development as active learners, constructing knowledge instead of simply receiving it. During PBL activities, students will engage in collaborative communication as they discover how academic content intertwines and the skills needed to collectively solve real-world problems. Opportunities for PBL will incorporate a concentration on STEM disciplines, and the integration of related content.

Focus on Science & Mathematics and Integration of STEM Disciplines

As educational, career, and college pathways continue to evolve, the role Science, Technology, Engineering, and Mathematics (STEM) disciplines play in a student’s educational career are significant when considering long-range success. By infusing digital tools and technology to support blending learning opportunities, and emphasizing instruction toward the other STEM disciplines, students will have access to a foundation geared toward educational and postsecondary success. Through PBL and related activities, students will engage in learning that incorporates science and mathematics beyond regular allotted instructional time focusing on the subject matter in isolation. Other school-wide, team, and grade level activities will strategically target STEM disciplines while creating cross-curricular connections. Inclusion of engineering instruction naturally supports inquiry-based learning and education across disciplines.⁸ By strategically including engineering into the learning process, students will be able to hone in on their design, teamwork, and creativity, and explore the relationship between engineering, careers, and the world around them.

Universal Design for Learning

UDL principles will be incorporated within Florida East Coast’s framework for teaching and learning to reduce learning barriers for students, and in response to diverse and individual learning needs of the school’s student body. The school recognizes that at any school, approaches to personalized learning and UDL are critical to meet the educational needs of students, as “individual variability is the norm, not the exception”⁹ The school will ensure that the principles of UDL are taken into account to address broader school issues such as scheduling and intervention time, curricular decisions, staff roles, and assessment. As part of the school’s educational programming, digital tools will be used to support blended learning efforts and approaches to personalized learning. The school’s educational program is geared toward ensuring personalized learning to meet students’ unique needs and is inherent in the school’s efforts related to the use of digital and technological tools, learning through inquiry, and whole child approach.

- 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.**

⁸TeachEngineering curriculum for k-12 educators <https://www.teachengineering.org/k12engineering/why>

⁹ National Center on Universal Design for Learning, CAST, Inc.© 2012.

Florida East Coast will offer a safe, supportive learning environment in which students work for, and achieve mastery of, rigorous academic standards. Project-based classrooms will be highly interdisciplinary by nature, each subject playing a role in the larger questions that students address in their research and reporting. Students work together on all aspects of projects, from planning to research and data collection to reporting on findings. This work drives social development and interpersonal problem solving, as well as communication and leadership skills. Because work is communal in nature, groupings are flexible and easily accessible for student use. Further, given PBL classrooms are active and constructivist, students will be able to move freely to meet their own intellectual inquiry needs and to access tools available to them to continue to build their skill sets and their knowledge. Interactive classes will foster movement, space and opportunity for group and team collaboration, access to technology, independent work stations, and small group or individual teacher to student working areas. The structure of the classroom will be fluid in nature and allow for flexibility in order to adjust to student need and the student learning process. All students will be engaged in collaborative learning opportunities through PBL. Further, alignment with its mission, this learning environment will ensure students remain healthy, safe, engaged, supported, and challenged. Class size will be in accordance with ss. 1003.03 and 1002.33(16)(b)3., F.S. (i.e., maximum number of students assigned to each core curricula course will not exceed a school average of 18 for kindergarten through grade three and 22 for grades four through eight).

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

Research Base and Support for Whole Child Education

Research related to educational approaches concentrating on the whole child describe the need to deliver a well-rounded challenging education to students that is comprehensive in nature in order to prepare them for long-term success in the 21st century. Current rigorous Florida standards and high grade-level expectations, in conjunction with selected curricula and instructional strategies, are the basis for establishing students' background knowledge of core content. *Making the Case for Educating the Whole Child* specifies that a "strong foundation in reading, writing, math, and other core subjects is still as important as ever, yet by itself is insufficient for lifelong success."¹⁰ In order to seamlessly implement instruction in core content and make learning meaningful to students, teachers who are student-centered, caring, and able to make connections to students are critical to student achievement. A snapshot of findings supporting the need for a whole child approach to learning in each of its broad categories is captured below:

Data suggests that physical activity can have a positive impact on skills that are linked to student achievement, such as improved concentration, maintaining sustained attention, and behavior.¹¹ Resources indicate physical activity can also positively impact attendance and grades. On the contrary, insufficient diets and food intake have been linked to lower grades and attendance, grade retention, and poor concentration.¹²

¹⁰Making the Case for Educating the Whole Child, ASCD Learn. Teach. Lead. 2012

¹¹The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, July 2010.

¹² Health and Academic Achievement, National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, CDC, May 2014.

In a New York study, based on teacher survey results related to school climate obtained and analyzed over a four-year period, school climate indicators were tracked and compared with student achievement data and rates of teacher retention. The study focused on indicators related to leadership, expectations, relationships, and safety; each measure was linked to decreased teacher turnover, and improvements both big and small in high stakes assessment scores.¹³ Another study was conducted in Miami-Dade County Public Schools over a three-year period, that analyzed annual student school climate results in 359 schools, 229 of which, were elementary schools. Random samples of students were selected annually to complete the surveys. The study concluded that a 1 percentage point increase in the average school safety score improved the school's combined statewide assessment score on average, by eighteen points; which was a six percent change at most.¹⁴

Given the concept that during the school year, youth typically spend more hours at school with other adults than they do during hours at home with their parents or guardians during hours when they are awake, and that often times between homework, errands, activities, parents' work schedules, and other obligations, quality time dedicated toward doing things of a child's choice with a caring adult can be limited. In some circumstances when a child's school day is more stable or fulfilling than their home life, adults at school may play an even more significant role to students. Given the multi-layered issues impacting a child's need for supportive and caring adults at school, relationships can make or break the effectiveness of an educational program. Strengthening connections with teachers, other adults, peers, curriculum, and overall school culture is imperative in improving school environments, as well as other indicators linked to academic achievement such classroom engagement and attendance.¹⁵ Additional research noting the similarities between PBIS and school climate reform indicates that they both are school-wide efforts, focused on supporting positive change, and supporting student learning and student-family-school partnerships, amongst additional parallel elements.¹⁶ Florida East Coast recognizes the implications of ensuring connectivity amongst all students, educators, school leaders, and families working in concert toward common goals to achieve success inside and outside of the classroom academically and through social learning outcomes.

Research Base and Support for Service Learning

When considering engagement as a skill needed in school, work, or leisure, throughout someone's lifespan, and as "a strategic process for learning and an accountability outcome unto itself"¹⁷, it is essential for schools to understand the evolution of students, and what promotes their engagement in the classroom and other aspects of their education. Although today's learners may have differences than those 20 years ago, student engagement is not a new concept

¹³ School Conditions Matter for Student Achievement, New Research Confirms, Alex Zimmerman, March 2016.

¹⁴ Duszka, Christopher, Florida International University, The Effects of School Safety on School Performance, Vol.2 No. 8; August 2015.

¹⁵ Jones, M., McClure L., and Yonezawa, S. (2010). Can School Structures Improve Teacher-Student Relationships? The Relationship between Advisory Programs, Personalization and Students' Academic Achievement, University of California, San Diego, 3.

¹⁶ Cohen, Jonathan (2014). School Climate Policy and Practice Trends: A Paradox. Teachers College Record The Voice of Scholarship in Education.

¹⁷ Improving Student Engagement, Current Issues in Education, Mary Lou Fulton Teachers College; Volume 14, Number 1.

linked to student attendance and positive outcomes. “The use of engagement strategies is a powerful teaching tool critical in promoting children’s achievement because it focuses children on learning; supports learning specific skills and concepts; and provides children positive associations with learning.”¹⁸ As it relates to forms of engagement such as service learning, research noted that service learning opportunities are least likely to be offered to students in elementary school, due to administrators’ perceptions that students are too young. However, research indicates that youth’s participation in service learning is linked to the likelihood of “lifelong” service learning participation.¹⁹

Research Base and Support for a Challenging 21st Century Learning Curriculum

The research base for infusing technology and digital tools within instruction in extensive and growing exponentially as States, school districts, institutes of higher education, and educational foundations and organizations provide grant funded opportunities for both large- and small-scale pilot and replication studies.

Findings from four recent meta-analyses reveal that blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone.^{20, 21, 22} One theme that has emerged from the research to date is that simply adding technology to K-12 environments does not necessarily improve learning. Rather, what matters most is how students and teachers use technology to develop knowledge and skills. Successful technology integration for learning generally goes hand in hand with changes in teacher training, curricula, and assessment practices.^{23, 24, 25} Overall, the literature indicates that successful technology integration is most likely to occur when:

- students play an active role in their learning and receiving frequent, personalized feedback;
- students critically analyze and actively create media messages; and
- teachers connect classroom activities to the world outside the classroom.

¹⁸ Jablon and Wilkenson, *Innovative Practice, Using Engagement Strategies to Facilitate Children’s Learning and Success; Beyond the Journal; Young Children on the Web*; March 2006.

¹⁹ *Community Service and Service-Learning in America’s Schools, Issue Brief*; November 2008; www.nationalservice.gov.

²⁰ Cheung, A., and Slavin, R.E. (2011). *The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis*. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

²¹ Tamim, R.M., Bernard, R.M., Borokhovski, E., Abrami, P.C., Schmid, R. F. (2011). *What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study*. *Review of Educational Research*, 81(1), 4-28.

²² Means, B., Toyama, Y., Murphy, R., Bakia, M., and Jones, K. (2009). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation and Policy Development.

²³ Zucker, A.A., and Light, D. (2009). *Laptop Programs for Students (PDF)*. *Science*, 323, 82-85

²⁴ Bebell, D., and O’Dwyer, L.M. (2010). *Educational Outcomes and Research from 1:1 Computing Settings*. *The Journal of Technology, Learning, and Assessment*, 9(1)

²⁵ *Innovative Teaching and Learning Research (2011). Findings and Implications*

Florida East Coast's emphasis on active and personalized learning, facilitation of higher order thinking, and integration of PBL will support the successful integration of technology. Not only does the infusion of technology support the attainment of skills needed for 21st Century learners, but it is embedded as an educational tool within the school's science and mathematics concentration and framework, and integration of other STEM disciplines.

Creating an Indicator of K-12 Classroom Coverage of Science, Technology, Engineering, and Math (STEM) Content and Practices, describes some of the budding possibilities of implementing the use of digital tools in the classroom. The report describes how the implementation of technology can serve multiple purposes. The authors connect the original intent of many technological tools to student learning and instruction. However, other benefits of technical systems, programs, and tools include providing feedback to teachers to assist with planning targeted instruction and compiling information used to gauge instructional practices, which serve as a secondary or tertiary benefit for students and educators.²⁶

The aforementioned publication highlights some of the benefits of infusing technology into the classroom for students, teachers, and entails the multi-faceted use of technological tools; including the need and benefit of having timely user-friendly data available to inform instruction and ongoing student progress and related monitoring activities. In addition, the critical role of instructional staff as a facilitator of instruction and one who assures student engagement was one of the important areas highlighted. This is of significance when planning for the application of technological resources in the classroom to ensure technology does not supplant instruction, but compliments the learning process, while preparing students to perform in an advancing technological world.

Research Based and Support for Engaging Students through PBL

PBL is an alternative to textbook-driven instruction that has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Studies comparing learning outcomes for students taught via PBL versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning.^{27,28}

Compared to traditional instructional methods, students engaged in small-group learning achieve better, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments.²⁹

²⁶ Hamilton, Stecher, & Yuan (2017). *Creating an Indicator of K-12 Classroom Coverage of Science, Technology, Engineering, and Math (STEM) Content and Practices*, RAND Cooperation.

²⁷ Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *The Interdisciplinary Journal of Problem-Based Learning*, 3(1).

²⁸ Walker, A. & Leary, H. (2009). A problem-based learning meta-analysis: Differences across problem types, implementation types, disciplines, and assessment levels. *Interdisciplinary Journal of Problem-based Learning*, 3(1).

²⁹ Johnson, D. W., Johnson, R. T., & Stanne, M. E. (2000). *Cooperative learning methods: A meta-analysis* (PDF). Minneapolis, MN: University of Minnesota Press.

In a review of literature on the effectiveness of PBL in prekindergarten through grade 12 classrooms, several significant findings were identified.³⁰ PBL was perceived positively by participants, and described as fostering greater engagement with the subject matter. Students reported enjoying the active, hands-on approach to content, as well as improved perceptions of the subject matter. In studies of the effects of PBL on categories of learners or learner characteristics associated with school failure in traditional classroom situations, teachers reported that the real-world focus of the projects allowed students who did not generally shine in academic discussions to share their knowledge about subject-matter that was familiar and accessible. Teachers also reported a reduced need for disciplinary actions during project-based study, citing increased student engagement as the chief reason.

In a study targeting middle school students and science education, researchers from the University of Michigan, the University of Arizona, and Detroit Public Schools studied 5,000 students in grades seven and eight.³¹ Half the students received traditional science instruction and half were taught using a PBL-based science curriculum. The students in the PBL group engaged in long-term collaborative investigations. These students scored higher on the state assessment, and the gains lasted more than one year. The authors concluded that when the curriculum is highly specified, developed, and aligned with professional development and administrative support, inquiry-based curriculum can lead to standardized achievement test gains.

Research Base and Support for Integrating STEM Disciplines

The research in support of implementing an educational program focusing on science and mathematics, emphasis on technology, and incorporation of engineering concepts in preparation for contributions within the 21st century global economy is key when considering the school's integration of STEM disciplines within the educational program. "STEM...disciplines are considered key to the scientific and economic improvement of the nation."³² Florida East Coast students will benefit from being provided a foundational focus on STEM disciplines through the educational program that are embedded within PBL opportunities.

The school plans to devote attention to professional development and ongoing learning opportunities for instructional personnel, administration, and/or support staff to ensure they have the capacity to support and implement PBL in its true sense, and to ensure proper alignment across content areas, learning goals, and student need. Opportunities for engagement in PBL supports the school's goals for content integration, student attainment of higher order thinking skills, and promotes a collaborative learning culture and related skills needed to be successful in the educational environment and society. By combining the forces of PBL, while concentrating on STEM concepts, students will receive a multi-faceted approach to 21st century learning.

³⁰ Holm, M. (2011). Project-Based Instruction: A review of the literature on effectiveness in prekindergarten through 12th grade classrooms. *Rivier Academic Journal*, (7)2.

³¹ Geier, R., Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

³² Mong J., Christopher. Addressing STEM Education Needs: The Case for Adopting a PBL Approach. *Educational Technology* May-June 2013.

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

See Attachment B for sample daily schedule; annual school calendar; and annual number of days and hours of instructional time.

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

Services that Support the Attainment of State-Adopted Standards

Florida East Coast's educational program has been designed to actively engage all students in learning, inherently creating a learning environment where content integration and hands-on experiences provide students with opportunities to attain information embedded within the state-adopted standards. Teachers, understanding the importance of ensuring that all students access and master standards, utilize UDL principles to make instruction accessible and reduce learning barriers; while providing engaging learning opportunities to students with wide-ranging learning needs. Responsive to student need, while employing the school's mindset, that all students can learn given high expectations and instructional supports and strategies aligned to individual need, as well as robust opportunities to engage in active learning, teachers promote the attainment of academic content and standards. In addition, teachers will be held to the same high expectations geared toward teaching for in-depth understanding of content. Florida East Coast acknowledges their responsibility to serve students from a variety of educational backgrounds and with diverse educational needs.

Through the school's MTSS infrastructure described in more detail in Sections 4 and 5, students who are not making adequate progress toward mastery of grade level Florida standards, and/or students with special learning needs (e.g. English language learners (ELLs) and students with disabilities), will have access to supplemental and intensive interventions designed to remediate and target deficit skills identified through the problem solving process. The administrative team and appropriate designated staff at the school will closely oversee the implementation of individual educational plans (IEPs) and Section 504 plans for students with disabilities, EPs for gifted student, and ELL plans in accordance with district and state requirements.

Through the implementation of a rigorous educational program with a concentration on mathematics and science, integration of STEM disciplines, the meaningful inclusion of technological tools, and creation of deliberate opportunities that facilitate active learning and critical thinking, Florida East Coast will create an optimum experience for student learning. By connecting students to learning through content integration and hands-on experiences, students will be able to attain information embedded within the respective standards, apply their knowledge, and generalize their learning to other school and life experiences.

The instructional materials for each subject have been selected with careful consideration both for their alignment with the relevant standards and for their suitability in meeting the needs of the widest range of student abilities. Specific components that will be available at Florida East Coast include but are not limited to the following:

- A comprehensive assessment program involving the use of a variety of student assessments, including, but not limited to, state and district assessments, progress monitoring assessments and tools, teacher created assessments and formative assessments, district/school created baseline and interim assessments, and test generators aligned to the Florida standards. These instruments will be used to evaluate whether students are making adequate progress toward

the standards, and to identify students who require remediation, interventions, or who may not be making adequate progress toward the standards.

- Quality instructional materials that align with the Florida standards addressing all content areas, combined with instructional frameworks aligned with the standards, and balanced with instructional methodologies geared toward attainment and application of knowledge
- A fully functioning multi-tiered system of supports (MTSS) leadership team and student-specific problem-solving teams will be implemented, using FDOE's Guiding Tools for Instructional Problem Solving (GTIPS) and any district-developed MTSS implementation manuals or other written guidance as operating guides. The teams will conduct ongoing evaluation of core and supplemental curriculum and interventions as well as implement the problem-solving process for individual students who are experiencing academic or behavioral challenges
- An online student information system will be made available to enable the school's administration, teachers, students, and parents to share and access information quickly and efficiently. Functionality such as parent access to students' grades and regular posting of homework assignments will foster communication and family involvement and support. At this time, we anticipate utilizing the same systems as VCS, including but not limited to: CrossPointe (if applicable), Pinnacle, Eduphoria, and the district's internal online IEP system, and/or FocusSchool upon its rollout within the district.

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.**

Core Academic Curriculum

Through Florida East Coast’s whole child focus; use of PBL; and, emphasis on 21st century learning; science and mathematics and STEM disciplines, and digital tools, we will offer students a highly engaging and comprehensive approach to learning. Our curriculum will include other areas to enrich the educational programming of the whole child such as character, citizenship, and service learning to support the acquisition and application of skills needed throughout their lifespan. The educational program is designed to support students with wide ranging learning needs; including students with disabilities and gifted learners. It will also be appropriate for students below, at, and above grade level. Curriculum and instruction will be in alignment with our mission and the Florida standards; it will be provided within a multi-tiered system of supports as outlined by the within the district’s ESE Policies and Procedures (SP&P) document. The education program has been designed to ensure all students will be prepared to achieve Florida standards.

Taken together, the school’s educational program design, Florida’s academic standards, the specific content to be covered in the courses we will offer, and the particular research-based instructional materials we have selected or are considering, comprise the curriculum to be implemented at the school. To focus attention on the critical ideas and information essential to each content area and course, curriculum maps will be utilized by the school’s administration and teachers. We will utilize available VCS curriculum maps to the extent practical, as a foundation and resource to ensure standards are addressed in a logical, coherent, and sufficiently comprehensive manner. Using district maps as a guide, school administration and teachers will develop maps and/or curriculum crosswalks in alignment with instructional material that is not used by the district, standards, assessments, and recommended pacing.

Curriculum mapping and cross-walks are extremely useful tools for creating a “big picture” for curriculum decision making, as the maps allow teachers to document the relationships between every component of the curriculum, including content and standards, instructional materials, and assessments. They foster team cohesiveness and buy-in from all stakeholders within the school, and provide guidance to teachers in their content area along with the flexibility to address each individual learner’s needs. The benefits of curriculum maps include:

- Organizing instruction into a clear timeline
- Identifying opportunities for integration across curriculum areas
- Identifying gaps and redundancies in instruction
- Matching instruction to assessment
- Communicating instructional plans to administrators, teachers, parents, and students

It is our expectation that final decisions regarding the specific instructional materials to be used by the school will be made once the principal is hired. However, as described throughout this application, to the extent appropriate given our educational program, we intend to adopt instructional materials, assessments, and other resources currently in use within district unless another product is better matched to Florida East Coast's educational model, or to supplement areas of enrichment and needs of students. In conjunction with core content and special areas, instruction will reflect the whole child focus of the school, including physical and emotional health and wellness, citizenship, and character.

English Language Arts (ELA)

Florida East Coast's commitment to offering students a comprehensive education begins with academic excellence in reading, writing, oral communications, and the interpretation of literature. The school understands the critical nature of providing a strong foundation in the area of reading, and ensuring the provision of a robust language arts program. The school's language arts program will reflect critical and creative thinking and inspire active engagement in reading, writing, speaking, listening and viewing. Moreover, Florida East Coast will emphasize the interdisciplinary nature of language arts skills such as listening, speaking, reading and writing across all curriculum areas and grade levels.

The Language Arts Florida Standards (LAFS) will drive instruction in all content areas. Our teachers will utilize benchmarks for language arts instruction/coursework to prepare students for mastery of the standards. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in the elementary grades and beyond.

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

ELA – Reading

Florida East Coast recognizes that the educational needs of students vary widely, including those in the area of reading; we anticipate the enrollment of students who are experiencing, or will experience reading challenges; and potentially those who may be performing multiple years below grade level reading expectations. We also acknowledge that students who are performing at or above expectation, will need to be pushed and enriched to make continual growth. In order to meet the expansive needs of our students and to enable students to attain Florida standards and demonstrate Florida East Coast will implement a challenging and comprehensive reading program in which:

- leadership is guiding and supporting the initiative;
- the regular and systematic analysis of data drives all decision-making;

- decision-making is student centered;
- professional development is systemic and is targeted at individual teacher needs as determined by analysis of student performance data;
- measurable student achievement goals are established and clearly described; and
- appropriate research-based instructional materials and strategies are used to address specific student needs.

A charter school has the option of adopting its sponsoring district's Comprehensive Research-Based Reading Plan (CRRP), but is not required to do so. That said, reading must be a primary focus of every charter school; there must also be a curriculum and set of strategies for students reading at or above grade level, and a separate curriculum and strategies for students reading below grade level. Florida East Coast will use the majority of progress monitoring, benchmark assessments, and supplemental and intensive interventions outlined within the Volusia County CRRP in addition to those outlined within our selected core instructional materials. In addition, the school will use materials the district utilizes as part of its core instruction, but in a different form, and for a different purpose; as the school plans to use SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and SIPPS Plus as reading intervention programs for students in grades K-5, depending upon their respective grade level. Sample SIPPS and SIPPS Plus lessons are included in Attachment C. The use of SIPPS as an intervention program aligns with one of the uses identified within the district's CRRP. All of the instructional materials we have selected are research-based, proven effective, and commonly used in districts throughout the state, including those serving a similar population. We strive to ensure that reading skills are integrated throughout content areas to support meaningful student connections to literacy, and generalization beyond their scheduled literacy block. Our reading curriculum is described in detail in Attachment D.

ELA – Writing

As part of building a solid literacy foundation, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. While some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to any type of writing, others are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. As students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources.

To meet these goals, teachers will be expected to provide students significant opportunities and time to write, producing numerous pieces over short and extended time frames throughout the year. All students will be required to write on a daily basis across the curriculum (i.e. informative, persuasive and creative writing). Each class will be responsible for an ongoing writing project that is appropriate to each grade level beginning in kindergarten. Writing strategies such as prewriting, drafting, revising, editing for language conventions, and publishing will help develop effective writers and enhance student performance on district and State writing assessments. The use of technology in the writing process will further enhance the program, as students publish their works.

The writing process will be taught using the 6+1 Traits of Writing. The original Six Traits model identified the key characteristics of quality writing: ideas; organization; voice; word choice; sentence fluency; and conventions. 6+1 enhances the model with the addition of one more trait: presentation. 6+1 provides a systematic approach for looking at writing one part at a time. Since writing is such a complicated activity, this approach helps both teachers and students break down the task and understand it better. By focusing on only one trait at a time and giving teachers and students a common vocabulary for talking and thinking about writing, this complex activity is made much more manageable. Students learn to be constructively critical of their own work and to improve the quality of their writing.

We will implement a Writer's Workshop approach based on the work of Lucy Calkins and the Teachers College Reading and Writing Project. As in a professional writer's workshop, each student in the class is a working author. The role of the teacher is that of a writing professional and peer coach who guides the authors (i.e., students) as they explore their craft. The workshop itself comprises four essential stages:

- Mini-lesson* (5-10 minutes) – Short, teacher-led discussion or lesson used to deliver explicit instruction focused on a single aspect of writing
- Status of the class* (2-5 minutes) – Quick check of what each student is working on
- Writing time (20+ minutes) – Students write; teacher writes and/or conferences with individual or small groups of students
- Sharing (5+ minutes) – Writers (students and teacher) read what they have written and seek feedback from their audience

* Mini-lessons and status of the class need not be implemented daily; mini-lessons may only be needed twice per week while status of the class may only be needed once per week.

Combining 6+1 with Writer's Workshop with Curriculum Associate's Ready Writing will help our teachers deal with one of the most common challenges of student-focused learning by giving the workshop focus and direction over time. While the workshop model provides freedom and flexibility for students to explore, using 6+1 as the foundation for writing instruction and assessment gives both students and teachers a comfortable structure in which to work. Based on our initial reviews, we believe that a combination of the McGraw Hill Wonders literacy material, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Reading/Writing Workshop resources, as well as Curriculum Associates' Ready Writing for grades kindergarten through five will meet the needs of our student body. Through the implementation of a systematic approach to writing instruction in conjunction with our selected materials and educational programming, students will learn and practice critical writing skills as a foundation to the development of cohesive writing skills.

Mathematics

We understand that the youngest math students learn by manipulating concrete materials and internalizing understanding which later translates to abstract mathematical concepts. Easily accessible, tactile materials allow students to practice concepts like sorting, counting, addition, subtraction, multiplication and division in a way that is recursive and natural to their mode of learning. As students progress through mathematics literacy and skill building, they are able to make the shift from concrete problems and manipulatives to abstract concepts like long division and multiplication. By incorporating a focus on STEM disciplines, the school's curriculum makes the shift easier and more relatable, by tying the more abstract concepts to real world

problems rather than presenting them in isolation. Mathematics becomes interdisciplinary, useful and engaging, spurring further inquiry and skill building.

The Standards for Mathematical Practice³³ describe varieties of expertise that schools should seek to develop. Students should be able to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Through the strategic delivery of Florida East Coast’s academic program, the development of the skills above is naturally supported; and highlighted through the school’s emphasis on STEM disciplines, learning through PBL, discovery, and collaborative communication. Research in project-based learning as it relates to its impact on achievement, has found that the development of math skills and math reasoning are positively impacted when students make learning connections through inquiry and discovery. When comparing traditional instructional methodology in mathematics to those embedded within PBL, non-traditional instructional methodology (PBL) has been found to provide a more flexible and outside of the box approach to mathematics; while traditional math instruction creates a more confined or rule-bound outlook for students.³⁴

Mathematics instruction at Florida East Coast will integrate basic skills development with problem solving. Students will develop mathematical fluency and application skills through exploration and connection; we believe there is more than one way to approach, solve, and apply mathematical problem-solving skills that yield to correct responses. By allowing students to embrace learning approaches and strategies that work best for them, we believe students will be able to generalize content and skills beyond the classroom. By guiding students toward independent problem-solving and connections to learning, our students will develop their own mathematical “toolkits” and foundation. The school’s educational model gives students the opportunity to discover real-world application for mathematics within the community across disciplines; this aligns directly with the findings of the National Council of Teachers of Mathematics which state that, in order for students to receive a high quality mathematics education, they must understand the need for mathematics in everyday life.

The school anticipates using Progress in Mathematics published by William H. Sadlier, Inc. This comprehensive program is fully aligned to the Common Core State Standards (CCSS), and provides crosswalks for each grade level demonstrating the correlation of program content to the CCSS. Each lesson incorporates deliberate skill practice, the use of math models, language, and vocabulary; the application of problem-solving, and reading and written expression skills. Florida East Coast is also considering the use of Curriculum Associates iReady Math as a

³³ Common Core State Standards Initiative Preparing America’s Students for College & Career (retrieved from www.corestandards.org/Math/Practice/)

³⁴ Thomas, John W., Ph.D., (2000). A Review of Research on Project-Based Learning.

supplemental support to provide a prescriptive measure for diagnostic, intervention, and instructional purposes.

Science

Florida East Coast’s science curriculum is aligned to Florida’s Next Generation Sunshine State Standards for Science (NGSSS) and full of rich opportunities for student exploration and problem-solving. In conjunction with our proposed use of Houghton Mifflin Harcourt’s *Science Fusion* materials, and in connection to the school’s focus on STEM principles, approaches to science instruction are connected to the National Academies of Sciences, Engineering, and Medicine’s *Framework for K-12 Science Education*, which is based upon key underlying principles. The framework consists of a multi-dimensional approach to science, and a progression of practices across grade levels. Our students will experience a similar approach as teaching and learning will align with required standards. Kindergarten through grade two will emphasize observations and explanations related to direct experiences; and in grades 3-5, students will experience simple models that help explain observable phenomena. Teachers and students in grades K-2 will strive to develop scientific thinking, argumentation, and reasoning in the context of familiar phenomena to establish a sustainable learning process. The school is committed to provided science instruction that supports the following ideologies:

- Children are born investigators who are able to engage in complex problem-solving and “sophisticated” thinking regardless of their socioeconomic backgrounds or experiences.
- Instruction and related practices will focus on essential core ideas to ensure students experience a deeper understanding and connection to learning activities and experiences.
- Learning is progressive in nature and continues throughout the lifespan.
- Science and engineering involve knowledge and practice, mathematics, social skills, and collaboration.
- Classroom and learning experiences must link to students personally to promote meaningful and long-lasting “attraction to science”.
- All students will be afforded equitable learning experiences.³⁵

The NGSSS are comprised of the following Bodies of Knowledge and associated Big Ideas:

- Nature of Science
 - ✓ The Practice of Science
 - ✓ The Characteristics of Scientific Knowledge
 - ✓ The Role of Theories, Laws, Hypotheses, and Models
- Earth and Space Science
 - ✓ Earth in Space and Time
 - ✓ Earth Structures
 - ✓ Earth Systems and Patterns
- Physical Science
 - ✓ Properties of Matter
 - ✓ Changes in Matter
 - ✓ Energy Transfer and Transformations

³⁵ A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Chapter: 2 Guiding Assumptions and Organization of the Framework. (2012) The National Academies of Sciences Engineering Medicine.

- ✓ Motion of Objects
- ✓ Forces and Changes in Motion
- Life Science
 - ✓ Organization and Development of Living Organisms
 - ✓ Diversity and Evolution of Living Organisms
 - ✓ Heredity and Reproduction
 - ✓ Interdependence
- Computer Science
 - ✓ Personal, Community, Global, and Ethical Impact
 - ✓ Communication and Collaboration
 - ✓ Communication Systems and Computing
 - ✓ Computer Practices and Programming

Florida East Coast will encourage exploration as a tool to expand understanding of the world around us. Students will learn about the scientific process by carrying out simple experiments and will learn scientific theories and concepts through texts that encourage an active, hands-on approach to science. As a primary guiding tool within the school's science curriculum, our *Science Fusion* materials provide a combination of print, hands-on, and digital curricula promoting a foundation for active engagement and addressing varying learning needs. Materials include a STEM program as a way of presenting real-world problems, and video-based projects used to prompt higher order thinking. This connection to STEM and 21st-Century skills, also infuses a technology and engineering section for kindergartners, and a spiraled curriculum focused on technology and coding for students in grades one through five. Cross-curricular elements within the materials involving reading, writing, math, and vocabulary offer an integrated framework to learning. Daily lessons include options to incorporate hands-on and/or virtual labs within the learning process. These materials are clearly aligned to state requirements, the schools vision and mission, and educational programming. As a useful resource for presenting and incorporating STEM disciplines within our program, we will utilize activities and related tools for lesson planning available on CPALMS to compliment teaching and learning.

In addition to advancing their knowledge of science, learning that will occur through the school's PBL, will allow students to hone their interpersonal and written communication skills as well as their negotiation/debating skills. Students will use small- and whole-group discussions to engage in peer review, posing alternative scientific explanations and discussing sources of experimental error. They will use labeled drawings, writings, and concept mapping to develop and support scientific explanations. As these activities become the baseline for instruction as teachers help students construct explanations aligned with scientific knowledge. Teachers will assist students in evaluating their own explanations, as well as explanations offered by scientists.

Cross-disciplinary connections such as the impact of scientific discoveries on social and environmental policies will be strategically incorporated into lessons and projects. Instruction will also teach the need for safety, and appropriate safety measures, protocols, precautions, and procedures for the science classroom and "experiment-rich" environments. The procedures that ought to be taken when conducting experiments (use of goggles, handling chemicals, etc.) and safety protocols will be adhered to and taught to students. All labs will be conducted in a safe environment (e.g. with access to eyewash and use of goggles for teachers and students, as appropriate) and safe storage guidelines will be taught and adhered to; appropriate disposal of chemicals will be taught and done by approved contractors.

Social Studies

Florida East Coast is committed to offering an engaging social studies interdisciplinary curriculum focusing on the NGSSS for Social Studies, as the foundation for social studies instruction. The school anticipates using the McGraw-Hill *Florida Social Studies* material; the six social studies domains that will be covered in kindergarten through grade five are provided in the table below.

Social Studies Standards by Domain – Kindergarten through Grade 5

Grade(s)	American History	Civics and Government	Economics	Geography	World History
K	✓	✓	✓	✓	
1-3	✓	✓	✓	✓	
4-5	✓	✓	✓	✓	✓

Our emphasis on citizenship as part of the school’s overall culture will be supported as part of the social studies curriculum. Citizenship topics will be presented to students using an interdisciplinary approach prompting students to relate to the world around them and generate collaborative solutions to real-world problems. The school plans to use Population Education’s *Counting on People: K-5 Activities for Global Citizenship* to support student’s understanding of issues related to citizenship. *Counting on People* will be used as an instructional resource and material to connect students to the world around them while developing skills in mathematics, literacy, technology, and critical thinking. The basis of the program is centered around human geography and ecology, population growth and resource use, and the relationship between wildlife and healthy ecosystems. Through our interdisciplinary approach, the school’s expectation is to ensure students are offered ample opportunities to read, discuss, and write about social studies content and related topics. *Counting on People* provides deliberate connectivity to STEM disciplines. In conjunction with blending literacy and social studies content, while infusing STEM elements, we intend to offer hands-on opportunities for learning, and expose students to civil engagement opportunities as part of carrying out the school’s mission and vision.

Instructional Strategies

Florida East Coast has chosen both curriculum and delivery methods that will meet or exceed Florida’s standards. In addition to being aligned to the LAFS, MAFS, and the NGSSS, our proven-effective curricular choices support a student-led, interdisciplinary, active, inquiry-based learning environment. The curriculum is developmentally appropriate and, coupled with carefully selected instructional materials and strategies, it provides access to STEM disciplines; engagement through interactive and interdisciplinary approaches; and social and emotional learning through character, citizenship, and collaborative classrooms; addressing the needs of a diverse learning population at its core.

Teachers and administrators serve as educational guides and facilitators as they strive to build meaningful, productive relationships with every student they serve. Learning is collaborative, teaching respect for each individual’s ideas while building interpersonal communications skills. Florida East Coast believes in educating the whole child in a thoughtfully prepared holistic environment that nurtures students physically, emotionally and intellectually. The following instructional strategies will accommodate a wide variety of learning styles and needs:

- Student-centered – Each student is a unique learner with a specific learning style and learning needs. At Florida East Coast, we understand that students need to move through curriculum and standards at a pace that makes sense for their learning needs and leads them through small successes to mastery. We want students to engage with material that inspires them to learn, builds their confidence and helps them understand the subject area content most effectively.
- Inquiry-based – As students work as active learners, they become invested in their own learning process. They follow their natural curiosity, exploring connections and probing the curriculum and instructional materials for further knowledge independent of or facilitated by the teacher.
- Interdisciplinary – Content and application help students learn more effectively. At Florida East Coast, we believe active learning, applying concepts across disciplines to engage in inquiry and investigation, helps students develop critical thinking skills and make cross-disciplinary connections that have deeper meaning and are more easily retained.
- Cooperative/Collaborative – Teachers will guide small heterogeneous groups to increase communication and team-building skills. While we believe children are naturally inquisitive problem solvers, we also understand that the skills needed for effective collaboration and group work must be explicitly taught and modeled.

Differentiation

Almost by definition, inquiry-based learning is designed to meet the instructional and developmental needs of the widest range of students. Hands-on projects can provide students who may sometimes feel "left out" with the chance to show their strengths and feel included in the classroom. Projects are effective for ELLs because reading and writing is purposeful and connected to personally meaningful experiences. ELL students also benefit from the peer interaction that a project involves. For students with disabilities, teachers can use the same support strategies during a project as they would use in other instructional situations. Since a project involves working in small groups, it gives teachers more time and opportunities to meet individual student needs.

In addition to lesson-specific techniques such as graphic organizers and mnemonics, overarching approaches for ensuring our students' learning is maximized include differentiation; scaffolding; and multi-sensory instruction. Tiered instruction techniques will provide for the adjustment of a lesson or project in one or more of the following aspects to maximize participation and learning for individual students:

- Level of complexity
- Amount of structure
- Materials provided
- Time allowed
- Level of independence
- Pacing
- Number of steps required for completion
- Form of expression/demonstration of mastery

Florida East Coast’s teachers will be provided explicit professional development and technical assistance on ways to differentiate instruction; implementation will be assessed during principal walk-throughs and formal and informal observations. Examples of differentiation that will be in evidence at the school include³⁶:

- Content – Some students may be completely unfamiliar with the concepts in a lesson, some students may have partial mastery, and some students may already be familiar with the content before the lesson begins. Differentiating content is based on Bloom’s Taxonomy and moves from lower to higher levels: remembering, understanding, applying, analyzing, evaluating, and creating. Examples include:
 - ✓ Match vocabulary words to definitions
 - ✓ Read a passage of text and answer related questions
 - ✓ Think of a situation that happened to a character in the story and a different outcome
 - ✓ Differentiate fact from opinion in the story
 - ✓ Identify an author’s position and provide evidence to support this viewpoint
 - ✓ Create a PowerPoint presentation summarizing the lesson
- Process – Students have preferred learning styles, and successful differentiation takes this into account: visual, auditory, kinesthetic, through words. Examples include:
 - ✓ Provide textbooks for visual and word learners
 - ✓ Allow auditory learners to listen to audio books
 - ✓ Give kinesthetic learners the opportunity to complete an interactive assignment online
- Product – At the end of a lesson or project, a product is created to demonstrate mastery of content. Students can complete activities that show mastery of an educational concept in a way they prefer, based on learning style. Examples include:
 - ✓ Word learners most comfortable with reading and writing write a book report
 - ✓ Visual learners create a graphic organizer of the story
 - ✓ Auditory learners give an oral report
 - ✓ Kinesthetic learners build a diorama illustrating the story
- Learning Environment – Conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Teachers also should use classroom management techniques that support a safe and supportive learning environment.

Support for Students Performing Below Grade Level

All students at Florida East Coast will be engaged in and benefit from the curriculum, including students with disabilities, English language learners, and/or students who enter the school below grade level. The results of the most recent FSAs, teacher-made tests, and screenings used with the various core programs will be analyzed to determine the level of mastery in reading, writing, mathematics, and science for all students. This information, coupled with the results of prior years’ standardized tests results and student records, will be used to determine student supports.

³⁶ Adapted from Concordia University <http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/>

Apart from providing the specific services documented on a student's IEP, EP, and/or ELL/LEP plan as applicable, (as described above) our teachers will differentiate instruction as necessary and will offer assistance to ensure all students remain successful. Teachers in all classes will utilize scaffolding to provide contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold will gradually be removed. The objective at Florida East Coast is to maintain the rigorous curriculum designed for each grade, but to adjust methods and practices to ensure all students are achieving at grade level.

Multi-Tiered System of Supports

A multi-tiered system of supports (MTSS) refers to the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students through integrated academic and behavioral supports. The MTSS implemented by Florida East Coast is based on the following core beliefs:

- Every student learns and achieves to high standards.
- Learning includes academic and social competencies.
- Every member of the education community continues to grow, learn, and reflect.
- Every leader at every level is responsible for every student.

Our MTSS framework is focused on schoolwide performance and improvement and is designed to address the academic and behavioral needs of every student, regardless of whether he or she is struggling and in need of intensive remediation and support, or excelling, and in need of advanced learning opportunities. An MTSS leadership team will be established to include the principal, grade level and subject area lead teachers, school counselor(s), and other school-based staff with specialized areas of focus (e.g., curriculum specialist). This team will be responsible for monitoring school-wide instructional goals and also developing action plans to correct educational deficiencies both in instruction and student learning. The team will meet monthly to:

- Evaluate data and correlate to instructional decisions
- Review progress-monitoring data at the grade level and classroom level to identify potential concerns as well as positive practices
- Identify professional development to enhance student achievement levels
- Facilitate the process of building consensus, increasing infrastructure, and otherwise support the school's MTSS framework

In addition to monthly meetings, the MTSS team will establish a cyclical schedule for in-depth review and analysis of school, classroom, and student data that aligns with the collection of benchmarking and summative data. The team will refer to the FLDOE's Guiding Tools for Instructional Problem Solving – Revised (GTIPS-R) "Imperative Questions" for each tier to frame data analysis. The results of these data reviews will inform curricular decisions as well as identify professional development, training, and supports needed by teachers. Instances of inadequate progress will be analyzed to determine first whether the curriculum and instructional materials are being implemented with fidelity. If not, the team will work with the teacher(s) to identify what needs to occur to resolve the problem. If so, revisions to the materials will be considered.

Tier 1 – Core Instruction and Universal Supports

Tier 1 focuses on the implementation of the school's core curriculum and behavior management/

social skills curriculum, and is aligned with the Florida Standards. The type and amount of instruction is based on the needs of the students enrolled in the school. The general population of students in some schools will require more or less time than others in particular core curriculum areas as a result of differences in prerequisite skills, background knowledge, language barriers, or other factors. A rule of thumb in determining if a school's core curriculum is effective is that approximately 80 percent or more of students are successful and achieve proficiency from core instruction alone. If this is not the case, implementation fidelity of the core curriculum will be assessed and consideration given to revising the instructional materials. Examples of questions the MTSS team will consider with regard to Tier 1 core instruction include:

- What percent of students are meeting grade level expectations and/or are “on-track” for promotion?
- Is Tier 1 instruction for each grade level content or subject area effective? That is, are approximately 80% or more of the students proficient or making significant growth?
- How effective have improvement strategies been at increasing the growth of **all** students, including students who struggle to reach proficiency and those who excel?
- Which students demonstrate significant gaps in performance on Tier 1 assessments when compared to grade level expectations of performance for a given point in time?
- What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FSA, end-of-course exams)?

Tier 2 – Supplemental Instruction/Intervention and Supports

Tier 2 supports are more focused, targeted instruction/intervention provided to small groups of students in addition to and aligned with the core instruction provided in Tier 1. Tier 2 interventions are based on data revealing that some students or student groups need more than the core universal instruction. Both interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate. Progress monitoring occurs more frequently than in Tier 1 to ensure that the interventions are effective. Examples of Tier 2 questions regarding supplemental interventions and supports include:

- Which students require supplemental instruction or practice based on an analysis of their current needs in relation to Tier 1 standards of performance?
- How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?
- Which students will be provided with a standard protocol approach to address common and recurring concerns for which there are ample evidence-based options for intervention/instruction?
- Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service supports and the students' needs?
- Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention? What is our evidence of intervention fidelity for those not progressing?
- Do the majority of students within a given supplemental instructional group demonstrate a positive response to the instruction (i.e., is Tier 2 really effective)?
- What modifications are needed to increase positive student responses to instruction/

intervention at Tier 2?

- Which students may need more intensive services? Which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?
- Do students who demonstrate progress at Tier 2 based on progress monitoring data also demonstrate progress on their Tier 1 assessments? If not, why not?

Tier 3 – Intensive, Individualized Intervention and Support

Tier 3 interventions, provided in addition to the core instruction provided in Tier 1 and supplemental supports in Tier 2, are targeted, highly intensive, and tailored to individual student needs. Students who receive these services may be several grade levels behind or beyond the one in which they are enrolled. Progress monitoring occurs very frequently for students at this level, as it is imperative that the interventions are sufficiently effective to close achievement gaps. If more than approximately five percent of students are receiving Tier 3 interventions, fidelity of implementation for Tiers 1 and 2 will be assessed and revision to the program will be considered.

Problem Solving Team

Student-centered problem solving teams (PSTs) will implement a four-step process to match instructional resources to educational need. While the MTSS leadership team utilizes this process to monitor and evaluate the school's performance at a group level, PSTs will be established for individual students who do not make adequate progress, even with Tier 2 supports. Core members of the PST will be determined prior to the opening of school, but each team will include the student's teacher or teachers for the subjects where the problem is occurring (e.g., math teacher for math deficits; multiple teachers for behavioral challenges). Parents will be encouraged to be closely involved with the PST, either through face-to-face meetings or phone calls. They will be invited to participate in decisions regarding interventions and will be provided copies of progress monitoring reports, including visual/graphical representations. Parents also will be provided information on ways to support their child's progress at home. The student's PST will engage in a problem-solving cycle as follows:

- **Step 1:** 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 or she knows and is able to do?" The goal of this step is to clearly identify the specific diagnosed academic or behavioral need(s) to be remediated.
- **Step 2:** 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?" Consider evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine whether or not the hypotheses are valid, then design or select interventions to directly address the root causes of the student's difficulties.
- **Step 3:** Develop and implement a progress monitoring plan (PMP) driven by the results of the team's problem analysis. Specify exactly 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. The plan should also include fidelity

and support components to ensure the implementer has the skills and resources necessary to implement the intervention as intended and follows through in all aspects.

- **Step 4:** Measure the student's RtI by using data gathered from progress monitoring at agreed upon intervals. Evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the progress monitoring intervention plan be adjusted to better support the student's or group of students' progress?" The team's discussion centers on how to maintain or better enable learning for the student(s).

Questions considered by the PST when developing and implementing interventions may include:

- Is the intervention plan(s) appropriately matched to this student?
- Did our problem-solving address the "whole student" by considering the potential interaction between academic and behavioral needs?
- If the student is demonstrating a positive response to the intervention(s), then is the student also demonstrating improvements in Tier 1 assessment performance? If not, why not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore? Tier 2?
- If the student is not progressing, is fidelity a concern?
- Does the student's RtI data indicate the interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through the school's general education resources?
- Does the student's RtI data indicate the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions?

If the team responds affirmatively to either of the last two questions, this is an indication that the student should be referred for an evaluation to determine if the student has a disability and needs exceptional education services (see Section 6).

In addition, in accordance with section 1008.25, F.S., each student who does not achieve a level 3 or above on the FSA ELA, FSA Mathematics, during the prior year will be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. The results of the diagnostic review will be used to develop and implement a progress monitoring plan. Depending on the nature and extent of a student's need, the MTSS leadership team (for Tier 2 supplemental supports) or the PST in consultation with the parents (for Tier 3 intensive interventions) will be the entity responsible for developing the PMP. If a student already has an IEP as a student with a disability, that plan can be used in lieu of the PMP. Variances in performance are not limited to academic areas; they may include social or emotional factors as well. Any corrective intervention plans will be developed in collaboration with the students and their parents, and will take social/emotional factors into account.

As described previously, the school's holistic approach to learning, project-based model, and the specific instructional resources identified thus far are designed to create an atmosphere of learning where all students' needs are met. The curriculum, activities, and supplements lend themselves to the differentiation of teaching within the classroom. Students who enter Florida East Coast below grade level will be nurtured in an atmosphere of academic rigor where a

teacher meets them at their academic level and creates structures for them to grow through the implementation of data-driven targeted supports.

- 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.

Curriculum Development/Scope and Sequence

The curriculum for Florida East Coast is not yet fully developed, although many choices have been made. Curricular decisions that are being proposed and considered, including the instructional materials that have been selected or that are under consideration, are described in prompt A above. Final decisions regarding curriculum will be made by the principal.

Florida East Coast understands the critical nature of ensuring that each teacher has a comprehensive plan for instruction that clearly identifies the standards to be covered. We have reviewed available documents developed by the district related to curriculum pacing and scope and sequence, and intend to use them as a foundation to the maximum extent possible. Instructional staff and the school’s administrator will develop a school-wide curriculum map to ensure that all Florida standards are addressed, and mastered in each core subject. Milestones in the curriculum development process to be achieved between the approval of the application and the opening of the school are provided in the table below.

Milestones – Curriculum Development

	Action	Responsible	Timeline
1	Utilizing VCS grade level curriculum guides to the extent practical, develop “classroom” guides for each core subject area. Each classroom guide should reflect the content to be covered within a given classroom	Principal	Spring/Summer 2020
2	Finalize decisions regarding the core and supplemental instructional intervention materials to be purchased	Principal	Spring 2020
3	Research potential topics or prompts to support initial implementation of project-based learning and whole child education; gather resources and recommendations to support teachers	Principal	Spring/Summer 2020
4	Develop the school-wide curriculum plan for Quarter 1, to include sample lessons	Principal Teachers	Summer 2020

5	Review/debrief on curriculum implemented during Quarter 1, including analysis of student performance on baseline and interim/benchmark assessments; incorporate results of the review into the development of Quarter 2 curriculum map	Principal Teachers	October 2020
6	Review/debrief on curriculum implemented during Quarter 2; incorporate the results of the review into the development of Quarter 3 and Quarter 4 curriculum maps	Principal Teachers	January 2021
7	Develop individual lesson plans	Principal Teachers	Ongoing
8	Review/update/refine curriculum plan	Principal Teachers	Annually, beginning Summer 2021

Reading as a Primary Focus

Florida East Coast will align its practices with the Volusia County Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction described in more detail in Attachment D. The principal and/or designee will analyze progress monitoring data with teachers during grade level meetings, data chats, and other problem-solving conferences. Data-based decision making will ensure all instructional materials, reading programs, and strategies are scientifically-based, including core, supplemental, intensive, and accelerated programs. Teachers and administrators will be provided professional learning opportunities 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 will be implemented within the 140-minute integrated literacy block based on the results of those progress monitoring measures; and during designated intervention and enrichment time.

Data sources will be analyzed to determine which individual students are in need of differentiation, targeted supplemental supports, more intensive individualized interventions, or enrichment and acceleration; as well as student groups who need common specific targeted supports and strategies to promote student growth in the area of literacy. Based on the review of all available data sources, decisions will be made to adjust instruction and related student supports, and regularly monitored to ensure students are able to access supports freely as their needs change. In addition, student, school, and class data will be used in conjunction with other anecdotal data sources; such as, classroom observations and walk-throughs, to determine the professional learning needs of teachers and/or administration. At any time, based on the needs of faculty, arrangements will be made for teachers to observe their peers; including any identified exemplary teachers. Staff will be afforded opportunities and guided to engage in professional dialogue placing an emphasis on constructive feedback for one another, and open questions and answers supporting the growth of our school. Coaching and modeling will be made available to staff; instructional demonstrations; and any relevant online district-created online modules, or modules embedded within selected curricula. For related professional development opportunities made available by the district for all teachers and/or administrators, staff attendance will be strongly encouraged and supported.

Frequent principal walk-throughs will track teachers’ mastery of high yield instructional strategies. This will ensure the reading curriculum is implemented 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. In addition, walk-throughs and other observations, will be used to ensure the fidelity of strategies, interventions, and/or ESE services and accommodations for students with specific individual learning needs.

School leaders, including the governing Board, will set high expectations for student achievement in reading, and will develop a culture of excellence with a focus on reading. The first task of the school's MTSS leadership team, administration, and governing Board will be to analyze all available student achievement and performance data for newly enrolled students. Based on that analysis, rigorous yet attainable reading targets will be set, and a continuous improvement plan will be developed. The plan will address the strategies and resources to be used to ensure that Florida East Coast achieves its established goals.

We believe that at its core, reading is the nucleus of learning across content, and the basis for lifelong learning. By teaching the fundamentals of reading, layering instructional strategies to help all students make continually growth, and instilling the importance of reading through making connections, we hope our students establish a lasting enjoyment for reading. To support the school's focus on reading, we will continually engage with families to encourage reading as a priority in the home. Whether it be to work with students and families to encourage and establish reading goals in the home, connecting reading to naturally occurring activities in the home and community, promoting discussions between parents/guardians in the home about reading, or providing engaging and interactive methods and resources connecting students to reading outside of school, we hope to support the capacity of families to make reading a priority.

Curriculum

The research-based curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level implemented at Florida East Coast are described in detail 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.**

No additional standards will be adopted or developed.

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

The research base for the curriculum mirrors the research base for the educational design included in Section 3. Additionally, the specific instructional materials that are proposed are on the state's adopted list; they adhere to the state's requirements for being evidence-based and supported by research.

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

Physical Education and Health

Florida East Coast believes in providing a healthy environment that encourages activity and movement. While students will have the opportunity to move and explore during many of their core academic classes, the physical education (PE) program seeks to develop an appreciation for

sports from the standpoint of a spectator and a reader of sports publications, as well as a participant. Health and safety competencies will focus on teaching students to develop healthy habits that promote good health and contribute to the overall physical and psychological well-being.

The PE program will be a standards-based, balanced, progressive program, involving moderate to vigorous physical activity. We will comply with the current practices and procedures and contribute to the all-around development and education of our students. In accordance with the “Don Davis Physical Education Act,” we will offer K-5 student 150 minutes of PE per week. Students will also be offered at minimum, an additional minimum of 15-20 minutes of physical activity per day in the classroom, outside, during recess, or other interactive timeframes, including other special areas. Florida East Coast is unique in that it has the capacity to offer green space dedicated to outdoor exploration and movement, as well as a large indoor gymnasium that will be used for physical education, activities, and providing structured support encouraging the development of physical health.

Music

The music curriculum for elementary grades will include both vocal and instrumental music, introducing students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

The music curriculum for middle grades students will include a stand-alone elective as well as being integrated into history and English/language arts when applicable. Students will explore the essential elements of music in America and global cultures and reflect on the significance of social influences and historical events on the development of music.

Art

Art education in the elementary grades will provide Florida East Coast students with an opportunity to develop and explore their creative potentials. The curriculum will include planning, developing, and implementing the fine arts as outlined in the NGSSS. Students will be exposed to production, history, criticism and aesthetics of art. During the middle school years, students will expand on the art experiences in the elementary grades as they continue to develop and explore their creative potentials. Students will be exposed to the many components of art including production, history, criticism and aesthetics. The interdisciplinary connections between art and the core subjects will be emphasized throughout the year.

Technology

All students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. Students will have instruction and practice in computer skills to ensure they are prepared for and comfortable with computer-based assessments. The school will base its technology instruction on the International Society for Technology in Education (ISTE). ISTE Standards for Students are listed below:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor

- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

The school strives to ensure blended learning models are utilized whenever possible, and to the extent practical to supplement and enhance learning through technology and digital tools. The school is considering the use of the Curriculum Associates iReady program as an adaptive digital tool to support reading and math instruction. The iReady online program has the capacity to serve as a diagnostic, progress monitoring, and instructional tool. It is our understanding that the iReady reading program is available at select VCS schools. If used by the school, we plan to collaborate with district staff to determine how we can “piggyback” off of any existing district contract as a measure of fiscal responsibility, to secure a contractual price consistent with other district schools, and ensure the use of a trusted district tool that offers comparable student data.

Character Education

Themes based upon character and values, life skills, and citizenship will be infused throughout the educational program to support the development of positive citizenship, and our students’ ability to contribute to the world around them and have a positive impact on others. We anticipate using the Center for the Collaborative Classroom’s *Caring School Community* resources which include lessons for morning meetings, home connection activities, school-wide community activities, and other related materials such as cross-age buddy activities. When final curricular decisions are made, administration may elect to purchase read-aloud libraries which include trade books focusing on important social values. These can be used as read-aloud opportunities, and for students in the intermediate grades, it may be possible to check out a coordinating class set of the book from the local library for all students to have a copy. Similarly, administration and teachers may select their own variation of trade books to rotate amongst each grade level throughout the year focusing on values. Examples of values addressed through the program’s actual kindergarten trade books include: fairness, tradition, giving/receiving, honesty, patience, kindness courage, and responsibility. While similar values are embedded within some of the intermediate trade books, examples of grade five values addressed are identity, relationships, self-confidence, rejection/justice, divorce, loss, and honesty. Samples of materials are included within Attachment C. We believe that in order to develop leaders within our school and local communities, students at a young age should be able to model positive character traits, and engage in productive dialogue about social circumstances and their own beliefs and values. In doing so, teachers and administration will engage in professional learning in order to build their capacity to act as models for students, and so they are able to professionally hold one another accountable. Similarly, students will be expected to hold each other accountable for exemplifying positive character qualities, and communicating collaboratively and respectfully. More details regarding the school’s emphasis on character development is included in Section 8.

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

Systems and Structures for At-Risk Students

The results of the most recent state assessments, teacher-made and curriculum-based tests, and benchmark/interim assessments will be analyzed to determine the level of mastery in reading, writing, mathematics, and science for all students. This information, coupled with the results of

the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selections, interventions, tutoring, referral for special supports and services). Florida East Coast faculty will differentiate instruction as necessary and will offer before, during, and/or after school tutoring or other such assistance to ensure all students remain successful. Student performance will be continually assessed as described in Section 5.

The school's multi-tiered system of supports (MTSS) is described in Sections 4 and 5. One of the responsibilities of the school's MTSS leadership team will be the implementation of an early warning system (EWS) aligned with s. 1001.42(18), F.S., to identify at-risk students who are likely to experience adverse outcomes early enough to alter student trajectories. Although Florida East Coast is exempted from the Florida Statutes found in chapters 1000 through 1013 (with some exceptions), we strongly believe an EWS is a critical component of any school program. Florida East Coast EWS will monitor the same triggers or risk-factors identified by VCS:

- Prior retentions
- Over-age for grade
- Office Disciplinary Referrals
- Absences
- Out of school suspensions, year-to-date
- FSA reading and math scores of 2 or below

The school anticipates using the district's current process for accessing student reports and composite scores using the above indicators, if it can be utilized for grades K-5. The school also anticipates using the district's student information system and is aware of available information on the district's website related to accessing EWS reports through CrossPointe and VCS Reports and Downloads; as well as additional resources supporting the use of EWS data in Excel to facilitate data compilation, review, and analysis. Following the rollout of any new procedures within the district using FocusSchool, if applicable, the school will update their process.

In the event a student exhibits two or more early warning indicators, (based on a review by the MTSS leadership team of the relevant data), a PS/RtI team will convene to determine appropriate intervention strategies for the student. The parent will be an invited member of the team and, as with any other student brought to the attention of a PS/RtI team, the student's progress will be monitored regularly, and data-based decisions will be made regarding the effectiveness of the intervention and the need to intensify or otherwise modify the intervention to resolve the area of student need. In the event the use of the district's system is not applicable, Florida East Coast will still conduct the previously described EWS procedures, by developing an in-house data compilation and reporting system.

Section 5: Student Performance

Performance Goals

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

Background

At the federal level, the Every Student Succeeds Act (ESSA) requires states to annually assess the reading and mathematics achievement of not less than 95 percent of students overall and 95 percent of students in each reporting group, including major racial and ethnic groups, students with disabilities, economically disadvantaged students, and English language learners. States must differentiate schools based on the following indicators for all students and each subgroup:

- Academic achievement as measured by proficiency on annual assessments and, at the state’s discretion, growth at the high school level
- Student growth or another valid and reliable statewide indicator for students in elementary and middle schools; graduation rate will apply at the high school level
- Progress by ELLs in achieving English language proficiency
- At least one additional indicator of school quality or student success

Commissioner of Education Pam Stewart submitted Florida’s final ESSA State Plan to USDE in September 2018. The approved plan incorporates current State Board of Education strategic plan goals based on baseline performance from 2014-15, and extends them through the 2024-25 school year. Extrapolating its current goals, FLDOE proposes increasing the percent of students scoring Level 3 or above in ELA and mathematics by 12 percentage points over the ten-year period (approximately 1.2 percentage points per year). In addition to the long-term goal of increasing achievement overall, there is a goal to close the achievement gap among student subgroups (i.e., race/ethnicity; economically disadvantaged; English language learners; students with disabilities) in each subject area.

In addition to Florida’s ESSA plan, districts and schools are subject to accountability through the state’s school grades system. School grades are based 11 components across five categories, with 100 points possible for each component:

1. Achievement (four components): Percent of students who achieve a passing score (Level 3 or above) on the state assessment in ELA, mathematics, science, and social studies
2. Learning Gains (four components): Percent of students overall and of students in the lowest 25% who make learning gains on the state assessment in ELA and mathematics
3. Middle School Acceleration: Percentage of middle school students who pass a high school level EOC exam or industry certification
4. Graduation Rate: Percent of students graduating high school within their four-year cohort

5. College and Career Acceleration: Percent of graduates earning a score on an acceleration examination or a grade in a dual enrollment course that qualifies them for college credit or an industry certification

As an elementary school, only three achievement components (ELA, math, and science) and the four learning gains components will be applied when assigning a school grade to Florida East Coast (once the school Therefore, the school's grade will be based on a total of 700 possible points. The scale is:

- A = 62% of points or greater
- B = 54% to 61% of points
- C = 41% to 53% of points
- D = 32% to 40% of points
- F = 31% of points or less

The following mission- and vision-based overarching goals form the basis for the rigorous and measurable annual goals we have set for the school:

- Florida East Coast will provide a challenging educational program focused on the whole child, learning through action, and an emphasis on STEM disciplines that supports the attainment of high academic standards and student achievement.
- Florida East Coast will establish a positive school culture that promotes student and adult support, safety, and prosocial behavior.

Baseline

Florida East Coast will utilize previous school records and a standards-based pretest measure such as iReady to establish the baseline from which to assess student progress and as an integral part of the planning and refinement of instructional strategies. Additional baseline data will be collected from the students' previous educational records, including the prior year's state assessment results, when available, and any other standardized assessments; attendance data; report cards; behavior records; individual educational plans (IEPs) for students with disabilities; educational plans (EPs) for gifted students; and ELL plans for English language learners.

Having no actual student baseline data from which to develop performance goals for the purpose of the application, we anticipate Florida East Coast's enrollment will reflect that of the nine district-operated schools located within six-miles of our proposed location that serve students in kindergarten through grade five. Therefore, we have used the 2018 FSA results for those schools to estimate our baseline levels of achievement (see Attachment FF-1 for summary of results).

Annual Performance Goals

The overall performance results we intend to achieve are:

- Every Florida East Coast student will make at least one year's progress for each year he or she attends the school in both ELA and math.
- We will close the achievement gap for students performing below grade level by providing students who enter the school below grade level with the type and intensity of instruction and intervention they need to achieve more than one year's growth each year they are enrolled.

- Florida East Coast will earn a grade of A in the state’s accountability system.

In setting academic goals for the school, it is important to note that the school intends to begin with kindergarten through grade two, adding one grade per year thereafter. We will use the standards-based assessment described above (i.e., iReady) as the measure for performance goals in kindergarten through grade two. FSA scores for ELA and math will become available in year 2, but learning gains will not be calculated until year 3. The Statewide Science Assessment is not administered until grade five, so the science component will not be included until year 4.

In proposing performance goals, our calculation is based on a goal of achieving a school grade of A by year 2, and then retaining an A once increasing performance by ≥ 1.2 points annually, in line with the state’s goals. Once students are enrolled and their actual performance data are available, we will retroactively calculate school- and grade-level baselines based on the individual students’ performance on the prior year’s assessments. If the calculated baseline levels exceed those anticipated in this application, we will revise our goals upward to reflect more rigorous targets. If, however, prior student performance indicates our goals may be unreasonably optimistic, we intend to retain the goals as proposed and intensify our efforts to meet them.

Measurable Academic Goals for Student Achievement

		Baseline	Annual Goals				
			2020	2021	2022	2023	2024
English Language Arts – iReady							
K-2	Grade Level or Above	TBD	75	78	81	84	87
	One Year’s Growth	TBD	100	100	100	100	100
English Language Arts– Florida Standards Assessment							
3-5	Achievement \geq Level 3	54		62	67	68	70
	Learning Gains	50			62	63	65
	Lowest Quartile Learning Gains	36			49	51	52
Mathematics – iReady							
K-2	Grade Level or Above	TBD	75	78	81	84	87
	One Year’s Growth	TBD	100	100	100	100	100
Mathematics – Florida Standards Assessment							
3-5	Achievement \geq Level 3	59		67	72	73	75
	Learning Gains	53			65	66	68
	Lowest Quartile Learning Gains	39			51	53	54
Science – Statewide Science Assessment							
5	Achievement \geq Level 3	56				70	72

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

In addition to the academic goals stated above, the success of the school’s educational program will be evaluated through more qualitative measures related to the effectiveness of character and citizenship education, social, emotional, and behavioral student learning, and school climate.

With the support of school leaders, teachers, and families, we will lay the groundwork for Florida East Coast students to develop interpersonal skills, a passion and curiosity for learning, and a commitment to the health and welfare of others that will sustain them as they successfully transition to middle school and beyond. Through our whole child focus, and education centered around positive character and citizenship, our students will become knowledgeable and

responsible young adults, able to demonstrate leadership in their daily lives by knowing how to listen, express themselves, resolve conflicts, work in teams, value diversity, and set goals. The annual school climate survey for parents, students, and school staff will tap characteristics and beliefs that reflect this vision.

- Responses to student and parent survey items regarding the extent to which students know how to listen, express themselves, resolve conflicts, work in teams, value diversity, and set goals will reveal an upward trend from the school's inaugural year onward. Annual review of district discipline reports will reveal the rate of in- and out-of-school suspensions is less than the district rate.
- Annual review of district attendance reports will reveal average daily attendance meets or exceeds the district rate.
- Annual review of district attendance reports will reveal the percent of students who experience chronic absenteeism (≥ 18 days or 10% of instruction) is less than the district rate.

Florida East Coast will conduct annual climate surveys with parents, students, and staff to solicit their satisfaction with the learning environment, physical environment, interpersonal relationships within the school, leadership and professional relationships, and home/school communication. Responses across each respondent group will reveal an upward trend in levels of satisfaction from the school's initial year through Year 5. Upon reaching high satisfactory rates over multiple years, the school will work to maintain efforts to promote a positive school climate and culture to ensure the goal is sustained. The school is also exploring the use of the *School Culture Survey*,³⁷ which can be used to determine the extent of the school's collaborative culture.

Placement and Progression

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

Newly Enrolled Students

Grade level and course placement procedures will be implemented in accordance with the district's Student Progression Plan.³⁸ Children who will attain the age of five years on or before September 1 of the school year will be eligible for admission to kindergarten during that school year. Children must attain the age of six years on or before September 1 of the school year for which admission to first grade is sought. No student shall be admitted to the first grade who has not successfully completed kindergarten. His/her parent must provide evidence of current residence, immunizations, date of birth, and medical examination completed within the twelve months prior to enrollment.

Students transferring from other schools will be placed in the comparable grade in which the student was enrolled at the sending school. Grade placement of students transferring from public schools in other countries or states will be determined by the principal based on evidence of:

- Compliance with the age requirements for admission to public schools within the state from which the student is transferring

³⁷ <http://www.ascd.org/publications/books/115004/chapters/The-School-Culture-Survey.aspx>

³⁸ <http://myvolusiaschools.org/student-support-services/Documents/Student%20Progression%20Plan.pdf>

- Academic credit that is acceptable under the School Board rules
- Official documentation of the legal residency of the child’s parent or guardian of the state where the child was previously enrolled in school
- Official school records which show attendance, academic information, and grade placement

Grade placement of students transferring from home education programs or private schools will be based on screening conducted by the school, which will include consideration of the student’s age and maturity, standardized achievement test results, state assessments, progress as it relates to district benchmarks and graduation standards, previous record in public and private schools, and evidence from the student’s portfolio of work and achievement while in home education.

Student Promotion and Retention

Florida East Coast will adhere to the VCS Student Progression Plan with regard to student promotion and retention. The plan lays out in detail the requirements that apply at each grade level. Promotion is based on satisfactory performance toward grade level adopted state standards and, beginning with grade three, levels of performance on statewide, standardized assessments in English language arts, mathematics, and science. Consideration also is given to student performance on district-wide or school-based assessments, classroom work, observations, tests, and other relevant achievement data. The classroom teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal or designee.

A student in any elementary grade who does not meet the required levels of performance on statewide, standardized assessments in English language arts, mathematics, and science as defined by the Commissioner of Education, and who fails to meet satisfactory grade level performance on adopted state standards, classroom work, observational data by certified staff, tests, district assessments, and other relevant data, may be retained with approval of the principal or designee and with written notification to the parent/guardian. A student who is retained will not be promoted to the next grade level and will receive an intensive program that is different from the previous year’s program and takes into account the student's learning style.

Additionally, students in grade three who do not score at Level 2 or above on the statewide reading assessment must be retained unless they meet one of the good cause exemptions for promotion as described in s. 1008.25(6), F.S.

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

We have carefully reviewed the VCS Student Progression Plan; Florida East Coast will adopt the district’s plan. The plan is accessible online at <http://myvolusiaschools.org/student-support-services/Documents/Student%20Progression%20Plan.pdf>.

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.

High School requirements not applicable; Florida East Coast is proposed as a K-5 school.

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

Communication with Parents – Promotion/Retention Criteria

Parents will be provided with a copy of the VCS Student Progression Plan, either hard copy or online, at the time of enrollment, and annually thereafter. Student progress will be communicated to parents through interim reports, periodic progress reports, and report cards every nine weeks. Parents will also have access throughout the school year to assignments, grades, and assessments on the school's online student information system.

For students who do not meet state performance levels in core areas on statewide assessments or who demonstrate academic or behavioral challenges that require additional assistance, the school's problem-solving team (PST) will convene to develop and implement an individual progress monitoring plan (PMP) in consultation with the student's parent/guardian that describes the specific data analyzed to identify the student's specific academic challenges. The PMP will clearly outline the instructional strategies and interventions that will be used to address the identified areas of need. The PMP will identify who will be delivering the instruction, the frequency of instruction, and all related progress monitoring and reevaluation activities that will be used. If the student has a disability, the student's individual educational plan (IEP) may serve as the PMP.

Parents will be notified in writing when there is evidence their student is not on track to achieve satisfactory performance, and specifically when their child is identified of having a substantial reading deficiency. They will be invited to participate as a member of the PST charged with developing and implementing an intervention plan. More specifically with regard to substantial reading deficiencies, parents will be informed of the following:

- The specific services being provided to the child, and a description of the proposed supplemental instructional services and supports designed to remediate the identified area(s) of reading;
- the school's process to provide and monitor intensive instruction until grade level proficiency is met;
- that standardized assessment is not the sole factor used to determine promotion;
- that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she meets one of the good cause exemptions;
- strategies for the parent to use to help their child succeed in reading;
- the district's specific criteria and policies for using a portfolio to demonstrate the student's mastery of ELA standards in grade 3;
- the parent's rights related to requesting evidence for a portfolio be collected; and
- the district's criteria related to mid-year promotion of students.

School personnel will use all available resources to achieve parent understanding and cooperation regarding a student's remediation, progress monitoring plan, and retention. All retention decisions will be made at the end of the school year, and documentation of the decision will be provided to the parents in writing in accordance with district procedures.

Communication with Parents – Graduation Criteria

Planning for graduation cannot wait until a student is beginning high school. Parents of rising grade six students will be made aware of all course requirements for middle school as it pertains to their child’s successful completion of middle grades and their subsequent matriculation to high school. This communication will be made through parent:teacher conferences, including IEP and other student problem-solving meetings; informational meetings conducted by student support staff and guidance staff; and available flyers and/or newsletters. In addition, parents will be provided with the link to access the district’s *Parent Guide*, which includes supplemental information regarding pupil progression and graduation requirements, or similar resources as they are updated.³⁹

Assessment and Evaluation

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.

Florida East Coast will implement the district’s assessment schedule. The 2018-19 assessment calendar is provided within Attachment F. Mandatory state assessments include:

- Florida Kindergarten Readiness Screener (FLKRS) – Kindergarten
- FSA English Language Arts (ELA) – Writing: Grades 4 and 5
- FSA ELA – Reading: Grades 3-5
- FSA Mathematics: Grades 3-5
- Statewide Science Assessment: Grade 5
- Florida Standards Alternate Assessment: Grades 3-5, when applicable
- ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

In addition to these state assessments, we plan to participate in the district’s gifted screening for all grade two students. It is our understanding that the district utilizes the Naglieri Nonverbal Ability Test – Third Edition (NNAT3).

These types of formal summative assessment will be used to glean high level information on the overall effectiveness of our school’s educational program, teachers, and curriculum and instruction. As noted in prompt A, we intend to use iReady or a similar system to assess outcomes for students in kindergarten through grade three, as well as for monitoring progress of all students during the year. In addition to student growth and mastery of standards data, iReady provides instructional resources we believe will benefit families as well as teachers. That said, we want to leave open the possibility that the principal, once hired, may wish to use a different proven-effective system based on his or her past experience (e.g., NWEA Measures of Academic Progress (MAP)).

³⁹ <http://myvolusiaschools.org/Community-Information-Services/Publications/Parent%20Guide%202017-2018%20final.pdf>

In addition to the state assessments listed above, other assessments, diagnostic tools, and benchmark or interim assessments for progress monitoring used that will be used to inform instructional decisions include:

- High frequency word checks and related progress monitoring information (e.g., DIBELS)
- iReady or similar standards-based assessment system
- SIPPS data for students requiring specific interventions (See Attachment D)
- easyCBM progress monitoring tools
- Baseline and interim/benchmark assessments embedded within reading, mathematics, science, and writing instructional materials
- School-created mid-year and end-of-year assessments
- Fluency and comprehension checks
- Writing samples related to practice prompts and rubric scores

As discussed above, the school is considering the use of Curriculum Associate’s iReady or another comparable program that provides robust reading and mathematics data that will be used to inform instruction, provide quick feedback and data reports, and as a diagnostic and progress monitoring tool. Prescriptive programs offer assessments that evaluate student knowledge and skills relative to a specific set of academic goals. Results can then be used to inform instruction and decision making at the classroom and school level, and be used to measure student growth over time. Related tools assist teachers in identifying possible causes linked to student challenges, which is especially beneficial for planning and implementing differentiated instruction.

In addition to the district and state standardized assessments, a wide variety of formal and informal classroom-based assessment procedures will be in place at Florida East Coast, including but not limited to formative assessments and progress monitoring measures embedded throughout our instructional materials. Informal formative assessment includes planned classroom practice to elicit evidence of learning minute to minute, day by day in the classroom, or non-summative assessments that occur while content is still being taught. Both of these can inform teachers of what students know or do not know; help students understand what it is they are ready to learn next; and enable teachers to adjust instruction accordingly for each of their students. Examples of the assessments a visitor to a Florida East Coast classroom will see include:

- Ongoing observations
- Teacher questioning techniques described in Section 4, class discussions, and student led discussions
- Notes, summaries and written reflections based on readings, lectures, and discussions
- Evaluation of draft products using checklists, rubrics, and exemplars
- Annotations and notes based on cloze readings of texts

Individual and group projects completed over a longer period of time also may serve as a “follow up” to formal pre-tests or baseline assessments used at the start of the year or before introducing a new skill or concept. It is important to note that these categories are not fixed; the same assessment or test can be used for formative, benchmarking, or summative purposes. It is the use to which the results are put that determines if an assessment is summative or formative. Visitors

may also see class goals posted with visual charting or graphs displaying class progress toward an overall outcome measure or achievement goal.

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?

It is incumbent on the school's leadership to make certain that all students, teachers, and staff have the resources necessary to achieve the vision and mission of Florida East Coast. In order to do this, we will implement a robust multi-tiered system of support to provide a framework for using student assessment and performance information to evaluate and inform instruction and a system of professional development that supports implementation of that system. Under the direction of the school principal, and as part of the school's MTSS framework, the school will establish systematic progress monitoring through collaborative school leadership, grade level, and content meetings. Review and analysis of student data, including progress monitoring measures, will assist in determining areas needing professional development to support positive student outcomes. All instructional personnel will be active participants in data analysis, and be held accountable for the collection and response to data measures in conjunction with the school principal. The process was described in detail in Section 4.

Ongoing monitoring and analysis of school-wide, class, and student assessment data will be conducted by the school's MTSS leadership team, headed by the principal. Baseline testing at the start of the year identifies areas of strength and weakness; interim and end-of-year testing measures yearly progress. The principal will ensure that relevant data are collected at various times throughout the year and evaluated. Toward the end of each year, the administrative team will meet with instructional teams to discuss the effectiveness of academic program and make plans for any necessary modifications.

A systematic, rigorous analysis of the school's data will inform operations and functions such as determining staff development needs, curriculum realignments, and the objectives stated in the annual improvement plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students. Together, administrators and teachers will evaluate the curriculum, materials, resources, and other activities comprise the educational program. They will assess:

- Curriculum objectives measured through both authentic and structured local assessments
- Effectiveness of instruction as measured by direct impact on student achievement and performance (e.g., grades and FSAs)
- Trends in student learning results to identify potential gaps in curriculum
- Student response to curriculum choices
- Teacher input regarding availability, accessibility, and effectiveness of instructional materials and resources

Our curriculum allows for ease in differentiation, so teachers at all grade levels will be able to quickly accelerate or reinforce a student's learning. The school-wide progress monitoring plan will be reviewed on an ongoing basis by the MTSS leadership team.

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

Implementation of an effective MTSS requires strong building-level leadership. The principal will receive professional development and support specific to MTSS to ensure that they:

- Thoroughly understands the four-step problem-solving process and uses the process to guide schoolwide problem solving.
- Communicates and reinforces expectation for data-based decision-making, guiding staff to frame their decisions within the context of student or other relevant data.
- Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
- Implements regularly scheduled data chats, data days, and/or throughout the year to ensure that instruction/interventions are informed by student data.
- Facilitates the development of instructional schedules based upon student needs.
- Ensures that instructional/intervention support is provided to all staff.
- Ensures that instruction/intervention “sufficiency” and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
- Establishes a system of communicating student outcomes across the professional staff and with students and their parents.

As part of the required professional development training at Florida East Coast, administrators and staff will participate in data-driven decision-making training where they learn to analyze, extrapolate, and disaggregate school data from a variety of sources, and use this data to create effective school improvement plans and increase student achievement. Additional topics to be addressed through face-to-face training, a train-the-trainer model, or online modules include such things as the screening process, progress monitoring, and multi-leveled prevention systems. Any data, performance or operational, that indicates cause for concern will trigger corrective action and will be closely examined by applicable staff. Causes for concern include poor academic performance in one or more content areas, persistence of an achievement gap, abnormally high performance from any disaggregated group, and measures related to other student needs such as attendance, and social, emotional behavioral data sources. Opportunities for systematic data reviews will be scheduled as part of the school’s MTSS framework through collaborative planning

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, subgroup, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

As described above, the MTSS leadership team, guided by the principal, is responsible for tracking the school’s progress toward meeting its established goals. Information gleaned through this process will support and form the foundation for the school improvement plan (SIP). While MTSS addresses individual, subgroup and/or classroom level improvement needs, the SIP addresses the performance of the school as a whole. The principal will lead the charge to develop and implement an improvement, which will be the primary tool used by school personnel and other stakeholders to review data, set goals, create an action plan and monitor the school’s

progress. A “living document,” the SIP will be continually updated, refined, and used to guide the school’s work throughout the year. It will be developed in a coordinated, integrated manner and include current school status, expected improvement, goals, and an action plan for improvement that includes targeted, data-based professional development. Governing Board members will assist by participating in and developing short and long-range plans for the school, especially with regard to the school improvement plan. It will monitor the effectiveness of the school’s programs and implementation to determine if the school has met its stated goals.

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

Florida East Coast believes parents play an integral role in their child’s education. To keep parents and students informed, student progress will be formally reported at least quarterly through report cards. Additionally, the school will utilize an online student information system that will enable parents and students to keep up to date regarding grades, assignments, and other relevant information; such as Pinnacle or the *ParentPortal* utilized by VCS, or any newly acquired system available through FocusSchool. Students will be encouraged to regularly review their own data and to self-advocate if they are struggling or unsure of what is expected.

In addition to general sharing and communication of assessment and performance data, parents will be invited to participate in and be kept informed of problem solving activities conducted on behalf of their children by the MTSS leadership team or PST. We believe that input from both parents and students is critical to the development and implementation of effective intervention plans. To the extent possible, PMPs developed through the problem solving process will include opportunities for students to graph and track their own data.

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

All communication and correspondence between the school, parents and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to section 1002.22, F.S. Florida East Coast will comply with all FERPA provisions and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Florida East Coast 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. Student and employee 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.

Section 6: Exceptional Students

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

In determining the projected population of student with disabilities, the most recent school accountability reports for the district-operated elementary schools located within a six-mile radius of the proposed location were reviewed. The percentage of students with disabilities in the area schools ranged from eleven percent to twenty percent. We assumed the significant variation is reflective of the use of cluster programs at selected sites that have been established to provide more intensive specialized services and supports to students with complex educational needs. The district’s overall percentage of students with disabilities is 17 percent, and approximately 15 percent in the comparison schools closest to the proposed location. Since this includes prekindergarten students with disabilities and students with the most significant disabilities who require the most intensive and specialized services beyond those available at every school, we anticipate that approximately 14 percent of our enrollment will be students with disabilities. We also anticipate approximately five percent if our students will be gifted, in line with the district’s overall rate. The number of students requiring accommodations through a Section 504 plan could not be determined based on the available public reports.

ESE Enrollment Projections – Years One through Five

	Percentage	Y 1	Y 2	Y 3	Y 4	Y 5
Projected Enrollment		270	360	466	576	598
K – 5 Students with Disabilities	14%	38	50	65	81	84
K – 5 Gifted Students	5%	14	18	23	29	30

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.

Florida East Coast welcomes diversity and is committed to serving a student population that mirrors the community. The school will not discriminate on the basis of race, religion, ethnic origin, or disability. All students wishing to enroll will be required to follow the application procedures and timelines described in Section 14, including the lottery process applied in the event applications exceed capacity. The lottery will be conducted in such a way as to ensure there is no possibility of discrimination of students who may have disabilities, or of any other protected class.

In addition, the school’s outreach and marketing materials will include an explanation that Florida East Coast is a tuition-free public charter school; its enrollment policies are nondiscriminatory and nonsectarian; and services and supports are available to address the needs of students with disabilities and English language learners. Optional orientation meetings will be held for prospective parents and students to establish clear expectations and understanding of what the school has to offer.

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

When a student with an IEP enrolls in Florida East Coast, whether from within the district or as a transfer student from within Florida or out-of-state, the school's ESE specialist/lead ESE teacher will carefully review the student's IEP and inform the VCS District Placement Specialist (DPS) assigned to the school of the student's enrollment when appropriate. The school anticipates a designated DPS will provide support, technical assistance, and/or training; and, act as the LEA during meetings, as determined by the charter contract.

In the event there are services on the IEP that are not currently or readily available at the school, we will work with the DPS to convene an IEP team. Educational programs differ across schools in a variety of ways. Because of those differences, for some students, a receiving school's IEP team may determine that the IEP from the sending school can be revised to provide different, but comparable and equally effective services and supports in order to meet the student's needs resulting from the disability. The IEP team will determine the special education and related services; supplemental aids and services; supports for school personnel; and least restrictive, most appropriate placement that will allow the student to progress in the general curriculum and attain the annual goals on the IEP. If the IEP team determines that the student has needs that cannot adequately be met at Florida East Coast, the team, including the district LEA representative and the parent, will determine an appropriate placement. We believe that by working in collaboration with VCS we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services available within the district. Florida East Coast understands the role of the IEP team in determining placement in the least restrictive environment and their duty to ensure the IEP developed offers FAPE to the student, based on all relevant data and informational sources, and needs resulting from the student's disability.

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

In accordance with our MTSS framework described within Sections 4 and 5, if a student exhibits academic, social, or behavioral challenges, the school will implement a cyclical four-step problem solving process through which, students will be provided targeted academic and/or behavioral instruction and interventions, including systematic progress monitoring measures and fidelity checks to ensure staff have the resources necessary to implement the interventions as designed. Throughout the problem solving/response to intervention process, the problem solving team (PST) will convene on a regular basis to document and analyze the student's progress, the interventions attempted, and the results of those interventions. As part of its regular data review and analysis process, the PST will explicitly consider the following questions:

- Does the student's RtI data indicate the interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through the school's general education resources?
- Does the student's RtI data indicate the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions?

If at any time the team determines one of these conditions exists, a referral for an ESE evaluation will be initiated. In addition, if at any time a parent requests an evaluation for their child, the school will schedule a meeting with the parent to discuss the areas of concern and respond to the parent's request without delay. In accordance with Rule 6A-6.0331, F.A.C., the

school will solicit parental consent for evaluation within 30 days of the PST's determination that evaluation is warranted. If the parent requests an evaluation prior to the implementation of general education intervention, or if the student demonstrates severe cognitive, physical, or sensory impairments or presents a danger to self or others, intensive individualized interventions and supports will be implemented concurrent with the evaluation process.

In accordance with VCS school policies, the district is responsible for conducting initial evaluations of students referred for potential special education and gifted placement. Evaluations will be conducted through collaboration between the district and the school in accordance with Florida statutes and rules. Once the evaluation is complete, the district will convene a team of professionals and the parent to determine if the student meets ESE eligibility requirements under State Board of Education rules and determine the student's educational needs. The team will include the parent, DPS or other district designated LEA representative, or designee, evaluator(s) in accordance with district policy, at least one of the student's teachers, an ESE teacher from Florida East Coast, and a Florida East Coast administrator or designee.

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.

Placement data statewide support the importance of inclusive placements. During the 2017-18 school year, 70 percent of students with disabilities in VCS were served in regular class placement, compared to 75 percent statewide and 77 percent within similarly sized districts. An additional 13 percent were served at the resource level (eight percent statewide and six percent within size-alike districts).⁴⁰ We believe the vast majority of Florida East Coast's students will be able to be supported within the general education setting the majority of the school day.

Florida East Coast will implement an inclusionary service delivery model to support students with disabilities in the least restrictive environment, with both push-in and pull-out services available. ESE services will be provided by appropriately credentialed and certified individuals. Initially, the school will directly employ the necessary ESE teachers, and contract with outside agencies or the district for appropriately credentialed individuals to provide related services including but not limited to: speech therapy, language therapy, occupational therapy, physical therapy, and counseling. As the student population or caseload size warrants, the school will hire full- or part-time related service providers in lieu of contracted staff.

Florida East Coast's inclusion model will provide direct and indirect ESE services utilizing the following service delivery models as appropriate based upon the students' needs:

- Consultation – The ESE teacher will meet face-to-face on a regular basis with the general education teacher to advise the general education teacher about effective academic and behavioral strategies to use with the student and provide technical assistance.
- Support Facilitation – Also known as inclusion teaching or in class one-on-one, the ESE teacher will work with individual or small groups of students on an individualized

⁴⁰ <http://www.fldoe.org/core/fileparse.php/7672/urlt/Volusia18.pdf>

basis within a traditional classroom to provide direct ESE support and specialized instruction. The small group of students may include struggling nondisabled peers on occasion.

- Co-Teach – The ESE teacher and general education teacher share the instructional roles in the classroom jointly within the general education setting
- Collaboration – The ESE teacher and general education teacher will meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives and positive behavioral interventions designed to ensure the student is successful in the general classroom. In collaboration, the ESE teacher/service provider actively collaborates with the general education teacher to implement and monitor instruction and intervention.
- Pullout ESE – The ESE teacher will be available to work with individual or small groups of ESE students on an individualized basis outside of the general education classroom. Students will only be removed from the general education setting when the nature or intensity of the specially designed instruction precludes implementation within the regular classroom.
- Pullout Therapy – Services such as speech or language therapy, occupational therapy, physical therapy, and counseling provided one-on-one or in small group settings with other ESE students.
- Dual-Certification –The school’s hiring process may include a concerted effort to hire teachers who hold ESE certification in addition to certification in the subject areas and grade levels to which they are assigned.

The most critical supports provided to students with disabilities are the instructional strategies and supports used to teach the student (i.e., specially designed instruction, or SDI) and the supplemental aids and services and accommodations provided to enable the student to access the educational program. The type or approach to SDI will be based on each student’s level of need, learning style, and the content or skill being addressed. Educational staff and IEP teams will use resources such as Florida’s *Developing Quality Individual Educational Plans A Guide for Instructional Personnel and Families IEP and Lesson Plan Development Handbook*; information and resources available through the What Works Clearinghouse; instructional strategies described within CPALMS regarding supporting of students with disabilities; and any current resources available within VCS related to recommended instructional practices for students with disabilities; such as the district’s *ESE Handbook*, or other related resources.

The following are examples of supports that will be implemented:

- Supports to address environmental needs (e.g., preferential seating; planned seating in the classroom, at lunch, during assemblies, and in other locations)
- Presentation of subject matter (e.g., clarification of key concepts; graphic organizers, alternate presentation of content; planning guides; scaffolded instruction; mnemonics)
- Direct or explicit instruction in content, skills, and strategies (e.g., instruction in the use of graphic organizers, comprehension strategies, writing process, mechanics and usage, math computation and reasoning strategies)

- Pacing of instruction (e.g., breaks; extended processing or response time; complex information divided into chunks or sections)
- Assignment adaptations (e.g., shortened assignments; instructions broken down into steps)
- Multiple means for practice opportunities (e.g., learning centers; games; rhythmic activities; variety of reading materials, including books, magazines, computer software)
- Self-management and/or follow-through (e.g., calendars, study skills; behavioral intervention plan; use of rubrics or scoring guides)
- Ongoing assessment and use of testing accommodations (e.g., frequent comprehension checks; alternate formats to demonstrate mastery; test read aloud (except reading), extended time)
- Social interaction support (e.g., cooperative learning groups; social skills instruction; peer buddies; positive behavior intervention plan or behavior contract)
- Speech/language therapy, occupational therapy, physical therapy, and counseling
- Systematic progress monitoring to assess the effectiveness of the specially designed instruction
- Training/professional development for school staff regarding identification and implementation of effective and appropriate strategies based on student-specific needs

As described in Sections 3 and 4, the educational program, curricula, and instructional materials we have identified offer a significant amount of supplemental and support materials for students who are behind grade level; these materials and strategies are proven effective with students with disabilities and English language learners as well. In addition, intensive reading and mathematics courses will be provided when necessary for students performing significantly below grade level.

Our inclusive classrooms will support general education and ESE teachers working together to educate all students in the regular education environment. If a student's needs cannot be met in the regular classroom, even with appropriate supplemental aids and services, the IEP team may determine that pullout for some amount of time is necessary (e.g., very intensive, specialized academic instruction; specially designed instruction in social skills). However, we anticipate that the majority of special education and related services, supplemental aids and services, and accommodations will be most effectively and appropriately provided within the general education setting.

As part of the school's MTSS and professional development plan, teachers and administrators will always be seeking more effective and efficient instructional strategies, and will be looking to capitalize on resources and trainings available through the district as well as internally. Applying universal design for learning to our classrooms, implementing inclusive scheduling techniques (see *Flexible Scheduling for In-Class Supports: A Blueprint for Change*, Florida Inclusion Network, at <https://wcms.palmbeachschools.org/ease/wp-content/uploads/sites/62/2016/04/FlexibleSchedulingforInclusivePractices.pdf>); or the VCS *ESE Handbook*. and in conjunction with the innovative instructional program to be implemented at the school, will enable us to maximize educational opportunities for all our students while relying heavily on push-in ESE service delivery models. In accordance with s. 1003.57, F.S., once every three years, the school will complete the School Best Practices for Inclusive Education (School BPIE) self-assessment to identify priority needs, develop goals, plan school-

wide improvement strategies, and organize internal and external resources to support the implementation of inclusive practices for students with disabilities.

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.

As described in Item C above, all placement decisions are made by the IEP team and are based on the student's individual needs. We believe that our innovative educational program and carefully selected curricula and instructional materials will be most effectively implemented within the general education classroom with robust ESE supports provided in within the general education setting (see Item E). To this end we strongly support push-in inclusive services to the extent possible, particularly for students who are being taught the general Florida standards and who will be assessed through the general FSAs. Florida East Coast will work collaboratively with district staff and the DPS assigned to the school in order to ensure our instructional practices and supports for students with disabilities are effectively carried out. Similarly, for students who may require pull out support to receive more intensive services outside of the general education classroom, the school's lead ESE teacher, administration, or other designated staff will work collaboratively with the DPS or other appropriate district staff, to ensure the IEP team effectively problem-solves to make determinations for students regarding ESE services through a resource model or other combinations of service delivery options available along the district and school's continuum.

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.

As described in Items C and F above, all placement decisions will be made by the IEP team and are based on the student's individual needs. The school will work collaboratively with the district under a mutual understanding of the IEP team's role in making placement decisions. We understand that implementation of the access points standards is setting neutral, and only students with the most unique, intensive, or specialized needs will require separate class placement (less than 40% of instruction occurring with nondisabled peers).

After careful consideration of all of the student's needs and the resources potentially available at the school, if the IEP team determines that the student has needs that cannot adequately be met through the type and amount of supports Florida East Coast can provide, the team, including the DPS and/or district LEA representative and the parent, will determine an appropriate placement ensuring that consideration is given to educating the child with nondisabled peers to the maximum extent appropriate. The decision-making process will mirror that of the process the district currently implements when an IEP team determines that a student requires other supports and services that may not be available through the servicing school's resources and potentially available resources. We believe that by working in collaboration with VCS we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services available within the district.

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).

All classroom teachers and ESE service providers will have access to their students’ IEPs and Section 504 plans; be informed of and understand their roles in implementing them; be provided the resources and supports they need to implement them; and be held accountable by the school’s administration for their implementation, which will include documenting the provision of ESE and Section 504 accommodations, services, and other supports as required.

We understand the scheduling challenges faced by inclusive programs seeking to provide all of the academic and behavioral supports students with disabilities need within the general education setting, and the importance of ensuring fidelity to the schedules once established. The principal or designee will work with the ESE teacher(s) and guidance counselor to ensure reasonable and effective schedules are developed. A system will be implemented for school employees and contracted staff to log services as they are provided in accordance with the students’ IEPs. The principal or designee will oversee this process.

Reports of progress towards annual goals will be provided to parents in accordance with students’ IEPs (e.g., quarterly in conjunction with report cards). In addition, students with disabilities will continue to receive tiered interventions in accordance with identified needs and be subject to the same progress monitoring procedures as all other students as described in Section 6. In circumstances when there is a lack of expected progress toward IEP annual goals, IEP teams at Florida East Coast will reconvene to review the IEP and determine whether any amendments to the IEP are necessary, and to engage in meaningful problem-solving discussion regarding the student’s present levels of performance. Similarly, for students with 504 plans who may experience a lack of expected progress, depending upon the student’s plan and educational needs, 504 teams will reconvene to determine whether the student’s accommodations remain appropriate.

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

Our projected ESE staffing plan to serve students with disabilities and gifted students is provided in the table below. Based on projected enrollment, we believe we will initially require 1.5 FTE ESE teachers, with one being assigned additional duties as the ESE specialist/ESE lead teacher. The projected ESE staffing plan is based on ratio goals of 1:20. A ratio of 1:30 is proposed for gifted students, with the expectation that at least one teacher per grade level will hold a gifted endorsement. This endorsement will be a consideration during the hiring process and all teachers will be encouraged to obtain credentials in this area.

ESE Staffing – Years One through Five

	Y 1	Y 2	Y 3	Y 4	Y 5
Projected Enrollment	270	360	466	576	598
ESE Teachers – Disabilities	1.5	2	3	4	4
Gifted Teachers	1	1	1	1	1

The school will ensure that one teacher serves as the lead gifted teacher to support the provision of services to gifted learners and to complete any case management duties. The principal and

designated ESE specialist/lead teacher will work with the ESE teachers to ensure required services are being provided to the students. In addition, we are cognizant of the fact that this staffing plan may need to change as we learn more about the specific students who apply to our school.

We expect to utilize contracted services for speech and language and other related ESE services such as occupational therapy, physical therapy, counseling, and other specialized services that may be needed. All ESE teachers will hold the ESE certification required for their positions; all other service providers will meet the required licensure and/or certification requirements pertaining to their area of related service. The ESE specialist/lead teacher will have demonstrated experience in teaching students with disabilities, and will receive targeted professional development and training related to ESE compliance.

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

At the most basic level, the school's effectiveness in serving ESE students will be measured by the students' progress toward meeting their annual goals, which will be reported to parents at least quarterly. Annual goals on the IEP serve somewhat as benchmarks toward the ultimate goal, which is for all students to learn and grow through their educational experiences, and achieve to their highest potential. Given this ultimate goal, perhaps a more telling evaluation is the students' performance on the same formative and summative assessments that are administered to all students. Progress monitoring will provide a systematic method for tracking and comparing an individual's or group's performance through data collection. Both students with disabilities and gifted students will be assessed on an ongoing basis along with their general education peers. Progress toward meeting the student's annual goals and other targets will be measured by comparing expected and actual rates of learning. The MTSS-School-Based Leadership Team will disaggregate student data by the following subgroups as part of its routine monitoring of core and supplemental instruction: race/ethnicity; English language proficiency; disability under the Individuals with Disabilities Education Act (IDEA) and Section 504; giftedness; and socio-economic status.

In addition to evaluating ESE program effectiveness in terms of student outcomes on the FSA, staff will analyze student achievement data on the following to identify deficiencies and apply instructional strategies to raise student performance:

- baseline, interim, and final assessments;
- progress monitoring information;
- chapter or unit curriculum-based assessments,
- course grades; student work products, and formative assessments of project-based learning.

The school will engage in annual compliance reviews, either independently or in collaboration with the DPS assigned to work with the school. Other measures to assess the quality of the program will include feedback from students, parents, and staff on the School Climate Survey and results from the FDOE survey for parents of guardians of students with disabilities, to the extent results may be available at the school level.

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

The school will provide educational services to students eligible for gifted services as defined in the VCS SP&P, which includes a plan for identifying students from traditionally underrepresented groups. As with students with disabilities, the district is responsible for conducting initial evaluations in collaboration with the school of students referred for potential gifted placement. Once the evaluation is complete, the district will convene a team to determine if the student meets eligibility requirements in accordance with State Board of Education rules and the VCS SP&P. If a student is determined to be eligible for gifted services, an educational plan (EP) will be developed. In addition to the LEA representative assigned by the district, the EP team will include at least one of the student's general education teachers and a Florida East Coast gifted teacher.

As required for students in grades K-8, Florida East Coast will ensure EP reviews are conducted at least every three years, or more frequently if required to meet individual student needs. In addition, an EP team will convene when needed at the request of the parent, upon articulation from elementary to middle schools, and for when student's transfer into the school.

The service delivery models we propose to implement are support facilitation and/or cluster grouping, depending upon the needs of gifted learners enrolled in the school. Through support facilitation, students will receive support from a gifted endorsed teacher in the general education environment, either one-on-one or in a small group. Within a cluster grouping service delivery model, students will be grouped based upon strengths in the same content area(s) in a otherwise heterogeneous general education classroom. As part of the school's recruiting efforts, preference will be given to teachers who hold a gifted endorsement. All teachers will be encouraged to pursue a gifted endorsement.

The school's project-based and inquiry-driven curriculum will inherently provide opportunities for extension in reading materials, side-investigations, and creative and unique product development. In addition, the complexity, depth, and pace of tasks will be varied to challenge and support advanced students throughout the learning process. Lesson material will be tiered to challenge these students to engage with the content on a deeper level, and utilize their critical thinking and problem-solving skills to access the learning goal from multiple angles and perspectives. In addition, as recommended within the state's plan, school staff will work to ensure students are assigned to specific courses based on their areas of interests and personal strengths. When implementing both service delivery models, the teacher must clearly document in lesson plans the differentiation, and/or modifications for the students to address their EP goals. Hiring preference will be given to teachers who hold gifted endorsement and all teachers will be encouraged to pursue it. The teacher will regularly monitor student progress to ensure adequate progress is made toward EP goals in the general education environment.

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.**

Meeting Needs of English Language Learners

Florida East Coast is committed to preparing and equipping our bilingual, bicultural, and bi-literate students for success in middle school, high school, college, and careers. The goal will be to ensure that all English language learners will acquire oral language development, English language literacy, and content knowledge to prepare them to participate successfully with their English-speaking peers in all academic areas of the general education curriculum. We will implement the VCS English Language Learners (ELL) plan and ensure the ELL program complies with state and federal requirements by providing students who need it with English language development instruction that is both age and grade appropriate. We intend to work closely with the Volusia County English for Speakers of Other Languages (ESOL) Department to ensure that we implement the district's ELL Plan with fidelity, and that the needs of our English language learners are met in accordance with state and federal law. We will use VCS forms and procedures to implement and document all ESOL requirements.

An essential element of ensuring the school's awareness of, and capacity to, follow federal, state, and local procedures will include staff and administrative training and/or technical assistance related to any district training materials such as, the *Data and Compliance Handbook*; or any subsequent versions of the document. Training and/or technical assistance efforts will assist in ensuring the school has capacity to follow district procedures related to registration and initial placement, programmatic assessment, developing and monitoring student ELL Plans, extension of services and/or annual reevaluations, exit, reclassification, ELL Committees, and all related data entry procedures. The school will approach training as closely as possible in collaboration with the district's ESOL Professional Development Specialist or designee, and pay close attention to any revised or updated versions of the document, and/or other supplemental materials made available from the district or FDOE. The VCS ELL Plan provided to us by FDOE remains in effect until June 30, 2019. What follows below is our understanding of the requirements related to the current plan. It is our intention that once this application is approved and our principal hired, he/she will meet with the district's ESOL Coordinator, Teacher on Assignment, or other designee to confirm our procedures meet district expectations and ensure ELL students receive the services to which they are entitled. Florida East Coast will have an ELL lead teacher/Coordinator who will be responsible for monitoring the progress of the school's English language learners. This teacher will provide teachers with teaching strategies appropriate for English language learners. He/she will monitor the academic performance of ELL students and schedule them for supplemental academic services if needed. The lead teacher/Coordinator will also ensure that ELL students receive appropriate testing accommodations afforded to them by law.

ELL Committee

The school will work to adhere to recommended ELL Committee members which will include the principal or designee, parent/guardian, ESOL teacher, classroom teacher (if different from ESOL teacher), and the guidance counselor if needed, and ensure parental participation.

Depending upon the circumstances, other members of the Committee may include and but are not limited to: a social worker, school psychologist, and/or other educators such as academic coaches. The ELL Committee is responsible for making certain entry/exit decisions, monitoring ELL student progress, assessing the appropriateness of instructional programming, and promotion/retention decisions, when applicable.

Identification

Families will complete a Home Language Survey with assistance during the registration process. Any survey with at least one affirmative response will be directed to the principal or designee (e.g., ESOL lead teacher/Coordinator) for assessment. The principal will designate staff to review all registration forms promptly to assess affirmative parental responses. The VCS ELL plan states that the ESOL contact will administer the Listening and Speaking test (IPT aural/oral assessment) within 20 school days from the time of student entry. If a student is not tested within 20 days, the ESOL office will be contacted and a notification of assessment delay will be sent home that includes the reason for the delay in the student's native language when feasible. It is our expectation that the school will make reasonable efforts to administer the IPT as soon as possible once a student enrolls, and will work diligently to meet the 20-day timeline. Students who score Non-English Speaking (NES) or Limited English-Speaking (LES) qualify for ESOL services and an ELL plan is developed. In addition, any student in grades 3-5 who scores proficiently on the IPT aural/oral assessment will be administered the IPT Reading and Writing Assessment within 20 days. If a student does not show proficiency on the reading and writing assessment, an ELL plan is developed and he/she will receive ESOL services.

Programmatic Assessment and Placement

At the time of registration, the principal or designee review all available school records, transcripts and data sources regarding educational experiences. Any available formal and/or information assessment information and available data sources will be reviewed. The school will work to make prompt and reasonable attempts to obtain any previous educational records as soon as possible. In addition, the parent and the student will meet with the school counselor and/or the principal/designee designated to work with ELLs to conduct parent and/or student interviews and use all pertinent data to determine the appropriate grade level and/or subject area placement for the student, including social history and chronological age. A Programmatic Assessment will be conducted which will involve steps to determine a student's academic levels independent of their English language proficiency. Staff will pay close attention to any information related to other programs and services such as ESE, and interpretation of previous grades and grading systems. The school will utilize transcript/school record interpretation guidelines as needed. A student with no available student records or records that are unable to be obtained will be placed in collaboration with the district ESOL Coordinator and Coordinator of Student Support Services.

ELL Student Plan

The school ESOL Coordinator, classroom teacher, and principal or designee are responsible for developing the student's ELL student plan (ELL plan) based on assessment data and the student's previous educational background. The plan will be updated at least annually, (end of the school year/anniversary due date) and as needed to ensure that it continuously reflects the student's current services. The ELL plan is maintained in the student's cumulative file and includes the student's name; instruction by program, including programs/services other than ESOL that are being provided; the amount of total ESOL instructional time and related full

schedule; the date of the initial ELL identification; all assessment data used in the determinations related to the student's ELL status; and any applicable date of exit and assessment data utilized to determine the student's English proficiency.

Access

All students, including ELLs, will be provided full and equitable access to all services and programs implemented by the school, including compensatory, dropout prevention, enrichment, and other supportive services. All courses available to Florida East Coast students will be available to ELL students. ELL students will receive the necessary accommodations for classroom instruction and statewide assessments. Testing accommodations include, but are not limited to, additional time for assessments, oral presentation of test directions, flexible setting, small group for testing, and more. The needed accommodations will be documented on the ELL student plan. At any time during a school year, an ELL's teacher, parent or parent's designee, or other school personnel may request that the respective ELL Committee be convened to identify and/or discuss and remedy any issues or barriers which may be hindering a student's progress.

Communication with Parents

All written and oral communication with parents will be in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible.

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.

Florida East Coast will implement Mainstream/Inclusion – English and Mainstream/Inclusion – Core/Basic Subject Area models. Students classified as ELLs, including those below, at, or above grade level, will be placed in grade level classes with fluent English speakers. English will be the language of instruction, and strategies designed to meet the needs of ELLs will be implemented by ESOL endorsed teachers. Given all staff will share responsibility for all ELL students, the principal and school staff will receive ongoing training and professional development regarding related instructional practices to improve the instruction and assessment of ELL students; enhance the ability of teachers to understand the use of the curricula, assessment measures and instructional strategies for ELL students; and be effective in increasing ELL students' English proficiency and increasing the subject matter knowledge, and teaching knowledge and skills of instructional staff. Classroom attributes found to be associated with positive outcomes for ELLs that are embedded throughout the school's educational program include, but are not limited to the following: explicit skill instruction; student-directed activities; instructional strategies that enhanced understanding; opportunities to practice; systematic student assessment and monitoring; and a balanced curriculum.

Educational Practices

As described throughout this application, Florida East Coast's educational program provides student-centered individualization throughout the curriculum that serves to ensure academic success and equitable access for all students, including English language learners. All of the instructional materials under consideration include supplemental materials and strategies to assist and supports ELLs. Most significantly, project-based learning is a powerful instructional strategy for ELLs, known for its effectiveness in teaching content while simultaneously fostering English

language acquisition. All of our teachers in all courses will incorporate instructional models that support ELLs, including:

- Providing opportunities for authentic English communication, such as encouraging conversations, role-playing, questioning, brainstorming, and other opportunities to send and receive oral messages
- Using technology effectively to engage ELL's motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs
- Presenting ELLs with challenging curricular content that involves authentic reading and writing experiences linked to their cultures while providing textual choices as well as meaningful content
- Setting high expectations and focusing on achievement rather than language proficiency; placement in challenging classes with quality instruction enables students to learn more
- Encouraging teachers to recognize and appreciate socio-cultural factors by demonstrating awareness of students' backgrounds and their prior literacy experiences
- Training teachers to understand the challenges and benefits many ELLs experience when learning a second language (e.g., understanding implicit cultural knowledge and norms; developing metalinguistic awareness; learning to code switch and translate; dealing with political, cultural, and social dimensions of language status issues; negotiating disparities between home/community and school literacy practices)

Florida has adopted the WIDA ELD standards that outline the progression of ELD and exemplify how to teach academic language within the context of content area instruction. Course descriptions accessed through CPALMS include the applicable ELD standards along with implementation guidance. Florida East Coast teachers will be required to refer to the standards when developing lesson plans, and include in those plans instructions to meet the needs of their special student populations, including ELLs. The principal will use this information to inform "walk-throughs" to ensure ELLs are receiving the type and quality of instruction they require to support their linguistic needs. Specifically, the principal will be looking for evidence of such things as: bilingual dictionaries in use by students and teachers; extended time and flexible setting to meet ELLs needs; active engagement of ELLs in classroom activities and lesson; documentation of specific consideration of ELLs in teachers' lesson plans; integration of the ELD standards in lesson plans; and, overall, teacher awareness of the ELL levels and unique needs within their classrooms.

Strategies

Florida East Coast teachers will be trained in a variety of strategies that support ELLs, students with disabilities, and other struggling students. Scaffolding techniques in which our teachers will be trained and that will be used routinely include bridging, contextualization, schema-building, text re-presentation, and metacognitive development. Effective instruction for ELL students requires teachers to continuously assess students, adjust the scaffolding to match their strengths and needs, and pay attention to their language development and cultural backgrounds in order to ensure that they become autonomous and successful learners. Our teachers of ELL students will be held accountable for ensuring this occurs. They will be required to document the specific ESOL strategies they are utilizing within their classes in their lesson plans, which will be regularly reviewed by administration.

- Seating the student close to the front of the room and adjacent to bilingual student
- Establishing a daily routine in the classroom and preparing the students for any changes
- Using as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students; emphasizing visual literacy
- Providing alternative instruction whenever the class lessons are extremely difficult for the student
- Utilizing oral techniques, such as cueing, modeling elicitation, and chunking
- Utilizing graphic organizers such as webbing, semantic maps, diagrams, and graphs
- Modifying lesson objectives according to the language level of the student
- Writing key words, directions, and notes on the Board
- Using listening devices such as tape recorders and language masters to build vocabulary and listening comprehension
- Developing reading skills by reading to students and by matching materials to meet both language needs and student interests
- Supporting vocabulary development by using books that have built-in predictability
- Using books that have illustrations that support and extend meaning as a springboard for discussions and writing assignments
- Using flash cards, word walls, and pictures to build vocabulary
- Using manipulatives to help students visualize the math concepts
- Teaching math concepts and computation procedures through games and kinesthetic activities
- Allowing students to use computational aids such as number lines, abacus, counters, and computation charts
- Giving practice in reading word problems by identifying the key words to determine the operation needed to solve the problem; using think/pair/share
- Utilizing the cooperative learning approach in which the student is given the opportunity for peer instruction

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

Annual English Language Proficiency (ELP) Summative Assessment

ACCESS for ELLs 2.0 is the language proficiency assessment system utilized by WIDA Consortium states, of which Florida is a member. As described in Section 5, student performance on the ACCESS for ELLs 2.0, FSAs, are used to assess progress and measure success at the most “formal” or standardized level. In addition, less formal formative and summative assessment of ELLs will occur throughout the year through curriculum based placement tests, benchmark and interim assessments, class assignments and tests, informal observations, and other routine assessment activities. Florida East Coast’s administrators and teachers will monitor the progress of all students throughout the year. Monitoring and evaluation is applied at the school, classroom, and individual levels, and ELLs are one of the sub-groups whose progress will be closely scrutinized by the MTSS team to ensure ELL students are making strong academic progress as measured by diverse assessments; gaining proficiency; and advancing from grade level to grade level, evidencing mastery of core subjects in line with native English speaking students.

Exiting and Post Re-Classification Reviews

In accordance with Rule 6A-6.0903, F.A.C., an ELL is determined English language proficient and exited from the ESOL program upon obtaining scores of “Proficient” at the applicable grade level on each subtest of the ACCESS for ELLs. However, regardless of the assessment scores described, upon the request of a student’s teacher, counselor, administrator, or parent, an ELL student being considered for exit may be reevaluated convening the ELL committee at any time. Any student who is being considered for exit by their ELL committee will be assessed no earlier than 30 school days prior to the ELL committee’s determination regarding the exit. For students with disabilities being considered for exit, their ELL committee will be composed of required IEP team participants. In these cases, the ELL Program Supervisor or Designee will coordinate with the applicable District Placement Specialist to ensure applicable requirements are followed. We will follow the VCS procedures for conducting post-reclassification reviews using the district’s Post-Reclassification Monitoring Form. The ESOL lead teacher and the student’s ELA teacher will be responsible for monitoring the follow-up of students who have exited the program. At a minimum, reviews will be conducted after the first and second grading periods, one year from the exit date, and two years from the exit date. As described in the district plan, if a student is not on grade level, a referral to the ELL Committee will be made. Based on thorough review of the student’s report cards, work samples, standardized assessment results, classroom performance and other teacher and parent input, the Committee will determine whether the student should be reclassified as an ELL and re-enter the ESOL program. The Committee may also refer the student to the PST team.

D. Describe the staffing plan for the school’s English Language Learner program

Based on the demographics of neighboring schools, we anticipate approximately 2 percent of our students will be ELLs. Based on enrollment projections, that would be approximately 6 students in year 1, growing to approximately 12 students by full enrollment in year 5. We understand that a bilingual paraprofessional or teacher is required at schools with 15 or more ELLs who speak the same language. An ESOL lead teacher and an ESOL paraprofessional will be included among the school’s staff. It is our expectation that during Year 1 the ESOL lead teacher’s responsibilities can be assigned to a current staff member without needing to hire an additional person, however, should the population be large enough that this will not be possible, the school is prepared to allocate necessary resources to hire an additional staff person to oversee the needs of the ELL students. The decision as to whether a separate position for ESOL lead teacher is needed will be made by the principal once the total enrollment of ELL students is known. We will actively recruit teachers, paraprofessionals and parent volunteers who speak the home languages of our ELL students (primarily Spanish). Teacher applicants who hold Florida ESOL endorsement will be prioritized. It is our understanding that most recent Florida college graduates have had the required ESOL courses and already have this endorsement. While not a requirement for being hired, teachers who do not hold ESOL endorsement will be strongly encouraged to seek it beginning their first year. However, if a teacher without ESOL endorsement has an ELL student in his or her classroom, the teacher will be required to seek such endorsement as a condition of continued employment. We will ensure that at least one teacher at each grade level holds the endorsement, so that services such as assessment and coordination of the ELL plan can be accomplished by that teacher. At least one member of the PS/RtI team also will hold the endorsement in order to appropriately represent and support ELL students.

Section 8: School Climate 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.**

School Culture

Florida East Coast believes that all children can learn and succeed in school provided they have access to a well-rounded education that naturally caters to individual learning needs of students, offers challenging academic nurturing, safe and structured environment, a challenging and interesting curriculum, including PBL activities that support collaboration and communication absorbed throughout the learning process. The school strives to recruit, hire, and maintain qualified teachers who genuinely care about the child's performance and well-being. We understand students require high expectations that promote their overall social, emotional, and behavioral development. We strive to implement curriculum and related supports that offer students equal access to learning and the environment, and appreciate individual differences amongst our teachers and staff; while embracing, appreciating, and celebrating diversity. We do not assume students know how to behave or conform to school-wide and classroom expectations without being explicitly taught how to do so, or without modeling, ample opportunity for practice, and adult support. The unique nature of each child, their perspective of behavioral and social norms, their background and culture, experiences, and their own development, contribute to the way in which behavioral expectations play a role in the overall school environment. When a behavioral or school-wide expectation is not followed, or an undesirable issue occurs serving as an opportunity for natural learning, the school will target students' needs similar to the way academic skill deficits are addressed. School staff and leadership will ensure behavioral development holds equal weight to the academic development of our student body to promote a positive academic environment and reinforce student intellectual and social development.

A safe, secure environment begins in the classroom. Effective classroom management techniques influence and provide an environment conducive to learning. Consistent efforts related to classroom management are expected to align with the school-wide core behavioral and character framework. Teachers will be expected to provide a copy of their classroom management plan to administration for review and subsequent collaborative professional discussion prior to the start of each school year that clearly aligns with the school's core behavioral, climate, and cultural expectations. There is an overall expectation that each classroom teacher will create a safe climate for learning, follow a consistent and fair process for responding to undesirable or inappropriate behaviors, monitor behavior continuously to support student growth, and celebrate the prosocial behavior of students individually, as a class, grade level, and school community. School administration will meet with staff on an individual and group basis to assess the needs of teachers, and seek input regarding the effectiveness of the school's social environment and overall "school health and wellness". The school will operate under a general rule that when asked by a classroom visitor about classroom expectations, students within every class, should be able to provide an age or student appropriate explanation of what the expectations are, what consequences are generally applied, and why the system is in place. In order to promote prosocial student behavior and prompt a positive academic environment, teachers will establish the following as part of their natural classroom social learning protocol:

- Classroom rules are posted, practiced, reinforced, and align with school-wide expectations; consistent language is used school-wide
- Student expectations/responsibilities are posted, monitored, and reinforced
- Classroom behavior management plan is based on components of positive behavioral support; strategies are clearly posted, explicitly taught, re taught, and consistently implemented
- Positive behavior is reinforced and celebrated regularly
- When needed, individual student behavioral intervention plans (BIPs) based on functional behavioral assessments (FBAs) are developed, implemented, and reviewed
- Expected behaviors are reviewed, modeled, and practiced on a continual basis

As described in Sections 3 and 4, elements stemming from character education and citizenship are embedded within Florida East Coast's prosocial atmosphere for students and play an integral part within the infrastructure for social, emotional, and behavioral learning. During daily morning meetings, students will have the opportunity to engage in structured activities and discussions focused on character and prosocial development. See Attachment C for lesson examples. In conjunction with modeling and coaching, students will be afforded a multitude of opportunities to practice implementing, and associating the core ethical values as part of their daily learning. Throughout the learning process, students will be able to collaborate with one another in natural and contrived or teacher-directed circumstances, to practice implementing the core ethical values, and associating them within their daily framework for success. We anticipate that the core ethical values will follow students beyond their K-5 educational career into middle and high school, and within their postsecondary pathways. Students and adults will be directed and encouraged to counsel with one another as a means of engaging in supportive dialogue and conferencing to model, generalize, and reinforce skills and concepts taught during morning meetings, and to serve as measures of accountability and collaboration for students and staff.

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.*

Code of Conduct

We have carefully reviewed the district's Student Handbook that includes the Code of Student Conduct accessible at Florida East Coast will adopt the VCS Code of Student Conduct, and Discipline which, consistent with our mission, establishes a framework for a safe learning environment. (VCS Policy 208 E) ⁴¹ Additionally, we will create a school climate built on independence, personal responsibility, compassion, collaboration, respect and community. The Code of Student Conduct and the school climate will be the guidelines for ethical and respectful conduct from students and staff. The Code of Student Conduct outlines the practices the school will use to promote student discipline; the document specifically attaches violations of the code of conduct to what is considered an appropriate discipline response. Violations are grouped into 4 levels; the levels are as follows: Minor, Intermediate, Major I, and Major II.

Teachers serve as the facilitators for guiding students toward ethical and respectful conduct and decision-making. Teachers will be expected to have a classroom management plan aligned with the school's expectations and to provide a copy to the principal or designee annually. The plan must identify classroom expectations; steps taken to ensure teachers are guiding students toward positive outcomes; structures in place to respond to undesirable and positive behavior; and how parents will be informed of classroom issues. The plans will support student ownership of their own social, emotional, and behavioral development.

Classroom management plans are expected to align with the school's philosophy and framework for positive prosocial learning, including the elements of character education and citizenship. When a student engages in an undesirable behavior, the teacher and student will take steps to address the behavior, bearing in mind that there is an overarching goal for students to take responsibility for their actions, and learn the steps needed to prevent the behavior from occurring in the future. Consultation and communication efforts with students will be dedicated to modeling the appropriate responses, follow-up activities focused on behavioral change, and communication with others, including parents, to help shape behavior in a positive direction.

If possibilities for resolving student behavioral issues are exhausted at the classroom level, including a conference with both the student and the student's parent/guardian, or the behavioral offense is egregious in nature, then the student may be referred to the administration for assistance. The principal, or principal's designee will then make a good faith effort to understand all issues related to the problem behavior and related circumstances. Any meetings with the principal will be conducted to serve as a learning opportunity for the student to implement a positive change in behavior. If there is sufficient information to suggest that a teacher may have been able to try different approaches, interventions, or respond differently to student behavior to promote a more positive outcome, the principal will meet privately with the teacher to determine any next steps that can be implemented in the future, and document this communication effort accordingly. For students who experience intensive social, emotional, and/or behavioral challenges whose needs are not being met through the implementation of school and classroom core interventions, supports, and strategies, a referral will be made to the

⁴¹ [https://www.boarddocs.com/fla/vcsfl/Board.nsf/files/ARLJKL4D309C/\\$file/Policy%20208%20E-%20Code%20of%20Conduct%20-Adopted%2092617.PDF](https://www.boarddocs.com/fla/vcsfl/Board.nsf/files/ARLJKL4D309C/$file/Policy%20208%20E-%20Code%20of%20Conduct%20-Adopted%2092617.PDF)

individual student problem-solving team as described in Section 3.

The principal or designee will exercise professional judgment in determining consequences for a Code of Student Conduct violation, in accordance with VCS policies. (Student/Pupil Policies 208E). The definitions provided in *Section B. Classifications of Violations* will be used to appropriately classify student misconduct. School administration and teachers will preserve the integrity of the disciplinary process at the school. All staff will be expected to model leadership, compassion, respect, collaboration, and responsibility. The principal or designee reserve the authority to suspend students as appropriate for egregious discipline offenses, or when all other means of positive behavioral support or the implementation of restorative practices have been exhausted. As required by the law and the district's code of conduct, appropriate consideration will be given to a student's status as a student with a disability under IDEA or Section 504, and for any student who the school has a basis for knowledge that the student may be a student with a disability. We understand that the authority to expel students lies with the district and not with individual schools, including charter schools. We will follow the district's change of placement for recommendation of expulsion procedures for a student exhibiting serious or repetitive violations of the Code of Student Conduct. Expulsion hearings will be conducted by VCS and the final decision regarding expulsion will be made by the district's School Board.

Discipline and Students with Disabilities

We understand that specific protections with regard to discipline apply to students with disabilities that do not apply to nondisabled students. We will adhere to the disciplinary procedures mandated by the Individuals with Disabilities Education Act, Section 504, State Board of Education Rules, and the VCS SP&P. The protections apply to students with disabilities who have IEPs or Section 504 plans, and also apply to students not yet determined eligible but for whom the school is deemed to have knowledge that the student may have a disability.

In accordance with the district's SP&P in effect at the time of this writing, school personnel and relevant members of the student's IEP team will convene whenever a student is being considered for suspension from school for disciplinary reasons for more than 10 cumulative school days in a school year. If it is determined that the removal constitutes a change in placement under IDEA (i.e., the removal is for more than ten consecutive school days; the removal constitutes a pattern of exclusion as defined in the law), a manifestation determination review will be conducted within ten days of the removal decision. A meeting will be convened with the district representative, the parents, and relevant members of the IEP team to review all applicable information in the student's file, including any information supplied by the parents of the student, any teacher observations of the student, and the student's current IEP; and determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct in question was the direct result of failure to implement the IEP. Understanding that such a situation would be extremely rare and inconsistent with the school's philosophy of positive behavioral interventions and supports, if such a suspension were to be considered, we will work directly with the assigned DPS or other district personnel to ensure compliance with federal, state, and district guidelines.

Section 9: Supplemental Programming

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

At this time, we do not have any extra- or co-curricular activities planned, although we do intend to establish some. Once the school opens we will survey students, parents, and teachers to determine interests, and then offer activities aligned with those interests if feasible. In alignment with the STEM disciplines, the school would like to offer a model railroad club and other related group activities that engage students to explore historical concept and hands-on learning about how trains work, and the science and historical context related to their development over the course of time. The school would also like to offer a math club, as well as clubs that support overall health and well-being. The school grounds have an area that will be designated for students and teachers to create a garden; therefore, the school will seek student interest into forming a gardening club. Other organized groups may focus on character concepts and school-wide service learning activities and initiatives in alignment with the school's educational programming.

When the school is in operation, as the interests of students, families, and teachers is obtained, the school will determine whether an extended day program may be developed based on the overall interests and needs of the school.

For any activities requiring funding, monies will be collected by student, or through any future extended day, or after-school programming. When developing any supplemental programming opportunities, Florida East Coast will take into consideration the needs of families who may require financial assistance. The school will diligently work to eliminate unnecessary costs, and build in assistance through any developed pay structure so that all students have equal access to offered programming.

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.

Florida East Coast will operate under the guidelines of the Florida Department of State as a not-for-profit and will file for status as a 501(c)(3) Not for Profit Organization. Once the school’s charter application and charter contract are approved, the school will file for federal tax exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code.

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, governing Board by-laws, and governing Board code of ethics and conflict of interest policies are provided as Attachments H, J, and K, respectively. Given that the 1023 Application for the 501(c)(3) federal tax exempt status will need to include the charter application and charter contract; therefore, the 1023 Application will be filed once the Charter Application and Charter Contract are approved.

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.

Governance Structure, Roles, Powers, and Duties

The Florida East Coast Charter School Governing Board (Board), in addition to holding the overall legal, financial, and fiduciary responsibility for the charter school and being the entity to whom the charter will be granted, shall provide external accountability, internal oversight, and mission-based leadership. The primary role of the Board will be to govern the charter school in a manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board will ensure that the standards and goals outlined in the charter are met, and that the school operates in compliance with all Florida State and federal laws. The Board’s role is one of oversight and management, establishes and implements the school’s mission and vision, sets forth the philosophies and values that guide school operations, and is fully responsible for the governance and accountability of the school. Governing Board members will receive no salary or other compensation, other than reimbursement of expenses as approved by the Board. General duties and responsibilities include:

- Approval of all policies and procedures used at the school (procurement authority, non- discriminatory hiring and retention, enrollment, etc.)
- Financial review and fiduciary oversight

- Annual adoption and maintenance of an operating budget
- Adherence to Florida Government in the Sunshine laws
- Setting the salary schedule
- Approval of personnel recommendations from the principal
- Annual evaluation of the principal and the school
- Review of student discipline procedures and appeals
- Negotiations and execution of all contracts
- Compliance with Florida statutes and State Board of Education rules, FDOE policies and procedures, and the terms of the charter contract
- Submitting required reports to the district
- Establishing annual and long-term goals for the school and evaluating progress
- Continuing oversight over charter school operations

In accordance with section 1002.33(9)(j), F.S., the Board also is responsible for:

- Retaining the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body.
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan in the event such a plan should become necessary.
- Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance.
- Participating in governance training approved by FDOE, which must include Government in the Sunshine, conflicts of interest, ethics, and financial responsibility.

Pursuant to s. 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Volusia County and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school website.

Committee Structure

A committee structure will enhance the Board's decision making. Staff with members who have varied expertise, the committee structure will enable the Board to operate with great efficiency. Committees will support the Board through performing research on critical issues and developing recommendations. The Board may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. Committee may be made up of Board members and non-Board members. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in the Bylaws.

Interaction with Principal/Advisory Bodies

The principal, hired by and reporting directly to the Board, is responsible for all aspects of daily school operations, including implementing policies adopted by the Board and ensuring the school is successful and performance goals are met. The principal identifies qualified candidates and makes hiring recommendations to the Board. All staff and faculty positions fall under the purview of the principal, and the principal is responsible for their evaluations. When an assistant principal is hired, some positions may report directly to that person. However, the principal will remain the designated authority. The principal is evaluated annually by the Board.

The principal is not a member of the Board, but attends all meetings, reports to the Board at regular intervals about school operations, and presents recommendations on subjects under consideration prior to action taken, if requested. The principal also serves as the liaison between the school and the district.

Consistent with state charter school rules and policies, a School Advisory Council (SAC) will advise the Governing Board on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues identified by the Board. SAC membership will reflect an equitable balance between school employees, parents, and community members. If possible, at least one community member will represent the business community. The role of the SAC is strictly advisory.

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

The Florida East Coast Governing Board (Board) meets at least once per quarter to discuss the school's operations and to hear reports and updates from each Board member and principal. Regular Board meetings will be held at the school facility. A quorum is required before the Board can take any action, and actions taken by the Board require a majority vote of members present. Workshop meetings may be called by any member and convened at any time between regularly scheduled Board meetings. Florida East Coast Board meetings will be open to the public and comply with s. 286.011, F.S., unless confidentiality is required by law.

A proposed agenda for all Board meetings will be posted at the school at least five days prior to the meeting. The parent or legal guardian of any child enrolled in the school, a teacher, or any member of the public with an issue for Board consideration may add an item to the agenda or ask to be included in the meeting agenda by submitting a written and signed request to any Board member by noon on the date of the scheduled meeting. Parents will be provided with written notice regarding the process for attending and bringing matters to the attention of the Board. The Florida East Coast Governing Board will vote on and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

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 Florida East Coast Governing Board currently consists of five members from the local community. Each member brings an extensive array of skills and years of successful experience as practitioners in diverse fields. Specific skills and areas of expertise of the current members are provided in the attached Board Member Information Forms. The Board will regularly review the

collective strengths and expertise of its members, with a focus on garnering expertise in the following areas: accounting; auditing; community service; curriculum development; education and teaching; educational leadership; fundraising; entrepreneurship; human resources; legal issues; management; marketing; public relations; real estate; and strategic planning.

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

Florida East Coast recruits board members who are qualified, in terms of training, education, and experience, and who have garnered credibility and respect from the community. Board members will be recruited as a seat becomes available. Board membership shall be limited to two consecutive three-year terms. Previous board members shall be re-eligible for membership after a lapse of one year. After the charter contract is approved, the existing Board will establish Board Classes with staggered terms so that there will not be a complete turnover of board members in a given year. Each year, at a duly noticed meeting, the Board will choose officers from among its members to include a President, Vice President, Treasurer, and Secretary.

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

We have and will continue to identify highly qualified individuals who are committed to the mission and vision of Florida East Coast to serve as board members. Members have the experience to establish policy consistent with the school's mission and ensure that programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements.

The Governing Board contributes to the school's success through its initial leadership and ongoing operational oversight as it governs all aspects of the school, including student academic performance and school sustainability. The higher education and K-12 educators on the board provide a strong foundation in both pedagogy and educational accountability that will be an invaluable resource as the school evolves.

Board members take very seriously their fiduciary responsibility to oversee the school's expenditure of public and private funds. This responsibility includes oversight of procurement practices; monitoring business and financial policies; and providing guidelines for sound financial management practices. The principal will work with the back office services provider and Treasurer to develop and submit to the Board for discussion and approval a balanced annual budget prepared in accordance with the timelines set forth by the District. The Board will regularly review the budget in comparison to the actual spending and enrollment at key times each year, adjusting it as necessary throughout the year to provide clear direction to the principal regarding spending.

The Board will perform ongoing assessments of operations and programs to determine whether the school has met its stated goals and will also routinely assess its own performance. Through strategic planning, board members will participate in the development of short- and long-term plans for the school. In addition, as described in the bylaws the Corporation (school) will have a sole member (as described above) of the corporation which shall provide fundraising and other support to the school.

The Board will present an annual progress report to VCS. This report will include: (1) school progress towards achieving the goals outlined in the Charter; (2) information required in the

Annual Accountability Report (s. 1002.33(9)(1), F.S.); and (3) financial records, including revenues and expenditures. The Board will seek input from and communicate decisions to the community and will be fully accountable to Volusia County Public Schools and the community.

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

Name	Current or Prospective Member?	Role on Board (e.g., Member; President)	Submission Requirements
<i>Sammy Lee Butler Sr.</i>	<i>Current</i>	<i>TBD</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Résumé
<i>Richard Prazenica</i>	<i>Current</i>	<i>TBD</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Résumé
<i>John Louis Gagne'</i>	<i>Current</i>	<i>TBD</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Résumé
<i>Kathy Kluth</i>	<i>Current</i>	<i>TBD</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Résumé
<i>Kayla O'Brien</i>	<i>Current</i>	<i>TBD</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Résumé
<i>Brian Seeber</i>	<i>Current</i>	<i>TBD</i>	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Résumé

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

The Governing Board has been recruited from a pool of local educational, business, and community leaders who seek to establish a highly successful public charter school in their community. The Board strives to ensure that it is composed of individuals from a variety of professional backgrounds with various interests, skill sets, and expertise. The Board is working with members of the school community and other stakeholders to recruit interested and qualified applicants to fill the remaining position(s); vacancies will also be posted to the school website. The process will ensure that the Board is fully staffed with a diverse group of individuals who bring Florida East Coast different perspectives but equal passions.

The current Board will continue to meet potential interested stakeholders with interested stakeholder to share the school’s vision and to identify individuals with demonstrated evidence of understanding the roles, responsibilities, and commitment required of a start-up charter school board member. Potential members, who share strong alignment to the school’s mission, as well as commitment to the community, will be asked to complete an application and diligent interview process with the Board. Board members will examine applicants' qualifications, experience, skills, motivation, demeanor, and availability to serve effectively. Once applicant's references have been verified, the individual will be recommended for appointment (if there is a vacancy) or for nomination during the next election period (if no vacancy). Applicants will have the opportunity to speak at the next scheduled Board meeting and will receive written notification of the Board's decision. Once selected, members will undergo fingerprinting and background screening within 30 days of the nomination.

All new members will participate in orientation to familiarize them with the mission, climate,

and academic progress of the school. Florida charter school statutes and board procedures and duties, articles of incorporation, by-laws, code of ethics, conflict of interest policies, annual budget, staff and student handbooks, and most recent financial statement will be reviewed. Charter school governing boards participate in FDOE-approved governance training in areas that include the Government in the Sunshine Act conflicts of interest, ethics, and financial responsibility. Upon approval of the charter application, the founders will select a provider and training plan from FDOE's approved list. The training will be completed within three months of approval for all founding board members and within three months of a new board member joining the Board. In addition, board members will be required to complete a two-hour refresher course every three years, to be provided by an FDOE-approved trainer. It is also our intent that all board members will attend the annual state charter school conference

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

The Board operates under a code of ethics that maintains the highest integrity and commitment to serving the students, school, and community, and expects all administrative, instructional, and support staff members to adhere to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida. The Board has adopted a comprehensive conflict of interest and anti-nepotism policy (see Attachment K) that describes the Board's ethical standards and procedures for identifying and addressing conflicts of interest. All instructional personnel and school administrators will be required to complete training on the standards.

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.

In accordance with 1001.452(1)(a), F.S. Florida East Coast will have a School Advisory Council (SAC). The SAC will advise the governing board on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues identified by the Board. SAC members will also assist in the preparation and evaluation of the school's improvement plan. The SAC will be composed of the principal and an "appropriately balanced" number of teachers representing various grades and disciplines, support staff, students, parents, and members of the community. The SAC will report directly to the Board.

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.

Florida East Coast places high value on parental involvement and will strive to foster an open exchange of ideas and collaboration. Through regular communication with parents, we hope to create positive relationships built on mutual respect and a desire for student success. When disputes arise, we will seek an expeditious, amicable resolution for both parties.

The school will develop a handbook to provide provided to parents at the beginning of the school year delineates steps for resolving disputes and provides contact information for each staff member and the Governing Board representative appointed in accordance with section 1002.33(9)(p)2., F.S. Parents are encouraged to address their concerns in the following manner:

1. Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The Principal may be present at any meeting between parties should either party request it.
2. If the teacher or other staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may meet with the principal to address the concern.
3. If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board Liaison, who will bring the concern to the Board. Issues brought to the Board are resolved by allowing ample time for investigation and full understanding of the issues by all board members. However, emergency issues, or issues of great importance to the school's operation, may be resolved more expeditiously at the discretion of the Board.
4. The Governing Board will discuss the facts and make a decision in response to the parent's dispute. The decision of the Board will be 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.**
- N. Name of the contact person at the partner organization and that person's full contact information.**
- O. A description of the nature and purpose of the school's partnership with the organization.**
- P. An explanation of how the partner organization will be involved in the governance of the school.**

Not applicable. Florida East Coast Charter School is not filing the application in conjunction with others.

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.

Organizational charts are provided in Attachment M.

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

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

The principal, selected by and accountable to the Governing Board of Florida East Coast, implements the school's mission and vision, 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. The principal provides strong organizational and instructional leadership, in order to assure high student outcomes. The principal will, at minimum, hold a Master's Degree and be able to take charge of academic programs and successfully implement them. He/she will be experienced in leading an organization and be a self-starter. The principal will be a competent and dedicated teacher with established classroom experience and will understand and be willing to fulfill all duties and responsibilities, as outlined in the proposed job description contained in Attachment N. Charter school experience is preferred. The school will adhere to the anti-discrimination provisions of S. 1000.05, F.S. Attachment O contains the position qualifications and more detail about criteria.

Process

Florida East Coast will recruit applicants through a public process, which may include, but will not be limited to, advertising in local and national newspapers and professional printed media,

referral, and appropriate electronic recruitment mechanisms. The Board has engaged a consulting firm that specializes in national candidate searches and has extensive contacts with top quality charter school principals throughout Florida and the country.

Student success, as shown in high student achievement and growth both within the classroom and on student assessments, exists as one of the principal's top priorities. The principal will monitor student performance within the school and will keep abreast of educational trends throughout the nation, in an effort to continuously offer students the best opportunity for success both in the classroom and as citizens in a democratic society.

The principal must be approved by the Governing Board. A consulting firm may be engaged to coordinate the recruitment process. The Board will use a rubric to rate each applicant. The Board will then vote to determine the final candidate; a majority vote will be needed. If no candidate is deemed acceptable, the process will begin again. The chosen candidate must then pass the required background checks and screenings prior to being appointed principal.

At least annually, the principal will be evaluated by the Board in accordance with the Student Success Act. Specifically, charter schools must adhere to substantive requirements of section 1012.34, F.S., related to performance evaluations for School administrators Florida East Coast intends to use the Florida Consortium of Public Charter School's Instructional Leadership Performance Appraisal System to evaluate the principal.

Timeline

Recruiting for the principal will begin in December and we will post the job descriptions in various locations as described above. Interviews will begin in January. We anticipate having a principal hired by the middle of February. (see timeline) Since this is a new school it is important to the Board to have the principal actively involved in the startup activities.

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

The Governing Board provides direct oversight to the principal. The principal reports to the Board, manages day to day operations, and oversees all other employees and staff. An office/business manager, reporting directly to the principal, manages all financial and bookkeeping functions, including financial reporting, purchasing and contract management. In addition, a "back office" accounting firm assists with proper handling and posting of accounts payable and with financial reporting of the School's funds. State certified (or certifiable) teachers will be hired by and report directly to the principal, as will teachers' aides and substitutes.

Florida East Coast will select its own employees; employment practices will be nonsectarian and will adhere to the anti-discrimination provisions of the Florida Educational Equity Act.

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.

Proposed Staffing Plan

Position	Y1	Y2	Y3	Y4	Y5
Classroom Teachers	15	20	25	30	31
ESE/ELL/Gifted Teachers	2.5	3	4	5	5
Guidance/Coordinator	0	0	1	1	1
Paraprofessionals	2	3	4	5	5
Principal	1	1	1	1	1
Assistant Principal	0	0	0	0	0
Administrative Assistant	1	1	1	1	1
Registrar/Clerical	.5	1	1	1	1
Food Service	1	1	2	2	3
Custodian/Maintenance	1	1	2	2	3
Security Guard	1	1	1	1	1
Total Employees	25	32	42	49	52

- 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.**

Recruitment

Florida East Coast will utilize education publications, job fairs, and state and national job boards to recruit the highest performing faculty, administration and staff. We will post job opportunities on the School’s website, on Teach In Florida, and on Teachers-Teachers.com. The principal and other representatives will attend job fairs at state universities and notify state university Colleges of Education and Career Centers of current job openings. The school will also establish connections with nearby teacher preparation programs; such as, those within Bethune-Cookman University and Stetson University, to assist in identifying potential candidates to fulfill instructional roles. The principal will be responsible for the recruitment process. Employment openings at the school will be advertised in accordance with EEOC.

Selection

The school will select employees who embrace its mission, are passionate about education and demonstrate strong skills that match the Florida East Coast vision. Interested applicants will apply directly to the principal. The strongest candidates will be contacted and a telephone interview conducted. Applicants passing this initial screening will be invited to the school for an in-person interview with the principal and the interview team.

Following a more focused and comprehensive interview process by the hiring committee (school administrators, teachers, counselors, and lead staff) and submission of a work sample (e.g., lesson plan, statement of educational philosophy), a “best fit” candidate will be identified. The selected applicant will be required to undergo a background check and fingerprinting with the District as required by 1002.33 (12) (g), F.S. prior to employment. When determined acceptable, a provisional offer of employment will be extended, pending Board action. The principal will submit the selected candidates to the Board for approval. Upon final approval from the principal and Governing Board, the offer of employment is confirmed. If the employee accepts the offer, a start date and employee contract will be issued.

We will not employ any individual whose professional certificate or license is suspended or

revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S.; all employees must submit to background checks and drug-screening. The school will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes and federal and state laws in hiring and employment practices. We will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation.

Florida East Coast teachers will meet or exceed expectations for certification, as required by Chapter 1012 and Florida Statutes; teachers will be certified in the field in which they will be teaching. The school will comply with all teacher/paraprofessional certification requirements of the Federal Every Student Succeeds Act (ESSA). Instructional staff from other states will have their teaching credentials evaluated by FDOE to determine certification eligibility. Parents and the community will be informed of the qualifications of teachers, in accordance with ESSA guidelines and Florida Statutes.

Staff retention will focus on providing a nurturing and challenging environment and offering competitive salaries and benefits comparable to surrounding school districts. Staff members will also contribute to the planning and operation of the school, under the direction of the principal. School administration will maintain resumes from previous candidates, or individuals who have previously expressed interest in the school to ensure connections are easily established with educational professionals in the event of staff vacancies. Social media outlets such as LinkedIn will be used as additional resources to maintain professional connections with viable candidates, and to quickly advertise open positions, in conjunction to the schools' typical hiring process.

Development

In setting high expectations for both students and teachers, the school will be committed to maintaining the highest level of quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering high quality trainings on our campus. The process for Professional Growth includes the following:

- Administrators and teachers meet at the beginning of the year to analyze data, determine goals and targets and plan professional development.
- A mid-year review is held to promote discussion and reflection, and to monitor progress toward the goal using formal and/or informal data.
- At the end of the year, a final review of the Professional Growth Plan (PGP) is held with each teacher to examine student data, evidence of participation in Professional Development, implementation of the PD and determination if PD was effective based on the goals. Areas for continued growth are also discussed.

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.**

Employees will be offered an annual, at-will contract for employment specifying salary, position, title, and job duties. At-will employees may terminate their employment at any time, with or without cause or advance notice; likewise, Florida East Coast may terminate employees' contracts at any time, with or without cause or advance notice. Procedures for discipline and dismissal of employees will be developed in accordance with principles of due process and in compliance with all applicable laws and regulations.

- 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.**

In accordance with s. 1012.34, F.S., Florida East Coast will implement a system of performance evaluations for all instructional personnel and the school's administrator. Teachers and administrators will be formally evaluated at least once a year (at least twice annually for new teacher hires). The principal will be evaluated by the Governing Board or their designee e.g., consultant services; and the teachers will be evaluated by the principal. The school will use the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Classroom Teachers and Other Instructional Personnel and the FCPCS Evaluation System for School-Based Administrators. These systems were developed and copyrighted by FCPCS and are approved by the state for use by public charter schools and comply with section 1012.34, F.S. The Evaluation Systems meet all criteria and include the following components and characteristics:

- Support effective instruction and student learning growth
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators
- Include a mechanism to examine performance data from multiple sources
- Identify those teaching fields for which special evaluation procedures and criteria are necessary
- Differentiate among four levels of performance as follows: highly effective; effective; needs improvement, or for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory
- Provide training to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures

Teachers will be given a score of Highly Effective, Effective, Needs Improvement, or Unsatisfactory. The results of the evaluation and informal evaluations will be used to inform the

school-wide professional development plan, as well as individual staff members' Professional Development Plans.

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?

Florida East Coast will implement a performance salary schedule pursuant to 1012.22(1)(c)(1)(d), F.S. We will use the VCS salary schedule as a guide. At the time of the writing of this application, we referenced an available VCS 2015 personnel salary document referenced in Attachment FF; the district's compensation manual for the 2017-18 school year; and information gleaned obtained from the National Council on Teacher Quality. The National Council on Teacher Quality lists starting salaries for teachers at \$38,000 to \$48,000. We assumed district starting salaries to be approximately \$38,000.00. For the purposes of budgeting we anticipate offering an average salary of \$42,000.00. We will give additional pay to team leaders and are also compensate them through the School Recognition program and the Best and Brightest. Florida East Coast will pay \$4,400.00 toward health insurance per full-time employee. We anticipate offering at least 3.86% annually toward teacher raises, and 2% toward a 401K. Florida East Coast will implement a Performance salary schedule pursuant to 1012.22(1)(c)(1)(d), F.S., Annual Adjustments will be given for teachers rated as Highly Effective and Effective. We will use the Volusia County salary schedule as our guide. Further details regarding compensation are included within the Staffing Plan in Attachment X.

The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "highly effective," as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the Board.
- An employee who is "effective," as determined by his or her evaluation, would receive a salary increase between 50-75 % of the annual salary increase provided to a highly effective employee.
- An employee who is in "need of improvement (or developing)" or is "unsatisfactory," as determined by his or her evaluation would not be eligible for a salary increase.

Knowing that teacher attrition is a significant concern in Florida as well as nationally, we appreciate the importance of attracting and retaining high quality teachers. Research shows the quality of administrative support as a key factor in decisions to leave a school. Teachers also cite the importance of school culture, collegial relationships, time for collaboration, and decision-making input as critical to job satisfaction.⁴² At East Coast, staff retention efforts go beyond compensation. We strive to foster a collegial collaboration and communication among staff members through opportunities with Professional Learning Communities. (PLCs). Project based learning has been demonstrated to motivate and excite teachers as well as students. Lastly,

⁴² Sutcher, L., Darling-Hammond, L., and Carver-Thomas, D. (2016). A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. Palo Alto, CA: Learning Policy Institute.

retention also will be fostered by the level of staff involvement in the school under the direction of the principal (e.g., teacher input and participation in program planning, data analysis, problem solving). The Board also believes that by fostering a positive school culture and continued investment in the professional growth of our teachers and staff will reduce turnover and provide a healthy, productive, and enjoyable work environment that will retain the best employees.

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

Prior to being hired, Florida East Coast applicants must complete all required forms; the information provided must be verified by Human Resources and approved by the Administrator. Applicants must submit 3 business references, including the most recent direct supervisor. All employees of Florida East Coast must be drug tested, fingerprinted, and cleared by the School Board of Volusia County per Florida Statutes 1012.465 and 10012.56 before the hiring process can be completed.

Some of the most common circumstances for employment termination are:

- Resignation-Voluntary employment termination initiated by an employee
- Discharge-Involuntary employment termination initiated by the organization
- Layoff-Involuntary employment termination initiated by the organization for nondisciplinary reasons
- Retirement-Voluntary employment termination initiated by employee

Florida East Coast will generally schedule an exit interview to be conducted by the school’s administration or by a Board appointed designee. The exit interview allows for discussion of employee benefits, conversion privileges, repayment of any outstanding debt, or return property. It also allows the opportunity to voice opinions or concerns or complaints, ask questions, any suggestions, or provide suggestions or recommendations.

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

The draft is found in Attachment R, and is labeled as “draft”; as the Board annually reviews and edits the manual as a form of continues improvement and best practices.

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

The Governing Board will have direct supervision of the principal, and will conduct evaluations using the FCPCS evaluation instrument for administrators, along with reviewing accomplishment of the principal’s goals and the level of student achievement (schoolwide and subgroups). The principal will provide documentation on the status of goal accomplishment and the level of student achievement at least quarterly to the Board. The President of the Board in conjunction with the curriculum committee members will identify any areas of needs improvement or unsatisfactory leadership for corrective action. After an opportunity for improvement, if satisfactory performance is not reached, the principal will be terminated by the

governing board. In the case of principal termination or any other reason for turnover, an acting principal will be named by the Board until the Board hires a new principal using the properly established process described in this application.

In the case of unsatisfactory performance by a teacher or other staff member, the principal will be responsible for documentation and termination procedures using the process as specified in the personnel policies. Regarding teacher turnover, the principal will prepare a marketing plan that continually recruits high quality teachers (e.g., cultivating relationships with colleges and universities that offer teacher education programs; ongoing participation in teacher job fairs). East Coast will maintain instructional staff recruitment and employment information on its web page throughout each school year. In the event that a teacher leaves during the school year, the school will hire a permanent substitute to compensate for the loss of staff until permanent certified teachers are hired to fill the positions. In addition, the school will keep a pool of approved teacher applicants to expedite the hiring process for cases of unexpected turnover.

Florida East Coast will use progressive discipline to deal with job-related behavior that does not meet expected performance standards. The primary purpose of progressive discipline is to assist employees to understand that a performance problem or opportunity for improvement exists. It is based on a foundation of good leadership and fair supervision at all levels. It is in the best interest of Florida East Coast to ensure fair treatment of all employees and make certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory performance in the future.

Disciplinary action may call for verbal warning, written warning, suspension with or without pay, or termination of employment. The action depends on the severity of the problem and the number of occurrences. With respect to most disciplinary problems, the following will apply: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and, still another offense may then lead to termination of employment. Progressive discipline allows for most employee problems to be corrected at an early stage, benefiting the employee and the school.

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.*
 - 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.*
 - 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?*
 - 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.*

Florida East Coast is committed to the professional development and growth of its administrators and instructional personnel. Teachers will enhance their ability to maximize student learning through professional development and the implementation of high yield research-based instructional practices. Staff will be required to participate in professional development organized and implemented by the principal and others organized by the district. Florida East Coast understands the critical nature of creating a new school community when opening a school, and the importance of establishing common ground as teachers will be hired with varying skill sets, levels of expertise, and comfort levels with the elements of the educational program. In setting high expectations for both students and teachers, the school will be committed to maintaining the highest level of quality instructors by implementing a comprehensive professional development plan.

Person Responsible

The principal will be responsible for overseeing the and guiding professional learning activities. The principal will work collaboratively with each staff member to develop a professional development plan that takes into consideration the teachers current needs based on their own identification of areas for professional growth, the teachers’ certification status, e.g., how many hours they might need to attain another endorsement, hours needed for recertification, student performance of the students they have in their class, and their areas of interests and expertise.

Our professional learning will be relevant. Specifically, it will:

- be designed to improve teacher effectiveness as measured by improved student outcomes;
- be job-embedded –it will give time for teachers to collaborate with colleagues to plan for classroom implementation;
- be teacher-driven and provide hands-on strategies applicable to the classroom and will encourage active participation by teachers;

- be differentiated based on teachers' previous experiences, demonstrated areas for growth, student age-group, and content area;
- provide opportunities to give feedback on the quality of the professional learning; and
- provide leaders/facilitators that are knowledgeable, engaging, and responsive to feedback.

Core Components

Teachers will enhance their ability to maximize student learning through professional development and the implementation of high yield research-based instructional practices. Staff will be required to participate in professional development organized and implemented by the principal, including applicable professional development opportunities provided by the district. The Florida East Coast professional development plan will utilize both in-house and external resources for specific workshops and trainings and will implement a train-the-trainer model whenever possible to optimize staff capacity while providing cost-effective professional learning opportunities. As we go through the recruitment and hiring process we will identify teachers with documented expertise in particular components of the school's educational program (e.g., project based learning; STEM disciplines, service learning); with support, these individuals may become teacher leaders in those particular areas.

We anticipate that during years 1 and 2 the majority of PD activities will be uniform across all staff members as the foundational knowledge and skills required to implement the educational program are solidified within the faculty. In year 3 and beyond, we expect approximately half of the PD activities will be uniform and the other half will be individualized based on identified areas of need or related interests.

The process for professional development includes the following:

- A needs assessment will be conducted at the beginning of each school year and opportunities for PD will be identified. Schoolwide data (e.g., student academic achievement; discipline data; student survey results) will be analyzed to identify topics for which targeted staff training may be warranted. The principal, with the support of selected teachers and staff, will analyze the data, establish goals and targets, and plan PD.
- The principal will meet with each teacher to develop a PGP that takes into consideration the individual's current needs based on the unique components of the school's educational program; self-identification of areas for professional growth; certification status (e.g., hours needed to renew certification, upgrade from temporary to professional certification, add an endorsement). Goals will be designed to assess both effort (i.e., the amount and type of learning opportunities engaged in) and effect (i.e., extent to which the teacher's behavior reflected the content that was taught (e.g., implementation of specific instructional or assessment strategies) and student outcomes were improved)
- A mid-year review will be held to promote discussion and reflection, and to monitor progress toward the goal using formal and/or informal data. Evaluations will be completed at the end of each professional development activity that will inform the quality and effectiveness of each activity.
- At the end of the year, a final review of the PGP will be held with each teacher to examine student data, evidence of participation in professional learning opportunities,

evidence of the implementation or application of the content or skills that were taught; and determination of the effectiveness of the professional development process. Areas for continued growth also will be discussed.

Pre-Opening PD

It will be necessary to provide professional learning during a full week prior to the opening of school covering every topic below so that everyone understands and is prepared to implement the educational program. The topics listed below will be presented in an introductory manner and will lead into the professional development hours throughout the year. Professional Learning for all staff will include:

- **Whole Child Approach**-Successful implementation of the whole child approach to teaching and learning requires a comprehensive school-wide approach to student engagement and collaborative approaches to teaching and learning. Participants will gain an understanding of the school's approach to a whole child education and how it aligns to Florida East Coast's vision and mission. While this type of professional development will be ongoing in nature, educating staff on the whole child focus, implementation of this approach, and how to access and use available resources will be a critical opening activity. Discussion will include how the school plans to incorporate service learning.
- **Prescriptive and Diagnostic Tools such as iReady**-Administrators and staff will learn how to access and utilize the iReady computerized program and related tools, or another comparable prescriptive program to gain an understanding of how to access and utilize the prescriptive program for diagnostic, instructional, and progress monitoring purposes in reading and mathematics. One intended outcome of this professional development will be to prepare teachers to collect and analyze, interpret, and use student data from the program to guide instruction.
- **Creating a prosocial Environment while Developing Character**-As part of the school's whole child framework, the establishment and provision of a positive prosocial atmosphere will be an expectation from the front office, through the hallways, and across learning environments. In order to create a prosocial campus, school staff will receive explicit training on school-wide expectations and behaviors expected of staff and students. Content regarding the development of character within the students and school team will be woven throughout the training session(s). Instructional practices for conducting morning meetings will be incorporated into the training.
- **Project-Based Learning and Integration of STEM**- Effective project-based learning requires more than an occasional classroom project. Participants will gain a deeper understanding about what is a project, essential elements of PBL, making connections across the curriculum, identifying the "big" ideas of their subject area, planning PBL in the classroom, and changing the role of the teacher. Training will incorporate the significance of STEM disciplines and how they will be embedded through PBL.
- **Data-Driven Decision Making**-Administrators and staff learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement. Teachers will be given the opportunity to develop lessons based on data derived during the professional development opportunity. Examples include the FSA Assessment Portal, and

the FDOE Assessment related to school grades and learning gains, iReady and other data sources.

- **MTSS/RtI-** Training will focus on the practice of providing high-quality instruction and interventions matched to student needs using learning rate over time and level of performance to make instructional decisions. The 4 components of the problem-solving process will be discussed as well as things to consider when using a data-based problem-solving model.
- **Safety and Security-**Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students. How to handle emergency situations as defined in the crisis plan.

On-Going Professional Development

The topics listed above are critical to ensuring our teachers are prepared to implement the school's innovative program beginning day one in a safe and secure environment. As needed, each of these topics will be revisited throughout the year and in subsequent years as new staff are hired. In addition, the following topics will be addressed through professional learning communities (PLCs) and regularly scheduled PD sessions throughout the school year:

- Universal designs for learning (UDL)
- Formative assessment
- Reading across the curriculum
- Implementation of student success chats as part of the early warning system
- ESE procedures and compliance; strategies and accommodations for students with disabilities; developing quality IEPs
- Meeting the needs of English language learners
- Higher Order Questioning Techniques
- Facilitating collaborative discussion, problem-solving meetings, and student meetings

In addition to the training topics described here, administrative support staff will receive training in all processes and procedures necessary to ensure smooth operation of the school (e.g., registration process, data entry).

Professional Development Plan

We will follow the Volusia County calendar for professional days during the school year. All teachers will be required to complete a professional growth plan which will become part of the annual employee performance evaluation.

- Ten (10) hours minimum of professional development required each school year
- Teachers new to the profession will be assigned a teacher mentor from the staff – one who has had experience in the areas where the new teacher has been assigned. If no mentors exist at the school (because the first three years the staff is very small), we will seek partnerships with local colleges and universities to recruit teacher mentors, clinical experiences, and partnerships to identify qualified mentors.
- We will meet monthly by grade levels in professional learning communities in order to develop projects, plan collaborations, and develop themes, and STEAM projects.
- Teachers will have opportunities to attend off-campus conferences and trainings and return to share their findings with the faculty.

- Professional learning activities will be held twice a month at least to help teachers improve instruction and student achievement.
- Teachers will participate in an evaluation survey after each professional learning event and participants will be asked to write reflections about their participation.

Administrators will be encouraged to participate in the following professional development trainings and conferences:

- Florida Annual State Charter School Conference – Administrators will attend this state conference on an annual basis.
- Formal Observation Training – Training provided by the Florida Consortium of Public Charter Schools (FCPCS) that is aligned with the teacher evaluation system/process; FCPCS has online modules for administrators as well as procedural handbooks and detailed evaluation rubrics that have been approved by FLDOE.
- Classroom Walk-through Training – Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflections. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focusses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
- Budget Training for Administrators and Board Members – This training addresses school budgeting as it pertains to both the school’s operating budget and internal accounting policies and procedures *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
- Developing a School’s Improvement Plan – This will assist school administrators with developing a sound and effective school improvement plan - ensuring equity and high- quality. This process includes data analysis, goal setting, budget planning, and professional development planning and reflective practices.

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.**

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

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

Phase I: Identification

As stated in Section 2, Florida East Coast will be open to all eligible students residing within Volusia County and out-of-county students eligible through controlled open enrollment pursuant to section 1003.21, F.S., but we anticipate that most of its population will come from the surrounding area. Addendum FF: Applicant’s Additional Information provides demographic information about students currently attending schools in this area. Using this information as a starting point, the Board will conduct a thorough analysis to determine a target recruitment area that will support the school’s enrollment goals (e.g., number and grade level of students; diversity of student population). Factors to be considered include but are not limited to capacity of local schools, performance of local schools, and community demographics.

Phase II: Awareness

Beginning approximately one year prior to school opening, or upon approval of this charter application, we will conduct a targeted marketing campaign to educate the community about charter schools and the opportunities and benefits available at BHS. Publications and media will reflect the local community, including use of multiple languages, as needed. These efforts will include, but not be limited to:

- Development of a school website and social media account(s)
- Distribution of flyers throughout the community about the unique educational program
- Periodic press releases documenting progress (e.g., approval/awarding of a charter contract; ground breaking; completion of facility)

Phase III: Recruitment

Rigorous student recruitment activities will continue until Florida East Coast is fully enrolled, and beyond. Our extensive marketing and recruitment strategy will include, but not be limited to:

- Town-hall-style meetings and information sessions for potential students and their families; locations may include neighborhood clubs, libraries, or other community facilities
- Direct mailings and targeted cable TV and print advertisements
- Continued distribution of brochures and flyers describing the school and the programs offered
- Once the facility is completed, open houses at the school

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.

Florida East Coast is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

Our marketing efforts will reach students throughout the county to support a reflective balance in the school. Marketing strategies to cater to “hard to reach” populations will include, but not be limited to the following:

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

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

Florida East Coast will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section 1022.33(10)(b), Florida East Coast shall enroll an eligible student who submits an application prior to the posted deadline, unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow s. 1002.33(15)(c), FS., which includes enrolling students according to racial/ethnic balance provisions in 1002.33(7)(a)8. In accordance with section 1002.33(10)(d), F.S., Florida East Coast will give enrollment preference to the following populations:

- currently enrolled students;
- students who are siblings of a student enrolled in the charter school;
- students who are the children of a member of the governing board of the charter school;
- students who are the children of an employee of the charter school; and
- students who are the children of an active duty member of any branch of the United States Armed Forces.

Student applications will be made available online through the Student Registration System, accessible on the school’s website, and in paper form at local distribution sites. Allowable preference factors are collected as part of the application process (e.g. county of residence; enrollment grade; sibling relationships). The system manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

The initial due date for applications will be established by the Governing Board and posted on the school's website. It is expected to be within the February/March open enrollment window implemented by the district. At the end of this initial enrollment period families will be notified of acceptance. In the event the number of applications exceeds capacity for a given grade level, class or building, the following lottery process will be followed:

- First, applicants with the enrollment preferences described above will be selected, as permitted pursuant to the Charter Contract and Section 1002.33, F.S.
- If the number of applicants with enrollment preferences exceeds the capacity of a grade level, class, or building, a lottery will be held among the applicants with preferences.
- Second, a lottery will be held among the Volusia County applicants for each grade level, class or building that exceeds capacity.
- If there are seats remaining, and the number of out-of-county applicants exceeds the capacity for a grade level, class or building, a separate lottery will be held for out-of-county applicants.
- Those Volusia County and out-of-county applicants not selected in a lottery will be included in subsequent lotteries, if seats become available.

At each phase of the process, appropriate correspondence will be generated and provided to each applicant. Data will be monitored to determine the need for a lottery, waitlists, and letters of acceptance.

All accepted applicants will be provided with written registration requirements that include a detailed list of the documentation required by VCS in accordance with its Student Progression Plan. Once all students are registered and classes have been assigned, the need for subsequent marketing efforts will be determined. Applications will be accepted on an ongoing basis and maintained on a waiting list.

Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.**

Parental involvement is a crucial component in educating the whole child. Student life outside of the classroom, including parental and community involvement, directly impacts the student's academic performance. To facilitate collaboration between school and home, parent-teacher conferences will be held at least two times per year, ensuring clear and direct communication about each child's progress and experience. Additional conferences may be held, if requested by either party for any reason. Use of an electronic student information system will foster parent involvement.

Florida East Coast will sponsor a PTO (Parent Teacher Organization), which will promote strong ties between home, school and community. The Florida East Coast PTO provides a platform for parents to express their opinions, share their ideas, and impact their child's education. PTO will be offered various formats to share information with school administration and other relevant staff to ensure there is an established open network of communication between the PTO and school team. They may elect to document meeting minutes to share in an electronic format, or through other in-person conferencing. A school designee or administrator may participate in PTO meetings at the discretion of the PTO, or a teacher who may have a student at the school, and is serving on the PTO in a dual capacity. In addition, parent surveys will be distributed annually to parents, to monitor general parent opinion and satisfaction with the school program. Results of that survey will be included in the Annual Report and will be distributed to all parents.

Florida East Coast's requested parental involvement commitment can be fulfilled through different avenues, allowing flexibility based on scheduling, interest and skills. The following are examples of parental support opportunities:

- Assisting with after school clubs
- Volunteering in the classroom
- Volunteering/chaperoning at school functions
- Volunteering to support service learning opportunities
- Chaperoning field trips
- Academic endeavors/competitions that support the curriculum
- Reading with students
- Library organization and operations assistance
- Assisting teachers with photocopies and other preparations
- School beautification projects
- Helping with fundraisers
- Serving on committees

Additional opportunities will be created throughout the year, and parents will be notified well in advance via e mail and/or paper notification of additional opportunities as they arise.

The school understands that community partnerships provide students the opportunity to engage with and learn in the world outside the traditional classroom and help students understand their place in the community. Florida East Coast will seek partnerships between community families, organizations and local businesses. Upon approval of the charter, we will create a Business Partners program in order to foster a sense of community. We will identify our community and business partners who are aligned with the school's mission and vision with a link or advertisement on our website. Business Partners will also be invited to participate in the activities of the school.

Pursuant to s. 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Volusia County and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school website.

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.

The school will host informational meetings and "town hall" meetings to provide a venue for informational sharing and question and answer sessions for families and the community.

B. 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).

Not applicable

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size, and layout of space.

Our proposed location is 499 South Nova Road, Ormond Beach, Florida, 32174. At the time of the submission of this application, we are anticipating leasing the facility at this location; and completing lease negotiations by November 2018. We anticipate that we will need at least 55 square feet per student for our facility. In total, the facility is approximately 55,000 square feet, and includes outdoor greenspace for playgrounds, providing ample space for student movement and effective implementation of our educational program. The property is situated on approximately four acres of land. We do not anticipate paying costs associated with unused space, given the large physical capacity of the facility.

Successful project-based learning occurs in physical spaces specifically designed with an eye toward flexibility and the promotion of creativity and collaboration. Recommended spaces⁴³ we will hope to incorporate into the Florida East Coast facility include:

- A "wow space" commons room for formal and informal gatherings
- Projects studios for student gatherings, small group work, and presentations
- Teaching neighborhoods for integrated curriculum delivery
- Shared teacher offices and workspaces
- Highly flexible, multi-purpose room and use of large gym space for movement
- Multiple venues for display and exhibition of student work
- Indoor/outdoor connections; including a "green" garden 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.

We understand the significance of ensuring that the Florida East Coast facility meets the State Requirements for Education Facilities SREF or the Florida Building Code for educational facilities. The building will be permitted by Volusia County and meet all applicable building codes. The current facility is being used as an educational facility at this time, and would have been required to meet applicable requirements to be a school currently in operation. The school will ensure that electric is connected and maintained through Florida Power & Light Co.; a telephone system is operational and powered through Spectrum; and that other costs are covered such as water and sewage for keeping the school operational through the City of Ormond Beach. The school will ensure that the facility is suited with working fire alarms and detectors, the school meets fire inspection requirements, and that other safety precautions and requirements are met protecting students, faculty, and the overall building structure. The school will ensure there is a fully functioning alarm system, and if appropriate, assume cost for the existing system. Lawn maintenance, pest control, and other activities required to maintain the ground and facility will be planned for and assumed for as a cost and requirement for the opening of the school, and to

⁴³ David Stephen. New Vista Design. www.newvistadesign.net

keep the facility and surrounding property fully functioning. The agreed upon lease is attached. (Attachment V.) The lease will be executed upon approval of the application.

C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.

As described in Sections A above, the design of the building is intended to maximize the opportunity for flexible classroom space which supports project-based learning and creating cooperative opportunities for student engagement. The facility currently offers a lobby area with a front desk that will be used as the front office and welcome area. Smaller enclosed spaces are located adjacent to the front office that can be used for office spaces or a health station. There is currently a large gymnasium that can be partitioned off to be used as a multi-purpose room, auditorium, physical education space, and/or for project-based collaborative activities. The hallways surrounding the learning spaces/classrooms, create a fluid walkway to other learning areas and space that will be used for meals/cafeteria. The square footage of the building allows for ample square footage per student and each classroom will be able to easily support the class size requirements of 18 students in K-3 and 22 students in grades 4-8.

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.

We have assumed 60 square feet per student at a cost of \$17 per square foot. The draft lease agreement is provided as Attachment V.

	2020-21	2021-22	2022-23	2023-24	2024-25
Students	270	360	466	576	598
Minimum building usage (sq. ft.)	16,200	21,600	27,960	34,560	35,880
Operating costs	156,624	191,171	249,514	285,685	319,542
Mortgage/Rent	275,400	367,200	475,320	587,520	609,960
Maximum Facility Expense	432,024	558,371	724,834	873,205	929,502

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?

The Board has researched other school locations. As of this time the proposed facility is by far the most appropriate; other locations would require renovations or are not in the desired area. Given its turnkey status and agreed-upon lease, there is no reason to believe the facility will not be available. If this were to occur, however, we would defer opening for one-year as allowed by Florida Statute to work toward securing another facility.

If the site is not yet acquired:

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

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.

- H. Explain the strategy and schedule that will be employed to secure an adequate facility.**
- I. Describe the back-up facilities plan.**

Section 17: Transportation Services

A. 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..

Florida East Coast anticipates contracting with the district for transportation services. In the event this is not possible, the school will contract with an outside entity to provide transportation services in accordance with Florida Statutes to ensure transportation is not a barrier to equal access for students living within a reasonable distance of the school. In the event the school contracts outside of the district, we will conduct a Request for Proposal process to ensure the prudent use of public funds. Once the charter is approved by VCS, Florida East Coast will either collaborate with the district regarding contracted services or seek out a company who will meet all applicable Florida requirements regarding the safety, maintenance, driver and other requirements. The school understands the requirements to comply with ss. 1006.21 - 1006.27, F.S., as well as Florida Administrative Codes located in Chapter 6A-3 regarding transportation. The school will work closely with the district or the selected transportation provider to ensure compliances with the multitude of requirements outlined in these statutes and codes. If a special education student has an IEP which indicates the need for transportation as a related service, additional requirements may apply; Florida East Coast agrees to comply with the requirements of the child's IEP and any applicable rules and regulations. We also will ensure that transportation for any school sponsored events, such as field trips, in which busses are used, will be carried out in accordance with the statutory requirements, and on approved vehicles with appropriate drivers.

As students enroll in Florida East Coast, we will survey those living within a reasonable distance from the school to determine if they will be utilizing busing services. This will allow us to better estimate demand and usage as we get closer to the school year and to adjust our budget as necessary. Attachments X.1-X.5 include a *Transportation Schedule* document, and outline cost projections. We intend to utilize centralized stops to make busing more efficient. We do, however, realize that the concept of centralized stops may not be appropriate for some students receiving ESE services; transportation for these students will be handled on a case-by-case basis to ensure adherence to their IEPs. For any student that requires specialized transportation as a related service based upon their IEP, the school will ensure arrangements are made to implement the IEP with fidelity. For any student who has been identified as homeless, the school will ensure that transportation is not a barrier to the student's attendance and will make arrangements for bussing based upon the needs of the family. For any similarly situated student, the school will consult with an appropriate VCS social worker or designee to ensure the school exhausts efforts to connect affected families with necessary transportation resources.

During the planning phase of the contract, Florida East Coast will develop specific policies related to busing which will include the minimum and maximum distance from the school within which the school will provide transportation. Once students have enrolled, a specific pick-up and drop-off plan will be developed and provided to families. The plan will include the possibility of centralized pick up locations. We anticipate that this will be completed by the beginning of July 2020.

Section 18: Food Service

A. 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.

Florida East Coast will develop an RFP to find a provider to prepare school breakfast and lunch meals. This vendor will provide appropriate food service equipment including refrigeration to store food safely on the school site. We intend to become a National School Lunch Program (NSLP) sponsor. The school will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid served to eligible students to account for accurate reimbursement claims. A projected Food Service Schedule is included in Attachments X.1-X.5.

We will provide free and reduced priced meals for eligible children who qualify for the NSLP Free and Reduced Lunch program. Once staff are hired, we will send a staff member to the next available NSLP Training, in order to offer free and reduced lunch service as soon as practically possible. During the first week of school, we will distribute free and reduced price lunch applications to each student. Each classroom teacher is required to complete a form recording each child's receipt of the free/reduced lunch applications. Administrative staff will be available to address questions and concerns. we will strive to have as many families as possible complete the forms; free/reduced lunch applications may also be used to certify eligibility for other state and federal programs. The higher rate of students who qualify for free or reduced lunch, the more assistance and support we will be able to receive through eRate, Title 1 and through financing credits in the future. All free/reduced lunch applications and records will be carefully logged and maintained for review by state or federal auditors.

We will work with VCS to verify student eligibility for the free/reduced lunch program. After a student application is processed, a response is forwarded to each child and the 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 and forwarded to the cafeteria manager. Meal benefits begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved and for approximately the first thirty days of the next school year (applicable when information is available).

The Board will require the vendor to supply a menu that will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The vendor will be required to submit evidence of proper meal balance and portion size for the students served. The school will adopt the sanitation and reporting requirements prescribed by the Health Department.

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.

Upon the approval of this application, Florida East Coast will reach out to the VCS Security Department to ensure that the school's safety and security plan adheres to the Safety and Security Standards developed by the district in accordance with OPPAGA's "Best Practices and Indicators for Safety and Security."

Florida East Coast plans to use the Raptor Technologies V-Soft program to track our visitors, students and staff to help improve our campus security. Staff and students will have an I.D. badge that they will be required to wear on campus. The school will have a single point of entry where all visitors are required to check in. The school plans to install security cameras throughout the campus to protect staff, students and property. The school will also have a school radio system and each staff member will have a walkie talkie assigned to them. The school will develop and have available upon request a detailed safety and crisis plan in accordance with s. 1006.07(4) F.S., that includes specific protocols for students/staff needing special assistance, bomb threats, shelter in place, lock-out procedures, severe weather situations, internal emergencies such as electrical outages, gas leaks, weapon suspected, missing students, hostage situation, and lock-downs. The plan is confidential; therefore, selected elements will be shared with staff members as appropriate. All staff will be informed of and held accountable for implementing those aspects applicable to their role or position, but the plan in its entirety will only be available to the school's established safety and security team.

The school will operate under the prescribed framework outlined in section 1006.07(6), F.S., related to the prevention of violence on school grounds, including the assessment and intervention with any individual whose behavior poses a threat to the safety of the school community. At a minimum, the school will align its safety and security drills with district policy.

Florida East Coast will establish emergency evacuation locations in the event of a weather emergency or other situation warranting the evacuation or relocation of students, staff, or other stakeholders on campus. Plans for emergency evacuations or relocation of students will not be made public, but will be available to the district upon request.

In accordance with Section 1011.62, Florida Statutes, Florida East Coast will develop a Mental Health Assistance Allocation Plan and submit it as required by August 1st of each year. In addition, the school will have a security guard.

Florida East Coast will adhere to The Children's Internet Protection Act (CIPA) by ensuring they adhere to the FCC guidelines by implementing internet policies that blocks or filters internet access to pictures that are: a) obscene; b) child pornography c) harmful to minors. The internet safety policy will also include monitoring the online activities of minors; and educate minors about appropriate online behavior, including interacting with other individuals on social networking, cyberbullying awareness and response.

Section 20: Budget

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

See Attachments X.1 and Attachments W.1–W.6.

These budgets contain all projected revenue and expenses except for:

- Public Charter School Grant: Because the competitive nature of this grant creates uncertainty as to availability, this potential source of revenue is omitted from these budgets. If grant funds are received, the primary focus will be classroom technology, equipment, furnishings and supplies, as well as staff development activities.
- Supplemental Federal Funds (IDEA, Title I, etc.): Even though the school expects to qualify for these funds, they are supplemental to the academic program, each with a specific focus and cannot be used to supplant other expenses of the school. Therefore, these budgets demonstrate that the school will be adequately funded without these funds.

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 W – FEP Revenues; Attachment X – 5 Year Budget; Attachment Y – Start-up Budget; and Attachment Z – Additional Funding.

- 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.**

See Attachments Y.1 and Y.2.

- 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.**

The school plans to finance start-up costs with a loan in the amount of \$40,000 at 6% interest. The school will make interest only payments during FY 2021-2024, and the full principal payment in FY 2025. See Attachment Z.

- 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.**

See Attachments X.2 for a detailed narrative and schedules.

- 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.

At the point a revenue shortfall is identified, the charter school Board and administration will immediately begin planning the appropriate response. A significant enrollment deficit will, of course, require a budget amendment.

A critical factor in preparing the budget amendment is the interrelationships between line items. For example, adding (or deleting) one student impacts supplies, textbooks, possibly contracted ESE services, etc.; adding (or deleting) a section of students also impacts teachers, substitutes, etc.; administrative costs would be affected only by large enrollment changes.

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. Further, the negative effect on employee morale and community perception of the charter school is minimized.

Finally, the nature and cause of the enrollment change, and the charter school's response, will be evaluated. This will allow the charter school to possibly avoid future revenue losses, or to improve responses to future events.

Budgets for 75% enrollment and 50% enrollment are included as Attachments X.4 and X.5.

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 budget approved with the application will become the approved budget for the start-up period and Year 1 of operations. This budget will be subject to continual and intense monitoring to identify any inaccuracies in assumptions. The budget will be updated frequently, after each significant event, but in the early stages of development, at least once weekly.

Examples of events which will impact the budget include updated enrollment numbers, changes in the local economic environment, hiring staff, new legislation, ordering furniture, etc. We recognize that the budget must be managed in the entire environment and is not limited to the result of actions of the charter school. While the omission, or erroneous estimates of quantities required, or unrealistic price estimates of an item will all create budget variances, so too will the construction of a housing development (or another school) within walking distance of the charter school.

In addition to the process described, beginning with the September financial statements, the Board will receive a monthly projection of both cash and budget performance, including projected cash balances or deficits and proposed budget amendments. After the first year, this projection will be provided to the Board as needed or as requested by the Board.

The budget monitoring process is a powerful tool in surviving revenue being less or later than budgeted. The following specific strategies are designed to respond to budget revenue shortfalls.

First, during the start-up period, and until the charter school is fully operational, the projected budget compared to the approved budget will be an agenda item during each charter school Board meeting, as well as in any meetings between School Financial Services and school staff.

Also, budgeted expenditures will be deferred until justified, and approved in segments. Furniture, textbooks, computers, etc., will be ordered to match enrollment gains. Similarly,

teachers and other staff will be interviewed and identified, with provisional identification of employees, but hiring will be authorized only after the need is established.

Third, where possible, vendor payments will be postponed. School Financial Services, for instance, has committed to defer the collection of fees if that payment would cause the charter school to either be unable to pay another vendor or create an overdraft in the charter school's cash. Further, the deferral of fees changes to forgiveness of fees if that fee causes or exacerbates a deficit for the fiscal year. Since most vendors will be unwilling to forego payment, this course of action will be available with only a limited number of vendors, but the benefit is very significant. The charter school believes these measures will be adequate to cope with any revenue shortfalls which occur.

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.

See Attachment X.3 and Y.3.

Section 21: Financial Management and Oversight

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

The founding Board of Florida East Coast Charter School recognizes that, similar to any other start-up business, financial management is crucial to the success of the school. This places great responsibility on the Board, and that responsibility is further intensified because public funds are being invested. The Board further acknowledges that this responsibility cannot be shifted to a third party by contracting for back-office services.

Conversely, because of the complexity and uniqueness of charter school accounting and financial reporting, the Board recognizes the value of engaging an appropriate third party to provide back office services. In this way, the Board enhances its capability to provide financial oversight.

The school will contract with School Financial Services of Bonifay, Florida to provide assistance in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the school. The relationship between School Financial Services and the school has already been initiated, and will continue through the development of the school and into the operations phase of the school's life. In this way, the school will benefit from the experience and expertise School Financial Services brings to bear.

School Financial Services provides back-office accounting services to over 30 charter schools in Florida. The firm limits its practice to schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and on Florida East Coast specifically. The school will be working directly with Gary Scott, President of School Financial Services, and Keith Spence, Chief Operating Officer.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

School Financial Services uses Denali Fund Accounting software, which is specifically designed for not-for-profits. Denali has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements will allow the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the school to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least 7 different auditors in three states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

School Financial Services will prepare, on an annual basis, a budget in cooperation with the Principal. The budget will outline all anticipated revenues and expenditures, by object and function. The budget will be submitted to the governing board for approval. Upon approval, a copy of the budget will be filed with the Board minutes for public record, a copy will be held at the school site, a copy posted to the school's website, and a copy will be provided to the sponsor.

SFS, on behalf of the School, shall prepare monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements 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 School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

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

Detailed financial statements will be prepared on a monthly basis for analysis by the Charter School Board. These financial statements will be reviewed by the Charter School Board at monthly meetings and will be submitted to the Sponsoring District for monitoring/review.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:

- Balance Sheet
- Revenue and Expense Report
- Year-to-date comparison of budgeted vs. actual revenues and expenditures

Supplemental information, including but not limited to, bank reconciliations, bank registers, detailed general ledgers, relevant correspondence from the sponsor, grantor agencies, etc., will be provided to the Board as applicable.

During the first year of operations, beginning with the September financial statements, the Board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the Board as needed or as requested by the Board.

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

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes, accompanies the audit in a timely manner in compliance with the charter agreement. The

auditing firm shall be selected by request for proposal (RFP) with proposals only accepted from qualified firms, and significant credit given to firms for prior experience with charter schools.

The audit report will be an agenda item of a Board meeting, using findings and recommendations to improve the effectiveness of its oversight.

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

In order to provide financial information that is comparable to that reported for other public schools, the school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to §1002.33(9)(g)(1), F.S. Thus, the school's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting.

School Financial Services, Inc. will maintain the accounting records of the School, and uses Denali Fund Accounting software, which is specifically designed for not-for-profits. Denali has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

The documents comprising the accounting records will be kept in accordance with the General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS.

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, exempt organizations are required by the Internal Revenue Code to make their Form 1023 (Application for Recognition of Exemption Under Section 501 (c) 3) and annual Form 990 (Return of Organization Exempt From Income Tax) available for public inspection and copying.

Additionally, 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, 1002.33 (9) (p), Florida Statutes, requires charter schools to provide access, through its website, to the annual budget and independent audit. Florida East Coast Charter School will comply with all of these.

F. Describe any key back-office service 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.

Florida East Coast Charter School plans to contract with School Financial Services (SFS) to provide back office accounting and payroll services. SFS provides comprehensive services, including, by general category, accounts payable, general ledger maintenance, financial statement preparation, cash management, budgeting, grant reporting, payroll processing, and payroll return preparation. The standard fee for accounting services is 3% of FEFP net of the district administration fee. The fee for payroll services is 1.25% of gross salary. There is no additional fee for supplemental or correcting payrolls. No contract will be in place until the charter is approved. The contract will be binding on the school at the beginning of the first year of operations. All services to that point are provided pro-bono.

Florida East Coast Charter School will engage an independent auditor. The school has not yet identified the auditor, as the selection will be made through the RFP process, and in compliance with Florida Statutes and Auditor General guidelines.

G. Describe how the school will store financial records.

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL and GS7, as authorized by 119 and 257, FS. "Record" includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc., are all considered records. Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc., will be kept in secure, locked, fire-proof cabinets.

The school will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Florida East Coast 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. Student and employee 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.

The School will, at its own expense, provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company. Insurance coverage will procure and maintain coverage consistent with the Sponsor's requirements for insurance and expected to be as follows.

1. Health: The school will provide health and other group insurances to employees in amounts competitive with other employers.
2. Worker's Compensation Insurance: Part 1 as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease - each employee; and \$500,000 disease – policy limit.

3. Commercial General Liability Insurance: One million per occurrence/3 million annual aggregate. The coverage for property damage may be subject to a maximum deductible of \$1,000 per occurrence.
4. Property Coverage: Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.
5. School Leaders Errors and Omissions Insurance: One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

Additionally, as needed, the school will establish the following coverages:

1. Fidelity Bonds: The School will carry fidelity bonds (limits as per charter agreement) on all employees whose duties include receiving or disbursing cash.
2. Automobile Liability Insurance: One million per occurrence/3 million annual aggregate including all owned, hired, and non-owned automobiles.
3. Builder's Risk Insurance: Insurance equal to the actual replacement cost for construction work.

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:

1. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
2. Identifying and securing facility
3. Recruiting and hiring staff (leaders, teachers, and other staff)
4. Staff training
5. Finalizing curriculum and other instructional materials
6. Governing board training
7. Policy adoption by board (if necessary)
8. Recruiting students
9. Enrollment lottery, if necessary
10. Establishing financial procedures
11. Securing contracted services
12. Fundraising, if applicable
13. Finalizing transportation and food service plans
14. Procuring furniture, fixtures and equipment
15. Procuring instructional materials

Once the charter application is approved, it is the school’s desire to hire a consulting firm to assist the Governing Board with the school’s opening activities.

Start-Up Activities

Action Item	Timeline
Applying For and Securing Appropriate Legal Status <ul style="list-style-type: none"> • File Articles of Incorporation • Apply for 501(c)(3) status 	<ul style="list-style-type: none"> • Upon contract approval • Upon contract approval
Identifying and Securing Facility <ul style="list-style-type: none"> • Identify potential site(s) • Negotiate lease • Complete all necessary facilities contracts on property • Complete fire and health inspections • Obtain final CO • Move into facility 	<ul style="list-style-type: none"> • Complete • Complete • Upon contract approval • June 2020 • July 1, 2020 • July 1, 2020
Recruiting and Hiring Staff & Training <ul style="list-style-type: none"> • Establish hiring policies • Formally post and begin recruitment for the principal position • Begin interviewing for the principal position • Hire principal • Develop employee manual • Post teaching positions • Interview for teaching positions • Have all teachers hired • Fingerprinting, drug testing and background checks completed • Teachers report for orientation and professional development 	<ul style="list-style-type: none"> • August 2019 • Nov.-Dec. 2019 • January 5, 2020 • January 30, 2020 • February 2020 • March 2020 • April 2020 • May 1, 2020 • June 30, 2020 • 2 weeks prior to day 1
Finalizing Curriculum and Other Materials <ul style="list-style-type: none"> • Research potential topics or prompts to support initial 	<ul style="list-style-type: none"> • March 2020

Action Item	Timeline
<ul style="list-style-type: none"> implementation of PBL and whole child education • Finalize instructional materials decisions • Review/debrief on program implementation for Q1; including analysis of student performance on baseline and interim assessments; incorporate results into Q 2 planning 	<ul style="list-style-type: none"> • April 2020 • October 2020
<p>Governing Board Training & Policy Adoption by Board</p> <ul style="list-style-type: none"> • Board members complete state-approved training and background checks • Board members attend statewide charter school conference • Adopt segregation of financial duties policy • Adopt corporate and financial policy manual(s) • Adopt student enrollment policy • Adopt annual budget 	<ul style="list-style-type: none"> • W/in 60 days of contract approval • November 2019 • December 2019 • January 2020 • January 2020 • June 2020
<p>Recruiting Students & Enrollment Lottery, if necessary</p> <ul style="list-style-type: none"> • Host town hall meetings • Develop website and marketing materials • Develop lottery policies and procedures • Develop enrollment packet • Notification of lottery (if necessary); conduct lottery • Admission/Waitlist notice sent 	<ul style="list-style-type: none"> • Oct. 2019-Feb. 2020 • October 2019 • January 2020 • March 2020 • March 30, 2020 • April 1, 2020
<p>Establishing Financial Procedures</p> <ul style="list-style-type: none"> • Notification to vendor of award of contract • Governing Board adopts financial procedures 	<ul style="list-style-type: none"> • November 2019 • December 2019
<p>Securing Contracted Services</p> <ul style="list-style-type: none"> • Release RFP for HR services • Select HR provider & advertise for security, janitorial services, food services, transportation contracts, ESE support staff (OT, PT, SLP) • Interview potential vendors • Make decisions on contracted service providers 	<ul style="list-style-type: none"> • April 2020 • May 2020 • June 2020 • June 30, 2020
<p>Finalizing Transportation and Food Services</p> <ul style="list-style-type: none"> • Negotiate with district/third party provider for transportation and food services; develop plan with Food Service Provider for lunch location, times, etc. • Develop bus pick-up and drop off plan • Distribute Federal lunch program survey to all students 	<ul style="list-style-type: none"> • May 2020 • June 2020 • August 2020
<p>Procurement of Furniture, Fixtures, and Equipment</p> <ul style="list-style-type: none"> • Identify and plan for FF&E Needs • Obtain quotes for FF&E • Place orders for FF&E and establish procedures for receipt • Inventory completed for furniture, fixtures, and equipment 	<ul style="list-style-type: none"> • March 2020 • April 2020 • May/June 2020 • July 31, 2020

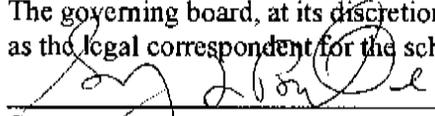
STATEMENT OF ASSURANCES

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 Florida East Coast Charter 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 Christy Noe (name), Consultant (title) to sign as the legal correspondent for the school.



Signature

Sammy L. Butler Sr

Printed Name

01/23/2019

Date

ATTACHMENTS/ADDENDA

List of Attachments Not Included in this Application

List of Addenda/Attachments Not Required in this Application

The addenda and attachment listed below are not applicable for this application and therefore are not included.

Attachments

- Attachment A: Support for Conversion
- Attachment E: Pupil Progression Plan, If Applicable
Florida East Coast will implement the district's Pupil Progression Plan contained in Instructional Policies (Policy 307)
- Attachment G: Proposed Discipline Policy/Code of Conduct
Florida East Coast will implement the district's Code of Student Conduct
- Attachment I: 501(c)(3) Tax-Exempt Determination Letter or Filing Form
Not available; cannot be obtained until the Charter Application and Charter Contract are approved
- Attachment P: Job Descriptions Other School Leaders
- Attachment T: Evidence of Demand /Support from Community Partners
- Attachment U: Evidence of Facility Funding Source

Addenda

- Addendum A: Replication
- Addendum A1: High Performing Replication
- Addendum B: Education Service Provider
- Addendum AA: Commissioner's Letter for High Performing Replication
- Addendum BB: ESP's Organizational Chart
- Addendum CC: ESP's Organizational Chart after Anticipated Growth
- Addendum DD: Applicant History Worksheet
- Addendum EE: Draft ESP Contract

Attachment B: Sample Daily Schedule and Annual School Calendar

Sample Daily Schedule

Florida East Coast will follow the annual calendar set forth by the district, requiring 180 days of instruction each school year. The district’s calendar for the 2018-19 school year is provided at the end of this attachment. Our proposed instructional day exceeds state requirements for all grades. We are proposing a six hour and one-half hour school day from 8:00 to 2:30 p.m. Of that time, students in kindergarten through grade five will receive 345 minutes of instruction daily, for a total of 1,035 hours per year.

An example of a possible daily schedule is provided below. The schedule includes

- Morning Meeting/Character Education – 15 minutes
- Reading/Literacy and Language Arts – 90 minutes of uninterrupted instructional time in reading and 50 minutes focusing on writing that incorporates spelling and handwriting
- Physical Education – 30 minutes per day
- Mathematics – 50 minutes per day
- Science – 45 minutes per day
- Social Studies and Citizenship – 30 minutes per day
- Special Area (e.g., art & music) – 30 minutes once per week
- Intervention/enrichment – 30 minutes three days per week

Subject	Start Time – End Time	School Day	Instructional Minutes
Morning Meeting & Character Education	8:00 – 8:20	20	20
Literacy Block (Reading & ELA)	8:20 – 10:40	140	140
Physical Education	10:40 – 11:10	30	30
Mathematics	11:10 – 12:00	50	50
Lunch	12:00 – 12:30	30	0
Science	12:30 – 1:15	45	45
Recess & Movement	1:15 – 1:30	15	0
Social Studies & Citizenship	1:30 – 2:00	30	30
Intervention/Enrichment or Art/Music & Dismissal	2:00 – 2:30	30	30

THE SCHOOL DISTRICT OF VOLUSIA COUNTY
Community Information Services
Post Office Box 2118, DeLand, Florida 32721-2118
2019-20 School Calendar

Make-up days for inclement weather include November 25 and November 26.

- August 6 (Tuesday) Preplanning Begins – Teachers Report
- August 12 (Monday) First Day of School for Students
- September 2 (Monday) Labor Day Holiday
- September 16 (Monday) Professional Development Day/Student Holiday
- October 14 (Monday)..... Teacher Duty Day/Student Holiday
- November 11 (Monday) Veterans Day Holiday
- November 25 (Monday) Thanksgiving Holiday Begins
- December 2 (Monday) Classes Resume
- December 19 (Thursday)..... Teacher Duty Day/Student Holiday
- December 20 (Friday)..... Winter Holiday Begins
- January 6 (Monday)..... Classes Resume
- January 20 (Monday)..... Martin Luther King’s Birthday Holiday
- February 17 (Monday) Presidents’ Day Holiday
- March 13 (Friday) Teacher Duty Day/Student Holiday
- March 16 (Monday)..... Spring Holiday Begins
- March 23 (Monday)..... Classes Resume
- May 25 (Monday)..... Memorial Day Holiday
- May 29 (Friday)..... Last Day of School for Students
- June 2 (Tuesday)..... Last Day of School for Teachers

Attachment C: Sample Curriculum and Scope and Sequence

BEGINNING-OF-YEAR LESSON

question and they think quietly for a moment. When you say, “Turn to your partner,” they turn and discuss their thinking with their partner until you signal them to turn their attention back to the whole group.

Begin the discussion by acknowledging that it’s not always easy to treat others in caring, fair, and helpful ways on the playground. Ask:



Think, Pair, Share

Q What are some problems that can happen on the playground?

Have the students think quietly. Say “Turn to your partner” and have partners discuss the question. After a few moments, signal to bring their attention back to you.

Have volunteers share their thinking with the class. Jot some of their ideas on a sheet of scratch paper to use in “Playground Bullying and Fighting.” Encourage the students to contribute ideas that are different from the ones other people suggested.

As the students share their thinking, ask:

Q What comments or questions do you have for [Kayme]?

Q Who has an idea that is different from [Kayme’s]?



A hands-up signal allows the students to finish what they are saying before turning their attention back to the class.

3 INTRODUCE CATEGORIES OF PROBLEMS

Point out some broad problem categories you noticed as the students shared. Some common categories are: excluding people, not sharing/not taking turns, not following game rules, teasing/bullying, and arguing/fighting. Give one or two examples of how the problems the students mentioned fit into the categories.

Explain that today the students will discuss problems like excluding people, not taking turns, and not following the rules when playing games. Mention that these are the kinds of problems that they can often solve themselves without asking an adult for help. In future meetings, they will discuss problems that require adult help to solve, such as teasing, bullying, and fighting. Explain that whenever they do not feel both physically and emotionally safe or they witness a situation that seems unsafe for another student, they should ask an adult for help.



Your students may not mention problems that fall into these categories. Create categories that work for the problems that your students mention.

Class Meetings Lessons

4 INTRODUCE DISCUSSION PROMPTS AND BRAINSTORM SOLUTIONS

Explain that during the discussion you would like the students to use the prompts “I agree with _____ because...,” “I disagree with _____ because...,” and “In addition to what _____ said, I think...” to help them listen and connect their comments to the comments others make. Write the prompts where everyone can see them.

Use “Think, Pair, Share” and the questions below to have the students discuss ways to deal with each problem category you identified in step 3 of this lesson.

For problems with excluding people:

- Q** What are some things you can do if you're not included in a game?
- Q** What are some things you can do if you notice someone is all alone on the playground?
- Q** How can we make sure that no one is being excluded? Why is it important to include others?

For problems with not sharing or not taking turns:

- Q** What are some things you can do if you and your classmates are not taking turns appropriately?
- Q** What are some things you can do if you see someone else not taking turns ?

“Students might say:

“I think if someone's not taking turns you should push them off the swings so someone else can have a turn.”

“I disagree with [Shawna] because I think you should talk to them and explain how we take turns on the swings.”

“I agree with [Thelma] because if you push someone off the swings you might get in a fight.”

“In addition to what [Thelma] said, I think if you push people, they might do it again the next day. You should just talk to them about it.”

Use these discussion prompts during class meetings and all other discussions throughout the day. As the prompts are reinforced, the students will start to use them naturally. You will find that discussion prompts increase participation and student-to-student dialog.



You may decide to discuss just one category (for example, “problems with not following game rules”) today and discuss other categories at subsequent meetings. The students need time to discuss each category fully and generate possible solutions.



If the class agrees with a student who makes a suggestion that is impractical or inappropriate, refocus the students on solutions that reflect the values of respect, caring, fairness, helpfulness, and responsibility. (For example: “Arguing with the person who is not following the rules is one way you could respond, but we’re trying to think of ways to solve our problems that are caring, fair, and respectful. What’s something else you might do?”)

For problems with not following game rules:

- Q Why is it important to follow the rules for the games you play at recess?**
- Q What are some things you can do if someone is not following the rules?**

“ Students might say:

“I think if someone’s not following the rules the teacher should bench them.”

“I disagree with [Donovan] because I think we should try to solve the problems ourselves before we talk to the teacher. That way, nobody has to get into trouble, and we are taking more responsibility.”

“I agree with [Louise] because the kid who is not following the rules might not know the rules. First we should talk to the kid, and if that doesn’t work then we can get the teacher.”

5 WRAP UP AND ADJOURN THE MEETING

Wrap up the sharing of possible solutions by pointing out that there are many possible ways to solve a problem. Encourage the students to try some of the things they have suggested in the next few days and remind them that in future class meetings they will talk about how it is going on the playground.

Adjourn the meeting and have the students return to their seats.

Skills Snapshot

The *Caring School Community*[®] program creates a caring school climate by deepening the connections among students, teachers, other adults in the school, and families. The multicomponent program is flexible as well as practical.

Program Materials	Teachers Learn	Students Learn
Class Meeting Lessons	<ul style="list-style-type: none"> • How to build unity and give students a more meaningful voice in the classroom • Ways to build students' social skills and commitment to responsibility, helpfulness, and respect 	<ul style="list-style-type: none"> • How to set class norms and goals, create plans, make decisions, and solve problems related to classroom life • How to better understand and empathize with other students
Cross-Age Buddies Activity Book	<ul style="list-style-type: none"> • An approach that goes beyond tutoring to create respectful, caring relationships between older and younger students 	<ul style="list-style-type: none"> • How to give and receive help • How to experience themselves as caring and competent individuals
Homeside Activities	<ul style="list-style-type: none"> • Ways to create a cycle of learning that starts in the classroom, develops at home, and concludes in the classroom 	<ul style="list-style-type: none"> • How to appreciate the experiences and perspectives of other families and cultures
Schoolwide Community-Building Activities	<ul style="list-style-type: none"> • Collaborative activities they can use to promote academic growth and a school-wide community • Ways to link students, parents, the school, and the community at large 	<ul style="list-style-type: none"> • How to help and take responsibility • How to collaborate with one another • How to appreciate cultural differences

Program Materials	Leaders Learn	Teachers Learn
Overview	<ul style="list-style-type: none"> • How to support implementation schoolwide 	<ul style="list-style-type: none"> • The philosophy and research behind the program • How the components of CSC fit together
Teacher's Calendar and CSC Year at a Glance	<ul style="list-style-type: none"> • What is expected of teachers and how to support them 	<ul style="list-style-type: none"> • How to apply what students learn in the class meetings throughout the school day • When to introduce CSC components
Leadership Guide and Agendas for Staff Development Meetings	<ul style="list-style-type: none"> • Ways to build staff motivation and a sense of community • Ways to monitor and support schoolwide implementation of CSC 	<ul style="list-style-type: none"> • Ways to build collegial relationships with one another • Ways to implement program components throughout the school

Ways CSC Engages Students

Class Meeting Lessons	Cross-Age Buddies Activities	Homeside Activities	Schoolwide Community-Building Activities
<p>Beginning of the Year Getting to know each other:</p> <p>Team Building</p> <ul style="list-style-type: none"> • Sharing favorite things • Learning names <p>Norm Setting</p> <ul style="list-style-type: none"> • Discussing fairness and helpfulness • Agreeing on norms <p>Check-in Class Meetings</p> <ul style="list-style-type: none"> • Playground behavior • Buddy relationships <p>During the Year/ End of the Day Addressing important issues:</p> <p>Planning/Decision Making</p> <ul style="list-style-type: none"> • Welcoming new students • Getting ready for a substitute • Assembly behavior • Field-trip behavior <p>Problem Solving</p> <ul style="list-style-type: none"> • Bullying • Not letting others play • Arguing and fighting • Stealing <p>End of the Year Reflecting and wrapping up:</p> <ul style="list-style-type: none"> • Creating appreciation cards • Creating autograph books 	<p>Getting to Know You</p> <ul style="list-style-type: none"> • Design a poster of shared interests • Take and annotate buddy photos <p>Learning and Playing</p> <ul style="list-style-type: none"> • Generate a sculpture together • Teach each other a song • Create a personal comic book • Take a survey; make a chart • Compare and rate apple varieties • Teach new playground skills • Write a "color poem" together <p>Celebrating the Year</p> <ul style="list-style-type: none"> • Make a Buddies Memory Book 	<p>Grade K Starting School! On the Playground We're All Teachers</p> <p>Grade 1 Helping Chain Story of My Name Alphabet Game</p> <p>Grade 2 Holiday Traditions Childhood Friends If I Were a Cricket</p> <p>Grade 3 Old Enough Will I Remember? Real Heroes</p> <p>Grade 4 Map the Generations When I Grow Up A Photo Story</p> <p>Grade 5 Family Folklore Trading Places Personal Time Capsule</p> <p>Grade 6 Taking Stock of Goals Math Mentor It Changed the World</p>	<p>Getting to Know People at School</p> <ul style="list-style-type: none"> • Make plans to welcome newcomers • Interview nonteaching staff members • Create a family museum of artifacts <p>Getting to Know People in Our Community</p> <ul style="list-style-type: none"> • Plan a Grandpersons Gathering • Hold a Family Projects Fair <p>Expanding Our Community</p> <ul style="list-style-type: none"> • Select and support a local cause • Adopt and help a local family <p>Sharing What We Learn</p> <ul style="list-style-type: none"> • Host a family hands-on science night • Host a family math activities night <p>Taking Pride in Our Surroundings</p> <ul style="list-style-type: none"> • Plant a school community garden • Make a school clean-up plan and activity • Plan and paint a school mural

Family Folklore

Before Sending Home the Activity

This activity is designed to accompany material on family or cultural folklore—stories, rituals, and traditions that help define our histories, values, and identities within and across generations.

If any of your students have a hard time finding family members to do these Homeside Activities with them, or if they have broad definitions of the word “family,” encourage them to turn to adults other than immediate family members.

Before sending the activity home, ask the class for suggestions about making this Homeside Activity successful.

Follow-Up

Have students do partner interviews to find out about each other’s family folklore. Give students a chance to tell their partners’ stories to the whole class. (Emphasize that they need to check with their partners first, to make sure it’s okay to tell their stories.)

Family Folklore

Dear Student,

You are in charge of this Homeside Activity, which means you are in charge of finding an adult to do it with you, finding time you both have free to do it, explaining and “directing” the activity, making sure the adult signs it, and bringing it back to class. Please find about 20 minutes that you can spend on the activity with a parent or other adult—a neighbor, grandparent, older brother or sister, or family friend. If you’d like, get a bunch of people involved!

One of the most important reasons for doing this activity is that you and the adult will learn things from each other about what you think, feel, know, and want to know. In class we can then also learn from each other, when we share what we have learned at home. Just be sure to ask the adults for permission to pass along what they say—and don’t forget to thank them for contributing to our class’s learning!

Interview a parent or other family member about your family history. Ask the questions below. (The person you interview may not have stories to tell about all of these questions.) Then on the back of this page write a summary of one of the stories to share in class.

INTERVIEW QUESTIONS

- Is there a family hero or “character” that you could tell me about?
- Do you have a story about how a family joke or saying got started?
- Can you tell me a story about a family courtship or wedding?
- What is your favorite story about when you were growing up?

ACTIVITY I

People Who Make It Work

■ *See also, Suggestions for Teachers, page 85*

In each classroom students interview their teacher and one or more of the non-teaching school staff members and then create vivid displays for a whole-school collage that captures the voices and faces of every adult in the school community. The goal of this activity is to help students get to know the adults they see at school every day—teachers, secretaries, administrators, nurses, librarians, playground monitors, lunchroom staff, classroom aides, social workers, bus drivers, and the custodial staff. The displays can include photographs, drawings, stories, poems, or whatever else fits the interests and ambitions of the collage makers.

Why This Activity?

The first few weeks of school can be an exciting, but potentially overwhelming, time for children. They are eager to know who their teacher is, who the other adults in the school are, and whether or not they will fit in with the other children. Just as teachers use activities that help children get to know one another in their classroom, this schoolwide project offers children the opportunity to meet and learn about the adults in the school community. As a result, students are likely to feel more comfortable with the adults who work with or around them each day. For staff, this activity offers an opportunity to see themselves as valuable contributors to a whole-community effort to help children grow as learners and as people.

The Program

Getting Ready

Begin by discussing the proposed project with teachers at a staff meeting, describing its purpose and how they will be asked to participate. Point out that the Coordinating Team will be matching one or two staff people with each classroom, but that the teachers themselves will be responsible for scheduling the interviews (about 20 minutes for each)—including their own. Distribute copies of the suggestions for teachers for this activity, and invite everyone to contribute ideas and suggestions.

Send a memo to nonteaching staff, explaining the activity and requesting their participation (see Sample 1.1 below). Remember to include part-timers, specialists, and consultants. Match each participating adult with a classroom, and notify classroom teachers of these assignments so that they can schedule the interviews. Provide translation as needed.

Make some preliminary decisions about where the school collage might be displayed, the final size of the collage, the size of each classroom's contribution (which should all be of approximately the same size), and the timeline for the project.

Classroom Interviews

Classroom teachers are primarily responsible for managing this aspect of the activity, but students in each classroom should be responsible for deciding how they will conduct the interview and what they will ask. For example, teachers might have students brainstorm categories of information they would like to know about their interview subjects, as well as specific questions for each category; to broaden student thinking about question categories, teachers might also ask students to think about ways to “translate” their interviews into graphically interesting collage pieces. For more details and ideas about what this activity might look like in the classroom, see the suggestions for teachers.

Creating the Collage

In the classrooms, students will create a display about each adult they have interviewed—these displays might include photographs, drawings, stories, quotes, or anything else they want to use to tell the story of the adult and what he or she does in the school community.

Once the class displays are finished, have students from each classroom hang their work and build the collage piece by piece. Once the collage is finished, you may want to create a sign-up schedule for teachers to take their classes to view the collage; you might also want to document the finished piece or invite local media to do so. Remember to take time to acknowledge and celebrate everyone's participation in the project, including your own.

Adaptations

Based on the students' interviews, create a staff directory featuring a photograph and story about each person and his or her job. If a camera is not available, upper-grade students could interview the staff members, while younger students could make drawings to accompany each person's description.

Parent Information

Let parents know you are working on a schoolwide collage to help children and school staff members get to know each other. Invite them to visit the school to see the collage. (See Sample 1.2 below).

Materials & Facilities

- Art supplies
- Camera and film (optional)
- Space to hang the collage

SAMPLE I.1 LETTER TO THE STAFF

Dear School Staff Members,

We'd like you to know about our plans for a schoolwide activity called **People Who Make It Work**, and to invite your participation—in fact, we can't do this activity without you!

As part of our effort to build our schoolwide sense of community, we want to “introduce” students to all the teachers and staff members in the school. To do this, the students in each class will interview their teacher and at least one other adult in the school. They will make a display to show what they learned about each person they interviewed, and then all the class displays will be combined into a whole-school collage. This way, students can look at the collage and get to know the many adults they see at school every day in other classrooms, the library, the lunchroom, the office, on the playground, and on the bus.

We guarantee this will be fun for everyone, and we hope you'll agree to participate. Also, we'd love to hear your ideas, suggestions, or questions. Please let us know by returning the form below to our mailbox in the Main Office. Thanks!

Name:

Room/Phone:

- Yes, I'd like to participate. Please match me with a classroom and have the teacher contact me.
- No, I'm unable to participate.
- I have questions! Please have someone from the Coordinating Team contact me.

Ideas & Suggestions _____

SAMPLE 1.2 **LETTER TO FAMILIES**

Dear Family Members and Family Friends,

As part of our efforts to build a stronger school community, the children at (NAME) School have been participating in a schoolwide effort called **People Who Make It Work**. For this activity, students have interviewed the adults in the school and now are creating a schoolwide collage to show what they learned from their interviews.

The collage features the members of our school staff, including teachers, classroom aides, playground monitors, custodians, cafeteria staff, administrators—all the adults who make our school work.

The collage will be displayed in the (LOCATION) from (DATE) to (DATE). We hope you'll visit the school to see the collage and learn more about the adults in our school community and what they do here!

HEALTHY

Each student enters school healthy and learns about and practices a healthy lifestyle.



INDICATOR

COMPONENT

OUR school culture supports and reinforces the health and well-being of each student.

- ✓ **School Climate & Culture**
 - Curriculum & Instruction
 - Community & Family
 - Leadership
 - PD & Capacity
 - Assessment
- # 1

INDICATOR

COMPONENT

OUR school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.

- School Climate & Culture
 - ✓ **Curriculum & Instruction**
 - Community & Family
 - Leadership
 - PD & Capacity
 - Assessment
- # 2

OUR school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.

- ✓ **School Climate & Culture**
 - ✓ **Curriculum & Instruction**
 - Community & Family
 - Leadership
 - PD & Capacity
 - Assessment
- # 3

OUR school facility and environment support and reinforce the health and well-being of each student and staff member.

- ✓ **School Climate & Culture**
 - Curriculum & Instruction
 - Community & Family
 - Leadership
 - PD & Capacity
 - Assessment
- # 4

OUR school addresses the health and well-being of each staff member.

- ✓ **School Climate & Culture**
 - Curriculum & Instruction
 - Community & Family
 - Leadership
 - PD & Capacity
 - Assessment
- # 5

OUR school collaborates with parents and the local community to promote the health and well-being of each student.

- School Climate & Culture
 - Curriculum & Instruction
 - ✓ **Community & Family**
 - Leadership
 - PD & Capacity
 - Assessment
- # 6

OUR school integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.

- ✓ **School Climate & Culture**
 - ✓ **Curriculum & Instruction**
 - Community & Family
 - ✓ **Leadership**
 - ✓ **PD & Capacity**
 - ✓ **Assessment**
- # 7

OUR school sets realistic goals for student and staff health that are built on accurate data and sound science.

- School Climate & Culture
 - Curriculum & Instruction
 - Community & Family
 - ✓ **Leadership**
 - PD & Capacity
 - ✓ **Assessment**
- # 8

OUR school facilitates student and staff access to health, mental health, and dental services.

- ✓ **School Climate & Culture**
 - Curriculum & Instruction
 - ✓ **Community & Family**
 - Leadership
 - PD & Capacity
 - Assessment
- # 9

OUR school supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.

- ✓ **School Climate & Culture**
 - ✓ **Curriculum & Instruction**
 - Community & Family
 - Leadership
 - PD & Capacity
 - Assessment
- # 10

Attachment D: Reading Curriculum

Literacy Instruction at Florida East Coast

Florida East Coast's reading curriculum, strategies, instruction, and interventions, are primary elements of the school's programmatic nucleus, and a primary focus of our comprehensive educational approach. We strive to incorporate reading and writing skills throughout the educational program, while offering cross-curricular connections for students to support meaningful engagement. We recognize that to develop student literacy, the school must deliver comprehensive reading instruction with fidelity, assess students' progress regularly, and analyze all available data sources and progress monitoring information to adjust instruction to meet the needs of our learners. In conjunction with our whole child approach to learning, and connecting students to content and real-world application, one of our primary goals is to ensure an enjoyment for reading, an understanding of how reading engages students to the world around them, and that reading is a skill needed for lifelong success.

Reading is a critical component of the Florida education system and, as such, is a primary focus of education at Florida East Coast. Our reading program includes:

- Reading instruction integrated across all content areas
- An explicit systematic approach to instruction through skill scaffolding and monitoring of student learning gains
- Active engagement of students throughout the instructional period
- Progress monitoring of skill acquisition conducted throughout the school year to detect and steer reading progress

Florida East Coast's reading program mirrors Florida's 6 + 4 + ii + iii formula for reading success:

6 areas of reading – Oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, described in more detail above

4 types of assessment – Screening, progress monitoring, diagnosis, outcome measures

ii-initial instruction – A minimum 90-minute reading block, incorporating the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design

iii Immediate intensive intervention– To include small group or one-on-one, for students with reading deficiencies for a minimum of 30 minutes per day until deficiency is remediated

Through the integration of reading instruction across content areas, students are exposed to various types of texts and genres across a variety of settings and are provided ample opportunity for intentional reading practice. Through the school's inquiry-based learning efforts, literacy will be embedded within hands-on practical tasks and activities to encourage generalization of reading skills in a manner that supports becoming an effective lifelong reader. Offering opportunities for practical application of reading skills provides a foundation for students to

incorporate reading within the home, community, for leisure, and ultimately as part of their elementary, middle, high school, and postsecondary pathways.

Our core reading program embeds regular progress monitoring measures to be analyzed and used in a meaningful way to drive reading instruction and interventions. Florida East Coast's framework for literacy is designed to develop skilled readers so that students can engage in learning more freely and gain command of all aspects of their educational endeavors. The program is designed to support explicit and systematic teaching of grade-level skills and concepts, and to meet the needs of students working either above or below grade level through differentiated instruction. Integral to the reading program is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading instruction:

- Oral language – This includes listening and speaking skills and provides the foundation for literacy development
- Phonemic awareness – The ability to hear and manipulate phonemes, the smallest of units in a spoken language
- Phonics – The correspondence of letters to sounds, including the ability to decode words when reading, and spell words when writing
- Fluency – The ability to read at an appropriate rate with accuracy and prosody, including inflection and expression
- Vocabulary – The development of word meaning, word usage, and the application of contextual understanding
- Comprehension – The ability to read, process, and understand (obtain meaning from) text

Reading instruction is provided during a 140-minute balanced literacy block with additional time built into the proposed schedule for intervention, whether supplemental, immediate, and/or intensive; and enrichment. Florida East Coast's scheduled embeds a 30-minute intervention time for the provision of supplemental and/or intensive intervention, or enrichment within the school's weekly schedule three times per week. Reflecting the importance of literacy development at the school, elementary students also receive minutes of instruction in language arts (i.e., writing process and spelling) within the reading block, utilizing Ready Writing. Targeted writing interventions may also be integrated into the literacy block.

The school anticipates using Magraw-Hill Reading Wonders materials for core instruction in reading to establish a solid literacy foundation. The program provides a blended digital and print approach and includes complex and authentic texts, and targets reading skills focusing on textual evidence and close reading. All materials align with the expectations of the LAFS, and scaffolded supports embedded within the materials include:

- Reading/writing workshop resource used to guide modeling of short complex text of close reading and student practice of strategies and skills
- Close reading companions, guides students to re-read with purpose, highlight and annotate text, cite evidence, answer text-dependent questions, and organize thoughts as they work toward analytical writing and integration of knowledge and ideas

- Workstation activity cards used to support differentiation and collaborative discussions across reading, writing, science and social studies
- Leveled readers, thematically connected to each unit and lesson plan to support students and their varying instructional levels
- Sound-spelling cards
- Leveled re-teaching and targeted assignments

Elementary students will receive their core instruction using Reading Wonders, which correlates to the Florida standards and addresses the six areas of reading. Among its advantages are the systematic use of a three-step close reading routine; all instruction tied together by an authentic, complex anchor text; and the use of leveled readers, including additional leveled “vocabulary readers” in the form of informational texts that support vocabulary development. In addition to the school’s interdisciplinary focus on reading and writing across the curriculum, strategies to support reading development will include:

- Classroom Library – The print-rich environment will include classroom libraries of quality literature that includes material written at varying reading levels and in a variety of genres. These collections will include multi-leveled text sets that are related to various topics in the areas of science, math and social studies. The resources will also be multileveled to meet the spectrum of reading levels in the classroom. The physical layout of the classrooms will provide easy access to reading materials during literacy center time within the daily reading block as well as throughout the day. The teacher will monitor progress by listening to students read, checking for comprehension, and supporting student-led book discussions.
- Word Walls – Teachers will create word walls of high frequency words, word patterns, phonic elements, and interesting, unique, or exciting words. Word wall activities will support student practice in recognizing words quickly and accurately. Word walls will be developed for reading, mathematics, and science.
- Literacy Stations – Centers or stations will be established within the classroom that allow students to work independently or in small groups. At these centers students will engage in a variety of independent activities to reinforce and extend learning, including practicing reading, writing, speaking, listening, and working with letters, sounds, and words.
- Sustained Silent Reading – Periods of sustained silent reading will be incorporated into the reading block as well as throughout the school day to help students build stamina for increasingly longer and more challenging text. All teachers and students in kindergarten through grade eight will participate in a sustained silent reading time. Students may choose books from the class library or may bring appropriate books from home. The goal is to develop an intrinsic motivation to read. Reading logs, reaction journals, and book pass or story summary activities will retain student interest and help them connect to the text.

- Required Reading – All students will be expected to read a specific number of books at their independent reading levels throughout the school year. Students will be provided a means of tracking progress and rewards for completing the requirements. Recommended reading includes:
 - ✓ Five picture books or early readers per quarter for kindergarten through grade two students
 - ✓ Four chapter books per quarter (approximately 100 pages each) for students in grades three through five
 - ✓ Four chapter books per quarter (approximately 150 pages each), to include fiction and non-fiction

Students not making sufficient progress in the core curriculum will be provided with increasingly intensive intervention matched to their needs on the basis of levels of performance and rates of progress (i.e., MTSS tier 2). While the Reading Wonders series offers intervention material, Florida East Coast anticipates using the Center for the Collaborative Classroom’s Systematic Instruction in Phonological Awareness (SIPPS) and SIPPS plus to deliver targeted supplemental and intensive reading interventions. Florida East Coast is also considering the use of Curriculum Associates iReady to provide a prescriptive diagnostic measure that provides information to guide instruction, can be used as a progress monitoring tool, and to supplement the core reading program.

In addition to the instructional support materials included within the core program, comprehensive and supplemental intervention reading programs strategies, and measurement tools that will be in the school’s literacy toolkit based upon the unique needs of individual and targeted groups of students include:

- SIPPS
- iReady
- DIBELS
- easyCBM® – easyCBM is utilized as a progress monitoring tool to measure early literacy skills, phonics, fluency, vocabulary, and reading comprehension
- ReadWorks® – ReadWorks provides an online library of high quality curated nonfiction and literary articles, reading comprehension and vocabulary lessons, formative lessons, teacher guidance and resources
- FCRR Student Center Activities – FCRR provides access free of charge to over 500 student center activities for kindergarten through grade five, including a teacher resource guide, activity plans, activity masters, and professional development in the form of online videos

Additionally, English language arts will be taught across the curriculum by connecting reading, writing, speaking and listening to science, social studies and other content areas. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject through the implementation of specific reading strategies. Content area textbooks are challenging

in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts. Students in content area classes will receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students will learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. To support students' efforts, content area teachers will be trained to use and to teach reading strategies that are effective for their subject areas. The reading specialist will model lessons in the classroom to demonstrate the infusion of reading in the content areas.

The school's MTSS leadership team will closely monitor student progress in reading, including baseline, midyear, and end-of-year assessments. Results of student progress will be analyzed to determine specific interventions for students at each grade level, including the nature and intensity of support needed. Supplemental and intensive support will follow a developmental reading continuum and continue to incorporate higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards.

SIPPS, SIPPS Plus, and possibly iReady are the primary tools being considered for conducting formal benchmarking and progress monitoring. Any student who exhibits a substantial deficiency in reading based upon these assessments, the FSA ELA, or teacher observations will receive intensive reading instruction. Students who score at Level 2 or below on the FSA ELA will be administered diagnostic assessments to identify the specific nature and extent of the learning difficulty. Students who have intervention needs in the areas of decoding and/or text reading efficiency will have extended time for reading intervention. For middle grades students this extended time may include an elective course in reading to accelerate foundational reading skills. The teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) will be adequate to implement the intervention course. This reading intervention course will include the following on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching the FSA ELA

Students who are not in need of decoding or text reading efficiency may receive instruction in content area classes through a content area reading intervention. In addition to students reading below grade level, it is incumbent on teachers and schools to ensure that students performing above grade level receive instruction commensurate with their abilities. Strategies for these students will include such things as: the study of high level, high interest novels; projects requiring extensive reading and research; and a literary circle or book club to discuss fiction and nonfiction works. Advanced readers must progress at their own rate, which is typically more than one grade level per year. By eliminating time spent working on skills already mastered and progressing through the reading curriculum at an accelerated pace, students will generally

continue to expand their reading proficiency. Pre-instruction assessments will be used to determine students' instructional and independent levels of reading and guide instruction.

Attachment F: Assessment Schedule

**K-5 DISTRICT ASSESSMENT CALENDAR
2018-2019**

Week	Dates	K			1 st			2 nd		
		ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
1	August 13-17									
2	August 20-24									
3	August 27-31				iReady	iReady		iReady	iReady	
4	September 3-7									
5	September 10-14	FLKRS								
6	September 17-21									
7	September 24-28									
8	October 1-5				VPAS					
9	October 8-12									
END OF 1ST GRADING PERIOD										
10	October 16-19									
11	October 22-26									
12	October 29-November 2									
13	November 5-9									
14	November 13-17									
15	November 26-30									
16	December 3-7	VPAS			iReady	iReady		iReady	iReady	
17	December 10-14									
18	December 17-19									
END OF 2ND GRADING PERIOD WINTER HOLIDAY										
19	January 7-11									
20	January 14-18									
21	January 22-25									
22	January 28-February 1									
23	February 4-8				VPAS					
24	February 11-15									
25	February 19-22									
26	February 25-March 1									
27	March 4-8									
28	March 11-14									
END OF 3RD GRADING PERIOD SPRING HOLIDAY										
29	March 25-29									
30	April 1-5	VPAS								
31	April 8-12									
32	April 15-19									
33	April 22-26									
34	April 29-May 3									
35	May 6-10									
36	May 13-17	DRA2			iReady			iReady	iReady	
37	May 20-24					VPAS	iReady			
38	May 28-31									

DISTRICT ASSESSMENT KEY		
iReady=computer-based adaptive diagnostic for ELA and Math	DRA2=Developmental Reading Assessment	VPAS=Volusia Phonological Awareness Screener
FLKRS=Florida Kindergarten Readiness Screener (Star Early Literacy)		

**K-5 DISTRICT ASSESSMENT CALENDAR
2018-2019**

Week	Dates	3 rd			4 th			5 th		
		ELA	Math	Sci	ELA	Math	Sci	ELA	Math	Sci
1	August 13-17			SMT 1			SMT 1			SMT 1
2	August 20-24									
3	August 27-31	iReady	iReady		iReady	iReady		iReady	iReady	
4	September 3-7									
5	September 10-14									
6	September 17-21						VST 1A			
7	September 24-28									VST 1A
8	October 1-5			VST 1						
9	October 8-12									
END OF 1ST GRADING PERIOD										
10	October 16-19									
11	October 22-26									
12	October 29-November 2									
13	November 5-9									VST 1B
14	November 13-17									
15	November 26-30			VST 2A						
16	December 3-7	iReady	iReady		iReady	iReady	VST 1B	iReady	iReady	
17	December 10-14									
18	December 17-19									
END OF 2ND GRADING PERIOD WINTER HOLIDAY										
19	January 7-11									
20	January 14-18									SMT 2
21	January 22-25									
22	January 28-February 1			VST 2B						
23	February 4-8									
24	February 11-15						VST 2A			
25	February 19-22									VST 2
26	February 25-March 1									
27	March 4-8									
28	March 11-14									VST 3
END OF 3RD GRADING PERIOD SPRING HOLIDAY										
29	March 25-29		iReady			iReady			iReady	
30	April 1-5				iReady			iReady		
31	April 8-12									
32	April 15-19									
33	April 22-26			VST 3			VST 3			
34	April 29-May 3									
35	May 6-10									
36	May 13-17	iReady								
37	May 20-24				SMT 2		SMT 2			VST 4
38	May 28-31									

DISTRICT ASSESSMENT KEY

iReady=computer-based adaptive diagnostic for ELA and Math VST = Volusia Science Test SMT= Standards Monitoring Test

STATE ASSESSMENT SCHEDULE

FSA Writing	FSA Reading		FSA Mathematics	SSA Science
Grades 4-5	Grade 3	Grades 4-5	Grades 3-5	Grade 5
April 1	April 2 – April 3	May 1 – May 9	May 1 – May 9	May 1 – May 9

Elementary
2018-2019 District State Testing Calendar
7/19/18

Date	Assessment
Sept. 10-14	FLKRS—Kindergarten Only (Star Early Literacy) *CBT
Sept. 25 (Makeups through Sept. 28)	NNAT3—Gifted Screening Grade 2 *CBT
Jan. 28-March 22	ACCESS for ELLs 2.0 & Alternate ACCESS for ELLs 2.0— ESOL
Feb. 25-April 12	Florida Standards Alternate Assessment (FSAA)— ESE
April 1 (Makeups through April 12)	FSA ELA Writing Component Grades 4 and 5
April 2-3 (Makeups through April 12)	FSA ELA Reading Grade 3
May 1-9 (Makeups through May 14)	FSA ELA Reading Grades 4 and 5/Math Grades 3-5/ Statewide Science Assessment Grade 5
May 1-10?	FSA ELA Writing Component Makeup Administration Window Grades 4 and 5

***CBT:** Computer-Based Testing
Practice tests are required for all computer-based testing:
FLKRS (Kindergarten)
Grade 2 NNAT3 (Gifted Screener)

Daily Testing Schedules will be followed and can be found on the District Website by clicking on Departments, Assessment and Accountability, Testing Calendars.

PRELIMINARY FLORIDA STATEWIDE ASSESSMENT PROGRAM 2019–2020 SCHEDULE

 Florida Standards Assessments (FSA)	
FSA English Language Arts (ELA) and Mathematics	
Dates	Assessment
April 1–14, 2020	Grades 4–10 ELA Writing Grade 3 ELA Reading
May 4–15, 2020*	Grades 4–6 ELA Reading Grades 3–6 Mathematics
May 4–29, 2020*	Grades 7–10 ELA Reading Grades 7 & 8 Mathematics
FSA End-of-Course Assessments	
Dates	Assessment
September 9–27, 2019 December 2–20, 2019 May 4–29, 2020* July 13–24, 2020	Algebra 1 & Geometry
FSA Retakes	
Dates	Assessment
September 9–20, 2019	Grade 10 ELA Writing Retake
September 9–27, 2019	Grade 10 ELA Reading Retake
February 24–March 13, 2020	Grade 10 ELA Writing Retake Grade 10 ELA Reading Retake Algebra 1 Retake
Next Generation Sunshine State Standards (NGSSS) Assessments	
Statewide Science Assessments	
Dates	Assessment
May 4–15, 2020*	Grades 5 & 8 Science
End-of-Course Assessments	
Dates	Assessment
September 9–27, 2019 December 2–20, 2019 May 4–29, 2020* July 13–24, 2020	Biology 1, Civics, & U.S. History

*The bill analysis provided by legislative staff offers the following guidance: “[HB 7069] requires school districts to administer the assessments associated with a May 1 assessment window no earlier than 4 weeks before the last day of school for the district. In effect, this will require the last 4 weeks of a school district’s school year to overlap with the May 1 assessment windows to the extent necessary for all assessments in the district to be administered. This does not require the last 4 weeks of the school year to start with the May 1 assessment window; rather, school districts will have the flexibility to adjust their last day of school to provide sufficient time, based upon the district’s capacity and needs, to administer these assessments within their respective assessment windows.”

Attachment H: Articles of Incorporation

**Electronic Articles of Incorporation
For**

N17000012753
FILED
December 28, 2017
Sec. Of State
tjschroeder

FLORIDA EAST COAST CHARTER 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:

FLORIDA EAST COAST CHARTER SCHOOL INC.

Article II

The principal place of business address:

499 S NOVA RD
ORMOND BEACH, FL. US 32174

The mailing address of the corporation is:

499 S NOVA RD
ORMOND BEACH, FL. US 32174

Article III

The specific purpose for which this corporation is organized is:

TO PROVIDE AN OUTSTANDING EDUCATION AND TO BUILD A STRONG CHARACTER FOR N VOLUSIA COUNTY STUDENTS AS AN ELEMENTARY PUBLIC CHARTER SCHOOL.

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:

JOHN GAGNE
2425 WARDEN TRACE
ORMOND BEACH, FL. 32174

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: JOHN GAGNE

Article VI

The name and address of the incorporator is:

SAMMY BUTLER SR
1754 CAROLINA AVE

ORMOND BEACH FL 32174

Electronic Signature of Incorporator: SAMMY BUTLER SR

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: T
KATHY KLUTH CPA
94 ST ANNE'S CIRCLE
ORMOND BEACH, FL. 32176

Title: P
SAMMY BUTLER
1754 CAROLINA AVE
ORMOND BEACH, FL. 32174

Title: VP
JOHN GAGNE
2425 WARDERN TRACE
ORMOND BEACH, FL. 32174 US

Title: T
KAYLA OBRIEN
1072 ALTA DRIVE
HOLLY HILL, FL. 32117

Title: T
RICHARD PRAZENICA
94 TOMOKA RIDGE WAY
ORMOND BEACH, FL. 32174 US

Title: T
RENAE ROBINSON
5375 SW 85TH ST
OCOLA, FL. 34476 US

Article VIII

The effective date for this corporation shall be:

12/27/2017

Attachment J: Governing Board By-Laws

BYLAWS
OF
FLORIDA EAST COAST CHARTER, INC.

ARTICLE I. General

Section 1. Name.

The name of the corporation is FLORIDA EAST COAST CHARTER, INC. It is hereinafter referred to as “the Corporation” or “Charter School.”

Section 2. Address.

The Corporation’s mailing address and principal place of business shall be as set forth in the Articles of Incorporation or as otherwise established by the Board of Directors from time to time.

Section 3. Purposes.

The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities which it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities which would jeopardize the Corporation’s tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the “Code”) and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

The specific purpose for which the Corporation is formed is to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

Section 4. Dedication of Assets and Dissolution.

The Corporation’s assets are irrevocably dedicated to its public benefit purposes. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code 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, as said court shall determine, for such purposes or to such organization or organizations which are organized and operated exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

Section 5. Non-discrimination.

The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the charter school or in its admission policies for students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and upon the effective date of its first charter contract, regulations applicable to the operation of public charter schools in the State of Florida.

ARTICLE II. Members

The Corporation does not have any members.

ARTICLE III. Board of Directors

Section 1. Powers.

Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors.

Section 2. Number.

The Board of Directors shall consist of a minimum of three (3) persons, with a maximum number set by the Board from time to time in accordance with these Bylaws.

Section 3. Qualifications.

Any person may serve as a Board member for this corporation who has reached the age of majority of the State of Florida and who has been nominated to be a Board member by the Nominating Committee. Board members do not need to reside in the County in which the Corporation's principal office is located. So long as the Corporation's contract(s) for operation of a public charter school(s) is in effect, all Board members must meet the requirements in said contract, the approved Charter Application(s) and provisions of Florida Statutes and regulations pertaining to governing boards of charter schools. At all times, at least one Board member shall also be a board member of the The Collaboratory Tampa Foundation, Inc., designated by that organization, which is a Florida nonprofit corporation, tax exempt pursuant to Section 501(c)(3) of the Internal Revenue Code, and dedicated to the support of the charitable mission and vision of the Corporation.

Section 4. Term.

Board members shall be elected for three year terms, except as otherwise provided for the initial Board members. Beginning in the first fiscal year the Corporation operates as a charter school, the initial Board members shall establish Board Classes by resolution to provide for Board terms to be staggered so that no more than approximately 1/3 of the Board shall be up for election in any year, unless a vacancy or vacancies need to be filled. The starting date and length of the terms of the initial Board members shall be as set forth in the Board Classes resolution.

Section 5. Election.

The names of the initial Board members are set forth in the Certificate of Incorporation. All successor Board members shall be elected by the Board of Directors at an election held each year at the annual meeting. Except for the Board member who is also a board member of the The Collaboratory Tampa Foundation, Inc., the positions of those Board members whose terms have expired shall be open, nominations made by the Board members, and to be filled by those Board members eligible to vote. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected Board members shall assume office at the first Board of Directors meeting following their election.

Section 6. Term Limits.

Board membership shall be limited to two consecutive three-year terms. Previous Board members shall be re-eligible for membership after a lapse of one year.

Section 7. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Board member may be removed for cause at a meeting of Board members by an affirmative vote of two-thirds of the full membership of the remaining Board of Directors. Board members being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 8. Annual Meeting.

An annual meeting of the Board of Directors for the election of Board members and such other business as may come before the meeting shall be held in May of each year. Prior written notice shall be given not less than 10 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice.

Section 9. Regular Meetings.

Regular meetings of the Board of Directors shall be held at least once a quarter. For purposes of this Section, the Annual Meeting shall be considered a Regular Meeting. Timely notice of all such regular meetings shall be provided. After the effective date of the Corporation's first charter contract, at least two meetings of the Corporation shall be held each year in the county in which the charter school is located and notices will be posted and provided as set forth in said charter contract and Florida law.

Section 10. Special Meetings.

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by two or more other members of the Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, facsimile, or electronic. Such notice shall specify the time and place of the meeting. After the effective date of the Corporation's first charter contract, such notice will also be posted

and provided as set forth in said charter contract and Florida law. Emergency meetings may be held upon notice as required by law.

Section 11. Quorum.

A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. Prior to the effective date of the Corporation's first charter contract, quorum may be established by attendance in person or electronically or virtually. After the effective date of any charter contract of the Corporation, quorum may be established by in-person attendance or by attendance through communications media technology in accordance with the requirements of Section 1002.33(9), Florida Statutes. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by a charter contract, or by these Bylaws. Every act of a majority of the Board members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 12. Vacancies.

If a vacancy should occur in the Board of Directors, a new member of the Board of Directors shall be elected by a majority of a quorum of the remaining members of the Board of Directors. The new member shall be elected to serve for the remainder of the vacating director's term as set forth in the Board Classes.

Section 13. Compensation.

Board members receive no payment for their services. With Board approval, Board members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the Board member only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board prior to reimbursement of any such expenditure to the Board meeting. Each year, at the Annual Meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, and mileage expended on Board business. Reimbursements shall not exceed these limitations.

Section 14. Meeting Attendance.

Board members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Board member after such Board member's three unexcused, consecutive absences to ascertain the Board member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

Section 15. Open Meetings.

So long as the Corporation's charter contract(s) 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 open and accessible to the public, noticed and conducted in accordance with the Florida Sunshine Act (Section 286.011, Florida Statutes. Meetings of the Board shall not be closed to the public except as specifically permitted by the Florida Sunshine Act and with prior consultation with legal counsel. The Corporation will establish a policy governing public comment and input in accordance with Florida law.

Section 16. Voting by Unanimous Written Consent and by Proxy.

Prior to the effective date of the Corporation's first charter contract, voting by the Board by unanimous written consent is permitted in accordance with Chapter 617, Florida Statutes. Prior to such date, voting by proxy is also permitted with the provision of a written notice of such proxy to the Secretary of the Board prior to the meeting at which such proxy may be exercised. After the effective date of the Corporation's first charter contract, voting by any written consent or proxy is prohibited.

Section 17. Parent Representative and Principal Attendance.

So long as the Corporation's charter contract(s) remains in effect, the Board must appoint a parent representative to facilitate parental involvement and resolve disputes. The parent representative must reside in the county in which the charter school is located and may be a member of the Board, charter school employee or individual contracted to represent the Board. If the Board oversees more than one (1) school in the school district then a separate parent representative must be appointed for each school. After the effective date of the Corporation's charter contract(s), the parent representative and principal, or his or her designee(s), must attend meetings of the Corporation in person.

ARTICLE IV. Committees

Section 1. Establishment; Membership; Terms.

The Board of Directors may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. Committee may be made up of Board members and non-Board members. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in these Bylaws.

Section 2. Nominating Committee.

The Board of Directors shall appoint a Nominating Committee to recommend candidates to fill any vacancies on the Board of Directors. The Nominating Committee will be considered a standing committee.

Section 3. Finance Committee.

The Board of Directors shall appoint a Finance Committee which will be chaired by the Treasurer. The Finance Committee will be considered a standing committee. It will prepare an annual budget for consideration and approval by the Board and will perform such other duties as identified by the Board.

Section 4. Open Meetings.

So long as the Corporation's contract for operation of a public charter school remains in effect, any Standing or Ad Hoc Committees subject to the Florida Sunshine Act (Section 286.011, Florida Statutes) will be noticed and conducted in accordance with such Act.

ARTICLE V. Officers

Section 1. Titles.

The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. Officers may hold more than one position at the same time.

Section 2. Election.

The Officers shall be elected from among the Board of Directors at each annual meeting of the Board members and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms.

Officers may serve for as long as the Board of Directors choose to reelect him/her, with their respective terms as Board members.

Section 4. Duties.

Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Board members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all Board members. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to the Member, Board member or as otherwise required by law or charter contract. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Directors.

Section 5. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

Section 6. Compensation.

Directors who serve as officers shall not receive any compensation for their services.

ARTICLE VI. Fiscal Year and Check Signing

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing.

The President and Business Manager are authorized to sign checks for the Corporation. The Corporation may authorize other persons to sign checks by written resolution adopted by a majority of a quorum of the Board. The Board of Directors shall establish a policy setting the amount above which checks must have two signatures.

ARTICLE VII. Amendments to Bylaws

The Board of Directors shall have the power to make, amend, or repeal the Bylaws of the Corporation, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Board members not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII. Additional Provisions

Section 1. Indemnification of Officers and Board Members.

The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation. A Board member or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Board member or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Insurance.

The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 3. Audit.

At the close of the first fiscal year of charter school operation, the accounts of the Corporation shall be audited by an independent auditor, who meets the requirements set forth in Florida law for auditors of charter schools and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be selected in accordance with the procedures required by law. The audit shall be done in compliance with Florida Statutes governing charter schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with legal requirements.

These Bylaws were adopted by a 2/3 majority of the Board of Directors at its meeting held on _____.

Board Secretary (original signed document available at Corporate office).

Attachment K: Governing Board Code of Ethics/Conflict of Interest Policy

FLORIDA EAST COAST CHARTER SCHOOL, INC.

CONFLICT OF INTEREST AND ANTI-NEPOTISM POLICY

Adopted and Effective:

Article 1

Replacement of Prior Policies; Purpose

The following Conflict of Interest and Anti-Nepotism Policy of Florida East Coast Charter School, Inc. (the “Organization” or “Charter School”) is intended to supersede and replace all prior conflict of interest policies of the Organization. The purpose of this Conflict of Interest Policy is to protect this tax-exempt Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Governing Board member of the Organization or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. It is also intended to serve as a guide for the Organization’s Governing Board with respect to conflicts of interest and voting pursuant to Florida laws pertaining to charter school governing boards.

Article 2

Definitions

- 2.1 Interested Person. An “Interested Person” is any person serving as a member of the Governing Board of this Organization who, as of the date of discussion or action by the Board, either: (i) has a direct or indirect Financial Interest, as defined in Section 2.2 below; (ii) intends, or understands it to be more probable than not, that he or she will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement; (iii) has an Other Interest that qualifies as a Conflict of Interest, as defined in Section 2.6 or Article 6, below.
- 2.2 Financial Interest. A “Financial Interest” is an interest, whether through business, investment, or Relative, which can be described as one or more of the following:
- 2.2.1 An ownership or investment interest in any entity with which the Organization has a transaction or arrangement; or
 - 2.2.2 A Compensation Arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
 - 2.2.3 A potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; rather, it is sufficient, for purposes of this Policy, if, as of the date of discussion or action by the Board, the Interested Person intends, or understands it to be more probable than not, that he or she will acquire a Financial Interest at any time during the pendency of the proposed transaction or arrangement that is the subject of discussion or action by the Board.

- 2.3 Other Interest. An “Other Interest,” for purposes of this Policy, is any circumstance in which an Interested Person may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization as a whole and the achievement of its tax exempt purposes. An example of such an “Other Interest” would include, without limitation of the foregoing, if an Interested Person is a parent or grandparent of a student impacted by a decision by the Board, and the Interested Person does not believe that he/she could vote or participate in a discussion by the Board giving precedence of the well-being of the Organization as a whole over his/her personal interests or the interests of his/her child or grandchild. An “Other Interest” may also be an interest set forth in Article 6, below, that does not otherwise constitute a Financial Interest.
- 2.4 Relative. For purposes of this Policy, unless otherwise provided herein, and pursuant to Section 112.3143, Florida Statutes, “Relative” means any father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law.
- 2.5 Compensation Arrangement. A “Compensation Arrangement” is any agreement or understanding pursuant to which a person may or shall receive either directly or indirectly, money or property from another person or organization, irrespective of whether such money or property is paid in consideration for the performance of services or the provision of other value.
- 2.6 Conflict of Interest. With respect to a matter for discussion or action by the Board, any circumstance under which an Interested Person, by virtue of a Financial Interest or Other Interest, may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization and the achievement of its tax exempt purposes.

Article 3

Disclosure of Financial or Other Interest and Determination of Conflict

- 3.1 Disclosure of Financial or Other Interest. If, at any time, an Interested Person becomes aware that the Board may or shall discuss or act upon any transaction or arrangement which may have any bearing of any kind upon, or may relate in any manner to, a Financial or Other Interest of the Interested Person, such Interested Person shall disclose such Financial or Other Interest to the Board and the Board’s legal counsel as follows:

- 3.1.1 The Interested Person shall provide to the Board and the Board's legal counsel, in advance of such discussion or action by the Board, written (electronic or hard copy) disclosure of the existence, nature and extent of the Interested Person's Financial or Other Interest, or
- 3.1.2 The Interested Person shall verbally inform the Board and the Board's legal counsel of the existence, nature and extent of the Interested Person's Financial or Other Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial or Other Interests shall be made a formal part of the minutes of the Board. In the event that an Interested Person provides written disclosure of such Interested Person's Financial or Other Interest, no member of the Board may respond to such disclosure, either in writing or orally, except in a meeting that meets the requirements of Florida's Sunshine Law.

- 3.2 Recusal by Interested Person, if Legally Permissible. In connection with an Interested Person's disclosure of a Financial or Other Interest pursuant to Section 3.1, the Interested Person may voluntarily recuse himself or herself from discussion and action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial or Other Interest pursuant to Section 3.1, above. Such recusal would only be permissible if recusal is a permissible action pursuant to Florida law with respect to the particular Financial or Other Interest of the Interested Person.
- 3.3 Determination of Conflict of Interest. Where an Interested Person has provided advance written disclosure of a Financial or Other Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial or Other Interest creates a Conflict of Interest, as defined above and as prohibited by law. The Interested Person shall not participate in any discussions or vote related to this determination except to the extent necessary to fully explain the Financial or Other Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial or Other Interest.
- 3.4 Exceptions. Pursuant to Section 112.313(12), Florida Statutes, the Board may consider the following exceptions based on constituting a *de minimus* conflict of interest:
 - 3.4.1 The transaction or arrangement is awarded under a system of sealed, competitive bidding to the lowest or best bidder and: (a) The Board member or the Board member's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder; (b) The Board member or the Board member's spouse or child has in no way used or attempted to use the Board member's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and (c) The Board member, prior to or at the time of the submission of the bid, has filed a statement with the Commission on Ethics, disclosing the Board member's

- interest, or the interest of the Board member's spouse or child, and the nature of the intended transaction or arrangement.
- 3.4.2 The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.
 - 3.4.3 The business entity involved is the only source of supply and there is full disclosure by the Board member of his or her interest in the business entity to the Governing Board prior to the purchase, rental, sale, leasing, or other business being transacted.
 - 3.4.4 The total amount of the transactions in the aggregate between the business entity and the Organization does not exceed \$500 per calendar year.
 - 3.4.5 The fact that a Board member is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds, provided it appears in the records of the Organization that the Governing Board has determined that such Board member has not favored such bank over other qualified banks.
 - 3.4.6 The Board member purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with the Organization.

Article 4

Procedures Upon Determination of Conflict of Interest

- 4.1 **Exclusion from Discussion and Vote.** In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue, and shall not be present in the meeting room for any part of the discussion or vote relating to the transaction or arrangement.
- 4.2 **Removal from Board.** Under some circumstances, Florida law does not allow a governing board member to be excluded from a vote in order to cure a Conflict of Interest. In such a Conflict of Interest exists, the Interested Person will be required to resign or will be removed from the Board.
- 4.3 **Action by Board.** With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of, and for the benefit of, the Organization, and is fair and reasonable thereto in all respects. In complying with this Section 4.2, the Board shall recognize that, under certain circumstances, a decision made pursuant to this Section may necessitate an investigation of alternatives to the proposed transaction or arrangement, and/or a determination as to whether a more advantageous transaction or arrangement might be obtained with reasonable efforts under the circumstances.

Article 5
Documentation of Disclosure and Procedures

- 5.1 Meeting Minutes. Minutes of meetings of the Board shall include copies of all written disclosures of Financial and Other Interests, and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's compliance with the procedures described in Sections 4.1 and 4.2, above. With respect to any transaction or arrangement with regard to which a Conflict of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

Article 6
Other Prohibited Conflicts of Interest

- 6.1 Prohibition on Solicitation or Acceptance of Gifts. Pursuant to Section 112.313(2), Florida Statutes, no member of the Board shall solicit or accept anything of value to the Board member, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the Board member would be influenced thereby.
- 6.2 Prohibition on Doing Business with the Organization. Pursuant to Section 112.313(3), Florida Statutes, no Board member acting in his or her official capacity, shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for the Organization any business entity of which the Board member or the Board member's spouse or child is an officer, partner, director, or proprietor or in which such Board member or the Board member's spouse or child, or any combination of them, has a material interest. Nor shall a Board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the Organization. This subsection shall not affect or be construed to prohibit contracts entered into prior to the Board member's election to the Board.
- 6.3 Conflicting Employment or Contractual Relationship. Pursuant to Section 112.313(7), Florida Statutes, no Board member shall have or hold any employment or contractual relationship with any business entity or any agency is doing business with the Organization; nor shall a Board member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her duties as a Board member or that would impede the full and faithful discharge of his or her duties as a Board member.
- 6.4 Voting Where there is a Conflict of Interest. Pursuant to Section 112.3143, Florida Statutes, no Board member shall vote in an official capacity upon any measure 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; or which he or she knows would inure to the special private gain or loss of a Relative or business associate of the Board member.

- 6.5 Prohibition of Certain Individuals Serving as Governing Board Members. Pursuant to Section 1002.33(26)(c), Florida Statutes, an employee of the charter school overseen by this Organization, or his or her spouse, or an employee of a charter management organization, or his or her spouse, shall not be a member of the governing board of this Organization.

Article 7

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

- 7.1 For purposes of this Article 7, “Charter school personnel” means a charter school owner, president, chairperson of the Board of directors, superintendent, 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.
- 7.2 For purposes of this Article 7, “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.
- 7.3 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.
- 7.4 The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.

Article 8

Disclosure of Identity of Relatives Employed by, or Assigned to Work at, Charter School

- 8.1 On an annual basis, and in accordance with Section 1002.33(7)(a)18., Florida Statutes, the Charter School shall disclose to its sponsoring school district the identity of all relatives employed by, or assigned to work at, the charter school who are relatives of a member of the governing board of directors, superintendent, principal, assistant principal or any other person employed by, or assigned to work at, the Charter School. For purposes of this Article 8, the term “relative” has the same meaning as set forth in Article 7.2, above.

Article 9

Employment of Relatives

- 9.1 In the event that relatives, as defined above, are employed by, or assigned to work at, the Charter School, these procedures shall be followed to ensure compliance with Florida law and charter contract requirements.
- 9.2 Documentation shall be maintained in the employees’ files to verify that no relative advocated for the employment or advancement of such employee. In addition, such documentation shall include the non-related individual(s) responsible for direct supervision, evaluation and other employment decisions regarding the employees. Such documentation shall be presented as an information item to the Charter School governing board.

Article 10

Training and Background Screening Requirements

- 10.1 Governance Training
- 10.1.1 Pursuant to Section 1002.33(9)(j), Florida Statutes, each director of the governing board shall participate in governance training approved by the Florida Department of Education no later than 90 days of final appointment to the governing board.
- 10.1.2 Required governance training consists of a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility.
- 10.1.3 After the initial four (4) hour training, each director of the governing board is required, within the subsequent three (3) years as a governing board member, and for each three (3) year period thereafter, to complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the board. Any director who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to regain eligibility as a director.
- 10.2 Pursuant to Section 1002.33(12)(g), Florida Statutes, each director of the governing board shall undergo fingerprinting and background screening no later than thirty (30) days

following final appointment to the governing board. Fingerprinting and background screening shall be updated periodically as required by law. Until such time as required fingerprinting and background screening is completed and cleared for each director, no such director shall be permitted on campus while students are present without an escort of charter school staff.

Article 11 Initial and Annual Written Assent

- 11.1 Each director, principal officer and member of a committee with governing board delegated powers shall, upon initial appointment and annually, sign a statement, in substantially the same form as attached as Exhibit A to this Policy, which affirms such person:
 - 11.1.1 Has received a copy of the conflicts of interest policy;
 - 11.1.2 Has read and understands the policy;
 - 11.1.3 Has agreed to comply with the policy;
 - 11.1.4 Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes; and
 - 11.1.5 If a charter school governing board member, is current in background checks and governing board training as required by Florida law for charter school governing board members.
 - 11.1.6. Said form shall be updated from time to time to reflect changes in law and best practices for charter school governing boards.

Article 12 Periodic Reviews

- 12.1 To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
 - 12.1.1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and are the result of arm's length bargaining.
 - 12.1.2 Whether transactions or arrangements entered into by the Organization conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do

not result in personal inurement, impermissible private benefit or in an excess benefit transaction.

**Article 13
Use of Outside Experts**

When conducting the periodic reviews as provided for in Article 10, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Board Secretary Certificate

I hereby certify that the foregoing Conflict of Interest and Anti-Nepotism Policy for Babcock Neighborhood School, Inc., was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on xxxx, xxxx.

Board Secretary

Printed Name

DRAFT

EXHIBIT A
WRITTEN AFFIRMATION BY GOVERNING BOARD OR COMMITTEE MEMBER
FLORIDA EAST COAST CHARTER SCHOOL, INC.

This written affirmation is provided in accordance with the Conflict of Interest Policy of Florida East Coast Charter School, Inc., (“Organization”) adopted and effective as of December 13, 2016 (“Policy”). In accordance with the Policy, by my signature below, I hereby affirm the following:

1. I have received a copy of the Policy.
2. I have read and understand the Policy.
3. I agree to comply with the Policy, and I am currently in compliance.
4. I understand the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
5. If I am a charter school governing board member, I am current in background checks and governing board training as required by Florida law for charter school governing board members.

Printed Name: _____
Title and Office: _____
Date: _____

Attachment L: Board Member Information Forms

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 provide a resume, and a signed copy of the Statement of Assurances.

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 Florida East Coast Charter
2. Full name John Louis Gagne'
Home Address 2425 Warden Trail, Ormond Beach Fl 32174
Csimerchant.com, Inc., 1293 N US Hwy 1, Ste5 Ormond Beach, FL 32174
Business name and address
Phone Number 386-673-1122
E-mail address john@csimerchant.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 and as Treasurer for Ormond Memorial Art Museum and Gardens from September 2012 to September 2018

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 IEPG-MII. 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?

Serving on the Board of Florida East Coast Charter will allow me to help the children grow and achieve their dreams. I raised three daughters and am now raising my two grandsons. I have always been involved in their education and will help them grow into productive and

happy adults. People deserve to have a choice in their kid's education and a charter school is another choice for parents and their children.

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

Board members work with the principle and school leaders to provide oversight for all matters affecting the school's operation.

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 just finished a six-year commitment as a board member for Ormond Memorial Art Museum and Gardens and served as Treasurer for one year. I am still with the museum as a committee member for their expansion project. I have also served on the President's Advisory Board for First Data Corporation a few times over the years.

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

I have owned and operated Csimerchant.com, Inc., dba Ignite Payments as a First Data company since 1992. Most of those years was spent managing over a dozen sales reps, installation techs, secretaries, and customer support staff. Working with businesses to make sure they were satisfied with our services and received the lowest cost of product and service was a major role. Sales to new and existing accounts was done on a daily basis.

School Mission and Program

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

The mission of Florida East Coast is to provide a framework for teaching and learning that fosters engagement through hands-on project-based learning; promotes physical, social, and emotional health and well-being; and cultivates positive character and citizenship within our students.

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

Project based learning using STEM or STEAM as a guide and with parent involvement

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

Happy, healthy, motivated, and excited students, staff, and parents who are exceeding their educational goals

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

Principle reports, financials, and student progress reports

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

I see my role as monitoring the school leaders through monthly principal reports that are presented to the Board and holding the school leader accountable for the overall school success.

Governance

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

The Board will provide governance, by conducting activities such as developing strategies and educational priorities. We will also monitor ethical conduct standards for school personnel and leaders.

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

The school's teacher retention rates, school leader retention, student enrollment, number and type of complaints, compliments of students, staff, and other related feedback will be reviewed and analyzed.

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

The school's assessment results can be compared to district results and the results of comparable schools. The school's teacher retention rates, school leader retention, student enrollment, number and type of complaints, compliments of students, staff, and other related feedback will be reviewed and analyzed over time. Through this analysis, growth and any regression can be identified and addressed.

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

The Board needs to provide active oversight, work toward continual improvement, and anticipate the need to identify and problem-solve the ongoing needs 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?

Based on the Sunshine Laws, I would report the misconduct to the Principal and ask them to report it to the Board Chair or another appropriate person. If nothing is done to correct the issue, I would resign from my Board position.

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 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 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, 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: _____

John L. Gagne

Signature

7-13-18

Date



John Louis Gagne'

Phone: 386-673-1122 x101

john@csimerchant.com

Ability Summary

Excellent communication skills, extensive life experience, self-starter, computer literate, bookkeeping skills, sales and administration management, customer service, problem solving, and achieving goals.

Employment History

Ignite Payments Agency

March 5, 1992 to Present

Own and operate Ignite Payments Atlantic, an agency with First Data Corporation. Working with business owners to provide transaction processing equipment and services. Hire, train, and support a small sales force to make contact, set up new accounts, and provide support. Back office work including the books, inventory management, payroll, accounts receivable, and accounts payable.

Ignite Payments Atlantic

1293 N US Hwy 1

Suite 5

Ormond Beach, FL 32174

Office 386-673-1122

Fax 386-673-5352

www.csimerchant.com

John L. Gagne'

Ormond Beach, FL

Cell: 386-852-8082

john@csimerchant.com

November 9, 2017, 2017

Originally from Southern California, my family and I moved to Florida in 1991 and have always lived in Volusia County. We live in Ormond Beach on ten acres with our cows, horses, dogs, fish, and parrot. I am 64 years old and have been married to my wife Lea Anne, a Registered Nurse, for over 30 years. We have four daughters, one has her Master's Degree and one just graduated from FSU and is working for an interior design firm out of California. So far, four grandchildren and two of our grandchildren, boys four and six, live with us and we are responsible for their welfare. The four-year-old, Parker, is going to VPK, and the six-year-old, Cayson, is going in first grade for the gifted at Pathways Elementary. I have owned and operated Ignite Payments Atlantic, a marketing agency with a First Data company, since 1992. I am serving on the Board of Directors, and was past Treasurer, for Ormond Memorial Art Museum since 2014. I also served on the Presidents Council with First Data for multiple years.

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 provide a resume, and a signed copy of the Statement of Assurances.

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 **Florida East Coast School**
2. Full name **Mary Kathleen Kluth**
Home Address **94 Saint Annes Circle, Ormond Beach, FL 32176**
McParlin & Brokke, PC 99 S Yonge St, Ormond Beach, FL 32174
Business Name and Address **386-882-6047**
Phone Number **kathyk@mcbrok.com**
E-mail address
 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 have been on the board of 2 not-for-profit corporations, 1 in Iowa and 1 in Florida. I am currently not serving on any board, but have served as a board member for the Center for Visually Impaired (central Florida), and the Iowa Museum of the Arts (Missouri Valley, Iowa).
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 DEPC-MII. 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?
I look at this opportunity as a chance to give back to the Daytona Beach area community. I look forward to being a part of an organization that is instrumental in the successful educational development of our future generations.
6. What is your understanding of the appropriate role of a public charter school board member?

Board Members are responsible for setting the direction of the school, and are not involved in the typical day to day operations. Each Board member also supports standards of high performance for the school through the supervisory capacity of the school leader. The board provides oversight of the school leader, the school's financial compliance and health, school policy, and are upheld to public record and public meeting requirements.

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.

My experience, as a Certified Public Accountant, has provided me vast knowledge of Not For Profit organizations and managerial expertise.

8. Describe the specific knowledge and experience that you would bring to the board.
I would bring financial and business leadership, organizational skills, business development and entrepreneurial skills to the Board.

School Mission and Program

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

The mission of Florida East Coast School is to provide a framework for teaching and learning that fosters engagement through hands on project based learning; promotes physical, social, and emotional health and well-being; and cultivates positive character and citizenship within our students.

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

To provide opportunities for hands on learning, while promoting science and math, and focusing on educating the whole child.

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

I believe the characteristics of a successful school include; student academic achievement, parent engagement, financial stability, and continual improvement.

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

I will monitor strategic goals, financial results, academic results and parent feedback. It is important to review the formal and informal assessments conducted throughout the year together with the results of annual and statewide assessments. It is also important to review financial reports on a monthly basis.

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

I see my role as monitoring the school leaders through monthly principal reports that are presented to the Board, and holding the school leader accountable for the overall school's success.

Governance

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

The board will provide governance, such as strategies and educational priorities. We will also monitor ethical conduct standards for the personnel and leaders.

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

Retention rates of teachers, school leaders, and student enrollment; number and type of complaints; compliments of students and staff.

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

Comparison of performance tests to school district performance tests. Retention rate, complaints, compliments of students and staff.

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

Provide active oversight, work toward continual improvement, and be open to review and problem solve regarding any ongoing needs 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?

Based on the Sunshine Laws, I would report the misconduct to the Principal and ask them to report it to the Board Chair or another appropriate person. If nothing is done to correct the issue, I would resign from my Board position.

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 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

MARY KATHLEEN KLUTH

94 Saint Annes Circle Ormond Beach FL 32176 C: 386-882-6047 kathyk@mcbrok.com

SUMMARY

Certified Public Accountant with extensive experience in working with distribution, retail, construction, insurance, QuickBooks, and bookkeeping. Excellent client and project management skills. Action-oriented with strong ability to communicate effectively with individuals and businesses.

SKILLS

- Client-focused
- Proficiency in QuickBooks and all aspects of audit work
- Financial record and bookkeeping
- Quick learner
- Results-oriented
- Collaboration with large companies, small businesses, and other professionals

EXPERIENCE

06/2001 to Current

Certified Public Accountant McFarlin & Brokke, PC Certified Public Accountants — Ormond Beach, FL

EDUCATION AND TRAINING

Bachelor of Science: Business Administration & Accounting – California Polytechnic State University-San Luis Obispo — San Luis Obispo, CA

ACTIVITIES AND HONORS

Served as a Board Member for the Center for Visually Impaired (central Florida) & Treasurer for the Iowa Museum of the Arts

Kathy Kluth is a licensed Certified Public Accountant in Florida with over 25 years of accounting, tax and audit experience.

As the firm's partner in Ormond Beach, Florida, Kathy has extensive experience working with distribution, retail, construction, insurance, QuickBooks, and bookkeeping.

Kathy joined McFarlin & Brokke in 2001. Since that time, Kathy has been responsible for all aspects of audit work for a range of entities, from SEC companies to small businesses. Kathy provides sophisticated, proactive tax consulting and business planning for many professionals.

Kathy earned her Bachelor of Science in Business Administration with a concentration in Accounting from California Polytechnic State University. She became a Certified Public Accountant in 1992.

Kathy serves on boards of many not-for-profit organizations in Nebraska, Iowa, and Florida.

Painting, traveling, and gardening are among Kathy's greatest joys.

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 provide a resume, and a signed copy of the Statement of Assurances.

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
Florida East Coast Charter School
2. Full name
Kayla O'Brien
Home Address
1072 Alta Drive Holly Hill Florida 32117
Business Name and Address

Phone Number
386-275-7826
E-mail address
KOBrien413@aol.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-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

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

Serving on the Board of Florida East Coast gives me a chance to serve my community and to be a part of the bigger picture for not only my children's education but other children. While serving on the board I can give my perspective as a parent and community member.

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

Board members are responsible for setting the mission and vision for the school; Board Members are not responsible for the daily tasks. The board provides oversight of all school leaders, financials, school policies and upheld to public record and public meeting requirements.

-
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.

As a mother of three children I see the day to day needs of their educations. I hope to make a positive impact on future students. I have seen the positive and downfalls to both private and public school.

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

As a mother of three I understand the needs and challenges of not only the students, but parents as well. I understand the struggle of being a full-time working parent, and the need for students to be involved in, and a part of their school's educational program and culture.

School Mission and Program

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

The mission of Florida East Coast is to provide the backbone for teaching and learning that encourages engagement through hands-on project-based learning; promotes physical, social, and emotional health and well-being; and cultivates positive character and citizenship within our students.

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

The school's educational program offers hands learning with focus on math and science and targets the needs of the whole child.

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

The characteristics of a successful school include student achievement, student growth, parent participation and financial stability.

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

I will monitor strategic goals, financial results, academic results, and parent feedback. It is important to review the formal and informal assessments conducted throughout the year in conjunction with the annual statewide assessment results. It is also imperative to review financial reports on a monthly basis.

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

I will observe and evaluate available Principal reports that are presented to the board and hold school leaders accountable for student success and implementation of the educational program with fidelity.

Governance

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

The Board will provide governance, by conducting activities such as developing strategies and educational priorities. We will also monitor ethical conduct standards for school personnel and leaders.

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

Student enrollments, complaints/compliments, school leader and teacher retention rates.

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

The school's assessment results can be compared to district results and the results of comparable schools. The school's teacher retention rates, school leader retention, student enrollment, number

and type of complaints, compliments of students, staff, and other related feedback will be reviewed and analyzed over time. Through this analysis, growth and any regression can be identified and addressed. The overall interest in the school from community members and parents will also be considered when determining the school's overall success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The Board needs to provide active oversight, work toward continual improvement, and anticipate the need to identify and problem-solve the ongoing needs 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?
Based on the Sunshine Laws, I would report the misconduct to the Principal and ask them to report it to the Board Chair or other appropriate person. If nothing is done to correct the issue, I would resign from my Board position.

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.

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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 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, stepsister, half brother, or half sister.*

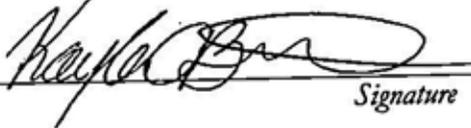
(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who 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: Kayla O'Brien


Signature

7-29-18

Date

KAYLA O'BRIEN

1072 Alta Drive, Daytona Beach, FL 32117
Cell: 386-275-7826
Kobrien413@aol.com

SUMMARY

Organized administrative professional with hands-on experience supporting business areas such as medical billing, medical records and medical reception. Collaborative team player with strong communication, decision-making and time management abilities.

SKILLS

- Service-minded
- Motivational leadership style
- Time management ability
- Computer proficiency
- Professional demeanor

EXPERIENCE

HALIFAX HEALTH FAMILY AND SPORTS MEDICINE

Daytona Beach, FL

Reservation Specialist lead/ Billing

06/2011 to Current

- *Managed appointments and maintained master calendar.
- *Maintained up-to-date knowledge of office policies regarding payments and insurances.
- *Trained new employees
- *Maintained adequate cash supply in cash drawers in multiple checkout stations.
- *Maintained detailed administrative and procedural processes to improve accuracy and efficiency.

TARGET

Daytona Beach, FL

Team Member

10/2007 to 06/2011

- *Offered exceptional customer service to differentiate and promote the company brand.
- *Answered customers' questions and addressed problems and complaints in person and via phone.
- *Opened and closed the store, which included counting cash drawers and making bank deposits.
- *Helped customers select products that best fit their personal needs.
- *Maintained visually appealing and effective displays for the entire store.

EDUCATION AND TRAINING

HIGH SCHOOL DIPLOMA

2007

Mainland High School, Daytona Beach, FL, United States

Kayla O'Brien

My name is Kayla O'Brien, I am wife and mother and have 3 beautiful children: Jessica 9, Khloe 4 and Sam who is about to be 3. I work for Halifax Family Health Center as a reservation specialist at the Family Health and Sports medicine program. I have been with Halifax for little over 6 years. I am also an independent Scentsy Consultant and have been working on my business for going on two years. Currently Jessica just completed 3rd grade at Champion Elementary, Khloe will be starting Pre-K in the fall, and Sam is still learning his basics in the 2 year old class. We have been at Little engine from the start. It is such an amazing school with great teacher and staff. My life is my family, everything I do I do it for them. An education is one of the most important things that you can give your child. They are our future. I would be happy to be a member of board and to help in any way that I am able.

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 provide a resume, and a signed copy of the Statement of Assurances.

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 Florida East Coast Charter School
2. Full name Richard J. Prazenica
Home Address 6443 Nona Ct., Port Orange, FL 32128
Embry-Riddle Aeronautical University
Business Name and Address 600 S. Clyde Morris Blvd, Daytona Beach, FL 32114
Phone Number 352-870-9706
E-mail address rjprazenica@hotmail.com
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify) _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

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

5. Why do you wish to serve on the board of the proposed charter school?
Serving on the board is an opportunity to make a difference in the community by helping to build a dynamic school that will provide Volusia County parents / guardians with an excellent and unique educational option for their children.

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

The role of a charter school board member is to set the vision and direction for the school, hire school leadership to implement that vision, and monitor the progress of the school to ensure the goals of the school are met and that the school is performing well and is financially sound.

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

I am currently a professor of aerospace engineering. While teaching college students is clearly different from teaching elementary school students, I have an understanding of effective teaching practices and student assessment. I am very familiar with project-based learning and STEM education, which are key elements of our proposed curriculum.

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

I would bring my perspective and experience as a college professor to my service on the board. There are opportunities for elementary school students to have some interactions with universities, such as the ERAU summer robotics camp as an example, that can help form a foundation and a mindset towards attending college in the future. Much of engineering learning is project-based, so my experience in that area will be useful for implementing project-based learning and STEM activities at the Florida East Coast Charter School.

School Mission and Program

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

The mission of the Florida East Coast Charter School is to provide students with exciting project-based learning opportunities. The school will promote the academic, emotional, and social growth of each student, fostering their long-term development and an active, healthy lifestyle.

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

The proposed educational program has a strong emphasis on inquiry-based, project-oriented learning. The program has elements dedicated to English Language Arts (ELA), with a focus on the development of reading and writing skills, Mathematics, Science, Social Studies, Physical Education and Health, Art, Music, and Technology. There will be strong emphasis on science, technology, engineering, and mathematics (STEM) learning opportunities.

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

A successful school is a place where students are engaged and excited about their learning experience, and it should have dynamic leadership and dedicated teachers. It should provide active, interesting learning opportunities for the students, facilitate the long-term development of the students, and engage involvement from the parents / guardians and the community in general.

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

Progress will be monitored through regular board meetings. Specifically, financial oversight will be provided by hiring a CPA to manage the school finances and reviewing financial reports from the CPA. Academic goals will be monitored based on verbal and/or written reports from the school leadership, student assessments as detailed in the charter school application, and feedback from parents / guardians.

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

My role as a board member is to assist in hiring the school leaders and then to provide high-level oversight of their progress. The school leaders should be given the latitude to run the day-to-day operations of the school with general direction and oversight from the board. School leadership will be accountable to the board through monthly reports

Governance

1. Describe the role that the board will play in the school's operation.
The board will set the vision and direction for the school and hire the school leadership. At that point, the board should allow the leadership to run the school and provide high-level oversight to ensure that the school is performing well and consistent with the vision. The board also needs to oversee the finances of the school, hold regular meetings, monitor ethical conduct standards for school personnel, and ensure compliance with public meeting and conflict of interest laws.

2. How will you know if the school is successful at the end of the first year of operation?
Feedback from parents /guardians would be an important way to judge the success of the first year. Are they satisfied that their children are thriving at the school or do they have concerns? Are they going to enroll their children at the school for the following year? Student performance will be assessed as discussed in the charter school application. Teacher and school leader retention is another way to assess the school's success.

3. How will you know at the end of four years of the school is successful?
After 4 years, school success can be assessed based on several factors such as parent feedback, whether or not the school has met the enrollment goals, whether or not there has been an increasing demand, which would indicate the school has earned a strong reputation, and an evaluation of student performance in comparison with other schools in the district. Teacher and school leader retention is another important indicator of the school's success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To ensure the success of the school, the board needs to first identify a clear vision. Then, perhaps most critically, the board needs to hire a talented, dynamic principal and school leadership to implement that vision. The leadership should then be given the latitude to run the school with the board monitoring the progress and providing active high-level oversight. The board must also effectively oversee the finances of the school, work towards the continual improvement of the school, and anticipate and solve problems associated with the needs 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?
Based on the Sunshine Laws, I would report the misconduct to the Principal and ask them to report it to the Board Chair or another appropriate person. If nothing is done to correct the issue, I would resign from my Board position.

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.The school does not intend to contract with a third-party ESP.

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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- (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.*

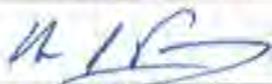
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 - 1. *"Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who 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, 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: RICHARD J. PRAZENICA


Signature

7-14-2018
Date

Richard J. Prazenica

6443 Nona Ct.
Port Orange, FL 32128

Phone: 352 – 870 – 9706
E-mail: rjprazenica@hotmail.com

Professional Summary

Richard Prazenica has over 15 years of experience in the field of aerospace engineering, teaching courses, conducting independent research and providing technical management of Department of Defense (DoD) programs in diverse areas such as vision-based guidance, navigation, and control for autonomous systems, modeling and simulation of aerospace vehicles, nonlinear system identification, flight dynamics and aeroelasticity, and the design of actuators using piezoceramic materials and shape memory alloys.

Education

Ph.D. in Aerospace Engineering
August 2002

University of Florida
Gainesville, FL

M.S. in Aerospace Engineering
August 1999

University of Florida
Gainesville, FL

B.S.E. in Mechanical Engineering and Applied Mechanics
May 1995

University of Pennsylvania
Philadelphia, PA

Professional Experience

Assistant Professor of Aerospace Engineering
August 2012 – present

Embry-Riddle Aeronautical University
Aerospace Engineering Department
Daytona Beach, FL

- Teach undergraduate and graduate courses in aerospace engineering including Flight Dynamics and Control, Modern Control Systems, and Optimal Control.
- Mentor graduate student researchers in pursuit of Masters and PhD degrees.
- Developed a research program in the area of guidance navigation, and control of autonomous vehicles, with projects currently funded by NASA Kennedy Space Center and DARPA.

**Guidance, Navigation, and Control Engineer
Program Manager**
May 2007 – September 2011

Radiance Technologies, Inc., Huntsville, AL
Adaptive Technologies Division
(formerly Missile Systems and Technologies)

- Served as Technical Lead on 4 Phase II Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) programs funded by the Air Force Research Laboratory (AFRL), the Army Research Office (ARO), and the US Space and Missile Defense Command (SMDC).
- Provided critical technical contributions for 9 different Radiance programs in diverse areas such as GNC algorithm development for missile systems and autonomous vehicles, modeling and

simulation of aerospace systems, feedback control of piezoceramic actuators, and the detection and tracking of moving targets in infrared imagery.

- Authored 7 SBIR / STTR proposals and over 60 technical reports and briefings for DoD customers.

Project Scientist

June 2006 – May 2007

Virginia Polytechnic Institute and State University
Department of Mechanical Engineering
Blacksburg, VA

- Developed and simulated vision-based control algorithms for micro air vehicles (MAVs) operating in urban environments including image processing, structure from motion (SFM), adaptive terrain mapping, and receding horizon path planning with obstacle avoidance.
- Provided significant technical contributions to the Active Vision for the Control of Agile, Autonomous Flight (AVCAAF) program, a multi-university effort involving Virginia Tech, the University of Florida, Carnegie Mellon University, and the University of South Carolina, jointly funded by the Air Force Office of Scientific Research (AFOSR) and the AFRL Munitions Directorate.

Adjunct Professor

June 2006 – May 2007

University of Florida, Shalimar, FL
Research in Engineering Education Facility (REEF)

- Managed the UF-REEF Visualization and Computational Laboratory and performed closed-loop simulations of vision-based control algorithms for MAVs operating in virtual urban environments.

Visiting Assistant Professor

January 2005 – June 2006

University of Florida, Shalimar, FL
Research in Engineering Education Facility (REEF)

- Was responsible for the design, assembly, and management of the UF-REEF Visualization and Computational Laboratory, a facility designed to support hardware-in-the-loop simulations (HILS) of vision-based control algorithms for autonomous vehicles operating in virtual environments, funded by AFOSR with a budget of \$900K.
- Served as co-PI for the Integrated Visual-Servo Control task under the Research Institute for Autonomous Precision-Guided Systems (RIAPGS) grant, a partnership between the UF-REEF and the AFRL Munitions Directorate dedicated to the research and development of agile, autonomous munitions.

Postdoctoral Research Associate

September 2003 – January 2005

University of Florida, Gainesville, FL
Dept. of Mechanical & Aerospace Engineering

- Developed vision-based state estimation and control algorithms for MAVs in support of the AVCAAF program.
- Was responsible for the UF research effort in a Phase I STTR program with Nielsen Engineering and Research, Inc. dedicated to the development and application of nonlinear system identification techniques to aeroservoelastic systems, and authored the STTR final report.
- Investigated shape optimization of piezoceramic actuators for flow control applications and applied wavelets and multiresolution methods to scanning laser Doppler vibrometry (SLDV) measurements for the nondestructive evaluation of frescos at the US Capitol building.

**National Research Council
Postdoctoral Research Fellow**
September 2002 – September 2003

NASA Dryden Flight Research Center
Aerostructures Branch
Edwards, CA

- Developed nonlinear system identification methods and reduced-order models for aeroelastic systems based on Volterra theory and wavelet-based multiresolution analysis.
- Applied nonlinear system identification tools to the analysis of flight data from aeroelastic systems such as the F/A-18 Active Aeroelastic Wing (AAW), a modified F/A-18 designed to study the use of induced wing twist for roll control.
- Provided control room support for flutter clearance flight tests of the AAW.

Areas of Expertise

- Guidance, navigation, and control of autonomous vehicles
- Vision-based control and state estimation
- Piezoceramic and shape memory alloy (SMA) actuators
- Wavelets and multiresolution analysis
- Nonlinear system identification and reduced-order modeling
- Flight dynamics and aeroelasticity
- Structural dynamics and nonlinear vibrations
- Signal and image processing

Awards

- Aerospace Engineering Department Graduate Teaching Award, 2015 – 16 Academic Year.
- Aerospace Engineering Department Undergraduate Teaching Award, 2013 – 14 Academic Year.
- National Research Council (NRC) Postdoctoral Research Fellowship (2002 – 2003)
NASA Dryden Flight Research Center
- Knox Millsaps Award for Outstanding Graduate-Student Teaching Assistant (1998)
University of Florida, Department of Aerospace Engineering, Mechanics & Engineering Science
(now part of the Department of Mechanical & Aerospace Engineering)
- Sigma Gamma Tau – National Aerospace Engineering Honor Society (1998 – 2002)
(Vice President of the University of Florida chapter, 1998 – 1999)

Publications

Co-authored 12 journal papers, 47 conference papers, and 3 book chapters (list available upon request).

References

Available upon request.

Richard J. Prazenica – Biographical Sketch

Richard Prazenica is an Assistant Professor in the Aerospace Engineering Department at Embry-Riddle Aeronautical University (ERAU). He earned a B.S.E. in Mechanical Engineering and Applied Mechanics from the University of Pennsylvania and M.S. and Ph.D. degrees in Aerospace Engineering from the University of Florida. Dr. Prazenica has extensive experience in the area of GNC for autonomous flight vehicles including simulation development, sensor processing, image processing, structure from motion, state estimation, terrain mapping, and receding horizon guidance and control. At ERAU, he serves as the ERAU Principal Investigator on a DARPA Phase II SBIR with Creare focused on the development of a low-cost sensor package and GNC system to enable a UAV to operate autonomously in complex urban environments. He is also the Co-Principal Investigator on a NASA Phase II SBIR program with Honeybee Robotics focused on the development of a free-flyer robotic exploration spacecraft that would be capable of flying autonomously into challenging environments, such as craters or lava tubes, to collect regolith samples on asteroids, moons, or planets. Prior to joining the ERAU faculty, Dr. Prazenica was a GNC Engineer and Program Manager with Radiance Technologies. While with Radiance, he served as the Technical Lead on several SBIR/STTR programs, including an AFRL Phase II SBIR project to develop autonomous GNC technologies for a small rotorcraft UAV, an AFRL Phase II SBIR project to design and develop a morphing micro air vehicle (MAV) using shape memory alloy actuators, and an ARO Phase II STTR project dedicated to the development of ArcGIS-compatible software for generating 3-D terrain representations from point cloud data. Previously, Dr. Prazenica held joint research faculty positions with Virginia Tech and the University of Florida, and he held a National Research Council (NRC) Postdoctoral Fellowship to perform research in nonlinear system identification and aeroelasticity at the NASA Dryden Flight Research Center.

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 provide a resume, and a signed copy of the Statement of Assurances.

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 Florida East Coast
2. Full name Sammy Lee Butler Sr.
Home Address 1754 Carolina Ave Ormond Beach, FL 32174
Business Name and Address _____
Phone Number 386-852-5316
E-mail address butlersrsammy@gmail.com

- Resume and professional bio are attached here. Resume and Bio attached at the end of the application
 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-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

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

I want to be a charter school board member because I am at a point in my life where my career is ending and I can focus on serving my community and what better way than to serve on a board of a high quality charter school. Our children are the future and their education is where it begins.

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

Oversee the operations of the Charter School (without micromanaging): focus on student achievement while spending comparatively little time on the day-to-day operational issues. Hire and evaluate school leaders, determine school capacity, adopt and maintain operating budget, adopt policies, hire independent financial audits, have public meetings, and be part of a group that makes the governing decisions.

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 served on the General Employee Public Pension Board for the City of Ormond Beach for the past 8 years and the last 4 years as its secretary.

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

I am familiar with the state of Florida sunshine law and its requirement for public meetings and board members communication. In addition, I am familiar with the requirement of submitting Annual Financial Statement (Form 1 and Form 1F), order of operation for meeting, budgeting, supervising, dealing with the public, and researching legal documents.

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 structure for teaching and learning that nurtures engagement through hands-on project-based learning; promotes physical, social, and emotional health and well-being; and cultivates positive character and citizenship within the students.

The school's guiding beliefs is a student who is healthy both physically and mentally and receive well-rounded educational services and supports tailored to meet their educational needs are equipped for long-range success. The whole child approach "each child is safe, healthy, engaged, supported, and challenged."

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

Students will receive a well-rounded education and support that will equip them for long-range success through whole child focus, use of PBL, and emphasis on 21st century learning, engineering, and digital tools, it will offer students a highly engaging and comprehensive approach to learning. The curriculum will include other areas to enrich the educational programming such as character, citizenship, and service learning to support the acquisition and application of skills needed throughout the lifespan. The educational program is designed to support students with wide ranging learning needs; including students with disabilities and gifted learners. Curriculum and instruction will be in alignment with the Florida Standards and be provided within a multi-tiered system of supports as outlined by the within the district's ESE Policies and Procedures (SP&P) document.

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

A successful school to me is where a child wants to come to school, wants to learn, feels safe, and feels part of the learning process. Where the parents are involved and informed. Where teachers feel needed and supported. A school that the understanding of what is expected and required by all is clear and well defined.

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

Through data review: review year-end financial statement, review standardized test results, review school leader's progress against goals, review board's progress against goals, review enrollment and budget assumption, and review audits. It is my hope to have a School Data Dashboard for accountability and student achievement.

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

Part of a group that exercises oversight of the schools operations, hires and evaluates school leaders, ensures background checks are performed, and oversees the school progress without micromanaging

Governance

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

The Governing Board will direct the operations of the School and provide executive oversight to ensure the achievement of its mission though; formulating and interpreting policies, budget decisions, evaluation of the education plan and of the governance and administration process.

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

At the end of the first year the questions below and others like them will need to answered and evaluated and if the question are answered positively, not all will be, it is the first year after all and things will need to be adjusted, then the school is successful and on the right track to future success:

- Did overall enrollment and demographics meet or exceeded expectations?
 - What were the enrollment demographics?
 - Were the parents involved and informed about their child's progress?
 - Were the vision and the mission of the school for the core knowledge and other curriculum articulated clearly to staff and the community?
 - What are the Teacher's academic skills and experience?
 - What was the academic performance? What were the results of the standardized testing? Is the school on track with the district and state requirements?
 - What are the class sizes, teacher to student ratio?
 - What were the curriculum; the method and practice, the material, and equipment used? Was it in line with the schools vision and mission?
 - What was climate for discipline? Was it positive discipline? Did it minimizes problems and encourage academic excellence?
 - How is the data collection system working? Does it meet the needs of the school? Will it meet future needs?
 - What were the teacher's assignments and experiences?
 - Was the school's leadership supportive? What do the school leaders actually do? Did the leadership work effectively to stimulate discussions and create a network for conversations?
 - Was there a clear sense of purpose with participants buy-in on the key ingredient of the school?
 - Are we able to clearly identify the schools goals and achievements to administration, parents, staff, and the community?
 - Was there any Teacher turn over?
-

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

At the end of the fourth year, I will know if the school is successful by the data collected and how it answer the questions in the categories below, please note these are only some of the areas and questions that will need to be analyzed and each category and the questions will need to be compared overall as well as year by year:

- **Enrollment** – What was the overall enrollment trend? What percent of students enrolled by ethnic group? What percent of students enrolled by special programs? What percent of students enrolled by income grouping? What changes in family income levels of the students
-

were served?

- **Attendance** – How has the change over time look: Is there growth or a decline? What is the trend? What is the fastest growing population? Was there growth occurring in the district? Are other schools experiencing more growth than others? Based on the data what growth can be predicted?
- **Reading & Math Achievements** – What was the overall performance? What percentage of students meeting standards and how does it compare to performances across schools within the district and state? How has the performance changed over time?
- **Achievement Gaps** – What is the difference between groups of students? Is the trend for the district similar? Is there an achievement gap difference between the ethnicities? What are the results of students served in special instructional programs? Does any gap in achievement exist?
- **Adequate Yearly Progress (AYP) Status** (part of “No Child Left Behind” legislation) – Does any group show performance below the target? Are there gaps between groups?
- **Parent and Community Involvement** – What was the attendance rate of the parent conferences? How many volunteer hours were documented? What are the results of parent survey?
- **Financial Health** – What is the overall budget look like
- **Staff Retention** – What is the teacher turnover rate? What is the leader turnover rate?
- **Student Discipline** – What was the discipline rate? Was the discipline climate positive? Was there parent complaint on disciplinary actions? Has the policy and its implementation minimized problems and encouraged academic excellence?
- **Data Collection** – Is the data collection meeting the schools current needs? Will it be adequate for future growth? Does the data collected best represent the indicators related to Teachers, classrooms, and the school? Does it highlight the areas that need improvement?

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? A charter school board will ensure the school’s success when it takes the following steps:

- **Step 1 – Gather Information and Analyze:**
 - Identify and assess changes; look at political, economic, technological, social, lifestyles, demographics, competitiveness, and school finances.
 - Identify the needs and perceptions of the school’s markets and constituencies; includes students and their families, donors, volunteers, paid staff, board directors, collaborators and competitors.
 - Identify school’s process, operations, strengths, and weakness; includes school personnel, fund raising, school’s physical equipment, use of technology, financial condition, management, board governance, educational programs and services, and market position.
 - **Step 2 – Identify and Plan for Vital Issues:**
 - Identify and plan for learning barriers.
 - Identify and plan for anticipated growth.
 - Identify and plan for how to attract and retain skilled, dedicated, and diverse Teachers.
 - Identify and plan for attracting and retaining students.
 - Identify and plan for any policies and programs that may need to be changed.
 - **Step 3 – Future Vision:**
 - Plan for what the future vision of the school will look like ideally and provide the
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direction and inspiration needed to achieve the school's goal.

• **Step 4 – Review the Mission Statement:**

- Is the mission statement clear and on target with today's standards and requirements?
- Are there any concerns with the mission statement? If so, what can we do about it?
- Is the mission statement meeting the desired success and learning environment?

• **Step 5 – Set and Review Goals:**

- Did our goals stay consistent with our vision?
- Were we able to overcome learning barriers?
- Were we able to support anticipated growth?
- Were we able to enhance educational programs to retain students?
- Develop a Correction Action Plan to correct any shortcomings.
- Develop a plan for expanding the school's revenue base in order to support anticipated growth such as special events, increase funding from public sources, and individual donations from major donors.

• **Step 6 – Formulate Annual Objectives:**

- Set objectives that are specific, measurable, tangible, and achievable in a one-year period.
- Identify who will accomplish what and by when.

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?

Based on the Sunshine Laws, I would report the misconduct to the Principal and ask them to report it to the Board Chair or another appropriate person. If nothing is done to correct the issue, I would resign from my Board position.

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 112.314(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3135, 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.

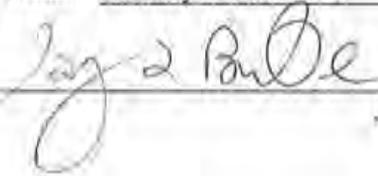
(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who 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: Sammy L. Butler Sr.



Signature

07/09/2018

Date

RESUME

SAMMY LEE BUTLER SR.

1754 Carolina Ave. Ormond Beach, FL 32174

C 386-852-5316

OBJECTIVE:

To part of a team that implements a school program where educational excellence is the standard.

WORK HISTORY:

- **City of Ormond Beach**
 - 34 years with the City of Ormond Beach
 - 29 years as Chief Plant Operator
 - Acting Utilities Manager in year 2007
 - General Employee Public Pension Board 2010 - 2017

EDUCATION:

- **Daytona Beach Community College** - Associate of Arts with Honors
- **Daytona State College** – 25 College Credits toward Legal Studies Degree, current grade point average: 4.0
- **Florida Public Pension Trustee Association** – Certified Public Pension Trustee School
- **University of Michigan**-Certificate in Management
- **University of California**- Certificates in: Wastewater Treatment, Advanced Wastewater procedures and practices, Utilities Management, Treatment of Metal Streams, Managing for Success, and others

VOLUNTEER:

- **City of Ormond Beach Health Fair** – 7 years, 1996 to 2002
- **REACT (Radio Emergency Action Citizen Team)** – 8 years, 1990 to 1997
- **Easter Seal 24 Hour Relay** – 4 years, 1994 to 1997
- **Westside Elementary School Parent Class Assistance** – 1987 to 1988
- **Volunteer Fire Fighter** – 5 years, early 1980 to mid-1980

LICENSES:

- Florida State License Class “A” Wastewater
- Florida State Volunteer License Class “C” Pretreatment
- Certified Public Pension Trustee (CPPT)

EXPERIENCE:

- Report to and correspond with several sections of the United States Environmental Protection Agency (USEPA) such as Residual Section, Reuse Section, and the Discharge Monitoring Report Quality Control Section.
- Report to and correspond with several sections of the Florida Department of Environmental Protection (FDEP) such as Pretreatment Section, Groundwater Section,

- Compliance Section, Permitting Section, Residual and Toxicity Section and the Reuse Section.
- Report to and correspond with Volusia County's Compliance and Fuel Storage Sections.
 - Report to and correspond with Department of Health (DOH) 1991 – 1998 for the Wastewater Compliance Laboratory.
 - Familiar with the City's Backflow Program and Ordinance
 - Established and Maintained the City's Wastewater Treatment Plant Regulatory Compliance Laboratory (1990-2002) by:
 - Research, Develop and Implement laboratory procedures including but not limited to: Testing, QA/QC Plan, Protocols, Sampling, Record Sheets, and Inspection Reports.
 - State Certification from the Department of Health
 - NELAC Certification from FDEP
 - Perform in-house inspections
 - Respond to DOH inspections
 - Respond to FDEP (lab) inspections
 - Establish and Maintain the City's Pretreatment Program by:
 - Researching, Developing and Receiving approval from FDEP for the following:
 - Plan of Study (sampling and evaluation) for the 2003 Local Limit Evaluation
 - 2003 Local Limits
 - 2003 and 2007 Enforcement Response Plan
 - 2003 Sewer Use Ordinance
 - Plan of Study for the 2010-2011 Local Limit Evaluation
 - 2010 Local Limits
 - 2011 Sewer Use Ordinance
 - Revising the Enforcement Response Plan to correlate with revise Sewer Use Ordinance
 - 2017 Local Limits
 - Current Regulatory Compliance Reporting Performed:

<ul style="list-style-type: none"> ○ Plant DMR ○ Pretreatment DMR ○ GWM Report ○ Annual Reuse Report ○ Reuse Analysis report 	<ul style="list-style-type: none"> ○ Bioassay Report ○ Annual Sludge Report ○ Virus Report ○ Weekly WWTP Report ○ Pretreatment Annual Report
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 - Computer Skills:

<ul style="list-style-type: none"> ○ Word ○ Excel ○ Power Point ○ Outlook ○ Publisher ○ Quicken 	<ul style="list-style-type: none"> ○ Corel Draw ○ Foxit Reader ○ Operator 10 ○ NaviLine ○ Office Imaging ○ FDEP LLIDS Program
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 - References provided upon request.

PROFESSIONAL BIO

Sammy Lee Butler Sr. – 60 years old

Mr. Butler brings 29 years of management experience in various areas including dealing with regulatory agencies, report writing, internal/external communications, data and record management, meeting schedules and deadlines, task prioritization, among many other responsibilities. In short, he has managed data and reports without supervision, juggled multiple tasks effectively, and maintained a good rapport with regulatory representatives.

In addition, he has experience in supervising staff, developing and implementing State and Federal mandated programs from beginning to end, and data interpretations. Through successful management, he has accelerated in the achievement of goals and has positioned himself as a valuable resource in a variety of situations.

He also has served on the General Employee Pension Board for 8 years and 4 years as the secretary and brings the understanding of the sunshine laws as they apply to the board meetings and the understanding of the order of business that apply to running an organized meeting.

He brings a positive and cooperative attitude, which he has consistently displayed throughout his career. He maintain calm under pressure, adapt to meet the unique needs of each situation and is highly detail-oriented, well organized, and extremely driven towards success of any endeavor he undertakes.

When he is not working and when he is not preoccupied by other activities writing, drawing, and woodworking. He also spends a great deal of time with his wife of 33 years and his grandson that he is raising who is 7 years old.

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 provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

- Name of charter school on whose Board of Directors you intend to serve Florida East Coast Charter School
- Full name Brian Richard Seeber
Home Address 6 Slow Stream Way, Ormond Beach, FL 32174-1826
Business Name and Address Brian R. Seeber, Attorney at Law same address
Phone Number 386-673-1052 (h); 386-672-9038 (o)
E-mail address brian.r.seeber@gmail.com; brianseeber@earthlink.net
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify) _____
- 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 See attached Curriculum Vitae
- 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
- Why do you wish to serve on the board of the proposed charter school? Serve the community
- What is your understanding of the appropriate role of a public charter school board member?
Review strategic plan and operations with a view to how the plan is being carried out
- 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. See attached Curriculum Vitae

-
8. Describe the specific knowledge and experience that you would bring to the board. See attached Curriculum Vitae. I have worked extensively with the Florida Department of Children and Families in monitoring of residential drug treatment services to adolescents.

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 structure for teaching and learning that nurtures engagement through hands-on project-based learning; promotes physical, social, and emotional health and well-being; and cultivates positive character and citizenship within the students.

The school's guiding beliefs is a student who is healthy both physically and mentally and receive well-rounded educational services and supports tailored to meet their educational needs are equipped for long-range success. The whole child approach "each child is safe, healthy, engaged, supported, and challenged."

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

Students will receive a well-rounded education and support that will equip them for long-range success through whole child focus, use of PBL, and emphasis on 21st century learning, engineering, and digital tools, it will offer students a highly engaging and comprehensive approach to learning. The curriculum will include other areas to enrich the educational programming such as character, citizenship, and service learning to support the acquisition and application of skills needed throughout the lifespan. The educational program is designed to support students with wide ranging learning needs; including students with disabilities and gifted learners. Curriculum and instruction will be in alignment with the Florida Standards and be provided within a multi-tiered system of supports as outlined by the within the district's ISSI Policies and Procedures (SP&P) document.

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

Compliance with applicable law and regulations; academic achievement; development of students to or exceeding age level expectations; families' satisfaction

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

Staff reporting; personal observations; attendance at Board meetings; review of compliance monitorings.

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

Advice and participation as to strategic plan; monitoring operations; assess financial health

Governance

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

Make long term policy recommendations; review staff performance

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

Compliance with applicable laws and ethical considerations; regulatory agency reports

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

Same as #2, plus academic achievement shown by students; families' satisfaction with school

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

Monitoring operations from staff reports and personal observations

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?

Based on the Sunshine Laws, I would report the misconduct to the Principal and ask them to report it to the Board Chair or another appropriate person. If nothing is done to correct the issue, I would resign from my Board position.

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(3), (3), (7), and (12) and 112.3143(3).

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

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

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

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

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent 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, 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.

(e) 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: BRIAN R. SEEBER
B.R.S. 11/07/2018
Signature Date

BRIAN R. SEEBER, J.D., C.A.P.

6 Slow Stream Way
Ormond Beach, FL 32174-1826

386-673-1052

CURRICULUM VITAE

Personal Information

Born 1954, Camden, New Jersey
Married; two adult children

Education

High School Diploma 1972
Huguenot High School
Richmond, Virginia

B.A. (Government) 1976
College of William and Mary
Williamsburg, Virginia

Junior Year Abroad Program 1974-5
Universite de Montpellier, France
Faculte des Arts & Sciences Modernes
Faculte de Droit

J.D. 1979, Columbus School of Law
Catholic University of America
Washington, DC

Employment

Executive Director
S.A.F.E., Inc.
5607 Hansel Avenue
Orlando, FL 32809
2002-2007

Private practice of Addictions counseling
2005-present

Private Practice of Law
1979-2001; 2007 to date

Certifications

Certified Addictions Professional (CAP)
Florida Certification Board

Related experience

As Executive Director of the SAFE program, I was responsible for supervision of the provision of clinical services to adolescent clients and their families. I chaired the weekly Client Care Monitoring meeting. I also led group sessions for adolescents clients and their families. I have worked extensively with parents of adolescent addicts.

I have also had considerable experience in directing the relapse prevention program at SAFE from 2003 through 2007, including supervision of aftercare clients resident in a group home setting, as well as working both with adolescents and adults in this capacity.

I have also spoken at many school, church, civic, and higher education sessions throughout Florida and in the metropolitan Washington, DC, area, about adolescent substance abuse and its treatment.

Other Personal Data

I am bilingual in French. I am a member of Our Lady of Lourdes Catholic Church, Daytona Beach, FL, where I serve on the Parish Council and am active in ministry to incarcerated adolescents and in active opposition to the death penalty, as well as the Deaf and Hard of Hearing Ministry.

I am the Chair of the Advisory Board of the Salvation Army for Volusia and Flagler Counties, Florida. I am also Chair of the Board for disAbility Solutions, Inc., a non-profit serving the needs of the Disabled in Volusia and Flagler Counties, Florida.

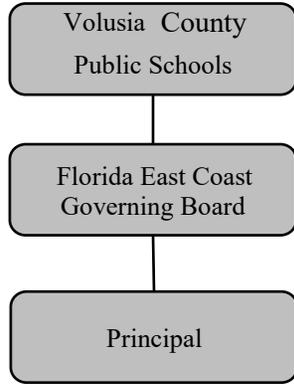
I recently served on the Board of Community Fund for East Central Florida, which dissolved in June 2018.

I am on the Board of Directors of Breakaway Trails Homeowners Association, Inc.

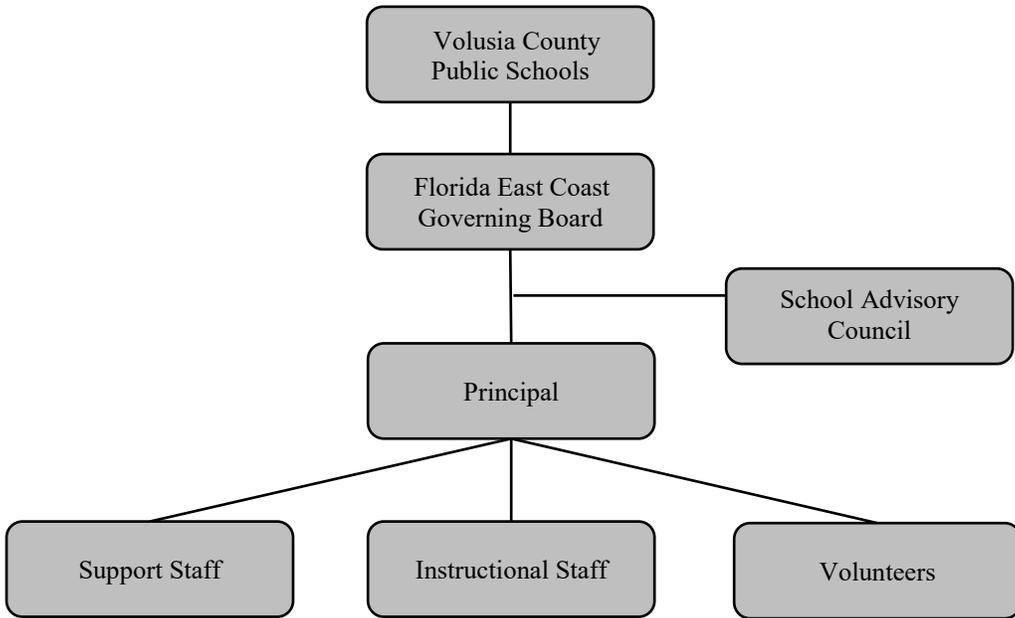
I serve on the Advisory Council and Mentoring Coordinator of Daytona Torch, a mentoring ministry through Kairos International to incarcerated youth in Volusia County.

Attachment M: Organizational Charts

**Attachment M:
Organizational Charts
Pre-Operational Year (Y1):**



1st Year of Operations through End of Charter Term/Full Capacity (Y2-Y-5):



Attachment N: School Leader Job Description

Attachment N: Job Description for School Leader

The principal leads the implementation of the mission and vision of the 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.

Qualifications

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Master's degree required. Charter School experience preferred.

Terms

The principal reports to the Governing Board; this is a 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; and
- encourage teachers and pupils to perform to the best of their ability.

Curriculum and Instruction – The principal is expected to:

- plan, implement, and evaluate the School instructional program based on student needs and within state guidelines;
- compile and prepare all student achievement outcomes;
- 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:

- 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;
- 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; 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 all 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.

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 requested.

Attachment O: School Leader Qualifications

Principal Qualifications

The principal leads the implementation of the mission and vision of the 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.

Qualifications

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Master's degree required. Charter School experience preferred.

Leadership: The principal leads the School academically and champions the vision and mission of the School in the community.

Curriculum and Instruction: The chosen curriculum provides the foundation for an innovative, rigorous, content-rich program of study that fosters high standards of intellectual and academic achievement and promotes leadership. The principal ensures that the curriculum, as well as the academic delivery of the curriculum, supports these goals.

Student Outcomes: High student achievement, both within the classroom and on student assessments, is one of the principal's top priorities. Through implementation of a multi-tiered system of student supports (MTSS) that includes collaborative problem solving, the principal monitors student performance within the School. The principal also stays abreast of current educational trends, in an effort to support student success in the classroom and in society.

Faculty and Staff: The principal cultivates and rewards excellence in the classroom through awareness of strengths and deficiencies in the curriculum and in the academic delivery. The principal charts the course for the faculty's academic and professional growth and fosters strong relationships among staff and faculty, as well as establishes open communication among the Board, faculty, staff, and parents. The principal creates a safe, positive, and collegial environment and ensure the professionalism of faculty and staff.

School Environment and Facilities Management: The principal's oversight of student success and achievement includes both academic success and the development and implementation of a strong character education program. The principal must recognize academic and civic excellence and champion education to students and families. The principal ensures that students and faculty are safe, that the environment remains positive and orderly, and that the primary focus remains on learning.

Financial Management: In order for the school to thrive, the principal must take an active role in the financial management of the School, including setting budget priorities and possessing a general knowledge of the School's fiscal situation.

Public Relations: The principal fosters a positive image of the School and an understanding of the School's mission and vision within the community.

Professional Development: The principal leads by example regarding continuing education and professional development.

Administration: The principal demonstrates strong managerial capabilities; successful experience working with School or advisory educational boards; knowledge of the needs of student population; and excellent communication skills.

Attachment Q: Teacher Job Descriptions and Qualifications

Florida East Coast Charter School

General Education Teacher Job Description and Qualifications

The teacher is the most critical link between the instructional program and the students who will be served. Those employed by the Board will have completed an extensive review by the Board to ensure they meet the standards for the School both in delivery of instruction and establishment of the learning community atmosphere.

Qualifications

Bachelor's degree and valid Florida teaching certificate required for subject and grade being taught; holds a valid Florida teaching certificate with coverage other than that required under the Florida Course Code Directory and has been properly approved to teach out-of-field (allowable for one year only); or, has been properly identified as a qualified non certificated instructional personnel with expert skill or knowledge in accordance with Rule 6A-1.0502, F.A.C. ESOL, ESE, and Gifted Endorsed teachers preferred.

Terms

Teachers report to the principal; this is a 10-month position.

Duties and Responsibilities

Teachers will be expected to fulfill the role of instructional leader at all times. Effective teachers will:

- provide for the safety and welfare of any and all students of the School
- provide instruction that contributes to academic growth and positive development of students;
- demonstrate knowledge of subject matter to be taught;
- assess the progress of the students assigned;
- report student progress and performance to parents at scheduled intervals and as specific individual needs arise;
- report student progress information to School officials at scheduled intervals;
- plan, organize and create a positive classroom learning environment;
- maintain discipline of students;
- establish classroom guidelines which support the policies of the school and enhance the learning environment for the students;
- follow and uphold the policies of the School and assist students with appropriate behavior and actions that reflect the policies of the School;
- organize and participate in School activities and functions which may occur outside the regular School schedule;
- collaborate with instructional staff to coordinate instructional activities and resources within and across the curriculum;
- support colleagues in the delivery of instruction as it pertains to areas of specialty;
- assist with management and supervision of students throughout the School day;
- attend scheduled staff meetings;
- attend meetings and professional development sessions as established by the School leadership;
- contribute to the learning community atmosphere of the School; and
- maintain the confidentiality of student information as required by school policy and Florida and Federal Law.

Florida East Coast Charter School

Job Description & Requirements for Exceptional Student Education (ESE) Teacher

The exceptional student education teacher is responsible for overseeing the ESE program for students on his/her caseload and ensuring that ESE procedures and services are implemented in accordance with the Individuals with Disabilities Education Act (IDEA), Florida statutes and rules related to ESE, and the VCS ESE Policies and Procedures (SP&P) as approved by FDOE.

Qualifications

Bachelor's degree and Florida certification in Exceptional Student Education (K-12). Master's degree and 3-5 years of experience is preferred.

Terms

Teachers report to the principal; this is a 10-month position.

Duties and Responsibilities

ESE teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to ESE. Effective ESE teachers will:

- implement and follow all federal, state, and local guidelines for ESE programs;
- participate as a member of the team planning and/or conducting evaluations/reevaluations and determining eligibility for ESE services;
- plan and oversee use of assessment accommodations in accordance with students' IEPs;
- schedule, attend, and facilitate IEP team meetings in a manner that is informative and collaborative to seek the best instructional options for the student;
- coordinate annual reviews of IEPs with parents and other IEP team members;
- provide services in accordance with students' IEPs, meeting and providing instruction in the locations and at the times designated;
- maintain records of all communications regarding IEPs;
- maintain records of parent contacts;
- maintain student records as required by the School, district, state and federal law;
- report information as required by the School, district, state and federal law;
- provide progress information to parents at scheduled intervals and maintain records of such information;
- monitor student behavior and note strategies for improving student behavior;
- provide staff development to colleagues to ensure all students are being served in a manner commensurate with their needs;
- serve as the School's liaison to the community and other professionals regarding the needs of exceptional students; and
- maintain confidentiality of information regarding exceptional students including identity and IEP contents.

Florida East Coast Charter School

English Language Learners (ELL) Teacher Job Description and Qualifications

Qualifications

State of Florida ESOL Endorsement.

Terms

Teachers report to the principal; this is a 10-month position.

Duties and Responsibilities

ELL teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to ELL. Effective ELL teachers will:

- serve as a liaison between the students, teachers, staff members and families of ELL students;
- administer specialized assessments for ELL students and provide assistance with interpretation to family members and School staff;
- screen Home Language Surveys;
- conduct assessment of eligibility in the ELL program;
- create a learning community environment that is conducive to learning and provides social and emotional support for English Language Learners;
- assess the progress of English Language Learners; provide progress reports and communicate information with parents in their native language;
- attend IEP meetings for students with disabilities who are English Language Learners;
- monitor learning community to determine student achievement and provide translators as needed; and
- provide professional development to School staff regarding cultural and language differences.

Florida East Coast Charter School

Job Description and Qualification Requirements—Gifted Teacher

The Gifted Teacher is responsible for working with other teachers to ensure students are being served, in addition to the job description and qualifications for the general education classroom teacher. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to assist teachers with implementing strategies for serving students who are identified as gifted.

Qualifications

Bachelor's degree from a fully accredited college or university. Possession of or eligibility for Florida Educators certificate with Gifted Endorsement.

Terms

Teachers report to principal; this is a 10-month position.

Duties and Responsibilities

- Works collaboratively with teachers in the school to ensure Educational Plans are being implemented;
- Assists teachers with differentiating instruction and strategies to meet the needs of the gifted students;
- Collects student performance data and reports progress toward EP goals;
- Schedules and conducts EP meetings with parents and appropriate school and agency personnel.
- Works with ESE Teacher to conduct eligibility determination meetings, data collection, etc.

Florida East Coast Charter School

Job Description and Qualifications

Guidance Counselor

The Guidance Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

Qualifications

Master's degree from an accredited college or university in Counseling and State of Florida School Counselor certification or eligibility for Florida State certification. Preference to candidates who have Orientation to and/or experience in a school setting.

Terms

Guidance Counselors report to the principal; This is a 10-month position.

Duties and Responsibilities

- Implements the comprehensive school counseling program as outlined in the Schools Professional Counselor plan;
- Acts as an advocate for all students;
- Works in collaboration with other stakeholders in narrowing the achievement gap;
- Provides professional leadership to establish a culture conducive to learning;
- Counsels individual and/or small groups of students with academic, career and personal/social concerns;
- Assists students in developing a plan for achieving educational, career, and personal/social goals;
- Works with Assistant Principal on student scheduling needs;
- Consults with a variety of school based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Problem-Solving Team;
- Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs;
- Provides support to teachers in the delivery of counseling program related curriculum;
- Coordinates with school and community agencies to broaden students' resources;
- Seeks resources necessary to achieve school goals;
- Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues;
- Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate;
- Uses data to develop strategies to positively impact students;
- Follows guidelines of the national, state and district standards for professional school counselors;
- Adheres to ethical and legal professional standards; and
- Uses appropriate technology for counseling services

Florida East Coast Charter School

Job Description & Qualification Requirements—Substitute Teacher

Substitute teachers will be employed at Florida East Coast Charter School in the event a teacher is unable to attend School to fulfill the teacher's role. Persons employed in this position will have successfully met the employment criteria established by the Board and Florida law. A substitute teacher will be called on an as need basis. The job description for the substitute teacher includes but is not limited to the following:

- follow all policies and procedures as established by the Board for the School
- maintain discipline of students;
- maintain an environment that promotes the safety and welfare of students;
- report to School leadership any behavior, activity or concern deemed as threatening or compromising to the safety and welfare of students;
- manage the assigned classroom and provide instruction as prepared by the classroom teacher;
- promote active learning in the assigned classroom;
- work with students to assist and reinforce instructional objectives as established in the teacher's lesson plan;
- seek input from colleagues as needed to ensure effective delivery of instruction and to maintain classroom environment;
- maintain attendance records and other data as directed by the teacher and leadership of the School; and
- perform other duties as assigned by the School leadership.

Attachment R: Personnel Policies

Employee Manual (DRAFT)

(3.1) Equal Opportunity Employment

The School is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The organization is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

(3.2) Employment Non-Discrimination and Non-Harassment

The School does not discriminate against anyone, to general operations of the organization, and to any basis prohibited by applicable law or regulation.

The organization is committed to an environment in which all individuals are treated with respect and dignity. We believe that each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the organization expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment. Thus the organization does not and will not tolerate discrimination against or harassment of or by our employees, students, vendors, or other person. The term "harassment" includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual's race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers' compensation claims, marital, veteran or any other protected status. "Harassment" may include a range of subtle and not so subtle behaviors and also includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing-up against, hugging, cornering, kissing, fondling, or any other similar physical contact.

Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical or illegal favors; or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment, or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, layoff, termination, pay or other form of compensation, and selection for training.

Verbal and written abuse or unwelcome kidding including, but not limited to, that which is sexually-oriented, including same-sex harassment; commentary about an individual's body, sexual prowess or sexual deficiencies; inappropriate comments about race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected

status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.

Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attentions, comments, interruptions, or other communications, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment, that reduces productivity or time available to perform work-related tasks or otherwise interferes with work performance.

Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts or attentions, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment.

The distribution, display, or discussion of any written or graphic material, including calendars, posters, cartoons, or names, that belittles or shows hostility or aversion toward an individual, his/her relatives, friends or associates or a group because of race, color, religion, sex (including same sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers' compensation claims, marital, veteran or other protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in any form of discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual's employment, continued employment, or future advancement will be affected in any way by entering into, or refusing to enter into, a personal relationship. Such conduct is a direct violation of this policy.

Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace, such as business trips, business meetings and business-related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge.

(3.2.1) Retaliation is Prohibited

The School prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

(3.2.2) Reporting Procedures and Investigation

The School strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct they believe is contrary to the organization's policy or who have concerns about such matters should file their complaints with the Principal or any Member of the Governing Board or the Board's designee, whereupon the matter will be discreetly and thoroughly investigated. The organization will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to

take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established, the prompt reporting of complaints or concerns is strongly urged so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

(3.2.3) Responsive Action

Conduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the organization believes appropriate under all of the circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible in light of all the circumstances, with appropriate corrective action being taken. The registering of a complaint will in no way be used against that individual, nor will it have an adverse impact on their employment status. A record of the complaint and findings will become a part of the complaint investigation record and that file will be maintained separately from the personnel files.

(3.2.4) Conclusion

Individuals who have questions or concerns about this policy may talk with the Principal or any member of the Governing Board.

Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that the organization is aware of your problem! It is your responsibility to bring this information to the attention of the organization so the issue can be resolved.

(3.2.5) Training

New employee orientation training shall include a component on the harassment policy. All administrators are responsible for assuring that their staff members are familiar with the policy on harassment and that new employees are oriented as necessary throughout each school year. As part of the review of the Code of Student conduct at the beginning of the school year, this policy will be discussed in student classes, school advisory councils, and parent and teacher associations. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student conduct and advised of this policy.

(3.3) Personnel Records

Personnel records shall be maintained in accordance with State and Federal Laws. The following records for each employee shall be maintained in a secure file:

- Evidence of successful completion of required education
- Florida Teaching Certificate, certificate of law for the position
- Employee assessments
- Signed contract (if required)

- Signed loyalty oath if required by the State of Florida or the Federal Government.
- Withholding allowance certificate (W-4)
- Copy of Social Security Card
- Benefits enrollment documentation
- Background verification (results of School District fingerprint test)
- Letters of reprimand and information regarding any disciplinary action taken
- Personal Data Sheet
- Employment Eligibility Verification (I9 Form)
- Arrest and Conviction Record
- Drug-Free Workplace Policy.

It is the responsibility of the employee to obtain and submit these documents:

- **Florida Certificate:** the employee must submit the original. A copy shall be made to keep within the file, and the original shall be returned to the employee.
- **Health Certificate:** Prior to initial employment and re-employment following a termination, some employees may be required to submit a certificate of health signed by a licensed medical practitioner attesting to the employee's freedom from contagious and infectious diseases and other physical and medical impairments which would prevent the applicant from performing the duties for whom an employment contract is required.
- **Contracts:** Each employee shall sign the offered contract and submit it to the school office within the specified time.
- **Certificate Extensions/Additions:** Other official correspondence with the state Department of Education and any other documents which may be requested shall be copied in the school office. Copies shall be retained and the originals shall be returned to the employee.
- **Criminal Records:** The school shall determine if the prospective employee has an arrest/conviction record.

Personnel records shall be open for inspection and copying consistent with Florida law, Chapter 119 and Federal laws. Social Security numbers will not be disclosed to the public. Evaluations shall be confidential and not open to the public until the end of the school year immediately following the school year in which the evaluation was made. The following payroll deductions are not open to the public: credit union cards, W-4's, tax shelter information, tax levy, court records.

(3.4) Compensation and Benefits

(3.4.1) Salaried Employees

Instructional and administrative staff members shall be salaried (exempt) employees. Annually the Governing Board will evaluate the salary schedule to make necessary adjustments that are in alignment with state and federal law and the organization's annual budget.

(3.4.1.1) Contracts

(3.4.1.1.1) At Will Employer

All contracts offered by the organization will be at-will contracts specifically stating that either the organization or employee may choose to cancel that contract at any time with or without cause.

(3.4.1.1.2) Probationary Contract

Employees newly hired by the organization shall be offered a one-year probationary contract in accordance with Florida Statute 1012.335. The probationary license may only be issued once to an employee unless the employee was rehired after a break of service for which an authorized leave of absence was not granted.

(3.4.1.1.3) Annual Contract

After completing one successful year on a probationary contract, and conditional upon the employee holding the appropriate state certification from the Department of Education, and having not received two consecutive annual performance ratings of unsatisfactory, nor three consecutive needs improvement or unsatisfactory performance ratings.

(3.4.1.2) Salary Schedule

Given that all employees shall only receive annual contracts; all academic employees will be paid under the performance salary schedule as defined in Florida Statute 1012.22(1)(c).

(3.4.1.2.1) Initial Placement

The Governing Board will annually establish a starting salary and incremental amount based upon criteria established by the board for determining the initial placement of new employees on the salary schedule. This approval will be conducted as part of the development of the Corporate Budget. The initial placement will be based on the employee's qualifications as of their first day of work.

Experience credit on the instructional salary schedule will be granted for all verified public school experience in accordance with state law. If public school credit is less than eight (8) years full-time private school experience may also be granted up to a maximum of eight (8) total years.

(3.4.1.2.2) Adjustments for Returning Employees

Employees returning to the school after having completed an annual evaluation will receive annual adjustments in accordance with the amounts established by the Governing Board. The annual amounts are subject to change based on the annual budget, and shall only apply to the employee's Base Salary, not to any supplemental amounts the employee receives. The adjustments shall be calculated as follows:

(3.4.1.2.2.1) Highly Effective

Employees having received a "Highly Effective" rating as part of their annual evaluation shall receive the highest possible annual salary adjustment, as defined by the Governing Board.

(3.4.1.2.2.2) Effective

Employees having received an "Effective" rating as part of their annual evaluation shall receive an adjustment equal to 50 percent of the adjustments awarded to the Highly Effective Employees.

(3.4.1.2.2.3) Other Rankings

Employees not receiving either Highly Effective or Effective will not be eligible for a performance adjustment, and will only be given the cost of living adjustment if one is established by the Governing Board.

(3.4.1.2.2.4) Cost of Living Adjustment

The Governing Board may approve a cost-of-living adjustment for all employees. The cost of living adjustment will be applied to all employees on the schedule equally and can be no more than 50 percent of the amount awarded to employees rated as "Effective" in their annual evaluations.

(3.4.1.3) Salary Supplements

An employee's placement on the salary schedule shall constitute the employee's base pay. In addition to the base pay, the Governing Board may annually approve supplements to be paid to employees, which are annual additions to the base salary for specific qualifications or duties. The supplement does not become part of the employee's continuing base salary. A schedule of possible supplements will be considered by the Governing Board in the establishment of the Salary Schedule and Corporate Budget.

(3.4.1.3.1) Degree Supplements

A degree utilized for salary purposes must have been awarded by an institution, which was accredited at the time the degree was awarded or must have been validated by an accredited institution as covered under Department of Education procedures for implementation of applicable State Board Rule. It is the employee's responsibility to provide all applicable transcripts.

(3.4.1.4) Paid Time Off

Salaried employees will be granted Paid Time Off (PTO) within the contract/agreement with the organization.

(3.4.1.4.1) Approval

PTO requests must be approved by the employee's immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

(3.4.1.4.2) Overuse of PTO

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated and the employee will be expected to pay back over-used PTO.

(3.4.1.4.3) Unused PTO for Salaried Employees

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated and the employee will be expected to pay back over-used PTO.

(3.4.1.5) Pay Calculations

Salaried employees of the organization shall be paid year-round, even though the services the employee provides to the organization is less than a full year. In order to clarify the calculations and methodology used by the organization, the Governing Board shall adopt a "Compensation Manual" identifying the specific formulas to be used when calculating employee amounts. This compensation manual will take into account the following policies:

(3.4.1.5.1) Contract Days

Each year the Principal shall ensure a calendar is created specifically identifying the number of contract days for all salaried employees. This calendar should identify all of the paid versus unpaid days for each employee class.

(3.4.1.6.2) Pay Periods

The organization shall pay employees twice per month, resulting in a total of 24 pay periods per year. The actual amount each employee will be paid for the fiscal year will be divided by the remaining pay periods that year.

(3.4.1.6.3) Salary Employees Daily Rates

The Principal shall ensure that a daily rate is calculated and communicated to each employee. This daily rate shall be their employee’s annual salary amount divided by the contract days in the fiscal year. The daily rate shall be used to calculate the actual amount each employee earns for services provided to the school in the event the employee leaves the organization prior to the end of the school year or is required to take unpaid leave.

(3.4.2) Hourly Employees

Non-instructional and non-administrative employees shall be paid hourly. Hourly rates will be set by the Governing Board of the school and in accordance with state and federal law.

(3.4.2.1) Initial Compensation

Hourly employees shall be offered a specific hourly rate based on the rates paid to similar employees at other local schools.

(3.4.2.2) Paid Time Off

All full-time employees are eligible. Temporary, part-time and PRN employees are not eligible. PTO accumulates in relationship to all regular hours you actually work. PTO does not accumulate on overtime hours or on hours not worked, such as when you are using PTO or are on a leave of absence. You may begin using your PTO at any time after it accumulates, however you may not use PTO in advance of any accumulation of it.

Years of Experience	Accumulation Multiplier	Approximate Weeks Off for Full Time Employees
Year 1	0.042017	(2 weeks)
Year 2-5	0.064378	(3 weeks)
Year 6 and on	0.087719	(4 weeks)

(3.4.2.2.1) Approval

PTO requests must be approved by the employee’s immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

(3.4.2.2.2) Unused PTO for Hourly Employees

Hourly employees are encouraged to use their PTO time during the fiscal year in which it accrues (July 1 – June 30), however, up to fourth (40) hours of accrued PTO time may be carried forward to the following fiscal year. No more than forty (40) hours may be carried forward into the next year.

(3.4.2.3) Vacation

Hourly employees who normally work during the following times will be provided holiday pay for the following days. The amount to be paid will be based on the annual average hours worked per day, which is calculated by finding the sum of hours in the work agreement with the employee divided by 52, divided by 5.

Paid Holidays Time

- Independence Day
- Labor Day
- Thanksgiving (total of 3 days)
- Winter Break (total of 5 days - Schedule to be determined by the Principal)
- Martin Luther King, Jr. Day
- Memorial Day

(3.4.2.4) Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description.

Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. In determining whether non-exempt employees are entitled to overtime pay, only actual hours worked in a given workday or workweek will be considered. All overtime work must be previously authorized by the Principal. The organization provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) but not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay. Workweeks begin each Sunday at 12:01 a.m.;

(3.4.3) Benefits

The organization provides a comprehensive Benefit Plan which may vary from year to year as determined by the Governing Board.

(3.4.3.1) Eligibility

Regular employees who work at least thirty (30) hours per week including job-share employees are eligible for benefits, per individual contracts.

- **Initial Enrollment:** Enrollment and change forms are due in the office within thirty (30) calendar days of hire or change of eligibility status. Coverage becomes effective the first day of the month following thirty (30) days of employment in an eligible benefit status.
- **Open Enrollment:** The Board provides an annual open enrollment period during which an employee may add, cancel, or change coverage. If no action is taken by the employee to change coverage, previous coverages will continue for the next calendar year.

(3.4.3.2) Organizational Contribution

The organization contributes toward the cost of certain employee benefits each pay period during the school year in which a paycheck is earned. In any period during which a paycheck is not earned, the employee will owe both the organization contribution amount and the normal insurance deductions. Organizational contribution amounts vary and are determined by the Board annual.

(3.4.3.3) Termination of Coverage

Insurance coverage ends the last day of the month in which an employee no longer meets eligibility requirements or terminates employment.

(3.4.3.4) Leaves of Absence

While on an approved, unpaid leave of absence, employees are required to pay the entire cost of all insurance plans, including the organization paid portion in order for coverage to continue. The appropriate person(s), agencies, and/or organizations must receive payment by the first of each month. Insurance coverage will be canceled for nonpayment if full payment is not received by the due date. When an employee is on an approved leave, the employee is responsible only for payment of the

portion of premium(s) the employee normally pays. Nonpayment of premiums will result in cancellation of coverage.

Suspension without Pay: While on suspension without pay, an employee is considered to be on unpaid leave of absence. As such, the employee is entitled to maintain insurance coverage by paying the total cost of insurance. If the employee elects to continue insurance and is reinstated, the employee will be refunded the organization contribution paid during the period of suspension. If the employee elects to continue insurance and is not reinstated, the insurance will terminate the last day of the month in which the employee is dismissed. If the employee chooses not to continue insurance and is reinstated, insurance will be reinstated the first of the month following the date of the final order and the employee will be responsible for any regular employee contributions.

(3.4.3.5) Worker's Compensation

The organization provides Workers' Compensation benefits pursuant to Florida law.

(3.4.4) Additional Compensation

(3.4.4.1) Compensation for Additional Responsibilities

From time to time employees may take on additional responsibilities beyond that covered within their contract. The Governing Board may authorize stipends or additional funds to be paid for such activities as described below:

(3.4.4.1.1) Non-Exempt Employees

Employees who are not exempt from wage and hour laws will be paid their typical hourly rate based on the amount of time spent on the tasks. Efforts should be taken to avoid overtime in the completion of the additional tasks. If overtime is unavoidable, the approval of funds to cover the activities should take the additional cost of overtime into consideration.

(3.4.4.1.2) Exempt Employees

Stipends for additional responsibilities will typically be paid in one lump sum on the date authorized by the Governing Board, unless another arrangement is authorized by the Board.

The Governing Board shall annually approve a schedule of stipends to pay for additional responsibilities above the typical job responsibilities. The schedule should include the task for which the stipend is offered, when the stipend will be paid, and the amount which will be paid.

Examples of activities for which stipends might be offered include: tutoring outside of school hours, coaching extracurricular activities, providing additional services on behalf of the school.

In the event that multiple employees share a responsibility of a task approved by the board (i.e. coaches who are sharing coaching responsibility), the Principal may authorize the stipend to be split appropriately between the employees.

(3.4.4.2) Employee Bonuses

The Governing Board may from time to time elect to assign employee bonuses if the annual budget allows for such bonuses to be made. All bonuses must be approved by the Governing Board and be applied uniformly amongst employees of similar employee categories.

(3.4.4.2.1) Performance Based Bonuses

If the Board of Director elects to provide Performance Based Bonuses, the Governing Board will establish an objective measure for how the bonuses will be applied. The performance criteria for the

employees must be clearly defined by the employee category (i.e. 'Classroom Teacher', 'Administrator', etc.). The criteria should be objective and easily measurable. The criteria should be established as early in the fiscal year as possible.

If the available funds do not allow the organization to fully fund the bonus schedule as defined by the Governing Board, all amounts will be prorated to match the available funds equally among all benefits to be awarded.

(3.4.4.2) Other Bonuses

If the Governing Board elects to give a bonus that is not Performance Based, the bonuses must be delivered uniformly among all employees within the employee category. Bonuses to individual employees are not allowed unless using the performance based buses described above.

(3.4.5) Miscellaneous

(3.4.5.1) Reclassification

Employees who complete educational degrees or obtain a professional teaching certificate that would necessitate a move on the salary schedule or hourly rate are required to provide appropriate documentation to the Principal. Such changes to the salary shall only be made at three times during the year: at the start of the fiscal year, at the start of the school year, at the start of second semester of the school year.

(3.4.5.2) Retroactive Payments

When salary and benefit agreements are reached, any approved retroactive payments due employees will be paid only to those in active pay status on the date of Board approval.

(3.4.5.3) Return of Overpayments

If an employee is overpaid due to an error, resignation, or any other reason, the Organization is entitled to recover any overpayment.

(3.4.5.4) Payroll Withholdings

The organization shall withhold taxes from each employee's pay according to the law. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Principal to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Principal or designee. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Principal or designee and to fill out a new W-4 form.

(3.5) Employee Evaluations

(3.5.1) Intent

It is the intent of the organization that assessments of personnel be used for two reasons: 1) Determining the suitability for retention of the continuing and professional service of contract personnel; and 2) Method of assisting staff in their professional development to best impact the education of students and operation of the school. The organization acknowledges and agrees to follow

all legal requirements as set forth in Florida Statute as they apply to charter schools.

(3.5.2) Evaluation System

(3.5.2.1) Professional Staff Members

The Principal will recommend to the Governing Board an evaluation system in compliance with Florida Statute for evaluating instructional and administrative personnel. The evaluation system adopted by the Governing Board will meet all requirements of Florida Statute section 1012.34. Specifically:

The system must incorporate student performance data in the final calculation

Utilize continuous quality improvement models

Performance data utilized must be obtained from multiple sources

(3.5.2.2) Support Staff Members

The Principal will develop and implement an evaluation matrix and form to be used for the evaluation of all support staff members which will provide feedback and guidance to support staff in alignment with the intent of this policy.

(3.5.3) Performance Indicators

The final result of the evaluation system will result in one of the following annual performance levels:

- Highly Effective
- Effective
- Needs Improvement (or for employees in their first three years of employment 'Developing')
- Unsatisfactory

(3.5.4) Annual Evaluation

Each staff member will receive a written annual evaluation each year, and the evaluation shall be presented to the employee by May 15 of each year.

(3.5.4.1) Student Performance Data

Professional staff members shall have a portion of their annual evaluation based upon student performance indicators, as required by Florida law. If the student performance data is not available prior to the due date of the annual evaluations, the evaluations may be amended to incorporate the data once it becomes available.

(3.5.4.2) Individual Writing Evaluation

Each employee shall be notified at the start of each year who their immediate supervisor is who will be writing their annual evaluation. Teachers and support staff will be supervised by an administrative member of the staff. The Principal will be evaluated by the Governing Board.

(3.5.4.3) Miscellaneous

Following the completion of the evaluation, the supervisor shall meet with the employee to discuss the evaluation. Employees may provide a written response to the evaluation as a permanent attachment to the evaluation. Employees will be expected to sign the evaluation, however the signature does not necessarily indicate consent with the findings, only that the employee has received a copy of the evaluation. If the employee refuses to sign the document, the supervisor shall provide a written

amendment documenting the date the evaluation was discussed with the employee and that the employee refused to sign the document acknowledging its receipt.

(3.5.4.4) Unsatisfactory Evaluations

If an employee has received an unsatisfactory performance assessment or concerns exist throughout the year such as following a formal observation, the supervisor shall confer with the employee and shall make specific recommendations for actions the supervisor believes should result in improvement. The supervisor and employee shall develop a plan, which will be shared with the Principal of the organization. The plan shall include a prescribed period of time in which the corrective actions must be completed. If the employee has received an unsatisfactory evaluation, the employee shall be placed on a 90-day probationary period in which the employee shall receive assistance and training to correct the deficiencies noted in the evaluation.

(3.6) Dual Employment

An employee may provide services regarding a non-school developed curriculum or program or participate in programs sponsored by other agencies when approved in writing by the Principal or his designee. An employee who chooses to request temporary paid leave when engaged in such activities must remit to the organization any remuneration (honorariums, stipends, consultant service fees, etc.) received. In addition, the employee shall remit any travel expense reimbursement provided by the sponsoring agency to the organization when the organization is liable for travel expenses authorized by the approved request.

An employee may not retain such compensation without utilizing personal leave chargeable to Paid Time Off (PTO), or personal leave without pay. An employee wishing such compensation must request the leave through the submittal and approval of the prescribed forms. The organization will not be responsible for workers' compensation or liability protection or any benefits for employees on personal leave.

An employee providing consultation concerning a curriculum developed by the organization or an individual school operated by the organization, must remit to the School any remuneration received.

(3.7) Substitutes

The organization will utilize only qualified substitutes for all employee groups. The Principal or designee will develop procedures for reporting absences, assigning substitutes and developing a substitute compensation plan.

Substitute teachers shall meet all legal requirements for substitute teachers. The rate of compensation shall be according to the annual school budget approved by the Governing Board. Records shall be kept by the Principal concerning number of days taught by substitutes and the amount of funds expended. The Governing Board shall be informed concerning this data at periodic intervals.

Staff members who require substitutes are responsible for making arrangements for substitutes themselves. A list of potential substitutes will be supplied to staff members annually.

(3.8) Leaves

(3.8.1) General Medical Leave (Including Pregnancy and Illness)

(3.8.1.1) Eligibility:

General Medical Leave is separate from PTO or other leave pursuant to the School's paid time-off policy. Full-time employees who have completed their initial introductory (probationary) period are eligible for unpaid General Medical Leave not to exceed 12 continuous weeks.

Exceptions to this full-time employment requirement may be made where required by law to accommodate pregnancy related disabilities, on-the-job injuries or illness, or to accommodate an employee with a disability under the Americans with Disabilities Act.

You may request a General Medical Leave of Absence when you are unable to work due to a medical condition and you have exhausted (or are expected to exhaust) all available PTO, yet you are still unable to return to work.

(3.8.1.2) Duration:

General Medical Leave, if granted, is granted only for the period of inability to work due to a medical condition, not to exceed 90 days during any “rolling” 12-month period (measured backward from the date the General Medical Leave sought by the employee would begin).

(3.8.1.3) Request and Approval:

Requests for General Medical Leave should be submitted to the Principal.

Requests for General Medical Leave must be accompanied by a Certification of Health Care Provider form (available from the Principal) whenever such leave is foreseeable. In cases where the leave is not foreseeable, a Certification of Health Care Provider must be provided within fifteen (15) calendar days of the request or as soon as reasonably practicable.

Properly supported and timely requests for General Medical Leave from eligible employees will be considered on a case by case basis subject to the educational requirements of the students, the business needs of the school and the durational limits stated above.

(3.8.1.4) Reports on the Employee’s Status and Intent to Return to Work:

If an employee is on approved General Medical Leave, the employee is required to keep the organization advised of his or her status and intent to return to work. While on leave, the employee must contact the Principal every two (2) weeks to inform the School of the employee’s status and intent to return, unless other reporting arrangements have been expressly made. The employee’s failure to keep the organization advised of his or her status and intent to return to work may be considered a resignation from employment.

(3.8.1.5) Continuing Medical Coverage:

While on a personal or medical unpaid leave of absence, the employee’s medical coverage will continue during the length of the leave not to exceed 12 continuous weeks.

(3.8.1.6) Other Benefits:

While on a personal or medical unpaid leave of absence the organization will continue the employee’s medical coverage to the extent normally paid on a monthly basis by the organization. However, during the unpaid leave of absence the organization will not continue to make payments towards the employee’s other benefits, such as, but not limited to, retirement, dental coverage, vision, or disability benefits.

(3.8.1.7) Appeal:

If an employee’s request for personal or medical unpaid leave is denied by the Principal, an employee may appeal the decision to the Personnel Committee by submitting a written request to the Principal within five (5) business days.

The Personnel Committee will endeavor to schedule a meeting with the employee within five (5) business days. A decision to overturn the Principal’s decision must be made by a majority of the

Personnel Committee present.

(3.8.2) Military

If you enter military service while working for the organization, you will not lose your status as a regular employee. You will be given an unpaid leave of absence for the duration of your initial tour of duty and your time in the service will count toward your length of service with the organization. If you are a member of a reserve component of the armed forces, you will be granted unpaid leaves necessary to fulfill the requirements of this affiliation. You may use your vacation time instead of leave time for this purpose if you prefer, but you are not required to do so.

If you apply for reemployment within the time specified by federal law following an honorable discharge from the service, you will be given employment comparable to the position you previously held.

(3.8.3) Personal Leave of Absence without Pay

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a personal leave of absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case-by-case basis by the Principal. The decision to approve or disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the affect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

Any planned salary increase for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

Due to the nature of our business, the organization cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, the organization will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available, the organization will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies the Superintendent that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

(3.8.4) Jury Duty

If an employee is called for jury duty during a period you are regularly scheduled to work, you are not required to use PTO to cover your absence. When you are not impaneled for actual service and only on call, you shall report back to work unless authorized by your supervisor to be absent from your work assignment.

(3.8.5) Bereavement

When a death occurs in a regular full-time employee's immediate family, that employee may take up to

three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day. The organization reserves the right to require verification of the need for the leave. For the purposes of this policy, immediate family is defined as employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild. Should additional time off be needed, the employee may make arrangements with the Superintendent for additional PTO or unpaid days off.

(3.9) Employee Behavior

(3.9.1) Hours of Duty

(3.9.2) Professional Conduct

Employees shall not use the classroom, nor any other part of school facilities, as a platform for making disparaging remarks against students, parents, teachers or administrators. Conduct contrary to this policy may constitute grounds for disciplinary action up to and including dismissal.

(3.9.2.1) Ethical Standards

All employees are required to comply with SBE Rule 6B-1.001, 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.

(3.9.2.2) Reporting Requirements

It is the duty of all employees to promptly report to the Principal or the Board Chairperson any alleged misconduct by any employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action. The report may be made verbally, however, the Principal or Board Chairperson may request written a explanation, which the employee shall be required to provide.

(3.9.2.3) Investigation

The Principal shall investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student. In the event that the allegation is made against the Principal, the Board Chairperson may contact the authorizing school district to assist with investigating the situation.

Upon receiving a complaint of misconduct, a prompt preliminary investigation will be undertaken to determine if a reasonable basis exists. If the allegation warrants further investigation, the employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students, or shall be placed on administrative leave with pay pending the outcome of the investigation.

Information related to the alleged misconduct shall be confidential during the investigation.

(3.9.2.4) Legally Sufficient Complaint

The Principal or Board Chairperson shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the school became aware of the subject matter of the complaint. A complaint is considered to be legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

(3.9.2.5) Resignation or Retirement in Lieu of Termination

The organization, or any of its employees, shall not enter into a confidentiality agreement regarding

terminated or dismissed instructional personnel or administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel with employment references or discuss the personnel's performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct.

(3.9.2.6) Training

All employees shall be offered the opportunity to go through training on the Code of Ethics and Principles of Professional Conduct. Annually employees will be reminded of the reporting requirements of this policy, and participate in a refresher discussion regarding the Code of Ethics and Principles of Professional Conduct.

(3.9.2.7) Confidentiality

Employees, volunteers, and board members are bound by ethical and legal codes to protect the confidentiality and privacy of our students and their families and to protect and maintain the confidentiality of all information related to them. Confidential communications include conversations, grades, progress, reports, forms, correspondence, and computer generated communications with, about or involving in any way any students or their families.

(3.9.3) Professional Standards

Employees are expected to observe certain standards of job performance and good conduct. When performance or conduct do not meet organizational standards, the school will endeavor when it deems appropriate to provide the employee a reasonable opportunity to correct the deficiency. If, however, the employee fails to make the correction, he or she will be subject to discipline, up to and including termination.

The rules set forth below are intended to provide employees with notice of what is expected of them. Necessarily, however, such rules cannot identify every type of unacceptable conduct and performance. Therefore, employees should be aware that conduct not specifically listed below but which adversely affects or is otherwise detrimental to the interests of the school's other employees, students or parents may also result in disciplinary action.

(3.9.3.1) Job Performance

Employees may be disciplined for poor job performance, including but not limited to the following:

- Below-average work quality or quantity;
- Poor attitude (for example, rudeness or lack of cooperation);
- Excessive absenteeism, tardiness, or abuse of break and lunch privileges;
- Failure to follow instructions or School procedures; or
- Failure to follow established safety regulations.

(3.9.3.2) Misconduct

Employees may be disciplined for misconduct, including but not limited to the following:

- Insubordination;
- Dishonesty;
- Theft;

- Discourtesy;
- Misusing or destroying organization's property or the property of another on organization's premises;
- Violating conflict of interest rules;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering Organization's records, including the application for employment;
- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on Organization property or while conducting School business;
- Gambling on School premises or while conducting organization business;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on organization property or while conducting organization business; [or]
- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of organization, its employees, students, parents or property; or
- Refusing to submit to testing for drugs and/or alcohol.

(3.9.3.3) Attendance

In addition to the general rules stated above, employees may be disciplined for failing to observe the following specific requirements relating to attendance:

Reporting to work on time, observing the time limits for rest and lunch periods, and obtaining approval to leave work early; and

Notifying the Principal in advance of anticipated tardiness or absence.

(3.9.4) Discipline Procedure

Except as set forth elsewhere in the organization's policies, discharge for poor performance ordinarily will be preceded by an oral warning and a written warning.

The organization reserves the right to proceed directly to a written warning for either misconduct or performance deficiency, or to terminate for misconduct without resort to prior disciplinary steps, when the organization deems such action appropriate.

(3.9.4.1) Suspension and/or Dismissal of Instructional and Administrative Support Personnel during Contract Period

Suspension of instructional and administrative personnel during the contractual period shall be by the Principal. Whether such suspension will be with or without pay will be at the discretion of the Principal. The Principal (or designee) shall promptly notify each employee in writing who has been suspended or dismissed and set forth the basis for suspension or dismissal.

(3.9.5) Employment At Will

Nothing in this Guideline is intended to alter the at-will status of employment with the organization.

(3.9.6) Conflicts of Interest

No employee or directors of the organization shall solicit students, employees, or the organization for the selling of goods and services, other than as part of a school or PTA/PTO activity.

No employee shall accept any gift, favor, or service of value from companies or organizations that now are engaged in, or are being considered for, doing business with the organization, with the exception of the PTA/PTO.

Expenses for trips to evaluate products or equipment shall be paid by the organization if previously approved by the Principal or designee. However, once equipment is purchased or leased, personnel may attend training sessions at the expense of the organization if training is included as a service within the purchase or lease price, and is approved by the principal.

When a seminar, training, or educational meeting or session is provided by an industry representing more than one company and offered at no cost, or at reduced or partial costs, to staff, and the resulting knowledge or training is judged by the Principal (or designees) to be in the organization's interest with no advantage or obligation given to an individual company, and to be no conflict of interest, the principal (or designee) may authorize attendance.

No employee shall accept other employment which might impair the employee's independence of judgment in the performance of duties for the organization.

Violation of this policy may constitute grounds for dismissal from employment.

(3.9.7) Financial Obligations

Employees are expected to handle their personal financial obligations in such manner as to prevent the involvement of the organization.

(3.9.8) Political Activities

Employees are not allowed to conduct in activities support or denouncing individual political candidates or views which conducting activities for the organization. The use of organizational resources for political activities is strictly prohibited. Should an employee choose to campaign for and hold an elective public office, the Principal will ensure proper safeguards are put into place to ensure that the campaign or elected duties do not interfere with the role the employees plays at the organization.

(3.9.9) Academic Freedom

It is the rightful duty of a qualified teacher to encourage within students a never-ending search for truth in its many forms. Such a search may inevitably lead to areas of controversy. It is the belief of the organization that discussion of such issues, dealing with local, state, national and international affairs, shall be encouraged. Free, logical, and intelligent dialogue within the classroom is a necessity in the search for truth. Such freedom of expression should be viewed, not simply as a constitutional guarantee, but as a fundamental necessity for the successful practice of scholarship in a free society. All sides of such controversial issues shall be presented where reasonable and feasible in the judgment of the teacher and principal.

It is recognized that the application of this principle in a K-12 program differs somewhat from its application at higher educational levels. Teachers shall consider the relative level of maturity of their students and their need for guidance in the study of such issues to arrive at objective and balanced

views.

Teacher use of potentially controversial materials: It is the responsibility of the teacher (or other instructional staff member) that intends to use materials that may be considered offensive to reasonable persons within the community, to notify the Principal of the potentially controversial materials. It is the Principal's responsibility to insure that the materials used are at grade level or below, and appropriate and consistent with the Sunshine State Standards. If the materials are potentially controversial, a notice will be sent home to the parents giving them the opportunity to allow their student to do an alternative project.

(3.9.10) Reporting Legal Infractions

All employees are required to promptly notify the Principal if they are arrested or given a Notice to Appear for any criminal offense, including driving under the influence (DUI) and other criminal traffic offenses and local ordinance violations punishable by any period of incarceration, or charged in any way with such offenses. In the event that the employee in question is the Principal, he or she shall report said legal infraction(s) to the Chairman of the Board. Once a report has been made, the supervisor shall determine whether this offense could make the employee ineligible for employment under § 1012.315, F.S., and take such actions as are deemed necessary.

(3.9.11) Whistleblower Policy

The organization requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the organization. As representatives of the organization, such individuals must practice honesty and integrity in fulfilling their responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the organization has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the organization to raise serious concerns about the occurrence of illegal or unethical actions within the organization before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the organization have a responsibility to report any action or suspected action taken within the organization that is illegal, unethical or violates any adopted policy of the organization. Anyone reporting a violation must act in good faith, without malice to the organization or any individual at the organization and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. .

(3.9.12) Occupational Safety

The organization is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every employee. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the organization that accident prevention shall be considered of primary importance in

all phases of operation and administration. The organization's administration is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce the organization's safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

(3.9.12.1) Accident/Incident Reporting

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on the organization's premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

(3.10) School Rights

(3.10.1) Employment of Relatives

No prospective employee shall be hired in which a close relative holds an administrative or supervisory position that directs an employee directly or indirectly.

No prospective employee shall be hired without disclosure of a close relative holding any position within the school or as a member of the Governing Board.

If a close relative is employed by the organization. Both parties shall agree in writing to maintaining professional conduct while on duty or at school related activities.

If the close relative is a member of the Governing Board, the Board member shall abstain from any motions that directly involve employment matters or financial gain for the specific relative employee.

Close relative shall be defined as the first degree of kindred: husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree.

(3.10.2) Pre-Work Physical Examinations

Pre-work physical examinations are required of some employees, as mandated by Florida Law, and as prescribed by these policies.

(3.10.3) Initial Appointment

Except as otherwise provided for in Florida Statute, applicants for teaching positions must be eligible for a Florida Certificate and qualified for the positions for which they are recommended.

Appointments shall be made only by the Principal. The organization may offer contracts to outstanding applicants as early as November in anticipation of openings for the following school year. Priority shall be given to the employment of elementary teachers who are competent to teach reading and/or mathematics skills and concepts. Teachers who profess such competencies but do not or cannot demonstrate them, whether deliberately or not, may be terminated at the discretion of the Principal. The organization may require newly appointed teachers to participate in staff development activities up to 40 hours in reading, language arts, mathematics, science and social studies. Such training shall be given outside regular school hours at no cost to the teacher.

An adjunct instructor may be employed on an annual, daily, or part-time hourly basis, and shall not be eligible for a professional services contract.

Employment decisions shall be made by the Principal, subject to guidelines and requirements set forth by the Governing Board and to the annual budget.

(3.10.3.1) Background Screening

Prior to employment, candidates must be screened by the organization using the Department of Education’s electronic screening tools. The school shall also check each reference from the prospective employee’s previous employers and character references when provided and reasonably feasible. All employment candidates that pass the screening shall undergo a level 2 background check with the school district to ensure they are eligible for employment under § 1012.315, F.S.

(3.10.3.2) Initial Probationary Period

Employees shall be subject to an initial probationary period of ninety (90) calendar days. Should the employee be discharged for unsatisfactory performance during such initial probationary period, as provided in Section 443.131, Florida Statutes, the School will not be liable for any unemployment compensation benefits.

(3.11) Employee Rights and Responsibilities

(3.11.1) Professional Education

The organization and the school district conduct various types of professional development opportunities which shall serve to increase the efficiency of all staff members, instructional, administrative and supportive. Staff members are expected to participate in such professional education activities. Days and times designated as pro-ed or training must be used as such unless the Principal agrees to another use of the time in writing.

(3.11.2) Copyrights and Patents

In those instances in which a product is clearly outside the job description of an employee, the results of those employee’s work are the employee’s private property. Organization employees have the privilege to do research, write articles, pamphlets and books, and to present papers before learned societies, to enter into contracts for the publication of their works, to procure copyrights and patents for their products, and to receive royalties that may accrue to them as a result of the sale of such works. Such work may not interfere with the performance of the employee’s regular or assigned duties.

When such a product is connected with the employee’s work assignment, and the employee desires to obtain a copyright or patent, a written outline of the project and a statement of the employee’s intent to acquire a copyright or patent shall be presented to the Principal who shall have sixty (60) days to determine whether the school shall have an interest in such a product. If, at the end of such a sixty (60) day period, the employee has received no such statement from the Principal, the employee shall be free to consider such a product as personal property. In the event the Principal informs the employee that the organization has an interest in such product, the employee and the organization may enter into whatever contractual agreement(s) may be in their mutual interests.

(3.11.3) Reproduction of Copyrighted Materials

Organization employees are expected to be familiar with and adhere to the provisions of the copyright laws currently in force under Title XVII of the United States Code. Any reproduction of copyrighted materials shall be done either with permission of the copyright holder or within the bounds of the “fair use” doctrine of the copyright law; otherwise, the individual employee responsible for reproduction may be liable for breach of copyright under existing laws.

(3.11.4) Transporting Students

Unless an employee is transporting a student at the direction of the Principal, during an emergency, or during an officially approved trip in accordance with organization procedures, such transportation shall

be furnished at the employee's own risk or liability. The organization does not expect employees to transport students except when such transportation is provided during an emergency or an officially approved trip. An employee who provides such transportation except for an emergency or during an officially approved trip shall be acting outside the scope of that employee's employment.

Each employee must provide a copy of a valid driver's license and proof insurance to the organization prior to transporting any student for any reason.

(3.11.5) Smoking of Tobacco Products on School Property

The purpose of this policy is to comply with the "Florida Clean Indoor Air Act" in protecting the public health, comfort and environment by creating areas in all school facilities that are free from tobacco smoke. No person may be in possession of a lighted cigarette, lighted pipe, lighted cigar, or any other lighted tobacco product, in any school facility, including the outside grounds, or within 100 feet of any building or area used by the organization. No areas for smoking shall be designated on the organization's property, or within 100 feet of any building or area used by the organization. Students and staff members found in possession of tobacco products will face disciplinary actions as described within this policy manual. Other adults found in possession may be restricted from access to organizational property based on the circumstances of the incident.

(3.11.6) Drug-Free and Alcohol-Free Workplace

This policy is derived from, and complies with, the Drug-Free Workplace Act of 1988. Additionally, the purpose of this policy is to comply with the Federal Highway Administration (FHWA) regulations for the establishment and implementation of anti-drug programs in the motor carrier industry as set forth in Title 49 of the Code of Federal Regulations (CFR) Parts 391 "Qualifications of Drivers" and 394 (Notification and Reporting of Accidents." These parts of the CFR include, by reference, the requirements of 49 CFR Part 40 "Procedures for Transportation Workplace Drug Testing Programs" which apply to all Department of Transportation regulated industries and set forth the procedural requirements for testing, from urine sample collection through analysis and verification of test results.

(3.11.6.1) Prohibition

Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, being under the influence of, or use of alcohol and/or a controlled substance (as defined in Chapter 893 of the Florida Statutes): in the workplace; or during the workday; or when on duty; or in the presence of students or students' families as part of any work-related activities. Violation of this prohibition shall result in appropriate disciplinary action up to and including termination and referral for prosecution.

(3.11.6.2) Drug-Free and Alcohol-Free Workplace

A drug-free and alcohol-free workplace shall be maintained. Each employee shall be given a copy of this policy as part of this Policy Manual. Additionally, each employee shall be notified that, as a condition of employment, the employee will abide by the terms of this policy and notify the employer of any criminal drug and/or alcohol statute conviction for a violation occurring in the workplace no later than five days after such conviction. The employer will initiate certification/revocation proceedings pursuant to Section 1012.795 F.S. for certificated employees convicted of criminal charges. Within thirty (30) days of notification, appropriate personnel action against such an employee shall be taken, up to and including termination. Employees can also be required to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

(3.11.6.3) Drug and Alcohol Testing

The organization retains the right to perform testing for Drugs and Alcohol at the following times:

- **Pre-employment testing:** All individuals whom the organization intends to hire on a permanent or temporary basis may be tested at the discretion of the organization.
- **Reasonable Suspicion Testing:** When a covered employee's conduct or appearance is directly observed as indicative of being under the influence of a drug or alcohol during on-duty time.
- **Post-Accident Testing:** As soon as practicable following an accident, a driver (unless deceased) shall be tested for alcohol and controlled substances when any person involved in the accident has been fatally injured or the covered employee received a citation for a moving traffic violation arising from the accident. Testing will be conducted not later than thirty-two (32) hours after the accident for drugs and not later than eight (8) hours after the accident for alcohol. For the purpose of this rule an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.
- **Follow-Up Testing:** As part of or as a follow-up to counseling or rehabilitation the covered employee is subject to unannounced follow-up drug or alcohol testing. The covered employee shall be subject to a minimum of six (6) follow-up drug or alcohol tests in the first twelve (12) months.
- **Random Testing:** Random testing can be performed at any point in time at the discretion of the Principal.
- **Return to Duty Testing:** Before a covered employee returns to duty requiring the performance of a safety-sensitive function after engaging in a prohibited conduct the covered employee shall undergo a return-to-duty test. In the event a return-to-duty test is required, a substance abuse professional (SAP) must also evaluate the covered employee and the employee must participate in any assistance program prescribed.

(3.11.6.4) Testable Substances

Individuals shall be tested for the following drugs: marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), alcohol, and all other illegal or controlled substances. Covered employees who engage in prohibited drug and/or alcohol related conduct must be immediately removed from duties. Such removal shall be affected for the following, in addition to other actions deemed dangerous or improper by the Principal.

Using alcohol while performing safety-sensitive functions.

When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

Refusing to submit to a drug or alcohol test required by post-accident, reasonable suspicion or follow-up test requirements.

Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drug, except when instructed by a physician who has advised the covered employee that the drug does not adversely affect the covered employee's ability to safely operate a CMV.

Reporting for duty, remaining on duty or performing a safety-sensitive function, if the covered employee tests positive for drugs.

(3.11.6.5) Disciplinary Consequences If Positive Results

Disciplinary action up to and including termination may be instituted against covered employees who have violated the standards of conduct cited in this policy. Nothing will preclude the organization from seeking prosecution for violation of this policy where the Board deems appropriate. An employee who receives a positive drug test result or an alcohol test result (.04 or greater concentration) from a required test during on-duty time will be immediately suspended without pay and recommended for dismissal. An employee who refuses to submit to a required alcohol or controlled substances test will be immediately suspended and recommended for dismissal. Refusal to submit to an alcohol or controlled substances test is defined as: (1) failing to provide adequate breath for testing without a valid medical explanation after the employee has received notice of the requirement for breath testing; (2) failing to provide adequate urine for controlled substances testing without a valid medical explanation after the employee has received notice of the requirement for urine testing; or (3) the employee engaging in conduct that clearly obstructs the testing process. The employee will be provided with the name(s) of a qualified substance Abuse Professional (2) (SAP) and resources available from which the employee may choose to seek assistance.

An offer of employment will be withdrawn for any individual who receives a positive drug test result or who receives a result showing an alcohol concentration of .02 or greater on a required pre-employment test.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Disciplinary action will be taken in accordance with these policies.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required post-accident test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Any covered employee who is cited and found guilty of a violation as a result of involvement in an accident will also receive a letter of reprimand. Disciplinary action for subsequent incidents will be taken in accordance with these policies.

An employee who is convicted of felony driving under the influence (DUI) or any drug related offense will be recommended for dismissal. As used in this policy, conviction is defined as a finding of guilt, a plea of guilt, a plea of Nolo Contendere, or entering a Pre-Trial Intervention (PTI) program, whether or not there is a formal adjudication of guilt.

(3.11.6.6) Confidentiality

The laboratory may disclose test results only to the Principal. Any positive results which the organization justifies by acceptable and appropriate medical or scientific documentation to account for the result as other than the intentional ingestion of an illegal drug will be treated as a negative test result and may not be released for the purpose of identifying illegal drug use. Test results will be protected under the provision of the Privacy Act, U.S.C. Section 552 a et seq., and Section 503(e) of the Act, and may not be released in violation of either Act. The School may maintain only those records necessary for compliance with this order. Any records of the organization, including drug test results, may be released to any management official for purposes of auditing the activities the organization, except that the disclosure of the results of any audit may not include personal identifying information on an employee.

The results of a drug test of an employee may not be disclosed without the prior consent of such employee, unless the disclosure would be:

To the Principal, who has authority to take adverse personnel action against such employee; To any supervisory or management official within the organization having authority to take adverse personnel action against such employee.

Pursuant to the order of a court of competent jurisdiction or where required by the organization to defend against any challenge against any adverse personnel action.

Any covered employee who is the subject of a drug or alcohol test shall, upon written request, have access to any records relating to the employees drug test, the results of any relevant certification, review or revocation of certification proceedings as referred to in 49 CFR Part 40 of this Act. Except as authorized by law, an applicant who is the subject of pre-employment drug testing, however, shall not be entitled to this information.

All drug testing information specifically relating to individuals is confidential and should be treated as such by anyone authorized to review or compile program records. In order to efficiently implement this order and to make information readily retrievable, the Superintendent shall maintain all records relating to reasonable suspicion testing, suspicion of tampering with evidence, and any other authorized documentation necessary to implement this order. Such shall remain confidential and maintained in a secure location with limited access. Only authorized individuals who have a "need to know" shall have access to them.

(3.11.7) Teacher Certification Standards

(3.11.7.1) Applicable Standards

In the absence of Florida Statutes or State Board of Education Rules mandating teacher certification requirements, the Principal is directed to establish and keep in force procedures for appropriate certification guidelines. The provision of the Standards shall apply to all teaching certificates issued for grades K-12. When state-mandated certificates are available, all such certificates issued by the organization shall become null and void.

(3.11.7.2) Certification Renewals

Professional staff members are required to maintain their state educator certification in accordance to Florida regulations. Staff members are responsible for the completion and submission of all applicable forms and fees for the certification renewals. Once a professional staff member has renewed their certification, they must provide a copy of the certification to their supervisor.

(3.11.8) Familiarity with Statutes, Rules and Policies

All instructional personnel are expected to be familiar with Florida Statutes, State Board of Education Rules, and Policies of the School, which have particular reference to their responsibilities as educators. When in doubt about the existence or applicability of any such statute, rule or policy, personnel should check with the Principal. Copies of Florida Statutes and State Board of Education Rules can be obtained from county law libraries, courthouses in St. Petersburg and Clearwater and the Internet.

(3.11.9) Tutoring

No teacher shall receive compensation for tutoring a student who is enrolled in the teacher's class during the regular school term. No tutoring by teachers for compensation is allowed on the organization's property. Tutoring is defined as reviewing curriculum that is taught within the classroom.

(3.11.10) Membership in Organizations

Membership in any organization shall not be a condition for employment by the organization.

(3.11.11) Professional Development Trade Hours

In an attempt to encourage instructional and administrative staff members to participate in outside professional development activities, the school agrees to offer Professional Development Trade Days [PDTD] to employees. Periodically throughout the year professional development days are scheduled, staff members may utilize accumulated PDTD so that they may not report to work on some professional development days, or be allowed to leave early on early release days. If a staff member wants to participate in a professional development activity outside of their normal work hours, and count the training as a PDTD, the employee will ask the Principal for permission to attend the training as a PDTD. The Principal has the discretion to allow or disallow the training to be used as PDTD. The Principal also has the option to disallow specific professional development days to be missed by staff members if the offering on that day is important to the mission of the school.

(3.11.12) Reappointment or Non-Reappointment of Certified Personnel Not Under Continuing Contract

Teachers with annual contracts will receive notification by May 15 if they are being asked to return the following school year.

(3.12) Resignations

(3.12.1) Instructional Staff

Instructional employees who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the Principal as early as possible, but no later than June 1. Letters of resignation shall be submitted to the Superintendent/CEO/designee. The letter should state reasons and an effective date for the resignation.

It is the practice of the organization to release individuals who resign for good cause prior to July 1 of each year. After July 1, a certificated employee may resign, however, the organization reserves the right to pursue any and all legal options available to it and may require monetary restitution from the employee for any funds the employee may have received for the new fiscal year.

(3.12.2) Support Staff

Support staff who wish to resign should address a letter of resignation to the Principal. The letter should state reasons and an effective date for the resignation. The organization requests employees provide fourteen (14) days written notice prior to resignation whenever possible.

(3.13) Reduction in Force

(3.13.1) Instructional Staff

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, school reorganization or the financial condition of the School, the organization will act to retain the most qualified teachers best able to serve the needs of the School's students. Seniority will not be the primary consideration for which staff members will be retained.

(3.13.2) Support Staff

The organization is authorized to reduce the number of support staff when in the Principal's sole discretion factors including, but not limited to, decreases in student enrollment, School reorganization or financial reasons necessitate such reduction. In making such staff reductions, the organization will seek to retain those staff members best able to serve the needs of School's students.

(3.14) Travel and Entertainment Expenses

(3.14.1) Prior Approval

The charter school recognizes that employees who travel far from home to represent the charter school's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the charter school will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. However, these items are not intended to be perquisites and the charter school reserves the right to deny reimbursement of expenses that are considered lavish or extravagant. Prior to any travel or entertainment being conducted on the organization's behalf the employee must first obtain the prior approval of the Principal if the person making the request is the Principal permission should be obtained from the Board Chairperson.

(3.14.2) Travel Arrangements

All arrangements required for business travel are to be made by the individual participating in the travel. The Principal shall provide a form which will collect all pertinent travel information. For maximum savings on airfares, this form should be completed 30 days in advance unless this is not possible due to the nature of the trip. Unless otherwise agreed to by the Principal all expenses shall be paid by the employee to be reimbursed by the organization afterwards. The organization discourages the use cash advances to pay for travel expenses. However, should a cash advance be necessary under special circumstances and the Principal approves such, all receipts must be submitted for the funds advanced. Any amount not covered by the receipts shall be returned to the school upon the conclusion of the travel. If the funds are not returned, they shall be deducted from the employee's paycheck. Direct billing to the charter school from hotels, restaurants, etc. are not permitted.

(3.14.3) Expense Guidelines

Expenses will be paid in accordance to the expense reimbursement policy located in section seven (7) of this Policy Manual.

(3.14.4) Expense Report Preparation and Reimbursement

All business travel and entertainment expenditures incurred by employees are reimbursed through the use of a standard Expense Report attached to the Travel Arrangements form which shall be made available by the Principal. Expense reports should be completed and turned in within two weeks of return or incurrence of expenses. Expense report forms must be filled out and totaled completely. Use the appropriate headings and total on a daily basis. Required receipts for items charged must be attached to the report. Any questions regarding completion of the report should be directed to the Principal or bookkeeper for the organization.

Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursements, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization has been obtained, and any unusual items are properly explained and documented. Authorized expense reports will be reimbursed by check, normally within two weeks after receipt by the bookkeeper or designee.

(3.14.5) Local Travel Reimbursement Report Preparation

All local travel expenditures incurred by employees on behalf of the organization are reimbursable if approved by the the employee's supervisor. Employees should complete an Expense Report to request reimbursement for these expenses. Upon completion, the expense report along with all attachments

should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

(3.15) Staff Teams

The Principal shall designate specific teams of staff members to accomplish various tasks throughout the year. The following are required staff teams that will be set each year, and the Principal may appoint others on an as needed basis:

(3.15.1) School Advisory Team

The advisory team will consist of representatives from various teams of staff members throughout the organization. The advisory team will advise the Principal as part of a decision making process to ensure staff participation in decision making.

(3.15.2) Staff Behavior Team

The behavior team will review the school's behavior policy, matrix, and consequences annually and advise the Principal on necessary changes to these documents. The behavior committee shall also serve as an appeal board when a parent wishes to appeal a referral or decision made by administrator, as outlined elsewhere within this policy. The team shall be comprised of at least five members in addition to the Principal. A staff member shall be appointed as chair, who shall not be the Principal.

(3.15.3) School Based Leadership Team

The School Based Leadership Team shall be a group of experienced educators who come together to brainstorm researched based interventions to assist specific students and student groups who are struggling. The school based leadership team is further defined in Teaching and Learning section of this policy manual.

(3.15.4) Master Schedule Team

The master scheduling team shall annually meet with the Principal to provide advice on the development or modification to the school's master schedule.

Attachment S: Student Enrollment Application

School Use Only

Grade: _____ Date Rec: _____ Date Contact: _____

Sib Grade: _____ Comments: _____

Florida East Coast Charter School

**STUDENT ADMISSIONS APPLICATION
2020-2021 - GRADES K-5**

STUDENT NAME: _____
Last First MI

Birth Date: _____ Age on September 1, 2020 _____ Gender: Male Female

Primary Address: _____
Street City State Zip

Parent 1/Guardian: _____
Last First MI

(_____) _____ (_____) _____ (_____) _____
Cell Phone # Home Phone # Work Phone #

Email Address: _____

Parent 2/Guardian: _____
Last First MI

(_____) _____ (_____) _____ (_____) _____
Cell Phone # Home Phone # Work Phone #

Email Address: _____

Names of Siblings Applying to Florida East Coast Charter School for 2019-2020 School Year:

Sibling Last Name	First Name	Current School of Enrollment	Current Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Is the applying student the dependent of an active-duty member of the Armed Forces? Yes No

Are you requesting transportation? Yes No

EDUCATION INFORMATION

Grade Level for 2020-2021: _____ School Currently Enrolled: _____

Current District of Enrollment: _____

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 Florida East Coast Charter School.
- The making of a false statement under the oath of 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 Volusia County Schools or Florida districts will largely be honored by Florida East Coast Charter School 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 a child's education; therefore, participation and a commitment to support Florida East Coast Charter School's 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 certify that all information provided is true and correct.

Parent/Guardian Signature

Date

Please Submit Completed Application to:

**Florida East Coast Charter School
499 South Nova Road
Ormond Beach, FL 32174**

Applications will be accepted in person, by email at xxxx@FloridaEastCoast.com, or via our online application system located on our website: www.floridaeastcoastcharter.com. This application is ONLY valid for the 2020-2021 school year.

Non-Discrimination Statement

Florida East Coast Charter employs an anti-discriminatory, open admissions policy for students in kindergarten through grade eight; we enroll and educate students without regard to gender, race, nationality, ethnic origin or religious beliefs.

Attachment V: Draft Lease Agreement

**499 S Nova Rd Lease Agreement
Florida East Coast Charter School**

Landlord LL 499 S Nova Rd LLC, a Florida Corporation and owner of 499 S Nova Rd.

Tenant: Florida East Coast Charter School

Term: 5 years / 60 months commencing on July 1 2019 and expiring on June 30 2024. The principal and staff can occupy the space earlier at no charge if the space is ready for occupancy and the CO is in order.

Premises: 35,760 sq ft plus outside playgrounds on about 4 acres located at 499 S Nova Rd in Ormond Beach FL. See Appendix " to this application, Facility Layout. The actual square footage of 499 is larger, but LL is charging on 60 sq ft per student.

Rent: \$17.00 per sq ft NN, payable monthly beginning July 1 2019. Landlord pays 499 real estates of about \$30,000 per year.
Yr 1: 270 students x 60 sq ft / student = \$275,400 or \$22,950 per mo for 16,200 sq ft
Yr 2: 360 students x 60 sq ft / student = \$367,200 or \$30,600 per mo for 21,600 sq ft
Yr 3: 466 students x 60 sq ft / student = \$475,320 or \$39,610 per mo for 27,960 sq ft
Yr 4: 576 students x 60 sq ft / student = \$587,520 or \$48,960 per mo for 34,560 sq ft
Yr 5: 598 students x 60 sq ft / student = \$609,960 or \$50,830 per mo for 35,800 sq ft

Landlord's cost to convert 499 S Nova Rd to a school in 2010 was \$1.7 million, =
(\$340,000 per yr / 35,760 sf =) \$9.50 per sq ft per yr, included in rent.

Building Improvements Landlord will pay to add 10 classrooms in addition to the existing 22 classrooms.

Tenant Utilities / Expenses- Tenant pays for electric (FPL) and Internet / phones (Spectrum), Water / Sewer / Trash (City of Ormond Beach), and fire and burglar alarm monitoring, pest control, maintenance of its computer servers and laptops and pads, lawn cutting and hedge and garden maintenance, and the annual city fire inspection. and related maintenance. There is a small monthly charge for the propane used for the kitchen oven / grill only, now with Discount Propane.

Tenant Insurance: Tenant will pay for and provide LL with evidence of liability insurance for the school. Tenant agrees to hold LL harmless from any and all incidents at 499, including medical or accidents. These are the responsibility of the tenant and the Landlord will not be held liable.

Tenant Maintenance: Tenant is responsible for maintaining all items except what is named as landlord responsibility below. Including but not limited to: All IT equipment including fast internet connections, outdoor play equipment, all doors and windows, all interior maintenance including: floors, bathrooms, electrical and plumbing and painting, interior lighting, HVAC ductwork to more precisely cool each classroom, all appliances including kitchen equipment, all janitorial and cleaning, etc.

Landlord Responsibilities: (1) 499 real estate taxes and property insurance, (2) Roof Maintenance (new white elastomeric roof in 2016, permit filed with City). (3) Rooftop HVAC Maintenance (LL installed 11 new Daiken rooftop units in 2016-2016 with 5 year warranties. Each rooftop unit has its

own thermostat that can be controlled remotely by Tenant via the Sensi thermostat app.)

Tenant Insurance shall be in form reasonably acceptable to Landlord, with an insurance company reasonably acceptable to Landlord, licensed to transact business in the State of Florida, and shall not contain a deductible in excess of Five Thousand Dollars (\$5,000.00). Landlord's mortgagee shall be named as additional insureds under Tenant's commercial general liability and comprehensive automobile liability insurance, and such insurance shall be on an occurrence basis and primary and non-contributing with any insurance carried by Landlord. Tenant's insurance policies shall contain endorsements requiring thirty (30) days' notice to Landlord and Landlord's mortgagee, if any, prior to any cancellation or any reduction in amount of coverage. Tenant shall deliver to Landlord as a condition precedent to its taking occupancy of the Premises (but not to its obligation to pay Rent), certificates evidencing Tenant's insurance policies, and shall at least thirty (30) days prior to the expiration of such policies deliver to Landlord certificates evidencing the renewal of such policies, in form reasonably acceptable to Landlord.

To the extent not prohibited by law, Tenant agrees to and hereby does indemnify, protect, defend and hold Landlord and each of Landlord's officers, employees, agents, successors and assigns, free and harmless from and against any and all claims, demands, damages, lawsuits and other proceedings, costs, and expenses (including, without limitation, reasonable attorneys' fees) arising directly or indirectly from or out of, or in any way connected with loss of life, bodily injury and/or damage to the Building or the environment arising from or out of the occupancy or use by Tenant of the Premises or any part thereof or any other part of the Building, occasioned wholly or in part by any act or omission of Tenant and Tenant Parties, caused by, incurred or resulting from Tenant's operations of or relating in any manner to the Premises, whether relating to their original design or construction, latent defects, alteration, maintenance, use by Tenant or any person thereon, or failure to fully and timely comply with the terms, covenants and conditions of this Lease. Tenant's obligations under this Section shall survive the expiration or termination of this Lease. Tenant shall maintain a contractual liability endorsement to its commercial general liability policy specifically endorsed to cover the indemnity provision of this Section. Except for gross negligence, Landlord shall not be liable for any damage or loss to Tenant's personal property, inventory, fixtures or improvements, or for any personal injury.

Tenant and Landlord release each other and waive any right of recovery against each other for loss or damage to their respective property, which occurs on or about the Building (whether due to the negligence of either party, their agents, employees, licensees, invitees or otherwise), to the extent that such loss or damage is reimbursed by insurance proceeds. Tenant and Landlord agree that all policies of insurance obtained by either of them shall contain appropriate waiver of subrogation clauses.

Parking Areas. Tenant will operate and maintain the Premises, including the parking areas in a manner deemed reasonable by Landlord. If the size or configuration of all or any portion of parking areas shall be changed, this Lease shall remain in full force and effect and Landlord shall not be subject to any liability, nor shall Tenant be entitled to any compensation or reduction of Rent, nor shall such change or diminution be deemed constructive or actual eviction and shall repair the Premises to the same condition as when the Term commenced, ordinary wear excepted.

Alterations By Tenant. Tenant shall not make any structural alteration or installation ("Alteration") in the Premises without the prior written consent of Landlord, which consent shall not be unreasonably withheld. All Alterations, including without limitation, partitions and equipment (except

movable furniture and fixtures installed at Tenant's expense removable without damaging the Building or the Premises) shall be done in a good and workmanlike manner with first quality materials, and shall become Landlord's property at the expiration or earlier termination of the Term, provided however, Landlord may require Tenant, at Tenant's sole cost and expense, to remove all fixtures and Alterations (including those not removable without damaging the Premises) and to restore the Premises to the same condition as the Commencement Date, reasonable wear and tear excepted.

Assignment; Subletting. The identity and financial position of Tenant is a material consideration of Landlord entering into this Lease. Tenant shall not transfer this Lease, except as provided in this Section 12. For purposes of this Section 12, a "transfer" shall mean any of the following: (i) an assignment of this Lease; (ii) a collateral assignment, mortgage or other encumbrance involving this Lease; (iii) a sublease, license agreement or other agreement permitting all or any portion of the Premises to be used by others; (iv) a change or conversion in the form of entity of Tenant or any transferee or any entity controlling any of them which has the effect of limiting the liability of any of the partners, members or other owners of the entity; and (v) any transfer of control of Tenant. As used in this Section 12, the term "transferee" shall include, without limitation, any assignee or subtenant of Tenant or any party involved in any of the other transactions or events constituting a transfer. Any transfer made without Landlord's consent shall be voidable by Landlord. Any transfer must be in writing and signed by Tenant and transferee. The acceptance of Rent from a transferee or any person other or entity other than Tenant shall neither be deemed a waiver of any provisions of this Lease nor a consent to the transfer. If Landlord shall consent to a transfer, the transferee shall assume all obligations of Tenant hereunder and neither Tenant nor transferee shall be relieved of any liability hereunder if there should be an Event of Default by transferee in the performance of any of the terms, covenants and conditions hereof. Tenant shall pay, as Additional Rent, consideration in excess of the Rent herein, and all of Landlord's administrative costs, reasonable attorney fees and processing costs in connection with its consent regardless of whether or not Landlord consents to any such transfer. Notwithstanding anything contained herein to the contrary, in the event that at any time during the Term Tenant desires to transfer this Lease, Tenant shall notify Landlord in writing of the terms of the proposed transfer, and Landlord shall have the option to terminate this Lease upon written notice to Tenant within thirty (30) days after receipt of Tenant's notice of intention to transfer. Tenant waives any remedy for money damages (nor shall Tenant claim any money damages by way of setoff, counterclaim or defense) based on any claim that Landlord has unreasonably withheld, delayed or conditioned its consent to a proposed transfer under this Lease. Tenant's sole remedy in such an event shall be to institute an action or proceeding seeking specific performance, injunctive relief or declaratory judgment.

Liens. Notwithstanding anything to the contrary in this Lease, Tenant shall never, under any circumstances, have the power to subject Landlord's interest in the Premises or Building to any liens of any kind nor shall any provision in this Lease be construed as empowering Tenant to encumber or cause Tenant to encumber the title or interest of Landlord in the Premises or Building. In order to comply with the provisions of Section 713.10 Florida Statutes, it is specifically provided that neither Tenant nor anyone claiming by, through or under Tenant, including, without limitation, contractors, subcontractors, material-men, mechanics and laborers, shall have any right to file or place any kind of lien whatsoever upon the Premises or Building or any improvement thereon, and any such liens are specifically prohibited. All parties with whom Tenant may deal are put on notice that Tenant has no power to subject Landlord's interest to any claim or lien of any kind or character, and all such persons so dealing with Tenant must look solely to the credit of Tenant, and not to Landlord's interest or

assets. Tenant shall put all such parties with whom Tenant may deal on notice of the terms of this Section. If at any time a lien or encumbrance is filed against the Premises or Building as a result of Tenant's work, materials or obligations, Tenant shall promptly discharge said lien or encumbrance, and if said lien or encumbrance has not been removed within ten (10) days from the date it is filed, neither Tenant nor anyone claiming by, through or under Tenant, including, without limitation, contractors, subcontractors, material-men, mechanics and laborers, shall have any right to file or place any kind of lien whatsoever upon the Premises or Building or any improvement thereon, and any such liens are specifically prohibited. All parties with whom Tenant may deal are put on notice that Tenant has no power to subject Landlord's interest to any claim or lien of any kind or character, and all such persons so dealing with Tenant must look solely to the credit of Tenant, and not to Landlord's interest or assets. Tenant shall put all such parties with whom Tenant may deal on notice of the terms of this Section. If at any time a lien or encumbrance is filed against the Premises or Building as a result of Tenant's work, materials or obligations, Tenant shall promptly discharge said lien or encumbrance, and if said lien or encumbrance has not been removed within ten (10) days from the date it is filed, Tenant shall deposit with Landlord cash in an amount equal to one hundred fifty percent (150%) of the amount of any such lien or encumbrance, to be held by Landlord (without interest) until any such lien or encumbrance is discharged.

Casualty/Damage and Destruction. As used herein Partial Damage means damage or destruction to the Building to the extent that the cost of repair is less than fifty percent (50%) but more than twenty percent (20%) of the fair market value of the Building immediately prior to such damage or destruction. If at any time during the Term there is Partial Damage, Landlord may, at Landlord's option, either (i) repair such damage, in which event this Lease shall continue in full force and effect, or (ii) give written notice to Tenant within thirty (30) days after the date of the occurrence of such damage of Landlord's intention to terminate this Lease, which termination shall be effective as of the date of the occurrence of such damage. As used herein, "Total Destruction means damage or destruction to the Building to the extent that the cost of repair is fifty percent (50%) or more of the fair market value of the Building immediately prior to such damage or destruction. If at any time during the Term there is a Total Destruction Landlord may, at Landlord's option, either (i) repair such damage within six (6) months of the date insurance proceeds are received by Landlord, in which event this Lease shall continue in full force and effect, or (ii) Landlord may terminate this Lease as of the date of such Total Destruction. If Landlord restores the Premises pursuant to this Section, Rent for the period during which such damage or restoration continues shall abate in proportion to the degree to which Tenant's use of the Premises is impaired. Except for abatement of Rent, if any, Tenant shall have no claim against Landlord as a result of any such damage.

Access. Tenant shall permit Landlord to enter the Premises at all reasonable times for the purposes of inspecting and repairing the Premises and of ascertaining compliance by Tenant with the provisions of this Lease. Landlord shall use reasonable efforts so as to minimize any disruption of Tenant. Landlord may show the Premises to prospective purchasers, tenants or mortgagees at any time. Landlord, or its agents may enter the Premises, forcibly in the event of an emergency, without liability and without such entry constituting an eviction of Tenant, and without incurring liability for trespass or causing a termination of this Lease.

Signs. In the event any Governmental Requirement requires removal, replacement and/or any change to the suite signage, Landlord shall, at Tenant's sole cost and expense, perform such removal, replacement and/or change. There shall be no signs, symbols or the like on, around or upon any doors or windows of the Premises or Building.

Tenant Default. All rights and remedies of Landlord herein enumerated shall be cumulative, and none shall exclude any other rights or remedies allowed by law, statute or in equity. The occurrence of any of the following shall constitute an “Event of Default” of this Lease by Tenant: (i) Tenant shall fail to timely pay all or any part of any installment of Rent or any other charges hereunder and such failure shall remain uncured within three (3) days after notice from Landlord (provided, however, that Landlord not give such notice not more than two (2) times in any twelve (12) month period); (ii) provided the Event of Default does not involve an emergency that must be addressed in a shorter time frame, Tenant shall violate or fail to perform any of the other terms, covenants or conditions of this Lease, and such violation or failure shall remain uncured within five (5) days after notice from Landlord or, if such violation or failure shall reasonably require longer than five (5) days to cure as a result of non-financial circumstances outside of Tenant’s of Tenant’s control, and Tenant shall fail to commence curing within such five (5) days period and continuously prosecute the curing thereof with due diligence (such period not to exceed sixty (60) days); (iii) Tenant shall make a general assignment for the benefit of its creditors or shall file or have filed involuntarily against Tenant, a petition for bankruptcy or other reorganization, liquidation, dissolution or similar relief; (iv) a proceeding is filed against Tenant seeking any relief mentioned in (iii) above and said proceeding is not discharged within forty-five (45) days of the filing thereof; (v) Tenant shall vacate the Premises; (vi) Tenant shall mortgage, assign or otherwise encumber its leasehold interest other than as specifically permitted under this Lease; or, (vii) Tenant shall be late a total of three (3) times in any twelve (12) consecutive month period in the payment of Rent, or other charges when due Landlord under this Lease, or shall repeatedly default in the keeping or performing of any other terms, covenants or conditions herein contained to be kept or performed by Tenant (provided notice of such payment or other defaults shall have been given to Tenant, but irrespective of whether or not Tenant shall have timely cured any such payment or other defaults for which notice was given). The notices of defaults to be given under this Section may be the same as the notice required under Section 83.20, Florida Statutes or any successor statute, and this Lease shall not be construed to require Landlord to give two (2) separate notices to Tenant before proceeding with any remedies.

Upon the occurrence of any Event of Default, Landlord may, in its sole discretion, with or without notice or demand of any kind to Tenant or any other person, have any one or more of the following remedies, cumulatively, in addition to all other rights and remedies provided at law, by statute, in equity or otherwise or elsewhere herein, as follows:

- (i) terminate Tenant’s possessory rights to the Premises without terminating the Lease, effective upon the later of the giving of notice to Tenant or the date stated in such notice, and Landlord may re-enter and take possession of the Premises and remove any property contained therein. Such re-entry shall not constitute a forfeiture of any Rents to be paid and the terms, covenants and conditions to be kept and performed hereunder by Tenant for the full Term. In the event of such re-entry, Landlord shall have the right, but not the obligation, to lease the same or portions thereof for such periods of time, rentals, use and terms, covenants and conditions as Landlord may elect in its sole discretion, applying the net rentals from re-letting first to payment of Landlord’s expenses incurred in dispossessing Tenant, alterations and repairs in the Premises to enable Landlord to relet, and brokerage commissions and other necessary expenses in connection with re-letting. The balance, if any, shall be applied by Landlord, from time to time, on account of payments due or payable by Tenant hereunder, with the right reserved to Landlord to bring proceedings for the recovery of any deficits remaining unpaid from time to time without obligation to await the end of

the Term hereof for the final determination of Tenant's account, including without limitation, acceleration of the present value of all monetary obligations payable by Tenant for the balance of the Term, using five percent (5%) as the discount factor. The failure or refusal of Landlord to relet the Premises or any part thereof shall not release or affect Tenant's liability for damages Landlord may make such alterations, repairs and replacements in the Premises as Landlord, in its sole discretion, considers advisable and necessary for the purpose of re-letting the Premises; and the making of such alterations, repairs and replacements shall not operate or construed to release Tenant from liability hereunder as aforesaid;

- (ii) terminate this Lease and Tenant's right, title and interest in the Premises effective upon the later of the giving of notice to Tenant or the date stated in such notice;
- (iii) enforce the provisions of this Lease and protect Landlord by suit(s) in equity or at law for specific performance of any terms, covenants or conditions of this Lease, and for the enforcement of any other legal or equitable remedy, including without limitation, (a) injunctive relief, (b) recovery of all monies due or to become due from Tenant under any of the provisions of this Lease, and (c) any other damages incurred by Landlord by reason of Tenant's default under this Lease; and
- (iv) institute a distress for rent action and obtain a distress writ under Sections 83.11 through 83.19, Florida Statutes. Tenant expressly, knowingly and voluntarily waives all constitutional, statutory or common law bonding requirements, including the requirement under Section 83.12, Florida Statutes, that Landlord file a bond payable to Tenant in at least double the sum demanded by Landlord (or double the value of the property sought to be distrained), it being the intention of the parties that no bond shall be required to be filed by Landlord in any distress action. Tenant further waives the right under Section 83.14, Florida Statutes, to replevy distrained property; and If Landlord exercises any of the remedies provided for in clauses (i) or (ii) above, Tenant shall immediately vacate and surrender possession of the Premises to Landlord in the condition specified in Section 36 of this Lease.

All property which may be removed from the Premises by Landlord pursuant to this Lease or law to which Tenant is or may be entitled may be removed or stored by Landlord at the sole risk, cost and expense of Tenant, and Landlord shall in no event be responsible for its safekeeping. Tenant shall pay to Landlord, upon demand as Additional Rent, all expenses incurred in such removal and all storage charges against such property. Any such property of Tenant not removed from the Premises or retaken from storage by Tenant within thirty (30) days after the expiration or termination of the Term shall be conclusively deemed to have been forever abandoned by Tenant and may either be retained by Landlord as its property or may be disposed of in such manner as Landlord may see fit, in Landlord's sole discretion. The proceeds of any sale shall be applied, first to the costs of such sale, second to any costs of storage and removal, removal, third to the payment of any damages or other sums of money which may be due from Tenant to Landlord under any of the terms hereof and the balance, if any, to be paid to Tenant or whosoever shall be entitled to the same.

Tenant agrees, that if it shall at any time fail to make any payment or perform any other act on its part to be made or performed under this Lease, Landlord may, but shall not be obligated to, and after reasonable notice and without waiving, or releasing Tenant from any obligation under this Lease, make such payment or perform such other act to the extent Landlord, in its sole discretion, may deem

desirable, and in connection therewith may pay expenses and employ counsel, and all sums so paid by Landlord together with interest thereon at the rate of eighteen percent (18%) per annum or the maximum legal interest rate (whichever is lower) from the date of payment shall be paid as Additional Rent with the next due installment of Rent.

Late Fee: Tenant shall pay a late charge (Late Charge) of Fifty Dollars (\$150.00) with each late payment of Rent as an administrative fee. The Late Charge shall not be construed to extend the required payment date for any sums to be paid by Tenant or relieve Tenant of its obligations to timely pay all such items. Notwithstanding the imposition of a Late Charge, an Event of Default by Tenant shall occur if any of Tenant's payments are not timely made, and neither demand nor collection by Landlord of a such Late Charge shall be construed as a cure for such Event of Default. In the event a Late Charge is payable hereunder, whether or not collected, for two (2) consecutive monthly installments of Rent, then Rent shall automatically become due and payable quarterly in advance. If any of Tenant's checks for Rent are dishonored by Tenant's bank, Tenant shall, in addition to a Late Charge, pay a service charge to Landlord covering administrative expenses relating thereto in the amount of Fifty Dollars (\$50.00) per such check. If during the Term more than two (2) of Tenant's checks are so dishonored by Tenant's bank, then Landlord, in its sole discretion, may, without waiving any of Landlord's rights and remedies, require all future Rent to be paid by cashier's check or money order only.

In addition to the Late Charge, any payments required to be made by Tenant under this Lease not made by Tenant when and as due or within any cure period, if any, shall, from the date when the particular amount became due to the date of payment thereof to Landlord, bear interest at the rate of eighteen percent (18%) per annum or the maximum lawful rate of interest allowed by law (whichever is lower). Notwithstanding anything to the contrary in this Lease, Landlord does not expect to charge, accept, or collect any Late Charge or interest greater than the highest legal rate of interest under the laws of the State of Florida.

In the event of a breach or threatened breach by Tenant of any of the terms, covenants and conditions of this Lease, Landlord shall have the right of injunction and the right to invoke any remedy allowed at law or in equity as if re-entry, summary proceedings and other remedies were not herein provided for. Mention in this Lease of any particular remedy shall not preclude Landlord from exercise of any other remedy, in law, statute or in equity, cumulatively. Notwithstanding the above, Tenant shall pay all costs, expenses, and attorney's fees, reasonably incurred or paid at any time by Landlord, including initial collection efforts and continuing through all litigation, appeals and any post-judgment execution efforts until fully satisfied, because of the failure of Tenant to perform and comply with the terms, covenants and conditions of this Lease.

Landlord's Lien. To secure the payment of all Rent hereunder, and performance of all other terms, covenants and conditions of Tenant under this Lease, Tenant hereby grants to Landlord an express lien and security interest in all personal property, fixtures, furnishings and merchandise which may, from time to time, be placed on the Premises, together with any insurance or other proceeds thereof. This lien and security interest is given in addition to, and shall be cumulative to Landlord's statutory lien(s). This Lease is intended as and constitutes a security agreement within the meaning of the Uniform Commercial Code. Tenant agrees to and shall execute and deliver to Landlord such Financing Statements and such further assurances as Landlord may, from time to time, consider necessary to create, perfect and preserve its lien. In the event Tenant fails to promptly execute and return to Landlord such Financing Statements as Landlord may require to create, preserve and protect its lien,

Tenant shall and does hereby designate Landlord to act as Tenant's agent for the sole and limited purpose of executing such Financing Statements and any such execution by Landlord pursuant to this Lease shall be effective and binding upon Tenant as though executed originally by Tenant.

Quiet Enjoyment. If and so long as Tenant pays all Rent and keeps and performs each and every term, covenant and condition herein contained on the part of Tenant to be kept and performed, Tenant shall quietly enjoy the Premises without hindrance by Landlord, subject to the terms, covenants and conditions of this Lease and of any Superior Instruments (as defined below). Landlord shall not be liable or responsible for the acts, omissions or misconduct of any other tenant or occupant or any of their invitees.

Amendment; Waiver. This Lease constitutes the entire agreement between the parties, and shall not be amended or modified except in writing signed by both parties. Failure of Landlord or Tenant to exercise any of its rights in one or more instances shall not be construed as a waiver of Landlord's right to strict performance of such rights or as to any subsequent breach of any such rights.

Notices. All notices and communications required under this Lease or otherwise between Landlord and Tenant shall be in writing, delivered in person or sent with postage prepaid by United States Certified Mail, return receipt requested, or receipted overnight courier service, addressed to the parties, as follows:

Tenant: 499 S Nova Rd, Ormond Beach FL 32174
Landlord: 328 Chesham St, Ormond Beach, FL 32174

Service shall be deemed effective upon receipt or refusal to accept receipt. Either party by written notice to the other may designate additional parties to receive copies of notices sent to it. Such designees may be changed by written notice. Either party may at any time, in the manner set forth for giving notice to the other, designate a different address to which notice and communication to it shall be sent.

Exhibits. All exhibits, if any, attached hereto are made a part of this Lease by reference and the terms, covenants, and conditions thereof shall control over any inconsistent provisions of this Lease.

Limitation of Landlord's Liability. The term Landlord as used herein shall mean only the owner(s), at the time in question, of the fee title to the Building. In the event of any transfer of such title or interest, Landlord herein named (and in the case of any subsequent transfers, then the grantor) shall be relieved from and after the date of such transfer of all liability in respect of Landlord's obligations thereafter to be performed, provided that any funds in the hands of Landlord or the then grantor at the time of such transfer, in which Tenant has an interest, shall be delivered to the grantee. The obligations contained in this Lease to be performed by Landlord shall, subject to the above, be binding on Landlord's successor's and assigns, only during their respective periods of ownership. The obligations of Landlord under this Lease do not constitute personal obligations of Landlord or its individual partners, shareholders, directors, directors, officers, employees and agents, and Tenant shall look solely to Landlord's then existing interest in the Premises, and to no other assets, for satisfaction of any liability in respect of this Lease, and will not seek recourse against Landlord's individual partners, shareholders, directors, officers, employees or agents, or any of their personal assets for such satisfaction. No other properties or assets of Landlord shall be subject to levy, execution, or other enforcement procedures for the satisfaction of any judgment (or other judicial

process) or for the satisfaction of any other remedy of Tenant arising out of or in connection with this Lease, the relationship of landlord and tenant, or Tenant's use of the Premises. Tenant's sole right and remedy in any action concerning Landlord's reasonableness (where the same is required under this Lease) shall be an action for either declaratory judgment or specific performance.

Landlord's Reserved Rights. Landlord reserves the right at any time to:

- (i) establish, modify and enforce reasonable rules and regulations from time to time with respect to the Building;
- (ii) enter into, modify and terminate agreements pertaining to the use and maintenance of the Building;
- (iii) close temporarily any portion of the Building;
- (iv) make changes or revisions to the Building, including without limitation, additions, subtractions, rearrangements or modifications;
- (v) construct improvements in the Building; and
- (vi) sell the Building (or any portion(s) thereof) and assign this Lease, the Deposit and Prepaid Rent to the purchaser, and upon such assignment Landlord shall be released from all subsequent obligations under this Lease and Tenant agrees to attorn to such purchaser, or any other successor or assign of Landlord through foreclosure or deed in lieu of foreclosure or otherwise, and to recognize such person as successor Landlord under this Lease. Landlord shall have the exclusive right to use the roof of the Building for any purposes; to erect in connection with any construction temporary scaffolds and other aids to construction on the exterior of the Premises and Building, provided that access to the Premises shall not be denied; and to install, maintain, use, repair and replace within the Premises pipes, ducts, conduits, wires and all other mechanical equipment serving other parties of the Building, the same to be in locations within the Premises as will not unreasonably deny Tenant's use thereof. Landlord may make any use it desires of the side or rear walls of the Premises or other structural elements of the Premises

Attachment W: Florida Charter School Revenue Estimating Worksheet

**FLORIDA EAST COAST CHARTER SCHOOL
BUDGETED FEFP REVENUE
FISCAL YEARS 2021 - 2025**

	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
Inflation Factor	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Years of Inflation	-	-	1	2	3	4	5
FEFP, Net of Transportation	1,941,128	1,941,128	1,941,128	2,588,205	3,262,804	3,944,281	4,080,533
Future Value Factor { (1 + Inflation Factor) ^{Years of Inflation} }	1.0000	1.0000	1.0100	1.0201	1.0303	1.0406	1.0510
Budgeted FEFP	1,941,128	1,941,128	1,960,539	2,640,228	3,361,670	4,104,435	4,288,681
Transportation	23,814	23,814	23,814	31,752	41,101	50,803	52,744
Future Value Factor { (1 + Inflation Factor) ^{Years of Inflation} }	1.0000	1.0000	1.0100	1.0201	1.0303	1.0406	1.0510
Budgeted Transportation	23,814	23,814	24,052	32,390	42,346	52,866	55,434

Revenue Estimate Worksheet for Florida East Coast Charter School - FY21

Based on the 2018-19 FEFP First Calculation

School District: **Volusia**

1. 2020-21 FEFP State and Local Funding

Base Student Allocation \$4,204.42 District Cost Differential:0.9643

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2018-19 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3	213.30	1.108	236.3364	\$	958,184
111 Basic K-3 with ESE Services	51.30	1.108	56.8404	\$	230,449
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12		1.000	0.0000	\$	-
113 Basic 9-12 with ESE Services		1.000	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)		5.642	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.642	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.642	0.0000	\$	-
130 ESOL (Grade Level PK-3)	5.40	1.185	6.3990	\$	25,944
130 ESOL (Grade Level 4-8)	0.00	1.185	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.185	0.0000	\$	-
300 Career Education (Grades 9-12)		1.000	0.0000	\$	-
Totals	270.00		299.5758	\$	1,214,577

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE		2018-19 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		299.5758	Total Base Funding	\$ 1,214,577

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		
	51.30	PK-3	251	\$ 979	\$	50,223
Additional Funding from the ESE		PK-3	252	\$ 3,161	\$	-
Guaranteed Allocation. Enter the FTE from		PK-3	253	\$ 6,451	\$	-
111,112 and 113 by grade and matrix level.	0.00	4-8	251	\$ 1,098	\$	-
Students who do not have a matrix level		4-8	252	\$ 3,280	\$	-
should be considered 251. This total should		4-8	253	\$ 6,569	\$	-
equal all FTE from programs 111, 112 and		9-12	251	\$ 781	\$	-
113 above.		9-12	252	\$ 2,963	\$	-
		9-12	253	\$ 6,253	\$	-
Total FTE with ESE Services	51.30			Total ESE Guarantee	\$	50,223

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: 270.00 ÷ District's Total UFTE: 62,392.97
= **0.4327%**

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: 299.58 ÷ District's Total WFTE: 68,033.93
= **0.4403%**

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>16,985,813</u>	x	0.4327%	\$	<u>73,498</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,408,223</u>	x	0.4327%	\$	<u>23,401</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>1,279,306</u>	x	0.4327%	\$	<u>5,536</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>3,700,769</u>	x	0.4327%	\$	<u>16,013</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>4,759,211</u>	x	0.4327%	\$	<u>20,593</u>
Dual Enrollment Instructional Materials Allocation	(e)				\$	-
ESE Applications Allocation:					\$	-

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,473,715</u>	x	0.4327%	\$	<u>6,377</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>4,183,889</u>	x	0.4327%	\$	<u>18,104</u>
11. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.4403%	\$	-
12. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.4403%	\$	-
13. Reading Allocation (WFTE share)	(c)	<u>2,685,466</u>	x	0.4403%	\$	<u>11,824</u>
14. Discretionary Local Effort (WFTE share)	(c)	<u>26,977,735</u>	x	0.4403%	\$	<u>118,783</u>
15. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.4403%	\$	-
16. Discretionary Lottery (WFTE share)	(c)	<u>107,949</u>	x	0.4403%	\$	<u>475</u>

17. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
PK - 3	299.5758		0.9643		1,321.39	= <u>381,724</u>
4-8	0.0000		0.9643		901.32	= <u>0</u>
9-12	0.0000		0.9643		903.50	= <u>0</u>
Total *	299.5758				Total Class Size Reduction Funds	\$ 381,724

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>54</u>	x	441	\$	<u>23,814</u>
Enter All Adjusted ESE Riders			x	1,552	\$	-

19. Federally Connected Student Supplement (g)

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				\$ -

20. Florida Teachers Classroom Supply Assistance Program	(h)			\$	-
21. Food Service Allocation	(i)			\$	-
				Total	\$ 1,964,942

Revenue Estimate Worksheet for Florida East Coast Charter School - FY22

Based on the 2018-19 FEFP First Calculation

School District: **Volusia**

1. 2021-22 FEFP State and Local Funding

Base Student Allocation \$4,204.42 District Cost Differential: 0.9643

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2018-19 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
101 Basic K-3	284.40	1.108	315.1152	\$	1,277,579
111 Basic K-3 with ESE Services	68.40	1.108	75.7872	\$	307,266
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12		1.000	0.0000	\$	-
113 Basic 9-12 with ESE Services		1.000	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)		5.642	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.642	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.642	0.0000	\$	-
130 ESOL (Grade Level PK-3)	7.20	1.185	8.5320	\$	34,591
130 ESOL (Grade Level 4-8)	0.00	1.185	0.0000	\$	-
130 ESOL (Grade Level 9-12)		1.185	0.0000	\$	-
300 Career Education (Grades 9-12)		1.000	0.0000	\$	-
Totals	360.00		399.4344	\$	1,619,436

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE		2018-19 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		399.4344	Total Base Funding	\$ 1,619,436

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			
	68.40	PK-3	251	\$ 979	\$	66,964
Additional Funding from the ESE		PK-3	252	\$ 3,161	\$	-
Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level.		PK-3	253	\$ 6,451	\$	-
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.	0.00	4-8	251	\$ 1,098	\$	-
		4-8	252	\$ 3,280	\$	-
		4-8	253	\$ 6,569	\$	-
		9-12	251	\$ 781	\$	-
		9-12	252	\$ 2,963	\$	-
		9-12	253	\$ 6,253	\$	-
Total FTE with ESE Services	68.40			Total ESE Guarantee	\$	66,964

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: 360.00 ÷ District's Total UFTE: 62,392.97
= **0.5770%**

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: 399.43 ÷ District's Total WFTE: 68,033.93
= **0.5871%**

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>16,985,813</u>	x	0.5770%	\$	<u>98,008</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,408,223</u>	x	0.5770%	\$	<u>31,205</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>1,279,306</u>	x	0.5770%	\$	<u>7,382</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>3,700,769</u>	x	0.5770%	\$	<u>21,353</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>4,759,211</u>	x	0.5770%	\$	<u>27,461</u>
Dual Enrollment Instructional Materials Allocation	(e)				\$	-
ESE Applications Allocation:					\$	-

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,473,715</u>	x	0.5770%	\$	<u>8,503</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>4,183,889</u>	x	0.5770%	\$	<u>24,141</u>
11. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.5871%	\$	-
12. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.5871%	\$	-
13. Reading Allocation (WFTE share)	(c)	<u>2,685,466</u>	x	0.5871%	\$	<u>15,766</u>
14. Discretionary Local Effort (WFTE share)	(c)	<u>26,977,735</u>	x	0.5871%	\$	<u>158,386</u>
15. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.5871%	\$	-
16. Discretionary Lottery (WFTE share)	(c)	<u>107,949</u>	x	0.5871%	\$	<u>634</u>

17. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	399.4344		0.9643		1,321.39	=	<u>508,966</u>
4-8	0.0000		0.9643		901.32	=	<u>0</u>
9-12	0.0000		0.9643		903.50	=	<u>0</u>
Total *	399.4344				Total Class Size Reduction Funds		\$ 508,966

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>72</u>	x	441	\$	<u>31,752</u>
Enter All Adjusted ESE Riders			x	1,552	\$	-

19. Federally Connected Student Supplement

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				\$ -

20. Florida Teachers Classroom Supply Assistance Program	(h)			\$	-
21. Food Service Allocation	(i)			\$	-
				Total	\$ 2,619,957

64 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Florida East Coast Charter School - FY23

Based on the 2018-19 FEFP First Calculation

School District: **Volusia**

1. 2022-23 FEFP State and Local Funding

Base Student Allocation \$4,204.42 District Cost Differential: 0.9643

Program	Number of FTE (2)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2018-19
				Base Funding (WFTE x BSA x DCD) (5)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	298.62	1.108	330.8710	\$ 1,341,458
111 Basic K-3 with ESE Services	71.82	1.108	79.5766	\$ 322,629
102 Basic 4-8	69.52	1.000	69.5200	\$ 281,856
112 Basic 4-8 with ESE Services	16.72	1.000	16.7200	\$ 67,788
103 Basic 9-12		1.000	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.000	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)		5.642	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.642	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.642	0.0000	\$ -
130 ESOL (Grade Level PK-3)	7.56	1.185	8.9586	\$ 36,321
130 ESOL (Grade Level 4-8)	1.76	1.185	2.0856	\$ 8,456
130 ESOL (Grade Level 9-12)		1.185	0.0000	\$ -
300 Career Education (Grades 9-12)		1.000	0.0000	\$ -
Totals	466.00		507.7318	\$ 2,058,508

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE		2018-19 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	507.7318	Total Base Funding	\$ 2,058,508

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 Level	Guarantee Per Student
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.	71.82	PK-3	251	\$ 979 \$ 70,312
		PK-3	252	\$ 3,161 \$ -
		PK-3	253	\$ 6,451 \$ -
	16.72	4-8	251	\$ 1,098 \$ 18,359
		4-8	252	\$ 3,280 \$ -
		4-8	253	\$ 6,569 \$ -
		9-12	251	\$ 781 \$ -
		9-12	252	\$ 2,963 \$ -
		9-12	253	\$ 6,253 \$ -
	Total FTE with ESE Services	88.54		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: 466.00 ÷ District's Total UFTE: 62,392.97 = **0.7469%**

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: 507.73 ÷ District's Total WFTE: 68,033.93 = **0.7463%**

4. Supplemental Academic Instruction (UFTE share)	(b)	16,985,813	x	0.7469%	\$	126,867
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	5,408,223	x	0.7469%	\$	40,394
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	1,279,306	x	0.7469%	\$	9,555
7. Safe Schools Allocation (UFTE share)	(b)	3,700,769	x	0.7469%	\$	27,641
8. Instructional Materials Allocation (UFTE share)	(b)	4,759,211	x	0.7469%	\$	35,547
Dual Enrollment Instructional Materials Allocation	(e)				\$	-
ESE Applications Allocation:					\$	-

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	1,473,715	x	0.7469%	\$	11,007
10. Total Funds Compression Allocation (UFTE share)	(b)	4,183,889	x	0.7469%	\$	31,249
11. Declining Enrollment (WFTE share)	(c)	0	x	0.7463%	\$	-
12. Sparsity Supplement (WFTE share)	(c)	0	x	0.7463%	\$	-
13. Reading Allocation (WFTE share)	(c)	2,685,466	x	0.7463%	\$	20,042
14. Discretionary Local Effort (WFTE share)	(c)	26,977,735	x	0.7463%	\$	201,335
15. Proration to Funds Available (WFTE share)	(c)	0	x	0.7463%	\$	-
16. Discretionary Lottery (WFTE share)	(c)	107,949	x	0.7463%	\$	806

17. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	419.4062	0.9643		1,321.39	=	534,414
4-8	88.3256	0.9643		901.32	=	76,768
9-12	0.0000	0.9643		903.50	=	0
Total *	507.7318			Total Class Size Reduction Funds	\$	611,182

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		93.2	x	441	\$	41,101
Enter All Adjusted ESE Riders			x	1,552	\$	-

19. Federally Connected Student Supplement (g)

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				\$ -

20. Florida Teachers Classroom Supply Assistance Program	(h)			\$	-
21. Food Service Allocation	(i)			\$	-
				Total	\$ 3,303,905

Revenue Estimate Worksheet for Florida East Coast Charter School - FY24

Based on the 2018-19 FEFP First Calculation

School District: **Volusia**

1. 2023-24 FEFP State and Local Funding

Base Student Allocation \$4,204.42 District Cost Differential:0.9643

Program	Number of FTE (2)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2018-19 Base Funding (WFTE x BSA x DCD) (5)
				(1)
101 Basic K-3	298.62	1.108	330.8710	\$ 1,341,458
111 Basic K-3 with ESE Services	71.82	1.108	79.5766	\$ 322,629
102 Basic 4-8	156.42	1.000	156.4200	\$ 634,177
112 Basic 4-8 with ESE Services	37.62	1.000	37.6200	\$ 152,524
103 Basic 9-12		1.000	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.000	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)		5.642	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.642	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.642	0.0000	\$ -
130 ESOL (Grade Level PK-3)	7.56	1.185	8.9586	\$ 36,321
130 ESOL (Grade Level 4-8)	3.96	1.185	4.6926	\$ 19,025
130 ESOL (Grade Level 9-12)		1.185	0.0000	\$ -
300 Career Education (Grades 9-12)		1.000	0.0000	\$ -
Totals	576.00		618.1388	\$ 2,506,134

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE		2018-19 Base Funding (WFTE x BSA x DCD)	
	<i>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.</i>			
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		618.1388	Total Base Funding	\$ 2,506,134

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix		Guarantee Per	
			Level	Student		
	71.82	PK-3	251	\$ 979	\$	70,312
Additional Funding from the ESE		PK-3	252	\$ 3,161	\$	-
Guaranteed Allocation. Enter the FTE from		PK-3	253	\$ 6,451	\$	-
111,112 and 113 by grade and matrix level.	37.62	4-8	251	\$ 1,098	\$	41,307
Students who do not have a matrix level		4-8	252	\$ 3,280	\$	-
should be considered 251. This total should		4-8	253	\$ 6,569	\$	-
equal all FTE from programs 111, 112 and		9-12	251	\$ 781	\$	-
113 above.		9-12	252	\$ 2,963	\$	-
		9-12	253	\$ 6,253	\$	-
Total FTE with ESE Services	109.44			Total ESE Guarantee	\$	111,619

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: 576.00 ÷ District's Total UFTE: 62,392.97
= **0.9232%**

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: 618.14 ÷ District's Total WFTE: 68,033.93
= **0.9086%**

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>16,985,813</u>	x	0.9232%	\$	<u>156,813</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,408,223</u>	x	0.9232%	\$	<u>49,929</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>1,279,306</u>	x	0.9232%	\$	<u>11,811</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>3,700,769</u>	x	0.9232%	\$	<u>34,165</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>4,759,211</u>	x	0.9232%	\$	<u>43,937</u>
Dual Enrollment Instructional Materials Allocation	(e)				\$	-
ESE Applications Allocation:					\$	-

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,473,715</u>	x	0.9232%	\$	<u>13,605</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>4,183,889</u>	x	0.9232%	\$	<u>38,626</u>
11. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.9086%	\$	-
12. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.9086%	\$	-
13. Reading Allocation (WFTE share)	(c)	<u>2,685,466</u>	x	0.9086%	\$	<u>24,400</u>
14. Discretionary Local Effort (WFTE share)	(c)	<u>26,977,735</u>	x	0.9086%	\$	<u>245,120</u>
15. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.9086%	\$	-
16. Discretionary Lottery (WFTE share)	(c)	<u>107,949</u>	x	0.9086%	\$	<u>981</u>

17. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	419.4062		0.9643		1,321.39	=	<u>534,414</u>
4-8	198.7326		0.9643		901.32	=	<u>172,727</u>
9-12	0.0000		0.9643		903.50	=	<u>0</u>
Total *	<u>618.1388</u>						Total Class Size Reduction Funds \$ <u>707,141</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>115.2</u>	x	441	\$	<u>50,803</u>
Enter All Adjusted ESE Riders			x	1,552	\$	-

19. Federally Connected Student Supplement

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				\$ -

20. Florida Teachers Classroom Supply Assistance Program	(h)			\$ -
21. Food Service Allocation	(i)			\$ -
Total				\$ 3,995,084

Revenue Estimate Worksheet for Florida East Coast Charter School - FY25

Based on the 2018-19 FEFP First Calculation

School District: **Volusia**

1. 2024-25 FEFP State and Local Funding

Base Student Allocation \$4,204.42 District Cost Differential:0.9643

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2018-19 Base Funding (WFTE x BSA x DCD) (5)
101 Basic K-3	298.62	1.108	330.8710	\$ 1,341,458
111 Basic K-3 with ESE Services	71.82	1.108	79.5766	\$ 322,629
102 Basic 4-8	173.80	1.000	173.8000	\$ 704,641
112 Basic 4-8 with ESE Services	41.80	1.000	41.8000	\$ 169,471
103 Basic 9-12		1.000	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.000	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)		5.642	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.642	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.642	0.0000	\$ -
130 ESOL (Grade Level PK-3)	7.56	1.185	8.9586	\$ 36,321
130 ESOL (Grade Level 4-8)	4.40	1.185	5.2140	\$ 21,139
130 ESOL (Grade Level 9-12)		1.185	0.0000	\$ -
300 Career Education (Grades 9-12)		1.000	0.0000	\$ -
Totals	598.00		640.2202	\$ 2,595,659

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE		2018-19 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		640.2202	Total Base Funding	\$ 2,595,659

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		
	71.82	PK-3	251	\$ 979	\$	70,312
Additional Funding from the ESE		PK-3	252	\$ 3,161	\$	-
Guaranteed Allocation. Enter the FTE from		PK-3	253	\$ 6,451	\$	-
111,112 and 113 by grade and matrix level.	41.80	4-8	251	\$ 1,098	\$	45,896
Students who do not have a matrix level		4-8	252	\$ 3,280	\$	-
should be considered 251. This total should		4-8	253	\$ 6,569	\$	-
equal all FTE from programs 111, 112 and		9-12	251	\$ 781	\$	-
113 above.		9-12	252	\$ 2,963	\$	-
		9-12	253	\$ 6,253	\$	-
Total FTE with ESE Services	113.62			Total ESE Guarantee	\$	116,208

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: 598.00 ÷ District's Total UFTE: 62,392.97
= **0.9584%**

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: 640.22 ÷ District's Total WFTE: 68,033.93
= **0.9410%**

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>16,985,813</u>	x	0.9584%	\$	<u>162,792</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,408,223</u>	x	0.9584%	\$	<u>51,832</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>1,279,306</u>	x	0.9584%	\$	<u>12,261</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>3,700,769</u>	x	0.9584%	\$	<u>35,468</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>4,759,211</u>	x	0.9584%	\$	<u>45,612</u>
Dual Enrollment Instructional Materials Allocation	(e)				\$	-
ESE Applications Allocation:					\$	-

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,473,715</u>	x	0.9584%	\$	<u>14,124</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>4,183,889</u>	x	0.9584%	\$	<u>40,098</u>
11. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.9410%	\$	-
12. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.9410%	\$	-
13. Reading Allocation (WFTE share)	(c)	<u>2,685,466</u>	x	0.9410%	\$	<u>25,270</u>
14. Discretionary Local Effort (WFTE share)	(c)	<u>26,977,735</u>	x	0.9410%	\$	<u>253,860</u>
15. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.9410%	\$	-
16. Discretionary Lottery (WFTE share)	(c)	<u>107,949</u>	x	0.9410%	\$	<u>1,016</u>

17. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
PK - 3	419.4062		0.9643		1,321.39	= 534,414
4-8	220.8140		0.9643		901.32	= 191,919
9-12	0.0000		0.9643		903.50	= 0
Total *	640.2202				Total Class Size Reduction Funds	\$ 726,333

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>119.6</u>	x	441	\$	<u>52,744</u>
Enter All Adjusted ESE Riders			x	1,552	\$	-

19. Federally Connected Student Supplement (g)

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				\$ -

20. Florida Teachers Classroom Supply Assistance Program	(h)			\$	-
21. Food Service Allocation	(i)			\$	-
				Total	\$ 4,133,277

Attachment X: Proposed Operating Budget

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
ENROLLMENT	270	360	466	576	598
CLASSROOMS	15	20	25	30	31
FUND BALANCE, BEGINNING	<u>136</u>	<u>15,161</u>	<u>107,359</u>	<u>430,659</u>	<u>859,598</u>
REVENUES					
FEFP	1,960,539	2,640,228	3,361,670	4,104,435	4,288,681
In Kind Donations	27,444	-	-	-	-
Capital Outlay	-	-	233,000	288,000	299,000
Food Service Revenue	115,566	155,630	203,468	254,012	266,351
Transportation	24,052	32,390	42,346	52,866	55,434
Other Sources - Services	40,500	54,000	69,900	86,400	89,700
TOTAL REVENUES	<u>2,168,102</u>	<u>2,882,248</u>	<u>3,910,385</u>	<u>4,785,713</u>	<u>4,999,167</u>
EXPENDITURES					
INSTRUCTION					
Classroom Teachers	630,000	872,424	1,132,624	1,411,613	1,514,971
Specialty Teachers	105,000	130,864	181,220	235,269	244,350
Paraprofessionals	25,920	39,463	53,407	67,760	68,776
Total Instruction Salaries	<u>760,920</u>	<u>1,042,751</u>	<u>1,367,251</u>	<u>1,714,641</u>	<u>1,828,097</u>
Retirement	15,218	20,855	27,345	34,293	36,562
Payroll Taxes	63,043	86,230	112,783	141,095	150,066
Health Insurance	64,350	86,658	111,089	136,000	140,794
Workers Compensation	7,609	10,428	13,673	17,146	18,281
Total Instruction Benefits	<u>150,221</u>	<u>204,170</u>	<u>264,889</u>	<u>328,534</u>	<u>345,703</u>
Contracted Services - Therapy	22,680	30,542	39,931	49,850	52,272
Supplies	23,490	31,633	41,357	51,630	54,138
Textbooks	54,000	23,634	28,971	32,269	16,566
Furniture and Equipment	8,100	10,908	14,261	17,804	18,668
Computers	27,000	36,360	45,905	55,636	58,066
Software	27,000	36,360	47,537	59,345	62,228
Substitutes	15,000	20,200	25,503	30,909	32,259
Total Instruction Other	<u>177,270</u>	<u>189,638</u>	<u>243,463</u>	<u>297,444</u>	<u>294,197</u>
Total Instruction	<u>1,088,411</u>	<u>1,436,559</u>	<u>1,875,604</u>	<u>2,340,619</u>	<u>2,467,998</u>
PUPIL PERSONNEL SERVICES					
Guidance / Coordinator	-	-	51,511	52,284	53,068
Registrar / Clerical	11,500	23,345	23,695	24,051	24,411
Total Pupil Personnel Salaries	<u>11,500</u>	<u>23,345</u>	<u>75,206</u>	<u>76,335</u>	<u>77,480</u>
Retirement	230	467	1,504	1,527	1,550
Payroll Taxes	974	1,975	6,131	6,218	6,305
Health Insurance	1,650	3,333	6,733	6,800	6,868
Workers Compensation	115	233	752	763	775
Total Pupil Personnel Benefits	<u>2,969</u>	<u>6,008</u>	<u>15,120</u>	<u>15,308</u>	<u>15,498</u>
Contracted Services - Counseling	34,020	45,814	59,896	74,775	78,407
Total Pupil Personnel Other	<u>34,020</u>	<u>45,814</u>	<u>59,896</u>	<u>74,775</u>	<u>78,407</u>
Total Pupil Personnel Services	<u>48,489</u>	<u>75,167</u>	<u>150,223</u>	<u>166,417</u>	<u>171,385</u>
CURRICULUM DEVELOPMENT					
Student Activities	<u>2,700</u>	<u>3,636</u>	<u>4,754</u>	<u>5,935</u>	<u>6,223</u>

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
STAFF TRAINING					
Contracted Services	<u>15,000</u>	<u>20,200</u>	<u>25,503</u>	<u>30,909</u>	<u>32,259</u>
INSTRUCTION RELATED TECHNOLOGY					
Technology Services	750	1,010	1,275	1,545	1,613
Online Content / Assessments	1,215	1,636	2,139	2,671	2,800
Hardware Maintenance	6,000	8,080	10,201	12,364	12,903
Total Instruction Related Technology	<u>7,965</u>	<u>10,726</u>	<u>13,615</u>	<u>16,580</u>	<u>17,317</u>
BOARD					
Legal Fees	2,500	2,525	2,550	2,576	2,602
Contracted Services - Audit	-	10,500	10,605	10,711	10,818
Travel	2,000	2,020	2,040	2,061	2,081
Insurance	13,875	18,685	23,590	28,591	29,839
Licenses & Fees	1,280	1,656	2,105	2,580	2,697
District Fee	91,879	92,799	91,309	90,219	90,805
Total Board	<u>111,534</u>	<u>128,186</u>	<u>132,200</u>	<u>136,737</u>	<u>138,843</u>
SCHOOL ADMINISTRATION					
Principal	85,000	86,275	87,569	88,883	90,216
Admin Support	30,000	30,450	30,907	31,370	31,841
Total Administration Salaries	<u>115,000</u>	<u>116,725</u>	<u>118,476</u>	<u>120,253</u>	<u>122,057</u>
Retirement	2,300	2,335	2,370	2,405	2,441
Payroll Taxes	9,176	9,307	9,441	9,577	9,715
Health Insurance	6,600	6,666	6,733	6,800	6,868
Workers Compensation	1,150	1,167	1,185	1,203	1,221
Total Administration Benefits	<u>19,226</u>	<u>19,475</u>	<u>19,728</u>	<u>19,985</u>	<u>20,245</u>
Travel	2,400	2,424	2,448	2,473	2,497
Equipment Rental	3,600	3,636	3,672	3,709	3,746
Postage	1,125	1,515	1,913	2,318	2,419
Printing	3,375	4,545	5,738	6,955	7,258
Advertising	2,700	3,636	4,754	5,935	6,223
Supplies	5,400	7,272	9,507	11,869	12,446
Furniture and Equipment	3,000	3,030	3,060	3,091	3,122
Computer	2,000	2,020	2,040	2,061	2,081
Total Administration Other	<u>23,600</u>	<u>28,078</u>	<u>33,133</u>	<u>38,410</u>	<u>39,793</u>
Total School Administration	<u>157,826</u>	<u>164,278</u>	<u>171,337</u>	<u>178,648</u>	<u>182,095</u>
FACILITIES ACQUISITION					
Rents	<u>275,400</u>	<u>367,200</u>	<u>475,320</u>	<u>587,520</u>	<u>609,960</u>
FISCAL					
Contracted Services - Business Services	54,889	72,235	89,443	108,000	110,586
Contracted Services - Payroll & Benefit Support	11,808	15,511	20,638	25,034	26,907
Total Fiscal	<u>66,697</u>	<u>87,746</u>	<u>110,081</u>	<u>133,034</u>	<u>137,493</u>

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
FOOD SERVICE					
Food Service Worker	12,960	13,154	26,703	27,104	41,266
Total Food Service Salaries	12,960	13,154	26,703	27,104	41,266
Retirement	259	263	534	542	825
Payroll Taxes	1,180	1,195	2,421	2,451	3,724
Health Insurance	3,300	3,333	6,733	6,800	10,302
Workers Compensation	130	132	267	271	413
Total Food Service Benefits	4,869	4,923	9,955	10,065	15,264
Contracted Services - Meals	86,411	93,714	122,520	152,956	160,386
Inspection Fees	150	152	153	155	156
Total Food Service Other	86,561	93,865	122,673	153,110	160,542
Total Food Service	104,390	111,943	159,331	190,279	217,072
TRANSPORTATION					
Contracted Services	50,760	102,535	103,561	104,596	158,463
PLANT OPERATIONS					
Custodian/Maintenance	17,280	17,539	35,605	36,139	55,021
Security/SRO	27,000	27,405	27,816	28,233	28,657
Total Plant Operations Salaries	44,280	44,944	63,421	64,372	83,678
Retirement	886	899	1,268	1,287	1,674
Payroll Taxes	3,765	3,816	5,419	5,491	7,157
Health Insurance	6,600	6,733	10,099	10,200	13,736
Workers Compensation	443	449	634	644	837
Total Plant Operations Benefits	11,694	11,897	17,420	17,623	23,404
Contracted Services	27,000	36,360	45,905	55,636	58,066
Lawn Maintenance	3,000	4,040	5,101	6,182	6,452
Pest Control	600	808	1,020	1,236	1,290
Property Insurance	27,000	36,360	45,905	55,636	58,066
Telephone/Internet	3,600	3,636	3,672	3,709	3,746
Water & Sewer	1,200	1,616	2,040	2,473	2,581
Electric	38,250	51,510	65,031	78,818	82,260
Total Plant Operations Other	100,650	134,330	168,674	203,691	212,460
Total Plant Operations	156,624	191,171	249,514	285,685	319,542
PLANT MAINTENANCE					
Contracted Services	8,100	10,908	14,261	17,804	18,668
DEBT SERVICE					
Principal	-	-	-	40,000	-
Interest	2,400	2,400	2,400	-	-
Total Debt Service	2,400	2,400	2,400	40,000	-
CONTINGENCY					
Contingency - 3% net FEFP	56,781	77,395	99,381	122,012	127,599
TOTAL EXPENDITURES	2,153,077	2,790,050	3,587,085	4,356,774	4,604,915
EXCESS REVENUES OVER EXPENDITURES	15,025	92,198	323,300	428,939	394,252
FUND BALANCE, ENDING	15,161	107,359	430,659	859,598	1,253,850

**FLORIDA EAST COAST CHARTER SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2021 - 2025**

REVENUES

FEFP	2018-19 1st Calc FEFP Worksheet; 1% inf. beginning FY21; Assumes: ESE disabilities 14%, ESE gifted 5%, ESOL 2%;
In Kind Donations	Year 1: 50% Donation of Business Services
Line Of Credit	Start-up Yr: Loan \$40,000; Terms: 6% interest, Interest only Years 1 -3, repaid in Year 4;
Capital Outlay	\$500 / student (eligible beginning year 3)
Food Service Revenue	Food Svc Assumptions: 70% participation; 49% free, 21% reduced, 30% full price / 2017-18, FLDOE Lunch Status 2017-18 Survey 3 for Volusia; 2017-18 NSLP reimburse rates (\$0.39, \$3.00, \$3.40); Meal prices at \$3 full price & \$0.40 reduced; See "Food Service Schedule";
Transportation	20% transportation participation
Other Sources - Services	\$150 / student

TOTAL REVENUES

EXPENDITURES

Assumes 3.86% yrly teacher salary raise; 1.5% yrly other salary raise; Non-salary expenses includes 1% yrly inflation;

INSTRUCTION

Classroom Teachers	See "Staffing Plan": Salary at \$42,000 with 3.86% yrly raise;
Specialty Teachers	See "Staffing Plan": Salary at \$42,000 with 3.86% yrly raise;
Paraprofessionals	See "Staffing Plan": Salary at \$12,960 (\$12 / hr, 6 hrs / day, 180 days) with 1.5% yrly raise;

Total Instruction Salaries

Retirement	401K Contribution: 2%
Payroll Taxes	7.65% of salaries + 2.7% of first \$7,000 / staff
Health Insurance	\$367 / Employee / Month at 75% participation
Workers Compensation	1% of salaries

Total Instruction Benefits

Contracted Services - Therapy	\$600 / ESE student with disabilities (14% enr.)
Supplies	\$45 / student (teacher supplies) + \$42 / student (supp. instr. materials)
Textbooks	\$200 / new student + \$20 / returning student
Furniture and Equipment	\$30 / student
Computers	Computer lease at \$1,800 / classroom / year
Software	\$100 / student / year
Substitutes	10 days / teacher at \$100 / day

Total Instruction Other

Total Instruction

PUPIL PERSONNEL SERVICES

Guidance / Coordinator	See "Staffing Plan": Salary at \$50,000 with 1.5% yrly raise;
Registrar / Clerical	See "Staffing Plan": Salary at \$23,000 with 1.5% yrly raise;

Total Pupil Personnel Salaries

Retirement	401K Contribution: 2%
Payroll Taxes	7.65% of salaries + 2.7% of first \$7,000 / staff
Health Insurance	\$367 / Employee / Month at 75% participation
Workers Compensation	1% of salaries

Total Pupil Personnel Benefits

Contracted Services - Counseling	\$900 / ESE student with disabilities (14% enr.)
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Total Pupil Personnel Other

Total Pupil Personnel Services

CURRICULUM DEVELOPMENT

Student Activities	\$10 / student
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**FLORIDA EAST COAST CHARTER SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2021 - 2025**

STAFF TRAINING

Contracted Services	\$1,000 / classroom teacher
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INSTRUCTION RELATED TECHNOLOGY

Technology Services	\$50 / classroom
Online Content / Assessments	\$4.50 / student
Hardware Maintenance	\$400 / classroom

Total Instruction Related Technology

BOARD

Legal Fees	Estimated \$2,500 / year
Contracted Services - Audit	Estimated \$10,500 starting in Yr2
Travel	Estimated \$2,000 / year
Insurance	\$925 / classroom
Licenses & Fees	\$200 / year + \$4 / student
District Fee	5% of FEFP capped at 250 FTE

Total Board

SCHOOL ADMINISTRATION

Principal	See "Staffing Plan": Salary at \$85,000 with 1.5% yrly raise; Start-up at partial salary of \$3,000/mo;
Admin Support	See "Staffing Plan": Salary at \$30,000 with 1.5% yrly raise;

Total Administration Salaries

Retirement	401K Contribution: 2%
Payroll Taxes	7.65% of salaries + 2.7% of first \$7,000 / staff
Health Insurance	\$367 / Employee / Month at 75% participation
Workers Compensation	1% of salaries

Total Administration Benefits

Contracted Professional Services	Start-up Yr: \$1,000
Travel	\$1,200 / administrator / year
Equipment Rental	\$300 / month
Postage	\$75 / classroom
Printing	\$225 / classroom
Advertising	Start-up Yr: \$20,000; Yr 1 - 5: \$10 / student;
Supplies	\$20 / student
Furniture and Equipment	Start-up Yr: \$1,500; Yr 1 - 5: \$1,500 / administrator / year
Computer	Start-up Yr: \$1,000; Yr 1 - 5: \$1,000 / administrator / year

Total Administration Other

Total School Administration

FACILITIES ACQUISITION

Rents	60 Sq. Ft. / student at \$17 / Sq. Ft.; See "Facility Lease Schedule";
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FISCAL

Contracted Services - Business Services	2.9% of net FEFP in Yr 1, reducing to 2.6% of net FEFP by Yr 5
Contracted Services - Payroll & Benefit Supp	1.25% of gross salaries

Total Fiscal

**FLORIDA EAST COAST CHARTER SCHOOL
BUDGET NARRATIVE
FISCAL YEARS 2021 - 2025**

FOOD SERVICE

Food Service Worker	See "Staffing Plan": Salary at \$12,960 (\$12 / hr, 6 hrs / day, 180 days) with 1.5% yrly raise;
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Total Food Service Salaries

Retirement	401K Contribution: 2%
Payroll Taxes	7.65% of salaries + 2.7% of first \$7,000 / staff
Health Insurance	\$367 / Employee / Month at 75% participation
Workers Compensation	1% of salaries

Total Food Service Benefits

Contracted Services - Meals	Food Svc Assumptions: 70% participation at \$2.54 / meal; See "Food Service Schedule";
Inspection Fees	\$75 twice / year

Total Food Service Other

Total Food Service

TRANSPORTATION

Contracted Services	Assumes 20% transportation participation; Contracting with Volusia School District at given costs of \$33 / hr Operator, \$29 / hr Attendant and \$1.70 / mile. See "Transportation Schedule" for detailed calculation.
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PLANT OPERATIONS

Custodian/Maintenance	See "Staffing Plan": Salary at \$17,280 (\$12 / hr, 8 hrs / day, 180 days) with 1.5% yrly raise;
Security/SRO	See "Staffing Plan": Salary at \$27,000 (\$30 / hr, 5 hrs / day, 180 days) with 1.5% yrly raise;

Total Plant Operations Salaries

Retirement	401K Contribution: 2%
Payroll Taxes	7.65% of salaries + 2.7% of first \$7,000 / staff
Health Insurance	\$367 / Employee / Month at 75% participation
Workers Compensation	1% of salaries

Total Plant Operations Benefits

Contracted Services	\$1,800 / classroom (custodial, fire alarm, security system, etc)
Lawn Maintenance	\$200 / classroom
Pest Control	\$40 / classroom
Property Insurance	\$1,800 / classroom
Telephone/Internet	\$300 / month
Water & Sewer	\$80 / classroom
Electric	\$2,550 / classroom

Total Plant Operations Other

Total Plant Operations

PLANT MAINTENANCE

Contracted Services	\$0.50 / Sq. Ft. in usage. See "Facility Lease Schedule" for Sq. Ft. yearly total.
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DEBT SERVICE

Principal	Year 4: Redemption of Principal on \$40,000 Start-up Loan
Interest	Years 1 - 3: Interest only payments on \$40,000 Start-up Loan at 6% interest

Total Debt Service

CONTINGENCY

Contingency - 3% net FEFP	3% of net FEFP
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TOTAL EXPENDITURES

**FLORIDA EAST COAST CHARTER SCHOOL
STAFFING PLAN**

Name	Position	Start-Up		FY21			FY22		
		Months	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	-	-	42,000	15.0	630,000	43,621	20.0	872,424
	Instructional	-	-		15.0	630,000		20.0	872,424
TBA	ESE/ELL/Gifted Teachers	-	-	42,000	2.5	105,000	43,621	3.0	130,864
	Specialty	-	-		2.5	105,000		3.0	130,864
TBA	Paraprofessionals	-	-	12,960	2.0	25,920	13,154	3.0	39,463
	Paraprofessionals	-	-		2.0	25,920		3.0	39,463
TBA	Guidance / Coordinator	-	-	50,000	-	-	50,750	-	-
TBA	Registrar / Clerical	-	-	23,000	0.5	11,500	23,345	1.0	23,345
	Pupil Personnel	-	-		0.5	11,500		1.0	23,345
TBA	Principal	4.5	13,500	85,000	1.0	85,000	86,275	1.0	86,275
	Administrators	4.5	13,500		1.0	85,000		1.0	86,275
TBA	Administrative Assistant	-	-	30,000	1.0	30,000	30,450	1.0	30,450
	Admin Support	-	-		1.0	30,000		1.0	30,450
TBA	Food Service Worker	-	-	12,960	1.0	12,960	13,154	1.0	13,154
	Food Service	-	-		1.0	12,960		1.0	13,154
TBA	Custodian/Maintenance	-	-	17,280	1.0	17,280	17,539	1.0	17,539
	Custodial	-	-		1.0	17,280		1.0	17,539
TBA	Security/SRO	-	-	27,000	1.0	27,000	27,405	1.0	27,405
	Security	-	-		1.0	27,000		1.0	27,405
Total		4.5	13,500		25.0	944,660		32.0	1,240,919

**FLORIDA EAST COAST CHARTER SCHOOL
STAFFING PLAN**

Name	Position	FY23			FY24			FY25		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	45,305	25.0	1,132,624	47,054	30.0	1,411,613	48,870	31.0	1,514,971
	Instructional		25.0	1,132,624		30.0	1,411,613		31.0	1,514,971
TBA	ESE/ELL/Gifted Teachers	45,305	4.0	181,220	47,054	5.0	235,269	48,870	5.0	244,350
	Specialty		4.0	181,220		5.0	235,269		5.0	244,350
TBA	Paraprofessionals	13,352	4.0	53,407	13,552	5.0	67,760	13,755	5.0	68,776
	Paraprofessionals		4.0	53,407		5.0	67,760		5.0	68,776
TBA	Guidance / Coordinator	51,511	1.0	51,511	52,284	1.0	52,284	53,068	1.0	53,068
TBA	Registrar / Clerical	23,695	1.0	23,695	24,051	1.0	24,051	24,411	1.0	24,411
	Pupil Personnel		2.0	75,206		2.0	76,335		2.0	77,480
TBA	Principal	87,569	1.0	87,569	88,883	1.0	88,883	90,216	1.0	90,216
	Administrators		1.0	87,569		1.0	88,883		1.0	90,216
TBA	Administrative Assistant	30,907	1.0	30,907	31,370	1.0	31,370	31,841	1.0	31,841
	Admin Support		1.0	30,907		1.0	31,370		1.0	31,841
TBA	Food Service Worker	13,352	2.0	26,703	13,552	2.0	27,104	13,755	3.0	41,266
	Food Service		2.0	26,703		2.0	27,104		3.0	41,266
TBA	Custodian/Maintenance	17,802	2.0	35,605	18,069	2.0	36,139	18,340	3.0	55,021
	Custodial		2.0	35,605		2.0	36,139		3.0	55,021
TBA	Security/SRO	27,816	1.0	27,816	28,233	1.0	28,233	28,657	1.0	28,657
	Security		1.0	27,816		1.0	28,233		1.0	28,657
Total			<u>42.0</u>	<u>1,651,058</u>		<u>49.0</u>	<u>2,002,705</u>		<u>52.0</u>	<u>2,152,577</u>

FLORIDA EAST COAST CHARTER SCHOOL
Food Service Schedule

	<u>FY21</u>			<u>FY25</u>		
	<u>Full Price</u>	<u>Reduced</u>	<u>Free</u>	<u>Full Price</u>	<u>Reduced</u>	<u>Free</u>
Food Svc Revenue:						
Enrollment	270	270	270	598	598	598
Group	30%	21%	49%	30%	21%	49%
Participation	70%	70%	70%	70%	70%	70%
Meals Served Per Day	56	40	93	125	88	206
Days Per School Year	180	180	180	180	180	180
Meals Served Per Year By Group	10,152	7,139	16,729	22,485	15,811	37,052
Price / NSLP Reim Per Day	\$ 3.39	\$ 3.40	\$ 3.40	\$ 3.53	\$ 3.54	\$ 3.54
Food Svc Revenue	<u>\$ 34,416</u>	<u>\$ 24,271</u>	<u>\$ 56,879</u>	<u>\$ 79,320</u>	<u>\$ 55,939</u>	<u>\$ 131,092</u>
	<u>FY21</u>			<u>FY25</u>		
	<u>Full Price</u>	<u>Reduced</u>	<u>Free</u>	<u>Full Price</u>	<u>Reduced</u>	<u>Free</u>
Contracted Food Svc Expense:						
Enrollment	270	270	270	598	598	598
Group	30%	21%	49%	30%	2%	49%
Participation	70%	70%	70%	70%	70%	70%
Meals Served Per Day	56	40	93	125	6	206
Days Per School Year	180	180	180	180	180	180
Meals Served Per Year By Group	10,152	7,139	16,729	22,485	1,143	37,052
Cost Per Meal	\$ 2.54	\$ 2.54	\$ 2.54	\$ 2.64	\$ 2.64	\$ 2.64
Contracted Meals Expense	<u>\$ 25,787</u>	<u>\$ 18,132</u>	<u>\$ 42,492</u>	<u>\$ 59,432</u>	<u>\$ 3,021</u>	<u>\$ 97,934</u>

FLORIDA EAST COAST CHARTER SCHOOL
 Facility Lease Schedule

	FTE	SqFt per FTE	SqFt Total	Annual per SqFT	Annual Rent	Operating Costs
FY21	270	60	16,200	\$ 17.00	\$ 275,400	\$ 156,624
FY22	360	60	21,600	\$ 17.00	\$ 367,200	\$ 191,171
FY23	466	60	27,960	\$ 17.00	\$ 475,320	\$ 249,514
FY24	576	60	34,560	\$ 17.00	\$ 587,520	\$ 285,685
FY25	598	60	35,880	\$ 17.00	\$ 609,960	\$ 319,542

FLORIDA EAST COAST CHARTER SCHOOL

Transportation Schedule

	FY21	FY22	FY23	FY24	FY25
Transportation FTE (20%)	54	72	93	93	120
Students / Bus	<u>55</u>	<u>55</u>	<u>55</u>	<u>55</u>	<u>55</u>
Bus / Year	1	2	2	2	3
Routes / Bus	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Routes / Day	<u>2</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>6</u>
Routes / Day	2	4	4	4	6
Hours / Route	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
Hours / Day	4	8	8	8	12
Staff Exp. / Hours (\$33+\$29)	<u>\$ 62</u>	<u>\$ 63</u>	<u>\$ 63</u>	<u>\$ 64</u>	<u>\$ 65</u>
Staff Exp. / Day	<u>\$ 248</u>	<u>\$ 501</u>	<u>\$ 506</u>	<u>\$ 511</u>	<u>\$ 774</u>
Days / Year	<u>180</u>	<u>180</u>	<u>180</u>	<u>180</u>	<u>180</u>
Staff Expense / Year	<u>\$ 44,640</u>	<u>\$ 90,173</u>	<u>\$ 91,075</u>	<u>\$ 91,985</u>	<u>\$ 139,358</u>
Routes / Day	2	4	4	4	6
Miles / Route	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
Total Miles / Day	20	40	40	40	60
Cost / Mile	<u>\$ 2</u>	<u>\$ 2</u>	<u>\$ 2</u>	<u>\$ 2</u>	<u>\$ 2</u>
Mileage Cost / Day	<u>\$ 34</u>	<u>\$ 69</u>	<u>\$ 69</u>	<u>\$ 70</u>	<u>\$ 106</u>
Days / Year	<u>180</u>	<u>180</u>	<u>180</u>	<u>180</u>	<u>180</u>
Mileage Expense / Year	<u>\$ 6,120</u>	<u>\$ 12,362</u>	<u>\$ 12,486</u>	<u>\$ 12,611</u>	<u>\$ 19,105</u>
Total Transportation Expense	<u>\$ 50,760</u>	<u>\$ 102,535</u>	<u>\$ 103,561</u>	<u>\$ 104,596</u>	<u>\$ 158,463</u>

FLORIDA EAST COAST CHARTER SCHOOL
 PROJECTED CASH FLOWS
 FISCAL YEAR 2021

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
CASH, BEGINNING	136	47,045	85,046	83,141	81,116	80,537	80,481	70,579	78,802	87,100	95,248	106,952	123,606	49,430
REVENUES														
FEFP	163,378	163,378	163,378	163,378	163,378	163,378	163,378	163,378	163,378	163,378	163,378	163,378	-	-
In Kind Donations	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	-	-
Food Service Revenue	-	5,778	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	11,557	5,778	-	-
Transportation	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	-	-
Other Sources - Services	-	2,025	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	4,050	2,025	-	-
TOTAL REVENUES	167,670	175,473	183,276	175,473	-	-								
EXPENDITURES														
INSTRUCTION														
Classroom Teachers	-	26,250	52,500	52,500	52,500	52,500	52,500	52,500	52,500	52,500	52,500	52,500	52,500	26,250
Specialty Teachers	-	4,375	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	4,375
Paraprofessionals	-	1,296	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	2,592	1,296	-	-
Total Instruction Salaries	-	31,921	63,842	62,546	61,250	30,625								
Retirement	-	638	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,251	1,225	613
Payroll Taxes	-	3,304	6,608	6,608	5,408	4,884	4,884	4,884	4,884	4,884	4,884	4,785	4,686	2,343
Health Insurance	-	5,363	5,363	5,363	5,363	5,363	5,363	5,363	5,363	5,363	5,363	5,363	5,363	-
Workers Compensation	-	319	638	638	638	638	638	638	638	638	638	625	613	306
Total Instruction Benefits	-	9,624	13,885	13,885	12,685	12,162	12,162	12,162	12,162	12,162	12,162	12,024	11,886	3,262
Contracted Services - Therapy	-	1,134	2,268	2,268	2,268	2,268	2,268	2,268	2,268	2,268	2,268	1,134	-	-
Supplies	7,822	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	1,424	-	-
Textbooks	13,500	6,750	6,750	6,750	6,750	6,750	6,750	-	-	-	-	-	-	-
Furniture and Equipment	2,025	1,013	1,013	1,013	1,013	1,013	1,013	-	-	-	-	-	-	-
Computers	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-
Software	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-
Substitutes	-	750	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	750	-	-
Total Instruction Other	27,847	15,571	17,455	17,455	17,455	17,455	17,455	9,692	9,692	9,692	9,692	7,808	-	-
Total Instruction	27,847	57,116	95,182	95,182	93,982	93,459	93,459	85,696	85,696	85,696	85,696	82,378	73,136	33,887
PUPIL PERSONNEL SERVICES														
Registrar / Clerical	958	958	958	958	958	958	958	958	958	958	958	958	-	-
Total Pupil Personnel Salaries	958	-	-											
Retirement	19	19	19	19	19	19	19	19	19	19	19	19	-	-
Payroll Taxes	99	99	99	90	73	73	73	73	73	73	73	73	-	-
Health Insurance	138	138	138	138	138	138	138	138	138	138	138	138	-	-
Workers Compensation	10	10	10	10	10	10	10	10	10	10	10	10	-	-
Total Pupil Personnel Benefits	265	265	265	256	240	-	-							
Contracted Services - Counseling	-	1,701	3,402	3,402	3,402	3,402	3,402	3,402	3,402	3,402	3,402	1,701	-	-
Total Pupil Personnel Other	-	1,701	3,402	1,701	-	-								
Total Pupil Personnel Services	1,224	2,925	4,626	4,617	4,600	2,899	-	-						
CURRICULUM DEVELOPMENT														
Student Activities	-	135	270	270	270	270	270	270	270	270	270	135	-	-
STAFF TRAINING														
Contracted Services	7,500	-	-	-	-	-	7,500	-	-	-	-	-	-	-

FLORIDA EAST COAST CHARTER SCHOOL
 PROJECTED CASH FLOWS
 FISCAL YEAR 2021

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
INSTRUCTION RELATED TECHNOLOGY														
Technology Services	63	63	63	63	63	63	63	63	63	63	63	63	-	-
Online Content / Assessments	405	74	74	74	74	74	74	74	74	74	74	74	-	-
Hardware Maintenance	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Total Instruction Related Technology	967	636	-	-										
BOARD														
Legal Fees	208	208	208	208	208	208	208	208	208	208	208	208	-	-
Travel	1,000						1,000						-	-
Insurance	3,469	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	-	-	-	-
Licenses & Fees	107	107	107	107	107	107	107	107	107	107	107	107	-	-
District Fee	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	7,657	-	-
Total Board	12,440	9,128	9,128	9,128	9,128	9,128	10,128	9,128	9,128	9,128	7,972	7,972	-	-
SCHOOL ADMINISTRATION														
Principal	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	-
Admin Support	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	-
Total Administration Salaries	9,583	-	-											
Retirement	192	192	192	192	192	192	192	192	192	192	192	192	-	-
Payroll Taxes	992	852	733	733	733	733	733	733	733	733	733	733	-	-
Health Insurance	550	550	550	550	550	550	550	550	550	550	550	550	-	-
Workers Compensation	96	96	96	96	96	96	96	96	96	96	96	96	-	-
Total Administration Benefits	1,829	1,690	1,571	-	-									
Travel	1,200	-	-	-	-	-	1,200	-	-	-	-	-	-	-
Equipment Rental	300	300	300	300	300	300	300	300	300	300	300	300	-	-
Postage	281	77	77	77	77	77	77	77	77	77	77	77	-	-
Printing	844	230	230	230	230	230	230	230	230	230	230	230	-	-
Advertising	1,350	123	123	123	123	123	123	123	123	123	123	123	-	-
Supplies	1,350	368	368	368	368	368	368	368	368	368	368	368	-	-
Furniture and Equipment	999	334	334	334	334	334	334	-	-	-	-	-	-	-
Computer	666	222	222	222	222	222	222	-	-	-	-	-	-	-
Total Administration Other	6,990	1,654	1,654	1,654	1,654	1,654	2,854	1,098	1,098	1,098	1,098	1,098	-	-
Total School Administration	18,403	12,927	12,808	12,808	12,808	12,808	14,008	12,252	12,252	12,252	12,252	12,252	-	-
FACILITIES ACQUISITION														
Rents	22,950	22,950	22,950	22,950	22,950	22,950	22,950	22,950	22,950	22,950	22,950	22,950	-	-
FISCAL														
Contracted Services - Business Services	4,574	4,574	4,574	4,574	4,574	4,574	4,574	4,574	4,574	4,574	4,574	4,574	-	-
Contracted Services - Payroll & Benefit Support	178	585	992	992	992	992	992	992	992	992	992	968	766	383
Total Fiscal	4,752	5,159	5,566	5,542	766	383								
FOOD SERVICE														
Food Service Worker	-	648	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	648	-	-
Total Food Service Salaries	-	648	1,296	648	-	-								
Retirement	-	13	26	26	26	26	26	26	26	26	26	13	-	-
Payroll Taxes	-	67	134	134	134	134	131	99	99	99	99	50	-	-
Health Insurance	-	275	275	275	275	275	275	275	275	275	275	275	275	-
Workers Compensation	-	6	13	13	13	13	13	13	13	13	13	6	-	-
Total Food Service Benefits	-	362	448	448	448	448	445	413	413	413	413	344	275	-
Contracted Services - Meals	-	4,321	8,641	8,641	8,641	8,641	8,641	8,641	8,641	8,641	8,641	4,321	-	-
Inspection Fees	-	75	-	-	-	-	-	75	-	-	-	-	-	-
Total Food Service Other	-	4,396	8,641	8,641	8,641	8,641	8,641	8,716	8,641	8,641	8,641	4,321	-	-
Total Food Service	-	5,405	10,385	10,385	10,385	10,385	10,382	10,425	10,350	10,350	10,350	5,313	275	-

FLORIDA EAST COAST CHARTER SCHOOL
 PROJECTED CASH FLOWS
 FISCAL YEAR 2021

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
TRANSPORTATION														
Contracted Services	-	2,538	5,076	5,076	5,076	5,076	5,076	5,076	5,076	5,076	5,076	2,538	-	-
PLANT OPERATIONS														
Custodian/Maintenance	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	-	-
Security/SRO	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-
Total Plant Operations Salaries	3,690	-	-											
Retirement	74	74	74	74	74	74	74	74	74	74	74	74	-	-
Payroll Taxes	382	382	382	361	282	282	282	282	282	282	282	282	-	-
Health Insurance	550	550	550	550	550	550	550	550	550	550	550	550	-	-
Workers Compensation	37	37	37	37	37	37	37	37	37	37	37	37	-	-
Total Plant Operations Benefits	1,043	1,043	1,043	1,022	943	-	-							
Contracted Services	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-
Lawn Maintenance	250	250	250	250	250	250	250	250	250	250	250	250	-	-
Pest Control	150	-	-	150	-	-	150	-	-	150	-	-	-	-
Property Insurance	6,750	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-	-	-
Telephone/Internet	300	300	300	300	300	300	300	300	300	300	300	300	-	-
Water & Sewer	100	100	100	100	100	100	100	100	100	100	100	100	-	-
Electric	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	-	-
Total Plant Operations Other	12,988	8,338	8,338	8,488	8,338	8,338	8,488	8,338	8,338	8,488	6,088	6,088	-	-
Total Plant Operations	17,720	13,070	13,070	13,200	12,970	12,970	13,120	12,970	12,970	13,120	10,720	10,720	-	-
PLANT MAINTENANCE														
Contracted Services	2,025	552	552	552	552	552	552	552	552	552	552	552	-	-
DEBT SERVICE														
Interest	200	200	200	200	200	200	200	200	200	200	200	200	-	-
CONTINGENCY														
Contingency - 3% net FEFP	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	4,732	-	-
TOTAL EXPENDITURES	120,760	137,473	185,181	185,301	183,855	183,332	193,178	175,053	174,978	175,128	171,572	158,818	74,176	34,269
EXCESS REVENUES OVER EXP	46,910	38,000	(1,905)	(2,025)	(579)	(55)	(9,902)	8,223	8,298	8,148	11,704	16,655	(74,176)	(34,269)
CASH, ENDING	47,045	85,046	83,141	81,116	80,537	80,481	70,579	78,802	87,100	95,248	106,952	123,606	49,430	15,161

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET - 75% ENROLLMENT
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
ENROLLMENT	198	270	350	432	450
CLASSROOMS	11	15	19	23	24
FUND BALANCE, BEGINNING	<u>136</u>	<u>3,588</u>	<u>41,668</u>	<u>150,037</u>	<u>287,274</u>
REVENUES					
FEFP	1,437,726	1,980,145	2,529,074	3,082,967	3,230,990
In Kind Donations	48,922	-	-	-	-
Capital Outlay	-	-	175,000	216,000	225,000
Food Service Revenue	84,749	116,722	152,820	190,509	200,432
Transportation	17,639	24,293	31,805	39,649	41,715
Other Sources - Services	29,700	40,500	52,500	64,800	67,500
TOTAL REVENUES	<u>1,618,735</u>	<u>2,161,659</u>	<u>2,941,199</u>	<u>3,593,926</u>	<u>3,765,636</u>
EXPENDITURES					
INSTRUCTION					
Classroom Teachers	462,000	654,318	860,795	1,082,236	1,172,881
Specialty Teachers	84,000	109,053	135,915	188,215	195,480
Paraprofessionals	6,480	26,309	40,055	54,208	55,021
Total Instruction Salaries	<u>552,480</u>	<u>789,680</u>	<u>1,036,765</u>	<u>1,324,659</u>	<u>1,423,382</u>
Retirement	11,050	15,794	20,735	26,493	28,468
Payroll Taxes	45,658	65,255	85,520	109,008	116,847
Health Insurance	44,550	64,994	84,158	105,400	109,888
Workers Compensation	5,525	7,897	10,368	13,247	14,234
Total Instruction Benefits	<u>106,782</u>	<u>153,939</u>	<u>200,781</u>	<u>254,148</u>	<u>269,436</u>
Contracted Services - Therapy	16,632	22,907	29,991	37,388	39,335
Supplies	17,226	23,725	31,062	38,723	40,740
Textbooks	39,600	18,544	21,830	24,109	12,737
Furniture and Equipment	5,940	8,181	10,711	13,353	14,048
Computers	19,800	27,270	34,887	42,654	44,954
Software	19,800	27,270	35,704	44,509	46,827
Substitutes	11,000	15,150	19,382	23,697	24,974
Total Instruction Other	<u>129,998</u>	<u>143,046</u>	<u>183,567</u>	<u>224,433</u>	<u>223,615</u>
Total Instruction	<u>789,260</u>	<u>1,086,665</u>	<u>1,421,113</u>	<u>1,803,240</u>	<u>1,916,434</u>
PUPIL PERSONNEL SERVICES					
Guidance / Coordinator	-	-	51,511	52,284	53,068
Registrar / Clerical	11,500	11,673	23,695	24,051	24,411
Total Pupil Personnel Salaries	<u>11,500</u>	<u>11,673</u>	<u>75,206</u>	<u>76,335</u>	<u>77,480</u>
Retirement	230	233	1,504	1,527	1,550
Payroll Taxes	974	987	6,131	6,218	6,305
Health Insurance	1,650	1,667	6,733	6,800	6,868
Workers Compensation	115	117	752	763	775
Total Pupil Personnel Benefits	<u>2,969</u>	<u>3,004</u>	<u>15,120</u>	<u>15,308</u>	<u>15,498</u>
Contracted Services - Counseling	24,948	34,360	44,986	56,081	59,002
Total Pupil Personnel Other	<u>24,948</u>	<u>34,360</u>	<u>44,986</u>	<u>56,081</u>	<u>59,002</u>
Total Pupil Personnel Services	<u>39,417</u>	<u>49,037</u>	<u>135,313</u>	<u>147,723</u>	<u>151,979</u>

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET - 75% ENROLLMENT
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
CURRICULUM DEVELOPMENT					
Student Activities	<u>1,980</u>	<u>2,727</u>	<u>3,570</u>	<u>4,451</u>	<u>4,683</u>
STAFF TRAINING					
Contracted Services	<u>11,000</u>	<u>15,150</u>	<u>19,382</u>	<u>23,697</u>	<u>24,974</u>
INSTRUCTION RELATED TECHNOLOGY					
Technology Services	550	758	969	1,185	1,249
Online Content / Assessments	891	1,227	1,607	2,003	2,107
Hardware Maintenance	4,400	6,060	7,753	9,479	9,990
Total Instruction Related Technology	<u>5,841</u>	<u>8,045</u>	<u>10,329</u>	<u>12,667</u>	<u>13,346</u>
BOARD					
Legal Fees	2,500	2,525	2,550	2,576	2,602
Contracted Services - Audit	-	10,500	10,605	10,711	10,818
Travel	2,000	2,020	2,040	2,061	2,081
Insurance	10,175	14,014	17,928	21,920	23,101
Licenses & Fees	992	1,293	1,632	1,986	2,081
District Fee	72,768	92,798	91,460	90,353	90,908
Total Board	<u>88,435</u>	<u>123,150</u>	<u>126,216</u>	<u>129,607</u>	<u>131,592</u>
SCHOOL ADMINISTRATION					
Principal	85,000	86,275	87,569	88,883	90,216
Admin Support	15,000	15,225	30,907	31,370	31,841
Total Administration Salaries	<u>100,000</u>	<u>101,500</u>	<u>118,476</u>	<u>120,253</u>	<u>122,057</u>
Retirement	2,000	2,030	2,370	2,405	2,441
Payroll Taxes	7,934	8,048	9,441	9,577	9,715
Health Insurance	4,950	5,000	6,733	6,800	6,868
Workers Compensation	1,000	1,015	1,185	1,203	1,221
Total Administration Benefits	<u>15,884</u>	<u>16,093</u>	<u>19,728</u>	<u>19,985</u>	<u>20,245</u>
Travel	1,800	1,818	2,448	2,473	2,497
Equipment Rental	3,600	3,636	3,672	3,709	3,746
Postage	825	1,136	1,454	1,777	1,873
Printing	2,475	3,409	4,361	5,332	5,619
Advertising	1,980	2,727	3,570	4,451	4,683
Supplies	3,960	5,454	7,141	8,902	9,365
Furniture and Equipment	2,250	2,273	2,295	2,318	2,341
Computer	1,500	1,515	1,530	1,545	1,561
Total Administration Other	<u>18,390</u>	<u>21,968</u>	<u>26,472</u>	<u>30,507</u>	<u>31,686</u>
Total School Administration	<u>134,274</u>	<u>139,560</u>	<u>164,676</u>	<u>170,745</u>	<u>173,988</u>
FACILITIES ACQUISITION					
Rents	<u>201,960</u>	<u>275,400</u>	<u>357,000</u>	<u>440,640</u>	<u>459,000</u>
FISCAL					
Contracted Services - Business Services	40,095	55,438	69,144	84,000	85,908
Contracted Services - Payroll & Benefit Support	8,826	11,902	16,285	19,933	21,504
Total Fiscal	<u>48,922</u>	<u>67,340</u>	<u>85,428</u>	<u>103,933</u>	<u>107,413</u>

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET - 75% ENROLLMENT
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
FOOD SERVICE					
Food Service Worker	8,640	8,770	17,802	18,069	27,511
Total Food Service Salaries	8,640	8,770	17,802	18,069	27,511
Retirement	173	175	356	361	550
Payroll Taxes	850	860	1,740	1,760	2,672
Health Insurance	3,300	3,333	6,733	6,800	10,302
Workers Compensation	86	88	178	181	275
Total Food Service Benefits	4,409	4,456	9,007	9,102	13,799
Contracted Services - Meals	63,368	70,285	92,022	114,717	120,692
Inspection Fees	150	152	153	155	156
Total Food Service Other	63,518	70,437	92,175	114,871	120,848
Total Food Service	76,567	83,662	118,984	142,043	162,157
TRANSPORTATION					
Contracted Services	50,760	51,268	103,561	104,596	105,642
PLANT OPERATIONS					
Custodian/Maintenance	6,480	13,154	26,703	27,104	41,266
Security/SRO	27,000	27,405	27,816	28,233	28,657
Total Plant Operations Salaries	33,480	40,559	54,520	55,337	69,923
Retirement	670	811	1,090	1,107	1,398
Payroll Taxes	2,845	3,481	4,738	4,800	6,105
Health Insurance	4,950	6,733	10,099	10,200	13,736
Workers Compensation	335	406	545	553	699
Total Plant Operations Benefits	8,799	11,430	16,472	16,660	21,939
Contracted Services	19,800	27,270	34,887	42,654	44,954
Lawn Maintenance	2,200	3,030	3,876	4,739	4,995
Pest Control	440	606	775	948	999
Property Insurance	19,800	27,270	34,887	42,654	44,954
Telephone/Internet	3,600	3,636	3,672	3,709	3,746
Water & Sewer	880	1,212	1,551	1,896	1,998
Electric	28,050	38,633	49,424	60,427	63,685
Total Plant Operations Other	74,770	101,657	129,073	157,028	165,331
Total Plant Operations	117,049	153,646	200,065	229,026	257,193
PLANT MAINTENANCE					
Contracted Services	5,940	8,181	10,711	13,353	14,048
DEBT SERVICE					
Principal	-	-	-	40,000	-
Interest	2,400	2,400	2,400	-	-
Total Debt Service	2,400	2,400	2,400	40,000	-
CONTINGENCY					
Contingency - 3% net FEFP	41,478	57,349	74,083	90,968	95,454
TOTAL EXPENDITURES	1,615,283	2,123,579	2,832,830	3,456,688	3,617,903
EXCESS REVENUES OVER EXPENDITURES	3,452	38,080	108,369	137,237	147,733
FUND BALANCE, ENDING	3,588	41,668	150,037	287,274	435,007

**FLORIDA EAST COAST CHARTER SCHOOL
STAFFING PLAN - 75% ENROLLMENT**

Name	Position	FY21			FY22			FY23		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	42,000	11.0	462,000	43,621	15.0	654,318	45,305	19.0	860,795
	Instructional		11.0	462,000		15.0	654,318		19.0	860,795
TBA	ESE/ELL/Gifted Teachers	42,000	2.0	84,000	43,621	2.5	109,053	45,305	3.0	135,915
	Specialty		2.0	84,000		2.5	109,053		3.0	135,915
TBA	Paraprofessionals	12,960	0.5	6,480	13,154	2.0	26,309	13,352	3.0	40,055
	Paraprofessionals		0.5	6,480		2.0	26,309		3.0	40,055
TBA	Guidance / Coordinator	50,000	-	-	50,750	-	-	51,511	1.0	51,511
TBA	Registrar / Clerical	23,000	0.5	11,500	23,345	0.5	11,673	23,695	1.0	23,695
	Pupil Personnel		0.5	11,500		0.5	11,673		2.0	75,206
TBA	Principal	85,000	1.0	85,000	86,275	1.0	86,275	87,569	1.0	87,569
	Administrators		1.0	85,000		1.0	86,275		1.0	87,569
TBA	Administrative Assistant	30,000	0.5	15,000	30,450	0.5	15,225	30,907	1.0	30,907
	Admin Support		0.5	15,000		0.5	15,225		1.0	30,907
TBA	Food Service Worker	8,640	1.0	8,640	8,770	1.0	8,770	8,901	2.0	17,802
	Food Service		1.0	8,640		1.0	8,770		2.0	17,802
TBA	Custodian/Maintenance	12,960	0.5	6,480	13,154	1.0	13,154	13,352	2.0	26,703
	Custodial		0.5	6,480		1.0	13,154		2.0	26,703
TBA	Security/SRO	27,000	1.0	27,000	27,405	1.0	27,405	27,816	1.0	27,816
	Security		1.0	27,000		1.0	27,405		1.0	27,816
Total			18.0	706,100		24.5	952,181		34.0	1,302,769

**FLORIDA EAST COAST CHARTER SCHOOL
STAFFING PLAN - 75% ENROLLMENT**

Name	Position	FY24			FY25		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	47,054	23.0	1,082,236	48,870	24.0	1,172,881
	Instructional		23.0	1,082,236		24.0	1,172,881
TBA	ESE/ELL/Gifted Teachers	47,054	4.0	188,215	48,870	4.0	195,480
	Specialty		4.0	188,215		4.0	195,480
TBA	Paraprofessionals	13,552	4.0	54,208	13,755	4.0	55,021
	Paraprofessionals		4.0	54,208		4.0	55,021
TBA	Guidance / Coordinator	52,284	1.0	52,284	53,068	1.0	53,068
TBA	Registrar / Clerical	24,051	1.0	24,051	24,411	1.0	24,411
	Pupil Personnel		2.0	76,335		2.0	77,480
TBA	Principal	88,883	1.0	88,883	90,216	1.0	90,216
	Administrators		1.0	88,883		1.0	90,216
TBA	Administrative Assistant	31,370	1.0	31,370	31,841	1.0	31,841
	Admin Support		1.0	31,370		1.0	31,841
TBA	Food Service Worker	9,035	2.0	18,069	9,170	3.0	27,511
	Food Service		2.0	18,069		3.0	27,511
TBA	Custodian/Maintenance	13,552	2.0	27,104	13,755	3.0	41,266
	Custodial		2.0	27,104		3.0	41,266
TBA	Security/SRO	28,233	1.0	28,233	28,657	1.0	28,657
	Security		1.0	28,233		1.0	28,657
Total			<u>40.0</u>	<u>1,594,653</u>		<u>43.0</u>	<u>1,720,351</u>

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET - 50% ENROLLMENT
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
ENROLLMENT	135	180	233	288	299
CLASSROOMS	8.0	10.0	13.0	15.0	16.0
FUND BALANCE, BEGINNING	<u>136</u>	<u>2,071</u>	<u>21,612</u>	<u>79,417</u>	<u>134,593</u>
REVENUES					
FEFP	980,302	1,320,132	1,680,801	2,042,907	2,134,937
In Kind Donations	34,298	-	-	-	-
Capital Outlay	-	-	116,500	144,000	149,500
Food Service Revenue	57,783	77,815	101,734	127,006	133,176
Transportation	12,026	16,195	21,174	26,433	27,717
Other Sources - Services	20,250	27,000	34,950	43,200	44,850
TOTAL REVENUES	<u>1,104,659</u>	<u>1,441,142</u>	<u>1,955,159</u>	<u>2,383,546</u>	<u>2,490,180</u>
EXPENDITURES					
INSTRUCTION					
Classroom Teachers	315,000	436,212	566,312	705,806	757,485
Specialty Teachers	42,000	65,432	90,610	117,634	122,175
Paraprofessionals	-	-	13,352	27,104	27,511
Total Instruction Salaries	<u>357,000</u>	<u>501,644</u>	<u>670,274</u>	<u>850,545</u>	<u>907,171</u>
Retirement	7,140	10,033	13,405	17,011	18,143
Payroll Taxes	29,491	41,322	55,181	69,934	74,412
Health Insurance	28,050	38,330	52,178	66,300	68,680
Workers Compensation	3,570	5,016	6,703	8,505	9,072
Total Instruction Benefits	<u>68,251</u>	<u>94,701</u>	<u>127,467</u>	<u>161,751</u>	<u>170,307</u>
Contracted Services - Therapy	11,340	15,271	19,965	24,925	26,136
Supplies	11,745	15,817	20,678	25,815	27,069
Textbooks	27,000	11,817	14,485	16,135	8,283
Furniture and Equipment	4,050	5,454	7,130	8,902	9,334
Computers	14,400	18,180	23,870	27,818	29,969
Software	13,500	18,180	23,768	29,673	31,114
Substitutes	7,500	10,100	12,751	15,455	16,129
Total Instruction Other	<u>89,535</u>	<u>94,819</u>	<u>122,650</u>	<u>148,722</u>	<u>148,035</u>
Total Instruction	<u>514,786</u>	<u>691,163</u>	<u>920,391</u>	<u>1,161,017</u>	<u>1,225,514</u>
PUPIL PERSONNEL SERVICES					
Registrar / Clerical	-	-	23,695	24,051	24,411
Total Pupil Personnel Salaries	<u>-</u>	<u>-</u>	<u>23,695</u>	<u>24,051</u>	<u>24,411</u>
Retirement	-	-	474	481	488
Payroll Taxes	-	-	2,002	2,029	2,056
Health Insurance	-	-	3,366	3,400	3,434
Workers Compensation	-	-	237	241	244
Total Pupil Personnel Benefits	<u>-</u>	<u>-</u>	<u>6,079</u>	<u>6,150</u>	<u>6,223</u>
Contracted Services - Counseling	17,010	22,907	29,948	37,388	39,204
Total Pupil Personnel Other	<u>17,010</u>	<u>22,907</u>	<u>29,948</u>	<u>37,388</u>	<u>39,204</u>
Total Pupil Personnel Services	<u>17,010</u>	<u>22,907</u>	<u>59,722</u>	<u>67,589</u>	<u>69,838</u>

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET - 50% ENROLLMENT
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
CURRICULUM DEVELOPMENT					
Student Activities	<u>1,350</u>	<u>1,818</u>	<u>2,377</u>	<u>2,967</u>	<u>3,111</u>
STAFF TRAINING					
Contracted Services	<u>5,625</u>	<u>10,100</u>	<u>12,751</u>	<u>15,455</u>	<u>16,129</u>
INSTRUCTION RELATED TECHNOLOGY					
Technology Services	400	505	663	773	832
Online Content / Assessments	608	818	1,070	1,335	1,400
Hardware Maintenance	<u>3,200</u>	<u>4,040</u>	<u>5,305</u>	<u>6,182</u>	<u>6,660</u>
Total Instruction Related Technology	<u>4,208</u>	<u>5,363</u>	<u>7,037</u>	<u>8,290</u>	<u>8,892</u>
BOARD					
Legal Fees	2,500	2,525	2,550	2,576	2,602
Contracted Services - Audit	-	10,500	10,605	10,711	10,818
Travel	2,000	2,020	2,040	2,061	2,081
Insurance	7,400	9,343	12,267	14,295	15,401
Licenses & Fees	740	929	1,155	1,393	1,453
District Fee	<u>49,616</u>	<u>66,816</u>	<u>85,099</u>	<u>89,815</u>	<u>90,412</u>
Total Board	<u>62,256</u>	<u>92,133</u>	<u>113,716</u>	<u>120,851</u>	<u>122,766</u>
SCHOOL ADMINISTRATION					
Principal	85,000	86,275	87,569	88,883	90,216
Admin Support	<u>15,000</u>	<u>15,225</u>	<u>30,907</u>	<u>31,370</u>	<u>31,841</u>
Total Administration Salaries	<u>100,000</u>	<u>101,500</u>	<u>118,476</u>	<u>120,253</u>	<u>122,057</u>
Retirement	2,000	2,030	2,370	2,405	2,441
Payroll Taxes	7,934	8,048	9,441	9,577	9,715
Health Insurance	4,950	5,000	6,733	6,800	6,868
Workers Compensation	<u>1,000</u>	<u>1,015</u>	<u>1,185</u>	<u>1,203</u>	<u>1,221</u>
Total Administration Benefits	<u>15,884</u>	<u>16,093</u>	<u>19,728</u>	<u>19,985</u>	<u>20,245</u>
Travel	1,800	1,818	2,448	2,473	2,497
Equipment Rental	3,600	3,636	3,672	3,709	3,746
Postage	600	758	995	1,159	1,249
Printing	1,800	2,273	2,984	3,477	3,746
Advertising	1,350	1,818	2,377	2,967	3,111
Supplies	2,700	3,636	4,754	5,935	6,223
Furniture and Equipment	2,250	2,273	2,295	2,318	2,341
Computer	<u>1,500</u>	<u>1,515</u>	<u>1,530</u>	<u>1,545</u>	<u>1,561</u>
Total Administration Other	<u>15,600</u>	<u>17,726</u>	<u>21,055</u>	<u>23,584</u>	<u>24,475</u>
Total School Administration	<u>131,484</u>	<u>135,318</u>	<u>159,259</u>	<u>163,822</u>	<u>166,777</u>
FACILITIES ACQUISITION					
Rents	<u>137,700</u>	<u>183,600</u>	<u>237,660</u>	<u>293,760</u>	<u>304,980</u>
FISCAL					
Contracted Services - Business Services	28,281	36,816	46,889	57,406	58,023
Contracted Services - Payroll & Benefit Support	<u>6,016</u>	<u>7,848</u>	<u>10,781</u>	<u>13,212</u>	<u>13,959</u>
Total Fiscal	<u>34,298</u>	<u>44,663</u>	<u>57,671</u>	<u>70,618</u>	<u>71,981</u>

**FLORIDA EAST COAST CHARTER SCHOOL
OPERATING BUDGET - 50% ENROLLMENT
FISCAL YEARS 2021 - 2025**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>
FOOD SERVICE					
Food Service Worker	4,320	4,385	8,901	13,552	13,755
Total Food Service Salaries	4,320	4,385	8,901	13,552	13,755
Retirement	86	88	178	271	275
Payroll Taxes	425	430	870	1,320	1,336
Health Insurance	1,650	1,667	3,366	5,100	5,151
Workers Compensation	43	44	89	136	138
Total Food Service Benefits	2,205	2,228	4,503	6,827	6,899
Contracted Services - Meals	43,205	46,857	61,260	76,478	80,193
Inspection Fees	150	152	153	155	156
Total Food Service Other	43,355	47,008	61,413	76,632	80,349
Total Food Service	49,880	53,621	74,818	97,011	101,004
TRANSPORTATION					
Contracted Services	28,440	39,996	51,780	52,298	105,642
PLANT OPERATIONS					
Custodian/Maintenance	6,480	6,577	13,352	20,328	20,633
Security/SRO	13,500	13,703	27,816	28,233	28,657
Total Plant Operations Salaries	19,980	20,280	41,168	48,561	49,290
Retirement	400	406	823	971	986
Payroll Taxes	1,717	1,740	3,527	4,187	4,243
Health Insurance	3,300	3,366	6,733	8,500	8,585
Workers Compensation	200	203	412	486	493
Total Plant Operations Benefits	5,617	5,715	11,495	14,144	14,307
Contracted Services	14,400	18,180	23,870	27,818	29,969
Lawn Maintenance	1,600	2,020	2,652	3,091	3,330
Pest Control	320	404	530	618	666
Property Insurance	14,400	18,180	23,870	27,818	29,969
Telephone/Internet	3,600	3,636	3,672	3,709	3,746
Water & Sewer	640	808	1,061	1,236	1,332
Electric	20,400	25,755	33,816	39,409	42,457
Total Plant Operations Other	55,360	68,983	89,473	103,700	111,470
Total Plant Operations	80,957	94,978	142,136	166,405	175,066
PLANT MAINTENANCE					
Contracted Services	4,050	5,454	7,130	8,902	9,334
DEBT SERVICE					
Principal	-	-	-	40,000	-
Interest	2,400	2,400	2,400	-	-
Total Debt Service	2,400	2,400	2,400	40,000	-
CONTINGENCY					
Contingency - 3% net FEFP	28,281	38,085	48,506	59,386	62,167
TOTAL EXPENDITURES	1,102,724	1,421,600	1,897,354	2,328,370	2,443,203
EXCESS REVENUES OVER EXPENDITURES	1,935	19,541	57,805	55,176	46,977
FUND BALANCE, ENDING	2,071	21,612	79,417	134,593	181,570

**FLORIDA EAST COAST CHARTER SCHOOL
STAFFING PLAN - 50% ENROLLMENT**

Name	Position	FY21			FY22			FY23		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	42,000	7.5	315,000	43,621	10.0	436,212	45,305	12.5	566,312
	Instructional		7.5	315,000		10.0	436,212		12.5	566,312
TBA	ESE/ELL/Gifted Teachers	42,000	1.0	42,000	43,621	1.5	65,432	45,305	2.0	90,610
	Specialty		1.0	42,000		1.5	65,432		2.0	90,610
TBA	Paraprofessionals	12,960	-	-	13,154	-	-	13,352	1.0	13,352
	Paraprofessionals		-	-		-	-		1.0	13,352
TBA	Guidance / Coordinator	50,000	-	-	50,750	-	-	51,511	-	-
TBA	Registrar / Clerical	23,000	-	-	23,345	-	-	23,695	1.0	23,695
	Pupil Personnel		-	-		-	-		1.0	23,695
TBA	Principal	85,000	1.0	85,000	86,275	1.0	86,275	87,569	1.0	87,569
	Administrators		1.0	85,000		1.0	86,275		1.0	87,569
TBA	Administrative Assistant	30,000	0.5	15,000	30,450	0.5	15,225	30,907	1.0	30,907
	Admin Support		0.5	15,000		0.5	15,225		1.0	30,907
TBA	Food Service Worker	8,640	0.5	4,320	8,770	0.5	4,385	8,901	1.0	8,901
	Food Service		0.5	4,320		0.5	4,385		1.0	8,901
TBA	Custodian/Maintenance	12,960	0.5	6,480	13,154	0.5	6,577	13,352	1.0	13,352
	Custodial		0.5	6,480		0.5	6,577		1.0	13,352
TBA	Security/SRO	27,000	0.5	13,500	27,405	0.5	13,703	27,816	1.0	27,816
	Security		0.5	13,500		0.5	13,703		1.0	27,816
Total			11.5	481,300		14.5	627,808		21.5	862,514

**FLORIDA EAST COAST CHARTER SCHOOL
STAFFING PLAN - 50% ENROLLMENT**

Name	Position	FY24			FY25		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Classroom Teachers	47,054	15.0	705,806	48,870	15.5	757,485
	Instructional		15.0	705,806		15.5	757,485
TBA	ESE/ELL/Gifted Teachers	47,054	2.5	117,634	48,870	2.5	122,175
	Specialty		2.5	117,634		2.5	122,175
TBA	Paraprofessionals	13,552	2.0	27,104	13,755	2.0	27,511
	Paraprofessionals		2.0	27,104		2.0	27,511
TBA	Guidance / Coordinator	52,284	-	-	53,068	-	-
TBA	Registrar / Clerical	24,051	1.0	24,051	24,411	1.0	24,411
	Pupil Personnel		1.0	24,051		1.0	24,411
TBA	Principal	88,883	1.0	88,883	90,216	1.0	90,216
	Administrators		1.0	88,883		1.0	90,216
TBA	Administrative Assistant	31,370	1.0	31,370	31,841	1.0	31,841
	Admin Support		1.0	31,370		1.0	31,841
TBA	Food Service Worker	9,035	1.5	13,552	9,170	1.5	13,755
	Food Service		1.5	13,552		1.5	13,755
TBA	Custodian/Maintenance	13,552	1.5	20,328	13,755	1.5	20,633
	Custodial		1.5	20,328		1.5	20,633
TBA	Security/SRO	28,233	1.0	28,233	28,657	1.0	28,657
	Security		1.0	28,233		1.0	28,657
Total			<u>26.5</u>	<u>1,056,962</u>		<u>27.0</u>	<u>1,116,684</u>

Attachment Y: Proposed Startup Budget

**FLORIDA EAST COAST CHARTER SCHOOL
 START-UP BUDGET
 FISCAL YEAR 2020 (START-UP)**

	<u>Start-Up</u>
FUND BALANCE, BEGINNING	<u>-</u>
REVENUES	
Line Of Credit	<u>40,000</u>
TOTAL REVENUES	<u>40,000</u>
EXPENDITURES	
SCHOOL ADMINISTRATION	
Principal	<u>13,500</u>
Total Administration Salaries	<u>13,500</u>
Retirement	270
Payroll Taxes	1,222
Health Insurance	1,238
Workers Compensation	<u>135</u>
Total Administration Benefits	<u>2,864</u>
Contracted Professional Services	1,000
Advertising	20,000
Furniture and Equipment	1,500
Computer	<u>1,000</u>
Total Administration Other	<u>23,500</u>
Total School Administration	<u>39,864</u>
TOTAL EXPENDITURES	<u>39,864</u>
EXCESS REVENUES OVER EXPENDITURES	<u>136</u>
FUND BALANCE, ENDING	<u><u>136</u></u>

**FLORIDA EAST COAST CHARTER SCHOOL
BALANCE SHEET
FISCAL YEAR 2020 (START-UP)**

ASSETS

Cash	<u>136</u>
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LIABILITIES AND FUND BALANCE

LIABILITIES	
Accounts Payable	-

FUND BALANCE	
Unrestricted	<u>136</u>

Total Liabilities and Fund Balance	<u>136</u>
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FLORIDA EAST COAST CHARTER SCHOOL
 START-UP CASH FLOW
 FISCAL YEAR 2020 (START-UP)

	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
CASH, BEGINNING	<u>-</u>	<u>36,514</u>	<u>30,219</u>	<u>26,525</u>	<u>20,830</u>
REVENUES					
Line Of Credit	<u>40,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL REVENUES	<u>40,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
EXPENDITURES					
SCHOOL ADMINISTRATION					
Principal	<u>1,500</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>
Total Administration Salaries	<u>1,500</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>
Retirement	<u>30</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>
Payroll Taxes	<u>304</u>	<u>230</u>	<u>230</u>	<u>230</u>	<u>230</u>
Health Insurance	<u>138</u>	<u>275</u>	<u>275</u>	<u>275</u>	<u>275</u>
Workers Compensation	<u>15</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>
Total Administration Benefits	<u>486</u>	<u>595</u>	<u>595</u>	<u>595</u>	<u>595</u>
Contracted Professional Services	<u>500</u>	<u>200</u>	<u>100</u>	<u>100</u>	<u>100</u>
Advertising	<u>-</u>	<u>2,500</u>	<u>-</u>	<u>2,000</u>	<u>15,500</u>
Furniture and Equipment	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,500</u>
Computer	<u>1,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Administration Other	<u>1,500</u>	<u>2,700</u>	<u>100</u>	<u>2,100</u>	<u>17,100</u>
Total School Administration	<u>3,486</u>	<u>6,295</u>	<u>3,695</u>	<u>5,695</u>	<u>20,695</u>
TOTAL EXPENDITURES	<u>3,486</u>	<u>6,295</u>	<u>3,695</u>	<u>5,695</u>	<u>20,695</u>
EXCESS REVENUES OVER EXP	<u>36,514</u>	<u>(6,295)</u>	<u>(3,695)</u>	<u>(5,695)</u>	<u>(20,695)</u>
CASH, ENDING	<u>36,514</u>	<u>30,219</u>	<u>26,525</u>	<u>20,830</u>	<u>136</u>

Attachment Z: Evidence of External Funding



SFS

January 14, 2019

Re: Florida East Coast Charter School

To whom it may concern:

School Financial Services has committed to defer the collection of all or a portion of its fees if that payment would cause Florida East Coast Charter School to either be unable to pay another vendor or create an overdraft in the charter school's cash.

Further, with regard to the first year of operations, deferred fees will be forgiven, if those fees cause or exacerbate a deficit for the fiscal year.

Please contact us if any additional information is needed.

Keith Spence
Chief Operating Officer
54 South Martin St
PO BOX 250
Bonifay, FL 32425
(850)547-4566
F: (850)547-4235



my100bank.com

A Home BancShares Company

July 18, 2018

Florida East Coast Charter School, Inc
2327 Armistead Road
Tallahassee, Florida

RE: Initial Startup Expense

To whom it may concern:

Centennial Bank is pleased to advise you of its commitment to extend credit (the "Loan") to you subject to the following terms and conditions.

Borrower:	Florida East Coast Charter School
Amount:	\$40,000
Purpose:	Initial Startup Expense
Rate:	6%
Term:	84 months
Collateral:	Perfected lien on Furniture, Fixtures and Equipment
Origination Fee:	1%
Guarantors:	TBD

Conditions
Precedent to
Closing:

The Closing (and initial funding) of the Loan will be subject to satisfaction of the conditions precedent deemed appropriate by Centennial Bank for transactions of this type, including, but not limited to the negotiation, execution and delivery of definitive documentation for the Loan satisfactory to Centennial (the "Loan Documents"), which shall include, without being limited to (a) satisfactory opinions of counsel to the Borrower (which shall cover, among other things, authority, legality, validity, binding effect and enforceability of the Loan Documents) and such other customary closing documents as Centennial Bank shall reasonably request and (b) satisfactory evidence that Centennial Bank upon attachment of the conditional security interests, will hold a perfected, first priority lien in all of the collateral for the Loan, subject to no other liens except for permitted liens to be determined.

Representations
And Warranties: Customary, including confirmation of corporation/partnership/limited partnership/limited liability company/limited liability partnership status and authority; execution, delivery and performance of loan documents do not violate law or existing agreements; no litigation except as disclosed to Bank; ownership of property; payment of taxes, no material adverse change in financial condition or operations; principal of place of business; compliance with environmental laws and continuation of representation and warranties.

Negative
Covenants: Customary, including: limitations on capital expenditures, lease expenditures, compensation, transfer of assets or control, liens, borrowings and change of business. Dividends and/or distributions will be allowed as long as the debt coverage ratio is at least $\frac{1.2x}{1}$ for the previous 4-rolling quarters. First distribution will be allowed 12 months from _____ and then each quarter thereafter using the compiled financial statements prepared by an accountant.

Expenses: Borrower will pay for all costs and expenses incurred by Centennial Bank in connection with the Bank's closing the loan, including the legal fees and expenses to the Bank in connection with the preparation of the Loan documentation.

Events of
Default: Usual and customary for financings of this type.

Additional Terms
& Conditions: The commitment to this loan is subject to the following terms and conditions:

- 1) New bank appraisals on all the collateral
- 2) New certified ALTA survey on the subject property to receive survey insurance coverage on the title policy
- 3) Copy of all operating agreements and articles of incorporation of borrower and guarantors.
- 4) Adequate Hazard, Liability or Builder's Risk Insurance to cover the collateral pledged in an amount at least enough to cover the balance of the loan with Centennial Bank as loss payee.
- 5) Attorney-prepared loan documents and executed loan documents/agreements as required by the lender at borrower's expense.
- 6) Borrower to maintain primary business operating account at Centennial Bank.
- 7) Copy of Annual CPA Company Compiled Financial Statements and Company Federal Income Tax Returns for the life of the loan
- 8) Copy of Annual Personal Financial Statements and Individual Federal Income Tax Returns on all the guarantors for the life of the loan

Other Conditions:

- 1) Approval by appropriate lending authority

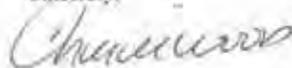
Any misrepresentation of a material fact, whether intentional or otherwise, made prior to issuance of this commitment or any change of any material fact after the issuance hereof shall, at the lender's sole option, render this commitment void without further notice to the borrower. In such event, the Lender, at its sole option, may elect not to close the loan.

If this commitment is acceptable to you, please sign, date and return the enclosed copy of this letter no later than 07/20/2018, otherwise, we shall deem it unacceptable to you and it shall be null and void.

On behalf of Centennial Bank, we appreciate the opportunity to present this commitment for Florida East Coast Charter School

If you have any questions, please do not hesitate to contact me at 850-653-2334.

Sincerely,



Chere' Wood

Loan Officer

Centennial Bank

Agreed: _____
Enter Customer Name & Title

Addendum FF: Applicant's Additional Information

**Additional Attachment FF-1:
Comparison Schools Data – 2018**

All data were retrieved from FLDOE:

- The 2017-18 School Grades report is the source for proficiency, learning gains, school grades, Title I, and minority student data.
- The K-20 Portal is the source for economically disadvantaged, students with disabilities, English language learner, and total enrollment data.
- The Membership in Programs for Exceptional Students report is the source for district gifted data.

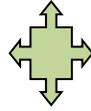
All values are rounded to the nearest whole number.

School Name	% ELA Passing	% ELA Learning Gains	% ELA LGs Lowest 25%	% Mathematics Passing	% Mathematics Learning Gains	% Mathematics LGs Lowest 25%	% Science Passing	Grade 2018	Grade 2017	Grade 2016	Baseline Grade 2015	Title I	% Minority Students	% Economically Disadvantaged*	% Students with Disabilities*	% Gifted Students	% English Language Learners*	Total K-5 Enrollment*
Ormond Beach ES	67	63	63	78	64	56	44	A	A	B	A	Y	26	73	15		2	326
Osceola ES	58	51	20	65	51	31	64	C	B	B	B	Y	30	72	14		1	401
Palm Terrace ES*	29	33	29	31	33	32	43	D	D	D	C	Y	84	91	16		4	684
Pathways ES*	62	53	32	66	64	45	55	B	B	B	A	N	28	49	17		3	772
Pine Trail ES	69	58	36	72	66	35	68	B	A	A	A	N	23	50	15		1	691
Tomoka ES*	70	58	39	77	63	56	73	A	A	B	A	N	24	49	12		3	706
Turie T. Small ES*	41	47	39	44	39	38	59	C	B	D	D	Y	86	93	15		2	427
Westside ES*	36	35	33	40	44	20	41	D	C	C	C	Y	79	93	12		5	585
Average – K-5 Schools	54	50	36	59	53	39	56							71	15		3	4,592
Holly Hill K-8 School~	34	42	44	37	43	43	41	C	C	C	D	Y	61	89	16		6	665^
Average – Including K-8	52	49	37	57	52	40	54							73	15		3	5,275
District	~54	50	39	~59	54	41	~56	B	B	B	B			65	17	5	6	
State	~56			~62			~55											

* School includes prekindergarten students; these students were not included in the total K-5 enrollment for comparison purposes; some or all of these are likely children served in the district's PK ESE program, and therefore reflected in the rate of students with disabilities attending the school

^ Total enrollment is for grades K-5 only

~ Grades 3-5only



A "MARKET RENTAL RATE" SURVEY FOR A SCHOOL PROPERTY



499 S Nova Road, Ormond Beach, FL
Volusia County, FL

Market Rental Rate Survey Effective Date: June 15, 2018
Date of Report: June 19, 2018

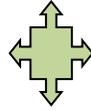
Prepared By: **John H. Ackermann, CCIM**
State Certified General Real Estate Appraiser RZ2546 (FL)

Prepared For: Lindsey Granger of Collaborative Educational Network

KLARAS Commercial Appraisals

150 E Palmetto Park Road, Suite 800
Boca Raton, FL 33432
561-818-2954





June 19, 2018

Lindsey Granger
Collaborative Educational Network

Dear Ms. Granger: As requested and in accordance with our agreement, I have completed a “market rental survey” for the school property below.

Property Analyzed: A Charter School Property located at 499 S Nova Rd, Ormond Beach, FL:
The amount of space occupied is outlined below.

- Yr 1: 270 students x 60 sq ft / student = \$275,400 or \$22,950 per month for 16,200 sq ft
- Yr 2: 360 students x 60 sq ft / student = \$367,200 or \$30,600 per month for 21,600 sq ft
- Yr 3: 466 students x 60 sq ft / student = \$475,320 or \$39,610 per month for 27,960 sq ft
- Yr 4: 576 students x 60 sq ft / student = \$587,520 or \$48,960 per month for 34,560 sq ft
- Yr 5: 598 students x 60 sq ft / student = \$609,960 or \$50,830 per month for 35,800 sq ft

The proposed initial Triple Net lease rate of \$17.00 SF NNN is at market levels, considering that the FF&E (Furniture, Fixtures & Equipment) is included in the lease rate. Without the FF&E, the rental rate would be closer to \$16.00 SF NNN. The rental rate remains the same throughout the lease, while the size of the leased space within the building increases. All factors considered, it is the Appraiser’s opinion the proposed lease rate and terms are to be at “Market Rental Levels”.

Comparable rentals are comprised of school leases in the region, and local rental rates of comparable non-school rentals in Ormond Beach.

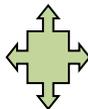
NOTE: A triple net (NNN) lease basis, means that the landlord/property owner receives a base rent with the tenants being responsible for the payment of property related expense via pass thru, CAM charge or Expense Reimbursement.

It has been my pleasure to assist you with your commercial real estate needs.

John Ackermann, CCIM

License Type	Name	Name Type	License Number/ Rank	Status/Expires
Certified General Appraiser	ACKERMANN, JOHN HOWARD	Primary	RZ2946 Gen Appraiser	Current, Active 11/30/2018
License Location Address*: 890 BISCAYNE BLVD SUITE 500 MIAMI, FL 33133				
Main Address*: 130 E PALMETTO PARK ROAD BOCA RATON, FL 33432				

Florida Department of Business and Professional Regulation

Certification Page

I certify that, to the best of my knowledge and belief:

- The statements of fact contained in this report are true and correct
- The reported analyses, opinions and conclusions are limited only by the reported assumptions and limiting conditions and are my personal, impartial, and unbiased professional analyses, opinions and conclusions.
- I have no (or specified) present or prospective interest in the property that is the subject of this report and no (or the specified) personal interest with respect to the parties involved
- I have performed no (or the specified) services, as an appraiser or in any other capacity, regarding the property that is the subject within a 3 year period immediately preceding acceptance of this assignment
- I have no bias with respect to the property that is the subject of this report or to the parties involved with this assignment.
- My engagement in this assignment was not contingent upon developing or reporting predetermined results.
- My compensation for completing this assignment is not contingent upon the development or reporting if a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.
- My analyses, opinions, and conclusion were developed, and this report has been prepared in conformity with the Uniform Standards of Professional Appraisal Practice.
- I have not made a personal inspection of the property that the subject of this report.
- No one provided significant real property appraisal assistance to the person signing this certification.

John H. Ackermann, CCIM

State Certified General Real Estate Appraiser / Cert# RZ2546

Competency Provision

KLARAS Commercial Appraisals and the signatory above, has adequate experience in the valuation of multi-family properties and commercial properties. Accordingly, the signatory to this report considers himself qualified by education, training and experience to prepare an appropriate appraisal report complying with the competency provision of the Uniform Standards of Professional Appraisal Practice (USPAP). The professional qualifications of the individual who prepared this report are included in the Addenda of this report.

EXHIBIT 3

Transcript of March 4, 2019 Capacity Interview

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FLORIDA EAST COAST CHARTER SCHOOL
CAPACITY INTERVIEW

(Stenographically Transcribed
via YouTube Video Recording)

* * * * *

DATE TAKEN: MARCH 4, 2019
PLACE: VOLUSIA COUNTY SCHOOLS BOARD ROOM
200 NORTH CLARA AVENUE
DELAND, FLORIDA

STENOGRAPHICALLY
TRANSCRIBED VIA
RECORDING BY: PAULITA E. KUNDID, RPR, FAPR, FPR
REGISTERED PROFESSIONAL REPORTER
AND NOTARY PUBLIC

* * * * *

VOLUSIA REPORTING COMPANY
432 SOUTH BEACH STREET
DAYTONA BEACH, FLORIDA 32114
T. 386.255.2150 F. 386.258.1171
www.volusiareporting.com

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APPEARANCES:

On behalf of Florida East Coast Charter School:

- Brian Seeber
- Christy Noe
- Kim Cavanah
- Lindsey Granger
- Richard Prazenica
- Keith Spence

On behalf of Volusia County Schools:

- Kelly Amy, Facilitator
- Dr. Amy Hall
- Eric Kozielski
- Dr. Robert Milholland
- Caitlyn Distler
- Eric Holland
- Kim Gilliland
- Cindy Fisher
- Nathan Paulich
- Kelly Schulz
- Glejuanda Davis
- Robenson Prime
- Craig Pender
- Debra Muller
- Vincent Roeshink
- Rachel Hazel
- Melanie Kestory

*Additional members may be in attendance

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1 P R O C E E D I N G S

2 FACILITATOR AMY: Good morning everyone -- or
3 good afternoon now I guess it is. My name is Kelly
4 Amy, and I will be the Facilitator for this
5 afternoon's capacity interview for East Coast
6 Charter School.

7 We have the applicants sitting up at the dais
8 and we are ready to move forward with our
9 afternoon. I'd like to remind everyone that our
10 time frame for this interview session will be two
11 hours.

12 And in that time frame we have a team of about
13 40 different District individuals who have gone
14 through the application. So any of their
15 clarifying questions, things that they really
16 needed to have answered more carefully, they will
17 come up to this chair and address their questions
18 directly at the panel.

19 If you have other folks with you who would
20 like to come up to answer, please make sure that
21 they come to a mic. We are live-streaming this and
22 we will have a record of the recording as well so
23 we want to make sure we hear everyone very well.

24 Let me also say too that we realize the
25 enormous effort that it takes to put forward an

1 application of this size, and certainly our team
2 has done a tremendous job of going through that and
3 coming up with these questions. So we thank you
4 for being here and allowing this process to happen
5 so that we can make a recommendation.

6 You'll notice on the PowerPoint slide that we
7 do have some next steps that will be coming. After
8 we're done collecting the answers to our questions,
9 we will go back for some further review, and again
10 using that Florida Department of Education Charter
11 School Evaluation Instrument. So we'll use that
12 and then make final recommendations to Mr. Russell
13 our Superintendent, and then he will move those
14 forward to our April 9th school board meeting where
15 school board members will ask their questions and
16 then make a final decision with the vote.

17 We are trying to do something a little bit
18 different to avoid a late night on the school board
19 day. We're actually starting that at 8:30 in the
20 morning. So that will hopefully help us avoid such
21 a late night. And we'll get to you as we work out
22 the time frame so that you know exactly when you
23 need to be there, but that's the intent is to try
24 to start as early as we can in the morning and work
25 through.

1 So I guess without any further -- go ahead and
2 introduce your team and the folks who are here and
3 we will get it started.

4 MR. PRAZENICA: Good afternoon, my name is
5 Richard Prazenica. I'm a member of the founding
6 board. I'm a parent of a seven-year-old boy and
7 I'm a professor of Aerospace Engineering at
8 Embry-Riddle Aeronautical University.

9 I joined the board of Florida East Coast
10 Charter because I wanted to build a school to
11 provide an excellent educational option for the
12 families of Volusia County.

13 One of the aspects of our school vision that
14 resonates with me as a parent and as a professor of
15 engineering in particular is our emphasis on
16 science, technology, and engineering in the
17 classroom. I believe in engaging students --
18 introducing students to these themes at an early
19 age encourages them to enter this field and also
20 encourages diversity in this area.

21 I'm also excited about project-based learning
22 opportunities that our school is going to afford
23 the students. I think that engages learners of all
24 ages.

25 So in short, I'm very excited to be part of

1 this project. I'm very excited to build a school
2 that I would be excited to send my child to and
3 hopefully other families would be excited to send
4 their children to as well.

5 MS. CAVANAH: I'm Kim Cavanah. I'm with
6 Collaborative Educational Network. We're the
7 consultants that have helped the founding board put
8 together and articulate their vision and their
9 mission and help them do, as you said, the
10 application processes. Writing processes is pretty
11 voluminous so that's the part that we do is take
12 the ideas and the, you know, back and forth in
13 coming up with the application itself, the written
14 words.

15 MR. SEEBER: My name is Brian Seeber, and I'm
16 on the governing board or I am to be on the
17 governing board. I think I was invited to this
18 board maybe six, maybe eight months ago. I'm an
19 attorney by training, I've practiced -- this
20 December I will be 40 years an attorney, almost 20
21 of which here in Florida.

22 My background has been in corporate financial
23 problems. I have a heavy familiarity with the cash
24 flow and the issues that confront businesses so I
25 bring that to the board is, I think, one of the

1 reasons why I was asked to be on it.

2 I also in mid-life had a calling to do
3 something else which is I'm a Certified Addictions
4 Professional, and I work with adolescents and their
5 families, so adolescents and how they present when
6 they have substance abuse problems. I have become
7 very interested in the degree to which that may be
8 predicted by how they did in school.

9 My wife is also a Volusia County public school
10 teacher at Seabreeze High School. And we have a
11 great calling to be involved in education. I'm
12 involved in leading a mentoring program for
13 incarcerated adolescents at a facility over near
14 Tomoka Correctional, and so working with
15 adolescents and how they may better be provided for
16 a functional adulthood is something that just calls
17 out to me.

18 I've been on a variety of other boards and I'm
19 at the moment the chair of the Volusia-Flagler
20 County Salvation Army board and I'm also on the
21 board of Disabilities Solutions for Independent
22 Living which also helps people find a more
23 functional way of interacting with the world around
24 them.

25 So I have interests that, when I was asked to

1 be on this board, spoke to me that this would be a
2 way to broaden my involvement in the community
3 along these lines.

4 MS. GRANGER: I'm Lindsey Granger, good
5 afternoon. And I am a consultant with
6 Collaborative Educational Network, on the team,
7 helped develop the application and try to take
8 their vision and put it to life.

9 MR. SPENCE: Hello, again, I'm Keith Spence.
10 I'm with School Financial, and I assisted in the
11 budget preparation for the school.

12 MS. NOE: And I'm Christy Noe, the president
13 and CEO of Collaborative Educational Network. I've
14 been working with charter schools for 22 years now.
15 I was a former charter school principal back in
16 1997 when they first started and we had 33 schools
17 in the state and have been a principal for about 12
18 years in my career and still passionate and love
19 being involved with sort of the opening phases and
20 working with new charter schools who are trying to
21 open. And really my passion lies is when schools
22 want to do something innovative.

23 And so when the charter school laws were
24 enacted, that's what they were all about and I
25 think our client today is really wanting to do

1 something different and innovative. So hopefully
2 that's what you will hear about today.

3 FACILITATOR AMY: Thank you.

4 Okay. We'll jump right in. On Section 1,
5 Mission, Guiding, Principles and Purposes. The
6 District has no questions.

7 On Section 2, Target Population and Student
8 Body. The District has no questions.

9 Sections 3 and 4 concern Educational Program
10 Design and Curriculum and Ms. Rachel Hazel will
11 come forward to ask those questions.

12 MS. HAZEL: Good afternoon, Rachel Hazel,
13 Executive Director of Curriculum.

14 Just a few questions regarding the application
15 and I'm going to start on page 10.

16 The question is: Please describe the plan of
17 implementation for UDL beyond the use of
18 technology; and there's another part to it so
19 just -- I'll read them both, but if we need to go
20 back, we can. Please describe the plan for
21 implementation of UDL beyond the use of technology,
22 and also please describe the training for
23 implementation and is it accounted for in the
24 budget?

25 MS. CAVANAH: The specific trainer so far has

1 not been identified so far. There is professional
2 development. There are professional development
3 funds dedicated in the budget itself and the final
4 decisions about which vendors, you know, which will
5 be -- who's going to do what has not yet been
6 determined.

7 As far as the implementation beyond
8 technology, that's the reason that we will be
9 including the explicit training in the use of UDL
10 because it really is a way of teaching teachers to
11 sort of anticipate what the barriers might be and
12 look at the options that they're providing their
13 students and seeing all the ways that you can
14 actually build in mitigators to those barriers just
15 by the nature of your instruction.

16 PBL, as a strategy and a program in itself, is
17 very very amenable to UDL, because if you think
18 about the whole concept of multiple methods of
19 input and multiple methods of expression,
20 multiple -- all of those, that is what PBL is all
21 about.

22 And so while the goal is not to have a student
23 who only likes to learn in one way and only likes
24 to express their knowledge in one way to always let
25 them rely on those through PBL, when you have got

1 students doing these very comprehensive broad-based
2 interdisciplinary kinds of projects and planning
3 and problem solving, they're going to have
4 opportunities to learn through conversations with
5 peers, through interviews with adults, through
6 reading materials, through videos, through hands-on
7 experimentation, the same thing for the expression
8 of what they've learned. They'll have lots have
9 opportunities to do that.

10 So to us it's critical that the UDL training
11 be there so that the teachers don't just have to
12 happenstance discover how UDL marries with PBL but
13 they'll have an actual -- a real toolbox of
14 strategies and ideas and then the PBL -- and
15 together it's pretty seamless.

16 MS. HAZEL: I'm just going to ask a follow-up
17 question to clarify. You said that you don't have
18 anybody specifically identified as far as a trainer
19 goes, but did you account for it in the budget?

20 MS. CAVANAH: Yes. Not as a line item in the
21 budget but as part of the professional development
22 budget itself.

23 MS. HAZEL: Okay. Thank you for that.

24 On page 24, Science Fusion by Houghton,
25 Mifflin and Harcourt, it's copyrighted in 2011. Is

1 there more a current version that you're planning
2 to use?

3 (Indistinct conversation)

4 MS. CAVANAH: So we have to verify that, and I
5 don't know if there's a subsequent Science Fusion
6 because I believe it was on this state-adopted list
7 at the time that this was being written. So if
8 it's not there -- the other pieces, the curriculum,
9 the instructional materials that are cited are what
10 we were looking at, thinking about, and Lindsey can
11 verify that, but what we're looking for were
12 programs that would align with a project-based
13 approach, but that are state-adopted, that are
14 state-adopted and standards aligned. Understanding
15 that our standards are up in the air and the
16 state-adoption process has been halted temporarily
17 but so if it is out of date, then that comes off
18 the table for what we're looking at and we would
19 only be looking at current materials.

20 MS. GRANGER: It's important that these are
21 proposed instructional materials. That there's not
22 a final selection that's made until the
23 instructional leaders been hired.

24 So for purposes of developing the application,
25 we look at state-approved list and so a long cycle

1 so what's been approved and then we look at the
2 adoption cycles and other schools that may
3 implement project-based learning or other
4 instructional strategies that might be an emphasis
5 of this school and look at those materials with the
6 understanding that we will have a selected
7 instructional material list once we have the
8 principal hired, the school's hired a principal,
9 and then we would have core materials but there's a
10 million of other resources that the school would
11 need to explore be able to implement this program
12 with fidelity.

13 MS. HAZEL: Okay. And I'll have some more
14 follow-up questions about instructional materials
15 as well coming up, but it is your statement then
16 that the requirement would be they adopt off the
17 state-adopted list. Is that what I'm hearing you
18 say or --

19 MS. CAVANAH: That's always where we look to
20 first --

21 MS. HAZEL: For core materials. I understand
22 supplemental materials.

23 MS. CAVANAH: Yes, yes.

24 MS. HAZEL: But for core materials, it is the
25 intention.

1 MS. CAVANAH: Yes.

2 MS. HAZEL: Your plans for differentiation
3 include the core tenets content, process, product
4 and learning environment of differentiation, but
5 the examples don't match your school's vision that
6 states: Students are engaged in active and
7 stimulating learning with a positive school
8 community focused on the whole child or the mission
9 statement which is teaching and learning that
10 fosters engagement through hands-on project-based
11 learning.

12 What innovative means of differentiation would
13 you provide to your students and how will you train
14 your teachers to implement those?

15 MS. GRANGER: So let me try and understand the
16 question. So are you talking about the bulleted
17 list on the bottom of page 26 that that doesn't
18 align with the school's vision and mission; is that
19 what you're saying?

20 MS. HAZEL: Right, and it's my page 27,
21 but....

22 MS. GRANGER: 26 and 27. So I know that
23 there's a -- we know that there's a prompt in an
24 area where you typically talk about differentiation
25 but it's our understanding of how this application

1 is conveyed in multiple sections that it does speak
2 to differentiation on multiple levels aligning back
3 with the actual tenets of the educational program.

4 It does have one place where it discusses it
5 as a concept conceptually but really through the
6 project-based learning through a whole
7 child-approach to education, you are designing a
8 program to meet the needs of all students from the
9 front end.

10 So in this place while there's not a level of
11 specificity with the same language as the vision
12 and mission on the front end, these are ways in
13 which we would ensure differentiation at the school
14 based on its content, process, product and learning
15 environment.

16 I don't think we named those intentionally
17 because throughout the application you go into so
18 much detail, you don't want to repeat and repeat
19 and repeat so that's part of the challenge of
20 getting this done in that 110-page format and
21 trying to answer all the prompts. I think we
22 probably felt it was covered more sufficiently
23 throughout the application as a whole rather than
24 just in this one section.

25 MS. CAVANAH: I think that because as we were

1 helping them envision the project-based approach,
2 that is so compelling for inherent differentiation
3 and meeting different diverse needs, then there is
4 always the other part. You can't have the entire
5 day of everyday be this project. So there's also
6 structured instruction. I have to be given the
7 facts in order to be able to apply them.

8 And so this section reflects more on that part
9 of the lesson day, the more structured lesson where
10 I'm getting my basic facts and skills and that part
11 and not the PBL part because in our minds the PBL
12 part sort of speaks for itself and it's already
13 been touched upon in other places.

14 So I think that's what you're talking about is
15 a bit of disconnect because it goes from PBL to
16 fairly -- and our goal is teachers just because
17 you're PBL-ing over here doesn't mean you can go
18 back and just not be also cognizant of different
19 learning types and different differentiations so
20 that was a bit of a disconnect there but it's --

21 MS. NOE: So one of the things that we found
22 with this because we have several schools that are
23 implementing this now and doing it well, and you'll
24 find that like in kindergarten, clearly students
25 aren't ready to implement a PBL project. They

1 don't have the foundational knowledge. And so in
2 the kindergarten classroom things look very
3 different. So there are times when the teachers
4 has to provide some of that content.

5 And I was just in a school last week where
6 they're doing a project-based learning on eagles.
7 And the kids didn't even know what eagles were, or
8 whatever, and so they spiral through some of these
9 things and some of these standards and how it all
10 ties together and it is based a lot on what the
11 students start to grasp onto and then the teacher
12 understands sort of those other pieces and overlays
13 those parts of the content that need to be inserted
14 and so it does -- and it's really about the
15 professional development that they get.

16 And one of the pieces that we put in there is
17 weekly coaching that really holds to fidelity and
18 speaks to when you're a teacher and you're going
19 through this at different grade levels
20 understanding I'm kind of stuck here. This
21 product, you know, we're going down this path that
22 I'm not sure that these kids -- and making sure
23 that we spiral these types of things into that PBL
24 that we are working on.

25 MS. HAZEL: Thank you. Page 28, a curriculum

1 specialist is referenced in regards to MTSS, where
2 is the position accounted for in the budget?

3 MS. CAVANAH: As an example, if -- that would
4 be our lead teachers, counselors or other
5 specialized areas of focus like if there were a
6 curriculum specialist, that would end up -- because
7 it is a relatively small school particularly
8 starting out, that would be lead teacher expertise.
9 Lead teacher who is strongest in language arts.
10 That's not a position that we have --

11 MS. GRANGER: It's not currently reflected in
12 the budget. It's not budgeted.

13 MS. CAVANAH: Yeah. It's the dream position
14 where somebody has their own hat but for now -- it
15 would be lead teachers with strengths in different
16 content areas.

17 MS. HAZEL: Not a separate teacher position.

18 MS. CAVANAH: Right.

19 MS. HAZEL: And on page 34 and this is going
20 back to the instructional materials conversation
21 that we just had. You indicate that all
22 instructional materials would be on the
23 state-adoption list but then both mathematics and
24 science textbooks are not.

25 How did you find those resources and the

1 rationale for the selection of progress in
2 mathematics?

3 MS. GRANGER: At the time of this initial --
4 when this was initially developed so those would
5 have been selected based on the information that
6 was available to us that we can access through
7 Florida Department of Education's website with all
8 of their instructional materials. In some cases
9 we'll look at what districts have available and
10 align accordingly with what materials they discuss
11 and what they portray publicly if that aligns with
12 the educational program itself.

13 In this case it would have been based off of
14 what was available to us when this was developed
15 and I could say that there could have been some
16 disconnect between the then and now, because it was
17 not a discussion in the initial meeting that we had
18 with the school district was brought up as an area
19 of concern. The information carried over to this
20 application because we didn't want to go back and
21 reinvent 110 pages of narrative if that was not
22 brought up as a concern unless it stuck out to us
23 as something that we really needed to change or
24 follow-up on for corrections.

25 So because it wasn't part of the discussion, I

1 think it's part of why it maintained the language
2 that it did.

3 MS. CAVANAH: And the response that whatever
4 materials there would be developed -- would be part
5 of the adopted materials.

6 MS. NOE: And one of the things that we found
7 with the schools currently is that the
8 instructional leader drives a lot of those choices
9 and the teachers that they hire.

10 So we have to a school that's opening right
11 now and those teachers are the ones saying that
12 they've got some experience with this and they've
13 done this and they're saying, No, we really like
14 this math. We really like this.

15 And so it's because they've been trained in
16 some of those things and they align with this and
17 as long as they're on that, it works and so that's
18 where it drives.

19 MS. HAZEL: So let me ask a follow-up question
20 to that. Aside from the instructional leader
21 preference and a state-adoption list, is there a
22 process or a way that you determine whether an
23 instructional material is going to be allowed to be
24 used or not? Do you have other resources?

25 MS. NOE: Well, there's not like a checklist

1 or something. We do know -- for example, I will
2 say that there's a project-based learning school
3 where Lucy Calkins for English Language Arts is
4 used and it's because the process of using that in
5 the classroom is very much aligned with
6 project-based learning. It's a conferencing type
7 way of talking with the student which is more like
8 how project-based learning is.

9 And so the teachers and the principals, again,
10 the instructional leader looks at those things and
11 says, does this align with the way that we teach
12 and the way we're doing things in the classroom.
13 So that is the process that's used.

14 It's not just we're going to select something
15 and it's in direct conflict with the way that we're
16 doing things in the classroom.

17 MS. GRANGER: So I am not cross-referencing
18 the different instructional materials list but the
19 current science that was just updated December the
20 21st of 2018, that date in and of itself would have
21 some explanation as to why certain information
22 would not be reflective of something that recent.
23 This would have been required to submit -- it would
24 have been submitted by no later than February the
25 1st, which means it would have had to be done --

1 how long ago, a month before that, two months,
2 however long it takes, and like I said I'm not
3 cross-referencing but I was just looking to see the
4 most recent dates.

5 And we can see when the cycles will be run,
6 which anticipate -- but we're not informed as to
7 when that's going to actually take place. You can
8 monitor that as a person working in education, but
9 you're not notified like a school district when
10 that takes place until you are part of that school
11 district.

12 MS. HAZEL: On page 35 in the art section, do
13 all grade levels use both 2D and 3D art in their
14 core interrogation?

15 MS. NOE: So I think we talk about it there
16 and it's dependent on whether or not they get the
17 3D printers and whether or not they have that. I
18 think that in kindergarten they probably won't. I
19 think we're more or less explaining that art is
20 more a part of in the classroom and not a separate
21 piece.

22 MS. GRANGER: I'm trying to find which page
23 we're referencing.

24 MS. NOE: I've got 35 where it talks about
25 art, but it says -- I don't see the 3D either, but

1 I'm saying, I know what you mean and so I know --

2 MS. GRANGER: I don't see that language on
3 page 35.

4 MS. NOE: I don't see 3D printer but you're
5 just asking the question.

6 MS. HAZEL: I'm just asking the question.

7 MS. NOE: She sees the paragraph about art and
8 so she asked about the 3D printer.

9 MS. GRANGER: Oh, okay, I'm sorry, I thought
10 you indicated that we conveyed that somewhere in
11 here that we can do it.

12 MS. HAZEL: No. And I don't know that I'm
13 necessarily mentioning just a printer or piece of
14 equipment so much as the concept of that.

15 MS. CAVANAH: Absolutely. And that
16 integration, again, and I feel like a broken
17 record, but PBL is also particularly conducive to
18 expanding experiences with art because sometimes,
19 you know, okay, an older child might be building
20 the robot, or some other child might be putting
21 together found objects to create the ideal robot of
22 the future, and essentially doing found object
23 sculpture, 3D, whatever, so the art activities that
24 are embedded within PBL is some of those products
25 would go definitely beyond 2D.

1 MS. HAZEL: In keeping with that in art, is
2 there a digital component to art in the higher
3 grade levels?

4 MS. CAVANAH: At this point, the curriculum is
5 not that defined. It would be depend on the
6 direction the teachers and administration.

7 MS. HAZEL: Also on page 35 in the music
8 section, you indicate the music curriculum will
9 include instrumental instruction. What
10 instruments, equipment and supplies are being
11 considered for purchase?

12 MS. CAVANAH: Those decisions haven't been
13 made yet. We're far too far out from the system --
14 the expectation is Year 1, based on the budget.
15 They would be basic foundational music instruments
16 that you would see in an elementary school.

17 MS. HAZEL: You do anticipate purchasing
18 instruments?

19 MS. CAVANAH: Yes.

20 MS. HAZEL: Is that in the budget?

21 MS. CAVANAH: I don't know if it is a line
22 item -- musical instruments and instructional
23 materials.

24 MR. SPENCE: We would not have covered that as
25 a single line item in the application but we do

1 have instructional costs for a student and
2 classroom costs that encompasses -- (indiscernible)

3 MS. CAVANAH: But, again, in the beginning
4 it's primarily choral music and listening music and
5 and singing music, and recorders and tambourines,
6 at the beginning before the funds for --

7 MS. HAZEL: Okay. All right. Also for --
8 before I leave music in that section, are you
9 considering purchasing any web-based curriculum or
10 textbooks for music instruction?

11 MS. CAVANAH: Not at this time. Again, that
12 is a decision -- one of the things that when we
13 work with the group and figure out what they want
14 to do and come up with a plan -- the whole idea is
15 that this application can be taken and implemented
16 but that it allows all of those very specific
17 choice decisions to be made by the educational
18 leader of the school and so we -- when we're doing
19 it, sometimes we make recommendations but if it's
20 too far down in the weeds, we will not do that
21 because we want those decisions -- they need to be
22 coming from the school itself, not just from our
23 ideas.

24 MS. HAZEL: All right. Moving ahead. Page
25 114. The sample daily schedule includes 30 minutes

1 of physical education.

2 Who instructs this course? Page 78 included
3 one classroom teacher for each projected class
4 starting with 15 classes, 15 classroom teachers in
5 Year 1, so who would be responsible for the PE
6 instruction?

7 MS. CAVANAH: At this point, I think, if I
8 remember right, this was the classroom teacher.

9 (Indistinct conversation)

10 MR. SPENCE: It would be part of 15 classroom
11 teachers.

12 MS. HAZEL: So each classroom teacher would
13 provide their own physical education?

14 MS. CAVANAH: In the beginning.

15 MS. HAZEL: On page 135, a reading specialist
16 is referenced, was this position accounted for in
17 the budget?

18 MR. SPENCE: It was not an individual teacher
19 listed in the budget.

20 MS. GRANGER: So those are again, and I have
21 to get to the right page, but if it's giving either
22 a non-exhaustive list or naming a role sometimes in
23 the application, it's not exactly linked to a
24 specific human or staff member, it's again a role
25 that somebody would have to play based on their

1 expertise, whether their certification and level of
2 endorsement and whatever the case may be. So
3 that's often -- especially with a smaller school or
4 new school and treatment recruitment and hiring,
5 it's looking at people that are multi-disciplinary
6 folks with different interests and different levels
7 of certification endorsements depending on whatever
8 the school's areas of needs are.

9 So until the student projections will allow
10 for further hiring, you would take teachers and
11 instructional staff and ensure that they had
12 appropriate professional development and so forth
13 to make sure that they are a leader of that area.

14 MS. CAVANAH: So for example, we have a line
15 item on page 78 says, ESE, ELL gifted, specialized
16 teachers is probably a better title for that
17 because by the time we get out to Year 4 and Year 5
18 and there's five individuals fulfilling those
19 roles, that's when we start to have one of those
20 five would be able to play -- not play the
21 specialist role, but it would be a reading
22 specialist if that's what's needed by the school
23 but it comes in later.

24 MR. SPENCE: Excuse me -- we do op the ESE and
25 ELL if the teachers, that is separate than the

1 regular 15 classroom teachers. We start the
2 beginning of the school with two and a half
3 positions in that so that would be a total of 17.5.
4 So those positions are above the 15.

5 MS. HAZEL: I have one final question and I
6 think you might have answered it but just to give
7 it a chance to make sure they're all answered and
8 this has to do with your attachment. You indicated
9 an approximate expense of 200 per new student for
10 textbooks and \$42 for student supplies. Do those
11 amounts include the purchase of musical
12 instruments, equipment and supplies; and if not,
13 how would those be funded? And I think you
14 indicated that it did but I just want to give you a
15 chance.

16 MR. SPENCE: In our supply line we have \$45
17 per student for teacher supplies plus an additional
18 42 per student for supplemental instructional
19 materials. So they would be composite into that
20 one rate.

21 MS. HAZEL: Okay. Just wanted to make sure
22 that we got the answer to that.

23 MS. GRANGER: I'm sorry because I know you
24 have moved on and we would like to keep moving on
25 too but doubling back, it's hard for me, I should

1 have done the technology. It's a lot easier to
2 find the information in the application when it's
3 not in a binder.

4 But on page 135, there's also discussion about
5 finding teachers who are either pursuing a reading
6 endorsement but it references the topic that I was
7 discussing, and I was just trying to find a place
8 for that to be located in the application.

9 MS. HAZEL: All right. That's all the
10 questions for curriculum, I think.

11 Technology is coming up next.

12 MS. KESTORY: Good afternoon, my name is
13 Melanie Kestory and I am the lead facilitator for
14 the digital classroom plan and I'm going to be
15 asking questions about technology that are
16 sprinkled throughout the application.

17 You had referenced the possibility of using
18 i-Ready as your curriculum and you had previously
19 mentioned that instructional materials are not
20 decided until you have your instructional leader in
21 place. On page 271, you referenced 27,000 for
22 software. Can you please give a little information
23 of where that number came from or how it was
24 calculated?

25 (Indistinct conversation)

1 MR. SPENCE: We did \$100 per student per year.
2 The rate we used was \$100 per student per year to
3 generate the 27,000.

4 MS. KESTORY: Thank you so much.

5 In keeping with the budget question on that
6 same page 271, you also included 27,000 for
7 computers and what does that allocation include?
8 Does that include students and teachers?

9 There's a second question, and also is there
10 any other hardware that will be included in the
11 classroom such as projectors or storing cabinets
12 for the computers?

13 MR. SPENCE: I'll let the board here speak for
14 the makeup of the actual items that would be there,
15 but it was figured to be a computer lease at \$1,800
16 per classroom per year to generate the need for the
17 supplies -- excuse me, the technology supplies.

18 MS. NOE: As far as the infrastructure goes in
19 the lease, that we put part of our lease agreement,
20 there is a server, there's some WAPS, there's
21 already stuff in there. So we would need to have
22 somebody go out and look -- yeah, there's computer
23 storage, so we didn't account for that because in
24 the facility itself there is a lot of that in
25 there. We don't know in what condition it will be

1 in once they take -- but so for now, we didn't put
2 it in there because we knew there was stuff so....

3 MS. KESTORY: Okay. One more question. You
4 had mentioned the Public Charter School Grant
5 which, if granted, you would use for classroom
6 technology. Would that be above and beyond these
7 budget items that we just mentioned?

8 MS. CAVANAH: Yep.

9 MS. KESTORY: And what would those funds be
10 used for or have you planned that yet?

11 MS. CAVANAH: We haven't planned that but we
12 know that there's all kinds of fun things that you
13 get to do when you have the grant funds.

14 So we'd be able to increase the diversity of
15 electronic and digital materials that we have and
16 it would just depend on what the direction the
17 teachers were going and what would be most useful.

18 MS. KESTORY: Okay. I do have one last
19 question. In reference to professional
20 development, what are your plans to develop
21 teachers understanding of technology skills that
22 would be needed in a science and technology-rich
23 environment.

24 MS. NOE: So we did put some technology stuff
25 in there.

1 Did you address anything specifically?

2 MS. GRANGER: Well, specifically -- it's hard
3 because we do know that there's a lot of
4 professional development needed of course when you
5 open a charter school but also ongoing. So as far
6 as, as a whole, more specifically in the preopening
7 PD, we addressed the one more prescriptive
8 web-based platform i-Ready is listed.

9 But what we do know is that as part of any
10 project-based discussion, when teachers are
11 receiving professional development about
12 implementing the program in and of itself,
13 technology is going to have be a core discussion
14 and vetted throughout all of those to be able to
15 have a seamless approach to the use of technology,
16 to ensure that technology is all around.

17 And also just when you are starting off with
18 kindergartners, teaching the appropriate use of it,
19 how to use it, what certain functions are, what
20 they do, most kids know how to use technology way
21 better than I do actually but just ensuring that
22 it's part of their instructional day and it's not
23 just limited to a science classroom or a math
24 classroom but that it's part of all the core
25 content areas that is an approach to learning, sort

1 of a blended approach, if you will, that there's
2 technology all around us.

3 MS. NOE: And one of the things that I went
4 through this past summer was the Google Boot Camp.
5 And I was certified in the Level 1, as an
6 instructor, and so I found that lots of school love
7 and the teachers love that. So schools get the
8 reduced rate and get to use the Google in a much
9 more meaningful way. So we always encourage
10 teachers and principals to do it and it's
11 relatively inexpensive and I can actually go and do
12 the training free for them and I think that
13 students love that.

14 In project-based learning, we have seen the
15 power of students being able to use those tools in
16 Google in that thing to present their work. And
17 that's really what the project is is being able to
18 present that information and use technology in a
19 meaningful way not just on a piece of a paper or
20 science fair board or whatever.

21 So thinking of technology in a different way
22 is really -- so we don't like to be prescriptive,
23 we sort of like to give them the option, but I
24 drank some of the Kool-aid this summer, and I do
25 believe -- I mean I think there's a lot that can be

1 had from some training that is not superexpensive
2 that goes a long way in helping kids really to be
3 able to express what they've learned and share
4 information with each other.

5 MS. KESTORY: Thank you so much. Have a great
6 day.

7 FACILITATOR AMY: Next is Section 5, Student
8 Performance Assessment and Evaluation.

9 MR. HOLLAND: Good afternoon, my name is Eric
10 Holland and I'm the Assistant Director for Digital
11 Learning Assessment. Just a couple of questions.

12 You had mentioned that you were using i-Ready
13 as one of your diagnostic assessments, and then in
14 your measurable academic goals you had for your K-2
15 one year's worth of growth, and there was 100
16 percent for those K-12 students, are you going to
17 use the Typical Growth or the Stretch Growth for
18 that?

19 MS. CAVANAH: That again that's an
20 administrative decision, and even though 100
21 percent we were kind of going with the Lake
22 Wobegone approach. And when that was decided,
23 okay, in reality, that's always going to be our
24 goal, but knowing some kids are going to hopefully
25 make way more growth than that, but the goal is

1 that everybody -- anybody -- I maintain or I close
2 the gap. So that's --

3 MR. HOLLAND: So the question was just in the
4 product of i-Ready, theirs two goals. There's the
5 Typical and then there's the Stretch, and I was
6 just curious which one you were going to use to
7 calculate your 100 percent.

8 MS. CAVANAH: And that is not part of this. I
9 mean we didn't go into that level of --

10 MS. NOE: We didn't go into that level of
11 granularity within i-Ready. So I'll tell you that
12 we used -- we understand the i-Ready reports very
13 well and especially with project-based learning.
14 And so we started with the regular part for the
15 goals and then we had kids, 50 percent of our
16 students were below grade level at this
17 project-based learning school that we were talking
18 about, and they obtained the Stretch goals, Growth
19 and an A on their first year of operation. And 50
20 percent of those kids came in two grade levels
21 below. So we started here, but like Kim said the
22 goal actually is probably the -- she didn't even
23 use that for those setting those goals.

24 MS. CAVANAH: So the answer would be, we need
25 to meet our goals.

1 MS. NOE: And we need to know who our kids
2 are, student goals.

3 MR. HOLLAND: Then on page 42 you mentioned
4 students needing the scoring Level of 2 or higher
5 on the 3rd grade essay, so for, I mean for a
6 particular reading to be promoted to 4th grade.

7 So in Year Number 2, because I know you're K-2
8 in the first year, in Year Number 2, what are you
9 going to use for your portfolio options for
10 students that don't score that Level 2 or higher?

11 MS. CAVANAH: That decision has not been made.

12 MR. HOLLAND: Do you have a plan for that?

13 MS. CAVANAH: No. Because again, and this is
14 the part straddling -- a governing board would
15 never be responsible for making -- a governing
16 board would never have that level of content
17 involvement in the decision, and we don't want to
18 speak for what would be most appropriate for us in
19 a completely unknown school population and
20 educators and school leaders.

21 So as consultants, we don't feel that it's
22 appropriate to be that explicit so we don't make
23 that kind of a decision. We just know that --

24 FACILITATOR AMY: Could one of the board
25 members address that perhaps?

1 MS. NOE: There's a lot of confusion between a
2 management company school and an independent
3 school. And so this is -- we are not management
4 company people and they're an independent board,
5 and they're not educators. And so like a
6 management company, I think you dealt with a
7 management company this morning, you dealt with
8 two, I believe. And so that is an appropriate
9 decision for a management company who they charge a
10 management fee and they are replicating schools and
11 they have other schools.

12 This is a totally new school that is a
13 framework that we are setting up, and we have a
14 framework for our principal and an educator to come
15 in, and, yes, there's certain pieces, but it gets
16 colored in by the educational team.

17 So the board members -- that's why they hired
18 us to help with part of this, but we don't set
19 those right now, I mean, that's not --

20 MS. GRANGER: The management company would
21 prescribe if they were administering the set
22 tenors, or some other assessment. I mean the
23 management company would prescribe that for all
24 their schools. That's not an element that is
25 required to actually respond to the prompt for the

1 application.

2 So if we don't know the level of specificity
3 that would be carried out, if you actually marry
4 yourself to that in the application then that's
5 what you're going to end up doing for the most part
6 if you don't indicate somewhere that that's some
7 flexibility to the choices.

8 So I think with a lot of applications, they
9 either do what someone else is doing, do what the
10 District is doing, or like Christy said, a
11 management company would prescribe those pieces but
12 that's not something that might be reasonable for a
13 school, an independent charter school, without
14 those pieces in place.

15 The important part is that they know that if
16 they need to do these things and carry them out as
17 required when the need arises and have a plan to do
18 that moving forward.

19 MR. HOLLAND: That was really why I had asked
20 the question because for the 3rd grade portfolio
21 there are very specific requirements for that and I
22 didn't see that mentioned when you had mentioned
23 the retention. So understanding that there are
24 very specific requirements of what the portfolio
25 assessments are, I think that's why I asked, what

1 was your plan for those students?

2 MS. NOE: So we would let the principal know
3 that there are specific requirements for those and
4 here they would have to know those. But for us, as
5 for consultants to say, this is what it's going to
6 be --

7 MS. GRANGER: So for an out-of-state principal
8 there would be a deeper discussion.

9 For an in-state principal who has been a
10 principal at an elementary level, one would hope
11 but not assume that they know those pieces and
12 parts but to be able to implement the state
13 requirements effectively. All principals need a
14 little bit of support, whether it's from a hired
15 company or a vendor or the actual school district's
16 professional development in those areas but they
17 would need to ensure that they carry out the
18 requirements for those particular students and
19 hopefully they are few and far between, but that
20 we're able to measure things in a reasonable way
21 for students that don't meet the measure on that
22 grade for the assessment.

23 MR. HOLLAND: That was all I had.

24 FACILITATOR AMY: Section 6, Exceptional
25 Student Education; Section 7 English Language

1 Learners; and Section 8, School Climate and
2 Discipline have no questions from the District.

3 And we are now at Section 9, Supplemental
4 Programming.

5 MS. DISTLER: Hi, good afternoon. My name is
6 Caitlyn Distler, the coordinator for Learning
7 Technology, and I will be filling in for Dr. Katie
8 Dyer. She is unable to be here but she's generated
9 some questions regarding to Supplemental
10 Programming and Professional Development so if you
11 don't mind we'll first do Section 9 for
12 Supplemental Programming and then ask a few
13 questions related to Professional Development, just
14 to ease with transitions.

15 Specific to Supplemental Programming on page
16 68, the application states: At this time, we do
17 not have any extra or co-curricular activities
18 planned although we do intend to establish them.
19 Once a school opens, we will survey students,
20 parents, and teachers to determine their interests
21 and then offer activities aligned to those
22 interests.

23 How often do you think these clubs might occur
24 and do you think funding would be required for
25 them? We know it's hypothetical pending those

1 results, but do you believe they would be meeting,
2 how frequently, and if funding would be required?

3 MS. CAVANAH: If any funding were required, it
4 would be -- it would be PTA. It would be
5 donations, so it would be no school day clubs that
6 require funding, which is part of the decision
7 process of figuring out who can do it, what do we
8 have, what can we do as fiscally inexpensively as
9 possible. So that is our guarantee is that there
10 would be no -- anything that is happening during
11 the school day there would be no --

12 MS. NOE: What we found is that a lot of times
13 the teachers that you hire bring their own passions
14 about things that they like to do. I have found
15 some really bizarre things that they like to do but
16 kids really love them as well.

17 And so a lot of times even with the
18 before-and-after care they end up being parts of
19 the after-day. And then a lot of times the monies
20 that are from that help support some of those
21 after-clubs, and so it just kind of depends on the
22 kids interests, the people who can do it.

23 A lot of times people come from the community
24 and they say: Hey, we want to have a yoga class
25 twice a week or whatever. So I mean the list, you

1 never know. So we don't like to be very
2 prescriptive because it is bizarre some of the
3 things that come out, so... And we like it to be
4 open, it's a clean --

5 MS. CAVANAH: No, that is not in the budget.

6 MS. NOE: Yeah, people come up and like to do
7 things and we -- and they encourage it, so....

8 MS. GRANGER: As part of the service learning
9 elements that are within the application engaging
10 the students in the community we hope to establish
11 partnerships for some of those helpful hands or
12 dollars can come along for any curricular
13 activities like this, co-curricular or
14 extracurricular clubs.

15 (Video display stops)

16 MS. GRANGER: And it says in here also that
17 once the school opens, they will survey the kids,
18 the applicants, but a lot of times principals if
19 they're hired timely, which is why it doesn't say
20 before that, they can survey parents through an
21 online survey and you can talk to their kids about
22 what clubs they might be interested in and then
23 that can play a part when the teacher is recruiting
24 and hiring their teachers to see what their
25 interests are, what sponsor they've been for a club

1 at their current school, or would they be
2 interested in being one in the future.

3 MS. DISTLER: Thank you very much for
4 clarifying that. If you don't mind, we'll move to
5 Section 13 for Professional Development.

6 And there's a few questions that are in
7 reference to page 87, and I'll give you a moment to
8 locate that. The specific question related to page
9 87 in Professional Development says that the
10 application states that a minimum of 10 hours of
11 professional learning will be required for each
12 teacher.

13 Can you please explain how these hours are
14 broken down each month, and are PLC's included in
15 this time and faculty meetings if that 10 hours
16 would include all those types of meetings?

17 UNIDENTIFIED SPEAKER: No, PLC's are not
18 included in that. Nor faculty or the other thing.

19 MS. DISTLER: Thank you for clarifying because
20 that was kind of our next follow-up would be, what
21 if they reached that 10 hours in the first month of
22 school, would they be required then to attend?

23 UNIDENTIFIED SPEAKER: We don't see that as a
24 separate Professional Development.

25 UNIDENTIFIED SPEAKER: It is a professional

1 development activity, but it's also a core
2 component of the position.

3 MS. NOE: We listed it actually on the
4 paragraph above that. And one of the things that
5 we know with project-based learning what we've
6 tried to incorporate into the Professional
7 Development with the PBL training is weekly virtual
8 coaching, and so that is sort a layer of that as
9 well and that's not part of the 10 hours either and
10 so it's just more for the teachers, it's almost
11 like a support, but it also helps with the fidelity
12 of the implementation of the program.

13 MS. DISTLER: Thank you. As you mentioned
14 project-based learning and STEM, social, emotional
15 health character development and 21st century
16 skills, there's a lot of topics that are integral
17 to your school's mission and vision. And I was
18 wondering if you by chance had an idea maybe on how
19 this would be laid out in a schedule for that
20 professional learning since there are a lot of
21 topics that are related to the school's mission and
22 vision and what that layout may look like from a
23 training perspective.

24 MS. CAVANAH: One of the first steps and this
25 would be happening once the administrator, once the

1 principal is hired is to layout the priorities
2 because there are things, like PBL, intensive PBL
3 training needs to be completed prior to the start
4 of the school opening. So there are some things
5 that you need to have walking in the door on Day 1
6 when the kids show up, you need to have an
7 understanding of and be ready to hit the ground
8 rolling.

9 Some of the other areas are more easily woven
10 throughout the school year so that's an activity
11 that the principal would sit down and -- even that
12 partly, depending on the staff, as a relatively
13 small school that first year, it could turn out
14 that you do have a lot of -- if everybody comes in
15 and they all say, they drank the Kool-aid and they
16 had the Google Boot Camp. Okay, then we're not
17 going to worry about hitting technology before
18 school starts. We're going to do something else
19 before school starts.

20 If they all walk in and nobody is real
21 comfortable with that, well, I'm not comfortable
22 with the PBL part and the assessment part
23 (indiscernible) and so we're going to say okay, PBL
24 and technology have to be in place because you need
25 to be comfortable with those.

1 So at this point that map doesn't exist. That
2 plan doesn't exist.

3 UNIDENTIFIED SPEAKER: It's just a general
4 concept.

5 MS. NOE: And one of the things is really the
6 principal takes the lead on that and that's when we
7 know we have a superstar principal because
8 typically when they go interview, they have a plan.
9 And if they know it's an innovative program, they
10 know what the first thing that should be first and
11 so they lay it out.

12 MS. GRANGER: And some of the plan might
13 actually be involved with administration in
14 breaking down the elements specifically like you're
15 indicating, but because the whole child approach --
16 the things that are listed in the pre-opening PD,
17 the whole child approach, creating a post-social
18 environment while developing character, the
19 project-based, those pieces, we all know that those
20 have to be established on the front end but
21 priorities within each of those areas will have to
22 be established on the front end as well.

23 So some of the others can be combined for the
24 sake of setting an established voice and tone for
25 the concept, and then they can engage in ongoing

1 professional development regarding those topics
2 throughout the years. Because like data-driven
3 decision making, they have to do that but it also
4 depends on the level of understanding. Maybe the
5 principal is an MTSS coordinator at their school,
6 and then other teachers have a good solid -- they
7 were the MTSS chair or PST chair, so they might
8 have an idea of how to pull data, how to pull
9 reports, what data sources to use, but some of
10 these have to be pared out once we know what data
11 will be used as part of that discussion.

12 So it does again depend on the background.
13 Some of the teachers might be very heavy-handed and
14 understanding i-Ready and some might not.

15 MS. DISTLER: Thank you. One follow-up to the
16 10 hours again if you don't mind.

17 Right now the Volusia County calendar
18 designates a minimum of 22 hours for professional
19 learning, and you had stated 10 as the minimum
20 hours. Can you share when you think that early
21 release trainings might occur? Would it be through
22 early release opportunities or when that might
23 occur during the school year, not just during
24 preplanning?

25 MS. GRANGER: Some of it -- so -- some of the

1 opportunity for early release depends on the final
2 schedule that's established for teachers, what
3 their hours are and how that relates, you don't
4 have our video running. That is fantastic. I was
5 relieved when it turned off.

6 (Simultaneous speakers)

7 MS. NOE: But the beginning of the year
8 training is really critical because of the PBL and
9 who we're looking at doing it. I mean they're
10 going to get a lot and the two groups that we work
11 with, and now we have a school in Florida that is
12 actually certified to do that training, so it
13 reduces the costs a lot.

14 So there's actually they're going to be able
15 to pick up 10 or 12 hours in the very first couple
16 of days of school before school opens.

17 MS. GRANGER: And the early release will be
18 dependent upon the hours that are framed out but
19 also early release is great when there's
20 district-wide options for teachers to access, and
21 it's kind of a nonnegotiable time where everybody
22 is accessing PD. They're going to need to make
23 sure that those PD opportunities align with the
24 programs.

25 So in the beginning a lot of the PD is going

1 to be very specific to the school but something
2 like MTSS, RTI, safety security, those are things
3 that the school can benefit from, you know, don't
4 reinvent the wheel.

5 So it does kind of depend upon what
6 opportunities are available and published for the
7 principal to know beforehand and that's going to be
8 also in collaboration with probably someone like
9 yourself and the school base leader.

10 MS. DISTLER: Thank you. And the last
11 question that I have for Professional Development
12 is the challenge when a new staff member comes on
13 board to the school, so how would a new staff
14 member, after Year 1 or 2, learn about all the
15 topics that were covered during the school's
16 initial opening?

17 MS. CAVANAH: We would anticipate that by the
18 time we're into Year 2 or 3 or 4, we will have set
19 up a mentoring program within the school,
20 coaching/mentoring program.

21 Also the PBL training that we're anticipating
22 is sort of a three-year process, and it's built to
23 address exactly that. Even by the second year --
24 well, the school is growing, so you've
25 automatically got new staff that are 101, and staff

1 that have come in before that were 201, and new
2 staff that came in at the end of the first year.

3 MS. NOE: And also it's a great -- so when you
4 hire a new grade level teacher, you partner them
5 with a seasoned who has already been trained in PBL
6 and they work together at that grade level. So
7 it's also a planning piece from the principal's
8 perspective. Say that a few times. You know, that
9 they bring them along together with that
10 professional development experience.

11 MS. CAVANAH: And when you look at the topics,
12 the topics are the topics that drive the school.
13 And no matter if everybody stayed and you never
14 lost an individual, you still want to have the
15 renewal, the re-energizing, you can always -- so
16 you don't get the same exact training but the same
17 topics are covered which also makes it easier with
18 new staff to kind of have -- to differentiate and
19 address both levels of learners.

20 MS. DISTLER: Excellent. Thank you very much.
21 That was the last question for Professional
22 Development. We'll resume Section 10 for
23 governance.

24 (Indistinct conversation)

25 (Video display resumed)

1 MR. PAULICH: Thank you. Nathan Paulich,
2 legal counsel for the District.

3 First question I have is on pages 71 and 72,
4 and it will be sections 10-E and 10-G.

5 MS. GRANGER: E and G?

6 MR. PAULICH: And on 10-E, on page 71, that
7 last line, it talks about the board will regularly
8 review the collective strengths and expertise of
9 its members with the focus on garnering expertise
10 in the following areas which includes curriculum
11 development, education in teaching, and educational
12 leadership.

13 And then on page 72 in Section G, it talks
14 about the higher education in K-12, Educators on
15 the board provide a strong foundation.

16 Which board members are providing this
17 background and foundation?

18 MS. NOE: So Richard, has higher -- the
19 Richard who you met, the STEM, more engineering is
20 higher education.

21 MR. PAULICH: How about the K-12 part?

22 MS. NOE: There's not a K-12, and so --

23 MS. CAVANAH: At this time.

24 MS. NOE: -- at this time. So what we did
25 develop while this past year and so while we got

1 the legal piece was we did -- it's not in the
2 application, do a board profile sheet. And so all
3 of these pieces are in there. And so we kind of
4 listed those and listed the board members and it
5 kind of populates it, and so it shows sort of what
6 we're looking for, male, female, different age
7 ranges, different of these areas.

8 We have committees now that we've started in
9 trying to profile out that. So when we talk to
10 them about who you're recruiting, these are areas
11 now specifically people that you might want to
12 approach.

13 MR. PAULICH: Have they done any kind of
14 approachment to find people that fit?

15 MS. NOE: Not at this time. They'll wait
16 until they get the application approved. This has
17 been a long road for them.

18 MR. PAULICH: All right. For kind of the
19 attachments and I think it starts on page 166 and
20 these are the board member information forms and
21 they go through, I believe 199-G and maybe 200,
22 page 200. How are those forms completed by the
23 board members?

24 MS. NOE: They were given those forms and so
25 we met with them and talked about sort of the

1 overall responsibilities of a board member. They
2 read through sort of the charter school statute.
3 We told them to look at what that says, the
4 Sunshine laws. They were given a PowerPoint about
5 what they would have to do as a board member about
6 being in-the-Sunshine, all of that type of thing.

7 MR. PAULICH: Were they provided any stock
8 answers for certain questions?

9 MS. NOE: No. Like I said we had a meeting
10 and we met with them and talked about, you know,
11 and they asked us questions, you know, like, are we
12 allowed to talk to each other? And I said, Not if
13 anything is to come before a vote.

14 You know, and so -- but there were no stock
15 answers. It was more they asked us questions, you
16 know about --

17 MS. GRANGER: They were provided non-examples.

18 MS. NOE: Yeah. Right. They were provided
19 non-examples about how you're not allowed to do
20 certain things.

21 MR. PAULICH: And the reason that I ask, and
22 starting on page 168, it's a section on governance
23 and question 5, and the answer provided on this one
24 as well as all the other forms is the same answer
25 verbatim.

1 MS. NOE: What is the answer?

2 MR. PAULICH: Based on Sunshine laws, I would
3 report the misconduct to the principal and ask them
4 to report it to the board chair or another
5 appropriate person. If nothing is done to correct
6 the issue, I would resign from my board position.

7 MS. NOE: Well, that was probably because
8 that's an example in the board governance training
9 that's in the PowerPoint.

10 MR. PAULICH: And that's provided to them?

11 MS. NOE: Yes, and that was in the governance
12 in-the-Sunshine, that's actually an example, and
13 that's an approved DOE training, so....

14 MR. PAULICH: On page 147 which is part of the
15 bylaws, and I'm looking at Article 3 Section 3.

16 MS. NOE: I haven't figured out how to in
17 GoodNotes, you punch in the page number and it goes
18 to that page, so my finger is scrolling, I don't
19 know how to do --

20 (Indistinct conversation)

21 MS. NOE: What did you say? 147?

22 MR. PAULICH: 147.

23 MS. NOE: Okay, article what?

24 MR. PAULICH: Article 3, Section 3.

25 MS. NOE: Article 3, Section 3.

1 Qualifications?

2 MR. PAULICH: Yes.

3 MS. NOE: Okay.

4 MR. PAULICH: Four lines from the bottom it
5 talks about the Collaborative Tampa Foundation,
6 Inc. What is the relationship, if any, with that
7 organization?

8 MS. NOE: That's a typo in here. Yep.

9 MR. PAULICH: So no board members are a member
10 of that and it's not a requirement?

11 MS. NOE: No, that is a typo.

12 MR. PAULICH: Okay. Have the articles been
13 adopted? I know they have draft on them.

14 MS. NOE: Yeah.

15 MR. PAULICH: Have they been adopted?

16 MS. NOE: No, they haven't been adopted yet,
17 no.

18 MR. PAULICH: So there is no relationship with
19 that entity?

20 MS. NOE: No.

21 MR. PAULICH: And then page 163.

22 MS. NOE: 163, at the bottom?

23 MR. PAULICH: Yep, on the board secretary
24 certificate. Same question, is there any
25 relationship with Babcock Neighborhood --

1 MS. NOE: You know -- no.

2 MR. PAULICH: Okay.

3 MS. NOE: That is a lesson in editing.

4 MR. PAULICH: Those are the only questions
5 that I have.

6 MS. NOE: Thank you.

7 (Indistinct conversation)

8 FACILITATOR AMY: Moving on to Sections 11 and
9 12, Management Staffing, and HR. They have no
10 questions at this time.

11 So we're at Section 14, Student Recruitment
12 and Enrollment.

13 MR. KOZIELSKI: Good afternoon, Eric
14 Kozielski, Facilities Planning.

15 My question actually might be a typo as well.

16 On page 89, I believe it's paragraph 4, line
17 3, there's an acronym BHS that confused me.

18 MS. NOE: It confuses me too. It's a typo.

19 MR. KOZIELSKI: All right. I thought you were
20 trying to indicate the school at that point.

21 FACILITATOR AMY: You can move into Section 16
22 as well.

23 MR. KOZIELSKI: Okay. Then I have questions
24 for Section 16.

25 In the facility description you have several

1 of the support rooms that were listed but there
2 isn't a number of classrooms listed in the facility
3 or the size of the classrooms. I was wondering if
4 you have that information?

5 (Indistinct conversation)

6 MS. GRANGER: Do we have the floor plan --
7 we're discussing that we have a floor plan of the
8 building and it has kind of the outline of each
9 classroom and where they will be, but we actually
10 ended up removing it from the attachments because
11 we had exceeded the additional page limit. We
12 wanted to make sure the lease information was
13 included so that's where we chose not to put that.

14 MS. CAVANAH: And I can't remember the numbers
15 but the classrooms are -- the building is
16 sufficient.

17 MR. KOZIELSKI: It's sufficient for the
18 beginning.

19 MS. CAVANAH: Yes.

20 MR. KOZIELSKI: And then for the growth as
21 well that you were projecting?

22 MS. CAVANAH: Yeah.

23 MS. GRANGER: Yes, I have to knock down walls
24 to --

25 MR. SPENCE: If this helps, for budget

1 purposes, and I believe -- I didn't see the floor
2 plan but I'm sure the information was -- we were
3 given 60 square foot per student and the \$17 per
4 square foot per annum is where we made the
5 calculations for our rent amount. So I feel
6 confident that the 60 per square foot per student
7 came up through the line.

8 MS. CAVANAH: And it's either existing
9 classroom spaces or smaller -- there's a handful
10 that are smaller spaces where just the removal of
11 the wall between makes the classroom size -- but I
12 can't remember the number.

13 MR. KOZIELSKI: My follow-up to that was I
14 didn't see a budget line for any major renovation.
15 So there was no renovation plans?

16 MS. CAVANAH: That's the landlord's
17 responsibility.

18 MS. GRANGER: The lease agreement, as the
19 school needs the spaces, then that minor renovation
20 that needs to be done.

21 MS. CAVANAH: Yeah.

22 MR. KOZIELSKI: Okay, those were the Facility
23 questions.

24 MS. CAVANAH: Thank you.

25 FACILITATOR AMY: And Section 15, Parent and

1 Community Information had no questions at this
2 time.

3 Section 17, as well, Transportation. There's
4 no questions from the District.

5 So we move on to Section 18, Food Services.

6 MR. PRIME: Good afternoon, my name is
7 Robenson Prime, and I'm the coordinator of
8 Schoolway Cafe, and I just had a few questions.

9 On the first page, you talked about that
10 you'll be doing an RFP to look for a vendor to
11 provide your lunches. I wanted to know briefly
12 what qualifications or standards do you look for
13 when you're going to select that provider?

14 MS. NOE: So we would use the RFP that comes
15 from the -- and we've done this, we helped at --
16 It's the national school lunch provider, there's an
17 RFP that comes through or whatever the food, and
18 I'm not the expert in this. I can see the notebook
19 in my head.

20 MR. PRIME: Okay.

21 MS. NOE: But it's the standardized one that
22 you guys use. It's an RFP, isn't it? It's the
23 USDA, isn't it?

24 MR. PRIME: Right. I was just trying to get
25 an idea.

1 MS. NOE: It's that process. So we followed
2 that same process. There's an RFP that is out
3 there that we pull off the USDA site and it goes
4 through that, as far as that it's a charter school,
5 a public school under the District but it serves
6 its own food.

7 I don't think we attached a copy, did we,
8 Lindsey?

9 MS. GRANGER: No.

10 MS. CAVANAH: Because of the -- part of the
11 focus of the school is on health and nutrition and
12 just general wellness, and so the personalized
13 piece of it is that part of the RFP process is
14 seeking people who are using --

15 MS. NOE: Locally sourced.

16 MS. CAVANAH: -- locally sourced, fresh fruits
17 and vegetables, more healthy options.

18 MS. NOE: Not frozen things -- I mean they try
19 to put things that they would deliver, you know,
20 more frequently, not three weeks in advance, to sit
21 in the freezer and defrost. So I don't know. I
22 can't specifically what the RFP says but it's stuff
23 like that.

24 MR. PRIME: Okay. In Section 16, Facilities,
25 briefly mentions and that's on page 95 on your

1 document, briefly mentions a generous space for
2 meals and cafeteria. Wanted to know if there was
3 going to be a specific place for a kitchen or a
4 serving line, and how big is that space
5 anticipating to be?

6 MS. CAVANAH: The facility has a kitchen and
7 it actually it's a full --

8 MS. NOE: It's a full-service kitchen, but we
9 only wanted to use a warming and a serving so....

10 MR. PRIME: You said it's a full-service
11 kitchen, but what?

12 MS. CAVANAH: We'll just be using at this
13 time, we're not hiring cooks and preparing meals --

14 MS. NOE: Right. No, it will just be --

15 MS. CAVANAH: -- so it will be used as a
16 warming kitchen.

17 MS. NOE: Right, and to serve them, yeah.

18 MS. CAVANAH: But if the opportunity should it
19 ever arise.

20 MS. NOE: No, no, cooking food is not anything
21 anyone wants to do.

22 MR. PRIME: So that everything will come
23 cooked or precooked.

24 MS. NOE: Kim has never had to run a school
25 before so we will never cook food in one of our

1 schools. No, no.

2 MR. PRIME: With regard to kitchen equipment,
3 so I assume it will be commercial grade in terms of
4 whether it's refrigeration.

5 MS. NOE: And one of the things in the RFP a
6 lot of times is that we like to have the equipment
7 as a part of what gets leased from the provider so
8 that they're responsible for fixing it and doing
9 whatever. Because also you don't like to fix the
10 equipment, you just like to serve the food, and a
11 lot of times we build that into the RFP so there's
12 not unforeseen costs with that.

13 MR. PRIME: Got that. Please clarify the
14 statement that we will work with VCS to verify
15 student eligibility. Who is verifying the
16 applications that you guys will be --

17 MS. NOE: So it verifies from district to
18 district, and we weren't sure what your process was
19 here. So I don't know if you have a specific
20 person that would work with the school data
21 processor -- and Lindsey I don't know, you used to
22 work in the District?

23 MS. GRANGER: Not in food service.

24 MS. NOE: I know, yeah, nobody knows food
25 service.

1 We know other school districts do have
2 somebody that we turn them into and they can help
3 with it, but I don't know if you guys do.

4 MR. PRIME: So normally with us, we do have
5 somebody in-house within our department that we use
6 but typically if you're using your own providers
7 and so on, you would be responsible to kind of
8 facilitate that process.

9 MS. CAVANAH: The school building is the
10 initial --

11 MS. NOE: Right. And I will say it has
12 varied. So if we get a certain vendor, they are
13 the ones then that -- yeah. And so it goes through
14 them. So this language is very loosely worded to
15 allow for depending upon which option and how it
16 goes. Yeah.

17 MR. PRIME: So, yes, just wanted to clarify
18 that.

19 Last question, do you have an emergency fund
20 specifically if you have students who don't have
21 any food and they don't qualify for either free or
22 reduced, how do you compensate for their meal?

23 MS. CAVANAH: I do believe we have funds.

24 MR. SPENCE: Yes. Based upon percentages,
25 obviously, we were assuming a 70 percent

1 participation rate, and then obviously the revenue
2 collected, and then we have an expense line for
3 meals, the on 70 percent at 2.54.

4 If these -- and I've said this earlier in the
5 meeting this morning. If we missed it a little bit
6 from our expected, we still have a very healthy
7 contingency built into the budget of 3 percent and
8 I believe it's like 30,000 the first year -- excuse
9 me, 56,000.

10 If we did miss the revenue versus the expense,
11 we have 36,000 to compensate for that. It would be
12 our intent to use that. But we try to make an
13 estimate based on -- (indiscernible).

14 MR. PRIME: All right. Thank you. That's all
15 I have.

16 FACILITATOR AMY: Next Section is 19, School
17 Safety and Security.

18 MR. PENDER: Hi, I'm Craig Pender, Coordinator
19 of Emergency Services and School Security and I've
20 only got a couple of questions after looking at
21 your plan from last year and the changes that you
22 added this year. So it will be kind of brief.

23 First question is: What are your plans to
24 identify bullying and anonymous reporting in the
25 schools?

1 MS. CAVANAH: Bullying and?

2 MR. PENDER: Just anonymous reporting.

3 UNIDENTIFIED SPEAKER: And anonymous
4 reporting.

5 MR. PENDER: Yes, I think she had it.

6 MS. NOE: One of the things is to have on our
7 website so that you can report it, families can
8 report, students can report it, to have a place
9 that they can go.

10 You want to add to it?

11 MS. GRANGER: Obviously, it goes to the staff
12 members as needed to do that. I have to look at
13 the staffing chart to remember who that would be in
14 Year 1 but it might change as we have more students
15 and there's more staff.

16 And as far as identifying bullying, there
17 would be training for students as well so that they
18 know what bullying looks like. There's different
19 forms of bullying, whether it be peer to peer or,
20 you know, web-based, whatever the case may be, but
21 making sure they understand what bullying looks
22 like.

23 And also, I think it's important for students,
24 but also parents to understand what it means
25 because bullying gets loosely thrown around.

1 There's a definition for what it is. And I think
2 that's a really important concept for the principal
3 in the school to understand that, you know,
4 roughing around one time at the bus stop, that's
5 not bullying but making sure people know what it
6 is, what it looks like, and they're not afraid to
7 report it.

8 And then of course if it is reported, there be
9 an investigation to determine whether or not the
10 allegations are substantiated and what to do about
11 them. But all bullying allegations will be taken
12 seriously.

13 And then for particular groups of students,
14 for example, a student with a disability if there
15 is -- whether a perceived notion of bullying or an
16 act of bullying, the IEP teams actually are
17 required to address that and determines what types
18 of social and emotional supports might be needed
19 for the child. So I think it kind of like a
20 whole -- you know, the culture itself needs to be
21 set up so that it prevents -- it's a proactive way
22 of kind of front loading positivity and ensuring
23 students have pro social skills to communicate
24 without bullying.

25 MS. CAVANAH: So the program is set up,

1 there's not a place that says this is the way K-5
2 children will have an ability to anonymously
3 report. We addressed the families and maybe the
4 older kids but part of the whole school preparation
5 and school culture building, that will be -- that
6 would be addressed.

7 But, again, for like a kindergarten child, it
8 would be a very different thing than a 5th grader
9 whatever system is put in place.

10 MS. GRANGER: Some of the natural program
11 elements will lend themselves to discussions about
12 bullying but pro special skills and pro social
13 behavior, but always the identification of someone
14 picking on you. Perception is your reality, but
15 really identifying how to engage in those social
16 situations but also determining what is bullying,
17 and what does it look like, because it comes from
18 so many different ways.

19 MS. CAVANAH: And who to tell when --

20 MS. GRANGER: Right, who to report when, and
21 then also so that the adults take every concern
22 seriously and address it in a very systematic way
23 rather than taking their perception that that
24 student always reports concerns of bullying and
25 they've never been substantiated, but you take

1 everyone as serious as you took the first one and
2 follow the process that's systematic and
3 documented, because you have to document what
4 you're doing or it was never investigated.

5 MR. PENDER: I will tell you that there is a
6 new thing Fortify Florida that all schools have
7 which is an anonymous reporting app. That's really
8 what I was getting at.

9 When somebody mentioned right up front, but --
10 but so, no, the other things are good.

11 Based off that, another question, because you
12 mentioned earlier about having outside people come
13 in to maybe facilitate some of your after-school
14 activities. How are you going to have them
15 screened? You know.

16 MS. NOE: So we -- they all have to go through
17 the level, the background checks with the District.
18 So we will require anybody that does anything with
19 students to go through the Level 2 background
20 screen with the District as any vendor would have
21 to do.

22 Is it Level 2 or Level 3?

23 MS. GRANGER: Level 2, I don't know.

24 MS. NOE: We're all Level -- whatever the
25 vendor statewide is and Lindsey's ID something got

1 messed up at the front door, so we didn't think she
2 was going to be able to come in today, but, so
3 anyway, we would have them screened just so they
4 would a staff member at the school.

5 MR. PENDER: And my last question is simply,
6 in your thing you put that you were going to have a
7 security guard, but you realize that we don't do
8 security guards it's either SRO or Guardians have
9 you discussed that?

10 MS. NOE: That's going to be a discussion that
11 the board can have. I'm laughing just because --
12 yeah -- no, we're very close to that situation and
13 we're very aware of what the options are and so we
14 know what the laws, you know, what is out there and
15 available, so that will be a decision that the
16 board gets to make.

17 MR. PENDER: Okay. I just have to ask.
18 That's it for me.

19 FACILITATOR AMY: Section 20 and 21, Budget
20 and Financial Management.

21 MS. MULLER: Good afternoon, Deb Muller, Chief
22 Financial Officer.

23 I just wanted to point out that on page 107 in
24 your anticipated insurance coverage, our policy
25 requires that the property insurance be 100 percent

1 replacement value. The fidelity bond to have a
2 limit of at least \$500,000. And the school leaders
3 errors and omissions to be 1 million per occurrence
4 and 2 million aggregate.

5 Would you able to bring this into compliance
6 and where would the funds come from to pay for this
7 additional cost?

8 MR. SPENCE: Absolutely. As I stated this
9 morning, we would yield to the District's
10 requirements in the contract absolutely. And, of
11 course, we have budgeted, I believe, there's like
12 \$13,000 the first year based on the enrollment and
13 then it grows out.

14 And then like I told the gentleman before, the
15 contingency of 56,000 is there. And if we find
16 that the requirements need to be met, we would tap
17 into those absolutely to meet that legal
18 requirement.

19 MS. MULLER: Okay, thank you.

20 Also on page 315, Attachment Z, and I hope
21 that I have that page number right. You provide a
22 letter for a loan of \$40,000 using furniture,
23 fixture and equipment as collateral, how or what is
24 the plan for purchasing that equipment initially so
25 that you will have that for collateral?

1 MS. NOE: So there is a significant amount of
2 furniture and stuff in the current facility, and so
3 we haven't really gone through thing by thing to
4 see what is needed, but we wanted to make sure that
5 there was something available if we needed it.

6 So basically it would be the principal and
7 us -- people going through and saying, how many
8 desks, how many chairs, which grade levels, what do
9 we need? And so having cash available if it was
10 needed basically.

11 But I did do a walk-through and there were --
12 there's some technology infrastructure, some
13 projectors. I mean there's stuff in there, it just
14 needs to be sort of inventoried and figured out
15 what is what, and what can be used, and what is
16 needed. So it was more of a safety net just to
17 be -- just in case.

18 And again, we couldn't mention anything about
19 the CSP grant so we didn't but we've had high
20 success with that and they just got awarded another
21 three-year grant from DOE. And so we're hopeful
22 that, if necessary, we could write that and get
23 that, so, but we put the 40,000 just in case.

24 MS. MULLER: Also, the letter that you
25 included was dated July 2018, do you have more

1 recent correspondence or was that --

2 MS. NOE: That was because we were going to
3 submit this application back in July and we were
4 told that we had to wait until then.

5 MS. CAVANAH: It still stands. The commitment
6 was a commitment but....

7 MS. MULLER: So that would have to be updated.

8 So going back to Mr. Pender's questions, you
9 show that you have an operating budget of 27,000
10 for security or SRO, and just to point out that
11 again the minimum cost for the Guardian is 27,750
12 plus benefits.

13 And then on page 293, you show your
14 contingency plans. And if you had 50 percent
15 enrollment, that you would reduce your Guardian or
16 SRO to .5. How would you accomplish that person
17 being on campus full time?

18 MS. NOE: Where does it say 50 percent on the
19 SRO?

20 MS. CAVANAH: It's on school security down at
21 the bottom.

22 (Indistinct conversation)

23 MR. SPENCE: Definitely that's a math exercise
24 that we would have to correct because you're
25 absolute that that position would need to be there,

1 so, yes, thank you.

2 MS. NOE: And dollar for dollar, I mean
3 really, if you are like at \$28,000 and trying to
4 cut that -- security is critical.

5 MR. SPENCE: So, okay. That was a mistake.

6 MS. MULLER: All right. Thank you.

7 And that's all the questions that I have.
8 Thank you.

9 FACILITATOR AMY: And Section 22, Start-up
10 plan. No questions are required from the District.
11 So that gets us to the end of the capacity
12 interview questioning.

13 I'd like to open up the floor now to any
14 District staff who may have any follow-up questions
15 based on answers or conversation that's happened.

16 (No audible response.)

17 FACILITATOR AMY: It looks as if there's no
18 further questions at this time.

19 I now ask the applicants, do you have any
20 questions of us?

21 MS. NOE: So will we get a copy of the
22 evaluation Rupert prior to the school board
23 meeting?

24 FACILITATOR AMY: Yes, you will.

25 MS. NOE: Okay.

1 FACILITATOR AMY: I'll inform you of that. So
2 you'll have that ahead of time. And again, the
3 board meeting will be starting at 8:30 in the
4 morning and I will advise you as we get closer and
5 that agenda is set so that you'll see exactly what
6 you need to come.

7 We will have regular business that the board
8 will be entertaining as well, but we're hopeful
9 that that will be a little bit shorter day than
10 perhaps last year, so....

11 MS. NOE: So only breakfast and lunch this
12 year?

13 FACILITATOR AMY: Exactly.

14 MS. NOE: Not breakfast, lunch, dinner.

15 FACILITATOR AMY: Exactly.

16 Well, thank you so much again for our
17 applicants for being here and answering our
18 questions.

19 And thank you again to District staff for your
20 hard work to evaluate the application and ask those
21 questions. So, we appreciate it.

22 And if there's no questions, I believe we're
23 finished and we're adjourned for the afternoon.
24 Thank you.

25 (Proceedings concluded.)

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REPORTER'S CERTIFICATE

STATE OF FLORIDA)
COUNTY OF VOLUSIA)

I, Paulita E. Kundred, Registered Professional Reporter, certify that I was authorized to and did stenographically report the foregoing proceedings via audio/video recording; and that the transcript is a true and complete record of my stenographic notes to the best of my ability.

I further certify that I am not a relative, employee, attorney, or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor am I financially interested in the action.

Dated this 1st day of April, 2019.

PAULITA E. KUNDID
Registered Professional Reporter
and Notary Public, State of Florida

Volusia Reporting Company

EXHIBIT 4

Evaluation Instrument

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team’s capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
X	<input type="checkbox"/>

Name of Person Completing Assessment: James T. Russell Date: 4/9/19

Title: Superintendent of Volusia County Schools

Signature: /s/ James T. Russell

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
The mission and vision statement defined in the application supports the guiding principles and is clear and concise.	
Concerns and Additional Questions	Reference

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
The target student population would be drawn mostly from Ormond Beach and Holly Hill as identified by a distance measured from their facility location. The school identifies as a local community school and is projecting less than 600 students at full enrollment; support for the projected capacity is adequate.	Page 3, ¶ 2; Page 5, ¶ 3

Concerns and Additional Questions	Reference
Methodology for limiting students at capacity identifies a priority to limit traffic impacts. The number of potential walkers should have been identified, as well as how the school intends to encourage walking rather than use of personal vehicles.	Page 4, ¶ 2

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school’s mission and responds to the needs of the school’s target population, and
 - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> ELA/Reading	<input checked="" type="checkbox"/> Visual Arts	

Strengths	Reference
Core: Educational program focused on Universal Design for Learning, Problem Based Learning and STEM	Pages 9-10

Concerns and Additional Questions	Reference

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X Math X Science X Social Studies X ELA/Reading	X Other X Visual Arts X PE	

Strengths	Reference
PE: Scheduling 30 minutes of PE per day Core: aligned to Florida standards. Core: focus on reading/writing instruction	Pages 78, 114 Page 18 Pages 19-20

Concerns and Additional Questions	Reference
Other: Unable to identify curriculum used. Curriculum will not be decided until the principal is hired. Criteria for materials would be left to the principal. PE: Not hiring a PE teacher. According to the capacity interview, classroom teachers will instruct physical education. PE standards and curriculum must be overseen by a certified physical educator (FL Statute 1003.455). Core: Instructional materials selected are not the most current editions.	Pg. 32 Comment from 3/4/19 capacity interview Page 23: Science Fusion and page 132 McGraw Hill Wonders

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<p>The applicant has a focus on the MTSS process and uses that to drive school improvement. The applicant describes the PD that the principal will receive in order to carry out their vision.</p> <p>The MTSS process will be used to identify and correct issues in school performance. Gaps identified will be incorporated into the school improvement plan.</p>	Page 46 and 47

Concerns and Additional Questions	Reference
<p>A concern identified is while they do have measurable goals for student academic growth (100% students making a year’s growth), there was confusion during the capacity interview on how they were going to exactly measure the 100%.</p> <p>The applicant should clearly identify what 100% of students making a year’s growth is being measured by.</p>	Page 40

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs through the IEP process.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
Section H references engaging in meaningful problem-solving through the IEP team for students with lack of progress toward IEP goals. This is considered a best practice.	Page 54
It is laudable that all teachers will be encouraged to obtain gifted endorsement.	Page 55

Concerns and Additional Questions	Reference
No significant concerns are noted at this time.	

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
Federal and State compliance expectations are delineated- including Initial Identification, Exit Procedures, comprehensible instruction, and teacher qualifications	Pages 58-63

Concerns and Additional Questions	Reference

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
The applicant is to be commended for recognizing that behavioral expectations need to be explicitly taught and for giving behavioral development equal weight to academic development.	Page 64
The applicant is to be commended for requiring a classroom management plan from each teacher and recognizing that overall school discipline, culture and climate begin in the classroom.	Pages 64-65
The applicant is to be commended for embedding character education and citizenship into their classroom curriculum as well as emphasizing school-wide and providing an infrastructure for social, emotional and behavioral learning.	Page 65
The applicant is to be commended for utilizing the VCS Code of Student Conduct & Discipline and for understanding that the authority to expel a student lies with the district.	Pages 66-67
The applicant has a plan to address behavioral concerns as well as patterns of behavior and is to be commended for recognizing the importance of the problem-solving team process and response to specific intervention.	Pages 66-67

<p>The applicant is to be commended for recognizing that federal law requires a student's disability to be considered when determining disciplinary consequences and dealing with behavioral concerns.</p>	<p>Page 67</p>
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Concerns and Additional Questions	Reference

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strengths	Reference
Considering clubs related to railroads, STEM, math, and gardening represent a wide variety of students' possible interests. Building in a pay structure to assist students who might have difficulty affording to participate in activities is commendable.	Page 68

Concerns and Additional Questions	Reference
Section 9 requires "A clear description of extra- and co-curricular activities" and "evidence of an adequate funding source for extra- and co-curricular activities." On page 68, the application states: "At this time, we do not have any extra- or co-curricular activities planned, although we do intend to establish some. Once the school opens we will survey students, parents, and teachers to determine interests, and then offer activities aligned with those interests if feasible." In order to make an accurate evaluation about whether adequate funding has been allocated, it is necessary to know which clubs might occur, how often, as well as whether there would be any special materials and facilities required.	Page 68
Because service learning is one of the key foundational concepts underlying the school's mission, it would be appropriate to consider how service clubs in particular might serve to support the mission. Page 68 states: "Other organized groups may focus on character concepts and school-wide service learning activities and initiatives in alignment with the school's educational programming."	Page 68

Considering the development of an extended day program is a large undertaking. If such a program is desired, more detail is needed in order to determine if adequate staffing, facilities, materials, etc. have been taken into account.

Page 68

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.

An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
The application adequately addresses the criteria necessary for Section 10 Governance and demonstrates an appropriate understanding for the necessary policy-making and oversight function of the proposed charter school.	

Concerns and Additional Questions	Reference
The application contains a few concerns which push the rating closer to partially meets the standard.	

For example, in Section 10 E., the application explains that the entity hopes that the Board Members will have expertise in, among other things, “curriculum development; education and teaching; [and] education leadership” In Section 10 G., the application states that the “higher education and K-12 educators on the board provide a strong foundation in both pedagogy and educational accountability that will be an invaluable resource as the school evolves.” The current Board Members, however, have no experience in K-12. Board Member Richard Prazenica is an Assistant Professor at Embry-Riddle Aeronautical University, but that experience is vastly different than K-5 education. The application does not demonstrate how the current collection of Board Members meets the aspirations contained in Section 10 E. and G. Nor does the application otherwise demonstrate that the current Board Members have the appropriate knowledge and skills related to elementary education.

Pages 71-72

The application also includes errors. For example, Article III, Section 3, of the Bylaws provides that “[a]t all times, at least one Board member shall also be a board member of the The Collaboratory Tampa Foundation, Inc., designated by that organization.” Article III, Section 5, of the Bylaws also references “a board member of the The Collaboratory Tampa Foundation, Inc.” At the capacity interview, the representatives denied that there was any affiliation to The Collaboratory Tampa Foundation, Inc., or any requirement for that entity to be able to designate one Board member for the Board of Directors. It is concerning that the Bylaws contain such a requirement if the entity does intend to comply. Similarly, the Conflict of Interest and Anti-Nepotism Policy identifies another entity, “Babcock Neighborhood School, Inc.,” but the representatives at the capacity interview denied any affiliation with that entity.

Pages 147-148, 163

The application cites to “s. 1002.33(7)(d)1., F.S.,” but the correct citation for the principle identified is § 1002.33(9)(p)2., Florida Statutes. Pages 71-72 Page 147-148, 163

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
Principal possessing at least master’s degree	Page 76
Background screenings	Page 79
Drug screenings	Page 79

Concerns and Additional Questions	Reference

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference

Concerns and Additional Questions	Reference

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strengths	Reference
The topics mentioned for professional learning seem like wise choices. However, the amount of learning scheduled to occur in one year is likely to be an implementation challenge.	Page 84-88

Concerns and Additional Questions	Reference
The application requires that the applicant explain how the school's calendar, daily schedule, and staffing structure accommodate the professional learning plan. In simply stating that each teacher receive 10 hours of professional learning, it is unclear how the school's calendar, daily schedule, and staffing structure will accommodate this plan.	Page 87
The Volusia calendar designates a minimum of 22 hours for professional learning; the application states that a minimum of 10 hours is required. If teachers earn just 10 credit hours per year, they will not be on track to earn the 120 credits they need every 5 years in order to recertify.	Page 87
Given the topics integral to the school's mission and vision that are articulated in the application (Project-based learning; STEM; Physical, social and emotional health; Character and citizenship; 21 st century skills; Universal Design for Learning, differentiation, PBIS, MTSS, PST, PMP; Inclusive approach with ESE students; Blended learning; Curriculum; Standards; and Service learning), it seems critical to lay out a schedule for how each would be covered and adequate follow-up provided. The stated 10 hour minimum for professional development hours does not seem to offer enough time to sufficiently introduce and follow up on these important topics.	Page 84-88

Many topics are planned for teachers to learn during years 1 and 2 of the school's start. It is a concern that there is no mention of how a new staff member (after year 1 or 2) might learn about all of the topics covered during the school's initial opening professional development.

Technology: The pre-opening and on-going professional development plan on page 86-87 addresses project-based learning and STEAM integration. It is concerning that there are no plans or funds budgeted to provide professional development on integrating technology into the curriculum.

Page 86-87

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
Florida East Coast’s application states enrollment will be open to eligible ESE and ELL students and will not discriminate in accordance with state and federal anti-discrimination laws.	Page 89

Concerns and Additional Questions	Reference

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths	Reference
Parent teacher conferences will be held twice a year, a PTO would be formed, parent surveys will be distributed annually to monitor parent opinion. There are also clear ways mentioned to try and get parents to get involved, including assisting with after school clubs, chaperoning field trips, helping with fundraisers and serving on committees.	Page 92

Concerns and Additional Questions	Reference
Did not answer the first part of Question B which says to discuss any established community resources that will be available to students and parents. It simply says, “The school will host informational meetings and town hall meetings to provide a venue for informational sharing and question and answer sessions.”	Page 93
Did not include attachment “T” which is any existing evidence of demand for the school or support from community partners.	Page 93

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
Facility has previously been used as an early learning educational facility so it should be sufficient for this purpose with little renovation. A draft Lease Agreement was included in the application, which outlines the renovation costs would be included in the lease.	Pages 94, 95; Attachment V (Page 248)

Concerns and Additional Questions	Reference
The star-up loan also states furniture, fixtures, and equipment will be used as collateral. During the capacity interview, the applicant was asked how this collateral would be obtained and they answered that it was in the current building being considered for lease as the school’s location. The	Attachment V (Page 265)

sample lease agreement specifically states, *“Notwithstanding anything to the contrary in this Lease, Tenant shall never, under any circumstances, have the power to subject Landlord’s interest in the Premises or Building to any liens of any kind nor shall any provision in this Lease be construed as empowering Tenant to encumber or cause Tenant to encumber the title or interest of Landlord in the Premises or Building.”* The applicant has not provided any additional documentation of a start-up loan.

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
The applicant references FS 1006.21-27 and FAC 6A-3. The plan is to contract with Volusia County Schools Student Transportation Services as a primary source of transportation. There is reference to IEP requirements and the needs of homeless students. The applicant is receptive to centralized stops for the buses and they are familiar with the cost structure for utilizing Volusia County Schools Student Transportation Services. They have a compliance plan for field trips and school-sponsored events.	Page 97 and attachment X2

Concerns and Additional Questions	Reference
There are no concerns or additional questions.	

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference

Concerns and Additional Questions	Reference
School Way Café does not approve applications if outside vendors will be hired.	Page 279-Food Service Schedule
Reimbursable meals rates consolidated – not categorized by Paid, Reduced and Free.	

19. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
Will have school guardian/visitor management system and follow best practice for OPPAGA and VCSB. Single Point of Entry and Security cameras	Page 99

Concerns and Additional Questions	Reference

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Applicant provided documentation of the availability start-up loan of \$40,000. The amount of this loan appears that it may be insufficient for start-up since there is an ending balance at the end of the start-up period of \$136.</p> <p>The start-up loan also states furniture, fixtures and equipment will be used as collateral. During the capacity interview the applicant was asked how this collateral would be obtained and answered that it was in the current building being considered for lease as the school’s location. The sample lease agreement specifically states, <i>“Notwithstanding anything to the contrary in this Lease, Tenant shall never, under any circumstances, have the power to subject Landlord’s interest in the Premises or Building to any liens of any kind nor shall any provision in this Lease be construed as empowering Tenant to encumber or cause Tenant to encumber the title or interest of Landlord in the Premises or Building”</i>. The applicant has not provided any additional documentation of a start-up loan.</p>	Attachment V (Page 265), Z (Page 315)
<p>As stated above, the fund balance at the end of the start-up period is \$136 and the start-up budget does not contain any line item for contingency. The fund balance at the end of year 1 is less than 1% and is insufficient to allow for any contingencies that may arise. Additionally, under both the 75% and 50% enrollment plans, the fund balance at the end of years 1 and 2 are less than 1% and less</p>	Attachment Y.1 (Page 310), X.1 (Page 287), X.4 (Page 301), X.5 (Page 306)

<p>than 2% in year 3. The application does not show financial stability and sustainability should contingency expenses arise.</p>	
<p>The operating budget shows security/SRO at a cost of \$27,000. The current cost of a guardian is \$27,750 plus benefits per year. The applicant has not sufficiently budgeted for this expense unless they can obtain a guard through a security firm at a lower cost. On the 50% reduced enrollment budget plan, the applicant shows cutting the security/SRO budget to 0.5 FTE. Under state statute, all public schools (including charters) must have an armed safety office on site when students are present. This contingency budget would need to be modified to fund a 1.0 FTE armed safety officer using contingency or by decreasing other expenditure lines.</p>	<p>Attachment X.2 (Page 277), X.5 (Page 306)</p>
<p>Technology: The budget on page 271 includes \$27,000 for computers for students and teachers. With a projection of 15 (K-2) classrooms the first year, that equals \$1,800 per classroom for technology for the teachers, students, and classroom. (Current Student Model \$638 – Lenovo Laptop, Current Chromebook – estimated \$200). Projectors cost \$550 in addition to charging and storing devices.</p> <p>Many decisions regarding technology and other areas are dependent on the leader of the school. Since the principal has not been chosen yet, it is difficult to identify all areas of concern at this time.</p>	<p>Page 271-272</p>

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference

Concerns and Additional Questions	Reference
The applicant states the board will receive cash and budget performance projections monthly during the first year, beginning in September. Board monitoring should begin immediately upon start-up. The applicant also states after the first year they will be provided to the board as needed. Board oversight should continue on a monthly basis through year 5 at minimum to assure financial viability of the charter school.	Page 111
Applicant’s insurance policy only partially meets board policy in the following areas: Property insurance does not include 100% of replacement value; Fidelity bonds do not have a minimum limit of \$500,000; School leaders’ errors and omissions are not at minimum of \$1M per occurrence and \$2M aggregate.	Page 114

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
The timeline is reasonable and having an existing facility addresses many potential issues.	Page 108

Concerns and Additional Questions	Reference
<p>Applicant provided documentation of the availability start-up loan of \$40,000.</p> <p>The start-up loan also states furniture, fixtures and equipment will be used as collateral. During the capacity interview the applicant was asked how this collateral would be obtained and answered that it was in the current building being considered for lease as the school's location. The sample lease agreement specifically states, <i>“Notwithstanding anything to the contrary in this Lease, Tenant shall never, under any circumstances, have the power to subject Landlord’s interest in the Premises or Building to any liens of any kind nor shall any provision in this Lease be construed as empowering Tenant to encumber or cause Tenant to encumber the title or interest of Landlord in the Premises or Building”</i>. The applicant has not provided any additional documentation of a start-up loan.</p> <p>The amount of this loan appears that it may be insufficient for start-up since there is an ending balance at the end of the start-up period of \$136. The fund balance at the end of year 1 is less than 1% and is insufficient to allow for any contingencies that may arise.</p>	<p>Attachment Z (Page 315); Attachment Y.1 (Page 310); Attachment V (Page 265), Z (Page 315)</p>

EXHIBIT 5

Superintendent's Recommendation

Executive Summary

Applicant: Florida East Coast Charter School

School Address: 499 South Nova Road, Ormond Beach, Florida, 32174

Contract Requested: 5 year term

Grades: K-5 (*Provided by the applicant*)

Requested Enrollment: (*Provided by the applicant*)

Year 1:	K-2	270
Year 2:	K-3	360
Year 3:	K-4	466
Year 4:	K-5	576
Year 5:	K-5	598

Mission: The mission of Florida East Coast Charter School is to provide a framework for teaching and learning that fosters engagement through hands-on project-based learning while incorporating a focus on science and mathematics; promotes physical, social, and emotional health and well-being; and cultivates positive character and citizenship within our students. (*Provided by the applicant*)

Superintendent's Recommendation: The Superintendent recommends denial of the application for this application cycle. Unfortunately, the deficiencies in this application are too serious to recommend approval at this time. The Superintendent encourages the applicant to consider correcting the deficiencies and resubmitting at the next application cycle.

Summary rating of application: 68% of sections of the application meet standard in accordance with the state mandated charter school application evaluation instrument.

Summary of the Evaluation Instrument:

Florida East Coast Charter School - Charter School Evaluation 2019

Section #	Title	Rank
1	Mission, Guiding Principles and Purpose	Meets
2	Target Population and Student Body	Meets
3	Educational Program Design	Meets
4	Curriculum Plan	Partially
5	Student Performance, Assessment and Evaluation	Meets
6	Exceptional Students	Meets
7	English Language Learners	Meets
8	School Climate and Discipline	Meets
9	Supplemental Programming	Not Scored*
10	Governance	Meets
11	Management and Staffing	Meets
12	Human Resources and Employment	Meets
13	Professional Development	Not Scored*
14	Student Recruitment and Enrollment	Meets
15	Parent and Community Involvement	Not Scored*
16	Facilities	Partially
17	Transportation Service	Meets
18	Food Service	Partially
19	School Safety and Security	Meets
20	Budget	Does Not
21	Financial Management and Oversight	Partially
22	Start-Up Plan	Does Not

* *Optional Sections based on Rule 6A-6.0786 Florida Charter School Application Evaluation Instrument*

Ranking	Section(s)	Number/Percent
Meets	1, 2, 3, 5, 6, 7, 8, 10,11, 12, 14, 17, 19	13 68%
Partially Meets	4,16,18, 21	4 21%
Does Not Meet	20, 22	2 11%
Total Reviewed and Rated		19

EXHIBIT 6

Transcript of April 9, 2019 Quasi-Judicial Hearing

VOLUSIA COUNTY SCHOOL BOARD MEETING

EXCERPT OF PROCEEDINGS

QUASI-JUDICIAL HEARING RE:

AGENDA ITEM 4.03

FLORIDA EAST COAST CHARTER SCHOOL

* * * * *

DATE TAKEN: TUESDAY, APRIL 9, 2019

TIME: COMMENCED AT 1:00 P.M.
CONCLUDED AT 3:50 P.M.

PLACE: VOLUSIA COUNTY SCHOOLS BOARDROOM
200 NORTH CLARA AVENUE
DELAND, FLORIDA

STENOGRAPHICALLY
RECORDED BY: MARCIA CRAFT, RPR
COURT REPORTER AND NOTARY PUBLIC

* * * * *

VOLUSIA REPORTING COMPANY
432 SOUTH BEACH STREET
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1 APPEARANCES:

2 On behalf of Volusia County Schools:

3 James T. Russell, Superintendent of Schools

4 Carl Persis, Chairman, VCSB, District 4

Ida Wright, Vice Chairwoman, VCSB, District 2

5 Ruben Colon, VCSB, District 5

Linda Cuthbert, VCSB, District 3

6 Jamie Haynes, VCSB, District 1

7 Theodore R. Doran, Esquire, VCSB Attorney

Nathan Paulich, Esquire, District General Counsel

8

Kelly Amy, Manager, Specialist Partnership VCSB

9 Cindy Fisher, Coordinator, Educational Enhancement

10

On behalf of Florida East Coast Charter School

11

Brian Seeber, Esquire, Governing Board Member

12 John Gagne, Governing Board Member

Kim Cavanah Ph.D. VP Collaborative Educational Network

13 Lindsey Granger, Senior Consultant, Collaborative
Educational Network

14 Amanda Eldridge, School Financial Services

Desirae Kennemur, School Financial Services

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EXHIBITS IN EVIDENCE

District's Exhibits in Evidence

1

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3

4 1 Application of Florida East Coast Charter School 11

5 2 Executive Summary for Florida East Coast Charter School 12

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7 3 Florida Charter School Application Evaluation Instrument 13

8 4 Florida East Coast Charter School Capacity Interview 13

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10 5 Florida East Coast Charter School Presentation 14

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1 P R O C E E D I N G S

2 * * * * *

3 (The following excerpt contains Agenda Item
4 4.03, the entire quasi-judicial hearing re: Florida East
5 Coast Charter School:)

6 CHAIRMAN PERSIS: Good afternoon, everyone.

7 We are going to reconvene our meeting, and at this
8 time we're going to be reviewing and discussing
9 the application charter school Florida East Coast.

10 And before we begin, because my information is
11 that the applicants for this school weren't present
12 when we started this morning at 8:30, if the Board
13 doesn't mind, we'll just go through the rules once
14 again. And I'll ask for our School Board Attorney,
15 Mr. Doran, to take us through that.

16 So, Mr. Doran?

17 MR. DORAN: Sure. Okay.

18 So just so that everybody is on the same page,
19 this is a process that's called a quasi-judicial
20 proceeding, and so it's a little more formal than
21 when the Board meets generally to discuss policy
22 and passes and considers policy issues.

23 We're going to begin by having the District
24 present, for up to 30 minutes, their position or --
25 its rather -- position on the application. Then we

1 will give the applicants 30 minutes to come up and
2 talk about anything they want to related to
3 the application, including responding to things
4 that the District has said. Then the District will
5 HAVE an opportunity to come back for up to 10
6 minutes in rebuttal to anything that the applicant
7 said, and then the applicant can come back up for
8 another 10 minutes if it deems necessary.

9 At the end of these rebuttal sessions, then
10 the Board will open it up for their own questions
11 of the applicant and the District, so questions
12 will be asked to make sure that the board members
13 get all of their information answered.

14 The board members are aware that they won't be
15 expressing any opinions about anything related to
16 the application. It's just fact gathering during
17 this point in the proceeding. And then once
18 everything -- all of the facts are presented by
19 both sides, then the Board will discuss, debate,
20 or, if necessary -- or, you know, consider express
21 opinions about how they feel it should go, whether
22 it should be approved or denied.

23 We do have a court reporter here, as we do
24 with all of them. That's not unique to this
25 application, and that's just an essential necessity

1 for keeping a record.

2 There is going to be a process whereby
3 documents are offered into evidence, and I will be
4 asking Mr. Seeber if he has any objection to the
5 document and, if he does, then the Board will rule
6 on the objection and vice versa. The District may
7 object if the applicant has a document it is trying
8 to put in.

9 That's, I think, a good overview --

10 CHAIRMAN PERSIS: Yep. Excellent.

11 MR. DORAN: -- unless they have any specific
12 questions.

13 CHAIRMAN PERSIS: Absolutely.

14 Are we -- Board Members, any questions for
15 Mr. Doran before we begin? All right. I believe
16 we are ready to go.

17 Staff Members, we good to go?

18 All right. And we have our cameras set up, it
19 looks like. All right. IT department is
20 satisfied. I'm satisfied, so let's go.

21 Please introduce yourselves as you --

22 MS. AMY: Good afternoon, Chairman Persis,
23 School Board Members, and Mr. Russell.

24 Kelly Amy, and I'm the manager of Strategic
25 Partnership, and I'm a facilitator for the charter

1 schools application cycle.

2 This afternoon our charter school to be
3 reviewed is Florida East Coast Charter School.
4 This application in 2019 is an applicant that we
5 saw in last year's cycle as well, so they had the
6 opportunity to receive feedback and try to bring
7 forward an approved application in this year's
8 cycle.

9 As our district staff of over 40 different
10 folks evaluated this application, there were
11 several things that came forward as strengths or
12 parts of the application that were considered to be
13 exemplary that they made sure to note in the
14 evaluation process itself.

15 And before we get into too many of the
16 specifics, I will allow Ms. Cindy Fisher, our
17 coordinator for Educational Enhancements, to also
18 offer some thoughts too.

19 CHAIRMAN PERSIS: Ms. Fisher?

20 MS. FISHER: Well, you all have obviously been
21 through this already this morning, so you know that
22 we have some existing charters and existing
23 contracted sites, which we've shared with you. And
24 you also are aware that this entire process is
25 regulated by the State -- the application itself,

1 the template for the application, and the rubric by
2 which it is evaluated.

3 The applications were due to us and were
4 received by February 1st. And then we held
5 capacity interviews with this applicant, as well as
6 the others, on March 4th of this year to help to
7 clarify any questions that the reviewers might have
8 had.

9 We've already discussed the process this
10 morning. It is a rigorous process though, but it
11 needs to be a rigorous process because we want to
12 set any applicant that we approve up for a
13 successful opening and successful experience with
14 Volusia County students.

15 MS. AMY: And now, before I move forward, I
16 will add some pieces into evidence.

17 First and foremost, we have Attachment A,
18 which is the application from Florida East Coast
19 Charter School, and that will be our first exhibit.

20 MR. DORAN: Okay. Thank you.

21 Mr. Seeber, do you have any objection to what
22 has been identified as Attachment A?

23 MR. SEEBER: No objection.

24 MR. DORAN: All right. Thank you.

25 Hearing no objection, then I recommend to the

1 Chair that Exhibit A be entered into evidence as
2 the District's Document No. 1 and put into the
3 possession, control, and custody of the secretary
4 for all future purposes.

5 CHAIRMAN PERSIS: Okay. Then without
6 objection, the Board approves entering and
7 receiving Exhibit 1.

8 And are we calling that Document 1 or
9 Attachment 1?

10 MR. DORAN: Exhibit 1 is fine.

11 CHAIRMAN PERSIS: Exhibit 1. Sounds good.
12 The application is Exhibit 1.

13 (District's Exhibit No. 1 was received into
14 evidence.)

15 MS. AMY: The next document is the Executive
16 Summary, so that will be Exhibit 2.

17 MR. DORAN: Okay. And that's marked as
18 Attachment B, as in Boy?

19 MS. AMY: Correct.

20 MR. DORAN: All right. Mr. Seeber, do you
21 have any objection to what has been identified as
22 Attachment B to the agenda?

23 MR. SEEBER: No objection.

24 MR. DORAN: All right. Thank you.

25 With no objection, then I recommend to the

1 Chair that the document entitled Executive Summary
2 of Charter School Application Evaluation
3 Instrument, identified as Attachment B to the
4 agenda, be received as District Exhibit No. 2 and
5 put into the possession, custody, and control of
6 the secretary for all future purposes.

7 CHAIRMAN PERSIS: All right. Then without
8 objection, the Board will move forward with that,
9 and we are in receipt of Exhibit 2.

10 (District's Exhibit No. 2 was received into
11 evidence.)

12 MS. AMY: Next is Exhibit 3, and that's the
13 Florida Charter Schools Evaluation Instrument.

14 MR. DORAN: Okay. And that's Attachment C, as
15 in Charlie?

16 MS. AMY: Correct.

17 MR. DORAN: All right.

18 Mr. Seeber, any objection to what's been
19 identified as Attachment C to the agenda?

20 MR. SEEBER: No objection.

21 MR. DORAN: All right. Thank you.

22 There being no objection, I recommend to the
23 Chair that the document previously identified as
24 Attachment C be received into evidence as District
25 Exhibit No. 3 and placed into the care, custody,

1 and control of the secretary for all future
2 purposes.

3 CHAIRMAN PERSIS: Thank you, Mr. Doran.

4 So without objection, the Board is in receipt
5 of that. That would be Exhibit No. 3.

6 (District's Exhibit No. 3 was received into
7 evidence.)

8 MS. AMY: Exhibit No. 4 is Attachment D, the
9 capacity interview transcripts.

10 MR. DORAN: Okay. Any objection, Mr. Seeber?

11 MR. SEEBER: No objection.

12 MR. DORAN: All right. And no objection being
13 registered, I recommend to the Chair that the
14 document previously identified as Attachment D to
15 the agenda be received into evidence as District
16 Exhibit No. 4 and be placed into the care, custody,
17 and control of the secretary for all future
18 purposes.

19 CHAIRMAN PERSIS: Okay. Thank you, Mr. Doran.

20 And without objection, the Board is in receipt
21 then of Exhibit No. 4.

22 (District's Exhibit No. 4 was received into
23 evidence.)

24 MS. AMY: And Exhibit No. 5 is Attachment E.
25 It's the PowerPoint presentation.

1 MR. DORAN: Okay. Any objection, Mr. Seeber,
2 to the PowerPoint presentation?

3 MS. CAVANAH: No objection.

4 MR. DORAN: All right. No objection being
5 registered, I recommend to the Chair that the
6 document previously identified as Attachment E to
7 the agenda be received into evidence as District
8 Exhibit No. 5, placed in the care, custody, and
9 control of the secretary for all future purposes.

10 CHAIRMAN PERSIS: Thank you, Mr. Doran.

11 And without objection, the Board approves that
12 we are in receipt of Exhibit No. 5.

13 (District's Exhibit No. 5 was received into
14 evidence.)

15 MS. AMY: Thank you.

16 As we look at the evaluation and the ranking,
17 please note, again, this is a state-mandated
18 evaluation instrument where our evaluators are
19 required to say that the applicant either met,
20 partially met, or does not meet in each area of
21 interest. And there are 22 different standards
22 overall on this instrument, only 19 are actually
23 evaluated.

24 So when we have standards and we talk about
25 these standards, they are, again, mandated by the

1 State. There is no additional guidance or area for
2 interpretation on the part of the District. The
3 instrument just is the instrument that we work
4 with.

5 This applicant met 68 percent of the standards
6 as put forth in the state-mandated instrument.
7 That's a total of 13 out of the 19 standards that
8 District staff reviewed.

9 Four standards were ranked as partially meets,
10 so 21 percent, while the final two standards were
11 warranted as ranking of "does not meet."

12 Some of the strengths of the application, as I
13 noted, were as follows:

14 The target student population will be drawn
15 mostly from Ormond Beach and Holly Hill as
16 identified by a distance measured from their
17 facility location. The school identifies as a
18 local community school and is projecting less than
19 600 students at full enrollment. Support for the
20 project capacity is adequate. The applicant has a
21 focus on the MTSS process and uses that to drive
22 school improvement. The applicant describes the PD
23 that the principal will receive in order to carry
24 out their vision.

25 It is laudable that all teachers will be

1 encouraged to obtain gifted consultation --
2 endorsement -- excuse me. The applicant is to be
3 commended for recognizing that behavioral
4 expectations need to be explicitly taught and for
5 giving behavioral development equal weight to
6 academic development.

7 So these were some of the strengths that our
8 district reviewers put on the evaluation
9 instrument.

10 Now what we will do as we move forward, you'll
11 see that these are the standards that were met by
12 the application. So everything from mission and
13 guiding principles, all of the way down, we've got
14 some -- a good number here that we -- the District
15 marked as "meets."

16 For the "partially meets" and the "does not
17 meet," we will have district staff come up, one by
18 one, and address their individual concerns for that
19 standard as we move forward.

20 So our first speaker to come to the dais will
21 be for Standard 4, Curriculum Plan.

22 MS. HAZEL: Good afternoon.

23 CHAIRMAN PERSIS: Good afternoon.

24 MS. HAZEL: Good afternoon, Chairman Persis,
25 School Board Members, Superintendent Russell.

1 Rachel Hazel, Interim Chief Academic Officer.

2 CHAIRMAN PERSIS: Yeah. Just pull that
3 microphone a little closer.

4 MS. HAZEL: Sure. Is this a little better?

5 CHAIRMAN PERSIS: Yeah. That's better.

6 MS. HAZEL: Okay.

7 CHAIRMAN PERSIS: Thank you so much.

8 MS. HAZEL: Our team did review the fourth
9 section, which was curriculum. There were a few
10 concerns within that.

11 The first was that there was no clear
12 curriculum as far as the materials go. We did ask
13 questions at the interview and a lot relied on the
14 principal that they would hire.

15 The other concern was no PE teacher was
16 included in the application. There was no --
17 nothing identified for a PE teacher. Some of the
18 strengths, of course, the standards are the
19 standards. They would be following those
20 standards. But those were our primary concerns,
21 had to do with PE and with providing the curriculum
22 outline.

23 CHAIRMAN PERSIS: Thank you.

24 MS. AMY: Next is Standard 16, Facilities.

25 MR. MORRISEY: Good evening, Mr. -- good

1 afternoon.

2 CHAIRMAN PERSIS: Thank you.

3 MS. MORRISEY: Sorry.

4 CHAIRMAN PERSIS: Thank you. Just don't rush
5 it. Come on.

6 MS. MORRISEY: Sorry.

7 Good afternoon, Mr. Chairman, Members of the
8 Board.

9 My name is Saralee Morrisey, and I am the
10 Planning and Construction Director for the school
11 system.

12 It's unfortunate that review of Section 16
13 resulted in a "partially meets" rather than a
14 "meets" because it is unusual when we get a charter
15 school coming forward that actually has a known
16 facility that they intend to occupy. And that is
17 absolutely a strength with this application.

18 Unfortunately, the lease that was included.
19 And that was lacking in last year's submittal. A
20 lease was included. However, the start-up loan
21 that is referenced and was discussed during the
22 capacity interview indicated that the collateral
23 for that start-up loan was going to be the
24 furniture, fixtures, and equipment within the
25 facility.

1 And in the lease that is included in the
2 charter application it states specifically that the
3 contents of the facility cannot be used for
4 collateral.

5 And so that was the basis for the "partially
6 meets."

7 CHAIRMAN PERSIS: Thank you.

8 MS. AMY: The next standard is Food Service,
9 Standard 18.

10 MR. PRIME: Good afternoon, Mr. Chairman. My
11 name is Roberson Prime, Coordinator School Way
12 Cafe.

13 One of the items that came to our attention
14 with regard to this application is with regard to
15 approving free and reduced applications. This
16 particular applicant will, according to
17 the application, plan to use their own vendor to
18 process all their meals and serve.

19 And they did mention that they were going to
20 work with Volusia County Schools to verify student
21 eligibility.

22 Unfortunately, if they will be using their own
23 vendors, typically that process is done through
24 that vendor or whoever is going to supply the meal
25 and keep accountability of that.

1 So that was number one.

2 And the second thing we noted was the way that
3 their reimbursable meals were laid out on their
4 application wasn't clearly identified as to the
5 reimbursable rates broken down for breakfast or
6 lunch, so it was hard to identify how much they
7 were going to receive per meals and what was going
8 for what, so whether the reimbursement was going to
9 the meals and what does any extra fund within that
10 number was going to apply towards.

11 So I think it's just a matter of clarifying
12 what those numbers were as well as making sure that
13 they have someone to approve their applications as
14 opposed to Volusia County Schools.

15 CHAIRMAN PERSIS: Thank you.

16 MS. AMY: The next section is 21, Financial
17 Management and Oversight.

18 MS. MULLER: Good afternoon, Mr. Persis, Board
19 Members, and Mr. Russell. This is Debra Muller,
20 Chief Financial Officer. I have a "partially
21 meets" the standard recommendation on this section.

22 The applicant stated that the Board will
23 receive cash and budget performance projections
24 monthly during the first year, beginning in
25 September.

1 Board monitoring should begin immediately upon
2 start-up. The applicant also states that after the
3 first year they will be provided to the Board as
4 needed. Board oversight should continue on a
5 monthly basis through Year 5 at minimum to assure
6 financial liability of the school.

7 Also, the Applicant's insurance policy stated
8 as they would contract for does not meet our board
9 policy in the following areas: Property insurance
10 does not include 100 percent of replacement value,
11 and fidelity bonds do not have a minimum limit of
12 \$500,000, school leaders errors and omissions are
13 not at minimum of \$1 million per occurrence and
14 \$2 million aggregate.

15 I know that they did state during their
16 interview that they would bring that into
17 compliance should they be approved.

18 CHAIRMAN PERSIS: Thank you, Ms. Muller.

19 MS. AMY: Come back.

20 Number -- Standard 20, Budget.

21 CHAIRMAN PERSIS: Ms. Muller, you may
22 continue.

23 MS. MULLER: Okay. Thank you.

24 Number 20, Budget. This section does not meet
25 the standard.

1 The applicant provided documentation, as
2 Ms. Morrisey noted, the availability of a start-up
3 loan of \$40,000.

4 The amount of this loan appears that it may be
5 insufficient for a start-up since they have an
6 ending balance at the end of the start-up period of
7 just \$136, which does not, in my opinion, leave
8 enough room for contingency.

9 And also, as she said, the start-up loan
10 states that furniture, fixtures, and equipment will
11 be used as collateral.

12 I had asked about that -- furniture, fixtures,
13 and equipment -- where that would come from during
14 the capacity interview, and the response was it
15 would be the items in the current building that
16 they were planning on leasing, and then that lease
17 specifically prohibits that as submitted.

18 As well as the fund balance at the end of the
19 start-up period is \$136. And then the fund balance
20 at the end of Year 1 is less than 1 percent and is
21 insufficient to allow for contingencies that may
22 arise.

23 Additionally, under both the 75 percent and
24 50 percent enrollment plans that were submitted,
25 the fund balance at the end of Years 1 and 2 are

1 less than 1 percent and less than 2 percent in Year
2 3. So I have concerns about the showing financial
3 stability and sustainability for contingent
4 expenses.

5 Also, the operating budget shows that they've
6 budgeted for security or SRO, School Resource
7 Officer, at the cost of \$27,000. The current cost
8 of a guardian through the District is \$27,750 plus
9 benefits per year.

10 So in my opinion, again, the applicant has not
11 sufficiently budgeted for this expense unless they
12 can obtain some type of security firm at a lower
13 cost. However, in the 50 percent reduced
14 enrollment budget plan, they show that they would
15 reduce that FTE to 0.5. And under state statute
16 all public schools must have an armed safety
17 officer on site when students are present. So if
18 they are continuing to operate five days a week as
19 a standard school, even under the 50 percent
20 enrollment, they would have to modify that to 1.0
21 FTE to safely secure the school as required under
22 the statute.

23 Also, on technology, the budget on Page 217
24 includes \$27,000 for computers for students and
25 teachers. With a projection of 15 classrooms the

1 first year, that would equal \$1,800 per classroom
2 for technology for teachers, students, and
3 classroom. The projectors, as well, cost \$550 in
4 addition to charging and storing devices.

5 Many decisions regarding technology in other
6 areas are dependent on the leader of the school.
7 So since the principal has not been chosen at this
8 time, it's difficult to identify all of the areas
9 of concern in the area of technology.

10 Thank you.

11 CHAIRMAN PERSIS: Thank you.

12 MS. AMY: We do have Ms. Kestory for
13 technology here, if she'd like to come up if
14 there's anything else we need to add under
15 technology.

16 MS. KESTORY: I believe Ms. Muller covered
17 that part of the area.

18 Thank you.

19 MS. AMY: Okay. All right. Just checking.

20 Next is Section 22, for the Start-Up Plan.

21 MS. MORRISEY: Again, Saralee Morrisey,
22 Director of Planning and Construction.

23 As has been mentioned twice already, the basis
24 for the recommendation of "does not meet" the
25 standard on start-up plan is the use of the

1 contents of the facility as collateral for the
2 start-up loan. And it was recognized during the
3 capacity interview, and it is also included in the
4 lease document, several provisions in the lease
5 prohibit the use of the landlord's interest for
6 collateral.

7 CHAIRMAN PERSIS: Thank you.

8 MS. AMY: At this time the District portion of
9 their presentation is completed.

10 And we will have the applicant come forward
11 for their rebuttal time.

12 CHAIRMAN PERSIS: Thank you, Ms. Amy.

13 Ms. Fisher, thank you.

14 Are there any others going to join you?

15 MS. CAVANAH: Yes, they are. We'll rotate
16 out.

17 CHAIRMAN PERSIS: Okay. Great. Just I ask
18 you before you -- as begin your comments to
19 identify yourself and your title, how you're
20 connected to this application.

21 MS. CAVANAH: Okay.

22 CHAIRMAN PERSIS: Thank you. Whenever you're
23 ready.

24 MS. CAVANAH: So first is good afternoon.

25 CHAIRMAN PERSIS: And pull that microphone

1 real close to you.

2 MS. CAVANAH: I'm a soft-talker.

3 Good afternoon, Chairman Persis, Board
4 Members, and Superintendent Russell.

5 I'd like to start out today by saying how much
6 we appreciate this opportunity to speak with you
7 and to clarify some of your concerns and questions.

8 The team representing Florida East Coast
9 Charter School that's here today includes board
10 members John Gagne and Brian Seeber; financial
11 consultants from School Financial Services, we have
12 Amanda Eldridge and Desirae Kennemur; and then
13 educational and charter school consultants from the
14 Collaborative Educational Network, which is Lindsey
15 Granger and myself, Kim Cavanah. We're the people
16 that help them -- help the board articulate their
17 vision and put together the application.

18 After receiving the initial evaluation rubric
19 and then followed up by this -- the PowerPoint
20 presentation, we've carefully reviewed the contents
21 of the rubric, the concerns and the issues that you
22 identified. And we compared those comments and
23 concerns with the content of the application
24 itself. Based on that review, we are very
25 confident that the charter application fully

1 complies with all statutory requirements and meets
2 the criterion for approval.

3 As we go through the concerns in the order in
4 which they presented -- they're in the
5 presentation -- I think you're going to see that
6 there is no reasonable reason for denial within the
7 four sections that were marked as "partially meet"
8 or within the two sections that were rated as "does
9 not meet."

10 So we're going to start with the Curriculum,
11 section 4.

12 All right. And I'm going to jump to the
13 middle one. So the first concern that was noted
14 was not hiring a PE teacher and that standards --
15 PE standards and curriculum must have overseen by a
16 certified business educator in accordance with
17 Section 1003.455.

18 So the one thing we did want to clarify is
19 that, in fact, the requirement is not that it be
20 overseen by a certified PE instructor but that the
21 curriculum be reviewed by a physical educator,
22 which is very different. "Oversight" to me means
23 in-person overseeing the instruction and the
24 provision as opposed to the review of the
25 curriculum in general.

1 On Page 18 of our application in more of the
2 general area just talking about how the school
3 instructional program and curriculum will be
4 developed, we state: To focus attention on the
5 critical ideas and information essential to each
6 content area and course, curriculum maps will be
7 utilized by the school's administration and
8 teachers. We will utilize available Volusia County
9 Schools curriculum maps to the extent practical as
10 a foundation and resource to ensure standards are
11 addressed in a logical, coherent, and sufficiently
12 comprehensive manner. Using the district maps as a
13 guide, school administration and teachers will
14 develop maps and curriculum crosswalks in alignment
15 with materials used by the school.

16 So it didn't come up in the capacity interview
17 and was not explicitly stated in each curriculum
18 area. Volusia County schools does have curriculum
19 maps for each grade level for physical education, K
20 through 5. We would be using those curriculum
21 maps, which we assume have been reviewed and
22 approved by the physical education staff in the
23 District.

24 The District also provides a wealth of
25 resources -- and they're also available through all

1 other kinds of sources -- for actual strategies and
2 activities, instructional activities, in the areas
3 of physical education, which we would also be
4 using.

5 So we feel that that -- and the statute also
6 clearly allows for non-PE certified individuals to
7 provide instruction in physical education.

8 As a very small school at start-up and a
9 pretty small school once it reaches full capacity,
10 it's very logical and reasonable to have classroom
11 features, guided by the existing curriculum maps
12 and the resources for instructional planning
13 activities that are available, for that instruction
14 to be provided and for to it to meet the standards.

15 We didn't mention was, again, as the school
16 increases its enrollment and reaches maximum
17 capacity, if it is possible within the budget to
18 have a dedicated individual, we would do that. But
19 at the start-up point with so few students that's
20 simply not financially reasonable.

21 So the plan that we offer is one that is
22 commonly used by charter schools across the state
23 and does meet the statutory requirements.

24 The next area we're going to talk about is the
25 first one. It falls under "other" for curriculum

1 plan. And the reviewers stated that they were
2 unable to identify the curriculum used and that it
3 wouldn't be decided until the principal would be
4 hired.

5 Now I think it was clarified today that --
6 because curriculum is a very broad concept. It's
7 far beyond instructional materials. So we were a
8 little bit confused about that. But based on our
9 close reading and then what was said just a few
10 moments ago, it appears that the focus is really on
11 just those instruction materials themselves as the
12 area of concern.

13 Again, as it's common with independent charter
14 schools and I'm -- by which I mean not of a charter
15 school that's a replication of an existing program
16 where everything is already all planned out or a
17 charter school operated by a management company
18 where also often times all of those decisions about
19 instructional materials and everything are already
20 established -- as an independent charter school,
21 those are the things that the school -- the
22 instructional leader in the school itself will
23 develop.

24 So, again, in a traditional district school, a
25 new principal comes into an existing program and

1 usually within a year or two they might be saying,
2 Yeah, this math program is going. We're going to
3 get some different materials. They make those
4 changes, and they can do it gradually.

5 Well, this is walking into a brand new school.
6 And we work with charter schools all over the state
7 that are in this start-up phase, and we feel
8 strongly that it would be inappropriate to ask the
9 board members to put forth the specific
10 instructional materials to limit the school's
11 educational program to that extent when the school
12 will be -- within the next several months to a year
13 will be hiring the instructional leader of the
14 school whose vision will be to guide this school
15 and make those kinds of decisions. And someone --
16 the person selected will be someone who's committed
17 to project-based learning and interdisciplinary
18 studies and to things that are at the core of this
19 program.

20 So it would be inappropriate to tie them now,
21 through an application that becomes part of the
22 contract, to using those particular materials.

23 There's also the time factor that by the
24 time -- the time between when an application is
25 written and a school opens, lots of things can

1 change and new materials become available. You
2 hire staff. The staff are more comfortable or have
3 had more or less success with different material.
4 So it only makes sense to put off those actual
5 decisions until at a minimum the administrative
6 leader is in place.

7 And we feel that that, again, it's perfectly
8 acceptable and allowable under the application
9 itself. It does not say only if your curriculum is
10 fully developed do you have to identify each of
11 those materials. So we fully meet that part of the
12 requirement.

13 That's also related to the third aspect of the
14 curriculum that was a concern.

15 MS. GRANGER: Right. So, again, my name is
16 Lindsey Granger, and I will be focusing on the last
17 piece in this section regarding the instructional
18 materials selected.

19 The District commented that they are not the
20 most current editions, and we did engage in
21 discussion with the District regarding this concept
22 during the capacity interview.

23 One of the really critical things is to
24 comment on the school's commitment to using the
25 most up-to-date resources and instructional

1 materials and those materials that follow the
2 stated adoption cycles that Florida DOE makes
3 available. That was cited throughout
4 the application in multiple sections.

5 And the specific materials were, again,
6 proposed materials, as Kim just stated, not
7 finalized. And one very specific reading material
8 was cited -- not all of the materials included
9 within the reading plan or the curriculum
10 section -- and that was the Reading Wonders Series.

11 And at that time of the writing of this
12 application, the reference that was used from the
13 State's adoption list is captured within their
14 contract extensions. And that actual reading
15 series was still considered current, if you will,
16 at that time. It was on the 2018 contract
17 extension list.

18 That list is publicly available for
19 instructional materials on the Florida Department
20 of Education's website. It specifically states
21 McGraw-Hill School Edition, LLC, Reading Wonders
22 K-5. And that was the material that was proposed
23 within the application as a series being
24 considered.

25 The other series or instructional material

1 that was stated as being outdated was in the area
2 of science, the Science Fusion materials.

3 Again, that proposed series was based off the
4 contract extension list that's publicly available
5 on DOE's website. We did talk about that very
6 specifically in the interview that the most recent
7 science adopted list is dated December 21st,
8 2018 -- is the exact date, which was probably
9 following around the winter holidays, to some
10 degree. And based on the application timeline of
11 February 1st, that piece was not updated to conform
12 to that specific list.

13 There is, however, a related series captured
14 on that list that the school and principal can
15 consider moving forward. The next adoption cycle
16 proposed in the area of reading is during the
17 2020-2021 school year. So, again, when considering
18 instructional materials and selection, the school
19 principal and appropriate designees would be
20 referring to that new list, if DOE follows their
21 anticipated timeline. And sometimes those
22 timelines in contracts are extended as they work
23 through that process.

24 The next area that we are going to focus on --
25 I have to click through the PowerPoint -- is the

1 facilities. And Mr. Seeber is going to be
2 following up on that issue.

3 MR. SEEBER: Hi. My name is Brian Seeber.
4 I'm a member of the board.

5 I was asked to be on this board after the
6 earlier application was denied because one of the
7 reasons for the denial included that there was not
8 enough professional expertise on the board. And
9 so, I'm a practicing attorney. I bring a lot of
10 business with and professional background as a
11 strength to the board, I hope.

12 I'm also a certified addiction professional,
13 and in that connection I work with a lot of the
14 young people. And what I have noticed in working
15 with them is that they tend not to be real
16 connected to school, and substance abuse tends to
17 fill in something that they see as a void in their
18 lives.

19 And I also note I'm on the chair of the board
20 of Disability Solutions for Independent Living,
21 which interacts with the District quite a lot in
22 doing IEPs and so forth for young people who are in
23 school but because of their disabilities find it
24 difficult to connect well with school, so that
25 happens even with good teachers and supportive

1 administration. That lack of connectivity is
2 sometimes a problem.

3 And my interest in being on this board is
4 because it seemed to be a way of addressing a
5 particular discreet section of our youth who might
6 be interested in the curriculum that would draw
7 them and find better ways for them to be connected.

8 In fact, come to think of it, my view about
9 this is supported by fact that my wife Lynn Seeber
10 is a high school teacher. And one of the things
11 that I hear her talk about in terms of her students
12 are for those who struggle in maintaining their
13 commitment to doing well in school, that that lack
14 of connectivity is something that she finds in
15 common about that.

16 So it seems to me that in looking at the
17 approach that Florida East Coast has taken that
18 they want to connect students and their families
19 and teachers together to accomplish that excellence
20 that sometimes, even as I said, supportive schools
21 and teachers and curriculum does not always get
22 them. It seemed to me that this charter school
23 presents a unique environment to accomplish and
24 support that collaboration.

25 I really believe in the vision of Florida East

1 Coast. It focuses on the whole-child approach. It
2 promotes academic, physical, and social
3 development. It has an emphasis on science,
4 technology, engineering, math. That's not
5 something that I'm particularly strong on, but it's
6 an area that nowadays a lot of young people are
7 connected to, and it might be an invitation to them
8 to find a more profound connection than they
9 otherwise might have experienced. And this starts
10 at a very young age too, so they're introduced to
11 the STEM approach at a very young age, which I
12 think is going to be key in providing a school
13 environment that's going to be of interest to them.

14 So that's how I came onto the board.

15 The particular question that I was just asked
16 to talk about has to do with the facilities and the
17 lease. The lease language does say,
18 notwithstanding anything to the contrary in this
19 lease, Tenants shall never under any circumstances
20 have the power to subject landlord's interest in
21 the premises or the building to any liens of any
22 kind.

23 That language, I think, has been
24 misunderstood. That language talks about the
25 building and the land. And it really talks about,

1 for example, if you don't pay your water bill, a
2 lien is going to arise against the land and that's
3 going to affect negatively the landlord's interest
4 in the land and the building.

5 That's different from a consensual lien that
6 the Board might approve the school entering into,
7 where there might be a lien on furniture within the
8 building. This Board could not give a lien against
9 things it doesn't own.

10 And so the idea that the provision in the
11 lease that says we can't negatively impact the
12 landlord's interest in the premise or the building
13 really is not inconsistent at all with what's
14 projected to be a loan at least secured by the
15 school's interest -- the equipment, furniture,
16 other things that are not property of the landlord
17 nor are they attached to the building in such a way
18 that they would become property of the landlord
19 under the law.

20 So I think this language has been misconstrued
21 and applied to something that it really does not
22 relate to.

23 MS. GRANGER: So now we're moving in numerical
24 order to the next section, which is food service.

25 Earlier district staff commented on the issue

1 related to the review and approval of
2 student applications that's related to the national
3 school lunch program and free and reduced lunch.

4 We did discuss during the capacity interview
5 that, after completing an RFP process and
6 contracting with an outside vendor, the school
7 will, through that contractual relationship,
8 participate in the national school lunch program.
9 Through that relationship, the school will have a
10 designee who is appropriately trained to review and
11 approve student applications for free and reduced
12 lunch.

13 The application itself was written -- and I
14 think it spoke to both -- there would need to be
15 more clarity on the issue and I -- that's why we
16 engaged in the discussion, I believe, at the
17 capacity interview.

18 Some schools in the state of Florida, charter
19 schools, do contract -- or do work with the
20 district in that capacity, where the school
21 district is actually providing that support and
22 engaging in that relationship with the school.

23 In this case, district staff clarified that
24 that is not something that the District currently
25 does with its existing charter schools. Therefore,

1 what I just said about the RFP process and
2 completing that, the vendor that is selected would
3 be required to have the credentials to act as that
4 designee in this case.

5 So, now, the next -- the rest of this section,
6 for the most part, are related to finances and
7 budget.

8 So the reimbursable meal rate issue, under the
9 food service section, we're going to have our team
10 members, Amanda and Desirae, with School Financial
11 Services join us at the table.

12 We're talking about the fact that we need to
13 claim the seats, who is going to be where.

14 CHAIRMAN PERSIS: Thank you. If you would
15 introduce yourselves and your titles and your
16 connection again to this application.

17 MS. ELDRIDGE: I am Amanda Eldridge, Director
18 of Operations for School Financial Sources, and we
19 assisted the board in Sections 20 and 21 of
20 the application.

21 MS. KENNEMUR: And I am Desirae Kennemur with
22 School Financial Sources, Budget Analyst.

23 CHAIRMAN PERSIS: Thank you.

24 MS. ELDRIDGE: In regards to the second point
25 under Section 18 in food service it states that

1 reimbursable meal rates were consolidated and not
2 categorized by paid, reduced, and free.

3 As stated in the application on Attachment
4 X.2, Page 274 states reimbursable meal rates are
5 categorized at 30 percent full price, 21 percent
6 reduced, and 49 percent free, based on the 2017-18
7 FLDOE Lunch Status Survey 3 for Volusia County.

8 It also states that the reimbursement at full
9 price is .39, reduced rate is \$3.00, and the free
10 reimbursement rate is \$3.40. So it is in
11 the application.

12 Moving on to Section 21, which also "partially
13 met," one of the concerns stated was the applicant
14 states the board will receive cash and budget
15 performance projections monthly during the first
16 year beginning in September.

17 Our response to that is, per Page 104 of
18 the application, the monthly financial statements
19 will be in compliance with Rule 6A-1.0081, which
20 will include the balance sheet, revenue, and
21 expense report, year-to-date comparison of budgeted
22 versus actual revenues and expenditures.

23 The reference to the standard financial
24 statements reflects our commitment to comply with
25 statute and rule with regard to providing the

1 necessary information to facilitate the board
2 review and oversight.

3 Additionally, the cash and budget performs
4 projections and are in addition to the above-stated
5 items. The projections refer to our projections of
6 every line item by fund, function, and object,
7 which disclose year-to-date amounts as well as
8 projected amounts through the fiscal year in based
9 on the unique behavior pattern of each individual
10 line item. The tool identifies areas of concern in
11 both budget and cash flow, so they can be planned
12 for and avoided rather than being overcome upon
13 occurrence.

14 In regards to projections beginning in
15 September, this method has proven effective due to
16 the school having stable enrollment and complete
17 staffing and initial instructional expenses have
18 been purchased; thus, you have an accurate
19 projection.

20 Also, they had a concern in regards to the
21 insurance policy only partially meeting board
22 policy. As stated in the capacity interview, per
23 Page 106, Florida East Cost Charter would provide
24 evidence of insurance consistent with the sponsor's
25 requirement, which is the District.

1 I'm going to go ahead and move on to Section
2 20, which they stated "did not meet." One of their
3 concerns was that the applicant provided
4 documentation of the availability start-up loan of
5 \$40,000. The amount of this loan appears that it
6 may be insufficient for start-ups since there is an
7 ending balance at the end of the start-up period of
8 \$136.

9 Our response to that is on the start-up budget
10 provided on Attachment Y.1 in the application, Page
11 296. It does meet the standard with the surplus of
12 \$136.

13 The start-up revenue is budgeted by rounding
14 total expenses up to the nearest round number.
15 This approach minimizes the debt services expense
16 for which future years must provide payment.
17 Because of the nature of the start-up activities,
18 the number of unique budget line items is limited,
19 which reduces the likelihood of experiencing a
20 budget deficit as compared to an operating budget.

21 Further, any increase in the start-up budget
22 would likely trigger a corresponding reduction in
23 the operating budget which follows. Therefore, the
24 challenge is not so much a budget issue as it is a
25 timing issue.

1 Advertising, which is just over 50 percent of
2 the expenses, is typical of this relationship.
3 While the expense is necessary, there is
4 flexibility in the timing of that.

5 Another concern was, as stated above, the fund
6 balance at the end of the start-up period is \$136,
7 and the start-up budget does not contain any line
8 item for contingency.

9 The fund balance at the end of Year 1 is less
10 than 1 percent is insufficient to allow for any
11 contingencies that may arise.

12 Additionally, under both the 75 percent and
13 50 percent enrollment plans, the fund balance at
14 the end of Years 1 and 2 are less than 1 percent
15 and less than 2 percent in Year 3.

16 The application does not show financial
17 stability and sustainability should contingency
18 expenses arise.

19 Once again, start-up budget on Attachment Y.1,
20 Page 296, meets the standard of surplus of \$136.

21 On Attachment X.1, Page 272 of
22 the application; Attachment X.4, Page 287; and
23 Attachment X.5, Page 292 -- on each of those a
24 3 percent net FEFP contingency is indeed included
25 as a line item within each of these budgets.

1 After adding ending balance fund balance,
2 3 percent contingency on years of concern results
3 are as follows: At 100 percent enrollment in Year
4 1, the percentage of total revenues is 3.3 percent.
5 At 75 percent enrollment in Year 1, the percentage
6 of total revenues is 2.8. 75 percent enrollment
7 Year 2 is 6.5. 75 percent enrollment at Year 3 is
8 11 percent. At 50 percent enrollment in Year 1,
9 the percent of total revenues is 2.7 percent;
10 50 percent enrollment in Year 2 is at 6.1 percent;
11 and 50 percent enrollment in Year 3, it's at 9.9.

12 The third concern in the operating budget
13 shows Security SRO at a cost of \$27,000. The
14 current cost of a guardian is \$27,750 plus benefits
15 per year.

16 The applicant has not sufficiently budgeted
17 for this expense unless they can obtain a guard
18 through a security firm at a lower cost.

19 On the 50 percent reduced enrollment budget
20 plan, the applicant shows cutting the Security SRO
21 budget of .5.

22 Our response is: The operating budget meets
23 state statute by budgeting a Security SRO position
24 on Page 272, Attachment X.1.

25 The additional costs to meet the salary of

1 20,000 -- pardon me -- \$27,750 for the security
2 position is \$830. It would not create a deficit in
3 the operating budget.

4 As stated in the capacity interview, the
5 50 percent enrollment plan would include one FTE
6 for security position, meeting state statute
7 requirement. This would be funded by reducing
8 expenses not impacting the outlined educational
9 plan or utilizing a portion of the noted
10 contingency.

11 The cash and budget performance projections
12 are in addition to the above-stated items -- pardon
13 me -- concerns and additional questions.

14 I believe that actually wraps up our Section
15 20.

16 Pardon me. I am so sorry about that.

17 Another concern is the technology. The budget
18 on Page 271 includes \$27,000 for computers for
19 students and teachers with a projection of fifteen
20 K through 2 classrooms the first year. That equals
21 \$1,800 per classroom for technology.

22 Our response to that is the school's plan per
23 budget narrative on Page 274 is to lease, not
24 purchase, technology equipment at a cost of \$1,800
25 per classroom, per year, beginning at \$27,000 for

1 15 classrooms in Year 1.

2 That concludes Section 20.

3 MS. CAVANAH: The last section is Section 22,
4 Start-Up Plan. This was the other section that is
5 marked "does not meet."

6 This one one confusing to us. And then I
7 think, after hearing Mr. Renna speak this morning,
8 it was the same circumstance.

9 The rubric states that the timeline is
10 reasonable and having an existing facility
11 addresses many potential issues.

12 The purpose for this section and the criterion
13 for evaluation are that it provides a thoughtful
14 and realistic implementation plan that covers major
15 operational items and provides flexibility for
16 addressing unanticipated events but it is to
17 provide a clear road map of the steps and
18 strategies that will be employed.

19 So what was confusing to us was that a finding
20 of a concern of the budget and whether the budget
21 was sufficient was used to evaluate a completely
22 different section that has completely different
23 criterion, and particularly since it -- the
24 strength is that the timeline is reasonable and
25 that the strategies are reasonable.

1 So we feel that -- and we've addressed the
2 inconsistency in the District's financial concerns.

3 So we feel that the start-up plan does meet
4 the requirements.

5 CHAIRMAN PERSIS: Ms. Cavanah, we're -- you've
6 kind of hit the 30-minute mark on this
7 presentation. Are you near the end of your
8 comments?

9 MS. CAVANAH: Yes. We're right there.

10 CHAIRMAN PERSIS: I'll give you a couple more
11 seconds.

12 MS. CAVANAH: I have one sentence, and
13 Mr. Seeber has just our closing.

14 CHAIRMAN PERSIS: I'll give you two more
15 minutes.

16 MS. CAVANAH: Two minutes, perfect.

17 CHAIRMAN PERSIS: Total.

18 MS. CAVANAH: I just would like to say that I
19 believe that, as we've demonstrated today, item by
20 item through the -- in our response to the
21 committee's concerns, that we have to respectfully
22 disagree with the teams' ratings for both the
23 "partially met" and the "does not meet" because
24 either of areas that were missed in the content or
25 misunderstandings. But we firmly believe that

1 every item actually does meet the requirements.

2 CHAIRMAN PERSIS: Attorney Seeber?

3 MR. SEEBER: Thank you very much, Mr. Chair,
4 Members of the Board, Superintendent Russell.

5 We really appreciate all of the hard work that
6 the District has put in reviewing this application.
7 We've listened to what they had to say. I think
8 we've responded to their concerns. We have
9 collaborated with those who are -- I talked with
10 you before as a board, and we're convinced that we
11 have complied with the requirements of the statute
12 and that our application should be approved today
13 notwithstanding the recommendation.

14 I'm asking for each one of you, having heard
15 what we said, to vote in favor of this application.
16 I do not see the concerns that were raised as being
17 competent substantial evidence to deny
18 this application.

19 And on the contrary, I think that the
20 statements that we've made today, the further
21 information that we've given, has given competent
22 substantial evidence as to why this application
23 should be approved.

24 To the degree that in the contract phase,
25 which is, I think, where we should then now be

1 moving to, that if there's anything that comes up
2 it can be addressed in that context; that as a
3 question of the statute, we've complied with what
4 needs to be shown now to get us past this point so
5 that we can move forward to the contract stage.

6 I think we are ready to move forward. I think
7 the concerns have been addressed, and I hope that
8 we have shown enough that we don't have to go
9 forward on any appeal process but can have this
10 approved now.

11 CHAIRMAN PERSIS: Thank you, Mr. Seeber.

12 MR. SEEBER: Thank you.

13 CHAIRMAN PERSIS: Ladies and gentlemen, we're
14 going to take a ten-minute break. We'll be back at
15 2:10.

16 (A break was had at 2:00 p.m., and the
17 proceedings resumed at 2:18 p.m.)

18 CHAIRMAN PERSIS: Everyone find a seat, and
19 we'll go ahead and reconvene.

20 At this time, it's the district staff's
21 opportunity to respond to the applicant's response
22 to your comments on the application, and we can
23 keep responding to each other until we're all
24 satisfied, I guess.

25 So you guys -- you guys. I shouldn't say

1 that. You are now ready, and I know we said ten
2 minutes. I'm not going to be real, you know, hard
3 fast on that time, but let's try to keep it between
4 ten and twelve if we can, please.

5 So, Amy, are you going to start it?

6 MS. AMY: Yes.

7 CHAIRMAN PERSIS: Go ahead.

8 MS. AMY: Thank you, Chairman Persis.

9 The District has some additional information
10 that we'd like to bring forward in response to the
11 rebuttal. I turn it over to Ms. Rachel Hazel.

12 CHAIRMAN PERSIS: Okay. Ms. Hazel?

13 MS. HAZEL: Good afternoon, again. I am
14 bringing up with me Becky Lucas, who is our K-5
15 elementary science specialist, and she was going to
16 address the concerns with the science curriculum.

17 CHAIRMAN PERSIS: Ms. Lucas?

18 MS. LUCAS: Good afternoon, Chairman Persis,
19 School Board, Superintendent Russell.

20 My name is Becky Lucas, and I'm the elementary
21 science specialist.

22 The last mention of the K-5 HMH Science Fusion
23 as on the extension list for the 2011 and 2016
24 contract period -- science went through an
25 instructional materials adoption during the

1 2017-2018 school year. The adopted materials list
2 released by Florida's Department of Education was
3 amended in December 2018 and did not include the
4 K-5 HMH Science Fusion as an adopted instructional
5 material. The K-5 HMH series titled Science Fusion
6 was also not included on the preliminary list
7 released in August of 2018.

8 CHAIRMAN PERSIS: Thank you.

9 MS. HAZEL: All right. Also, additionally --
10 Thank you, Ms. Lucas.

11 Also, Robert Milholland is going to come up
12 and address the concerns regarding PE and general
13 curriculum map concerns.

14 MR. MILHOLLAND: Good afternoon, Chairman
15 Persis, Superintendent Russell, and Board Members.

16 I am representing Grace Kellermeier who is at
17 a state meeting for PE supervisors.

18 While the Statute 1003.455 does indicate that
19 all physical educational programs and curriculum
20 must be reviewed by a certified physical education
21 instructor, a teacher -- a certified teacher that
22 is K-5 that is teaching PE. While they might not
23 be certified specifically in physical education,
24 their curriculum must be reviewed by a certified
25 physical education instructor.

1 And when you're talking about K-5 elementary
2 school students, if a noncertified PE instructor is
3 instructing physical education, then you're talking
4 about physical activity and safety of students, so
5 that curriculum must be -- it must be reviewed by a
6 certified instructor.

7 The curriculum maps that are used by Volusia
8 County teachers are basic frameworks. They are not
9 curriculum. That curriculum is developed by the
10 teacher or by the school or some outside
11 organization. They are a listing of the standards
12 set forth by the Florida Department of Education.
13 Our curriculum maps are organizational structures
14 and provide other information for teachers to
15 develop their instruction, but they are not a set
16 curriculum.

17 CHAIRMAN PERSIS: Thank you.

18 Ms. Hazel, any other people you're bringing
19 up?

20 MS. HAZEL: No, sir. That's all I have.

21 CHAIRMAN PERSIS: Ms. Kelly?

22 MS. AMY: Next up is Deb Muller, and she's
23 also coming back up, along with Nathan Paulich, our
24 district counsel.

25 MS. MULLER: Deb Muller, Chief Financial

1 Officer.

2 So the concern was raised during the capacity
3 interview with the applicant as to where the
4 furniture, fixtures, and equipment that it was
5 using for collateral against the -- to get a loan
6 of \$40,000 for the start-up expenditures. During
7 that interview, that was the question that I asked:
8 What were you speaking about in terms of where this
9 furniture, fixture, and equipment was coming from?
10 And the applicant stated at that time that there
11 were furniture, fixtures, possibly projectors and
12 such in the building that they were planning to
13 lease.

14 So the way that I interpreted that, based on
15 their answer, was they were pledging that
16 equipment. However, nowhere in their application
17 is there anything to support what that furniture,
18 fixture, and equipment may be or the value of it.

19 So regardless of the lease, the statement
20 about the lease and exclusion of the liens not
21 referring to furniture, fixture, and equipment,
22 there's nothing that supports that there is
23 anything in that building and/or that they have the
24 right to use that as their collateral.

25 CHAIRMAN PERSIS: Thank you.

1 MR. PAULICH: Thank you.

2 And just to build off of that, just for the
3 board's benefit, the transcript of the capacity
4 interview was Attachment D, which was entered as
5 Exhibit 4. And the specific question by Ms. Muller
6 was on Page 71 to 72, so that's where the
7 District kind of went down that line to try to find
8 where in the application materials there was the
9 support for the collateral.

10 And as Mr. Seeber brought up, is he referenced
11 the lease, and that lease is on Page 249 starting
12 on Page 249 of Attachment A, which is Exhibit 1.
13 And we didn't hear anything where he talked about
14 they did have that right.

15 There's talk about there was a
16 misinterpretation about the lien language, which
17 was on Page -- starting on Page 251, which is
18 three of nine of that lease. But we didn't hear
19 where he talked they specifically had this right to
20 use this collateral, what that looked like, or
21 anything along those lines.

22 What the lease also does talk about on
23 Page 8 of 9 of it is this lease can't be amended
24 without written consent by both parties. And so,
25 there's nothing that says that they have this

1 right.

2 And so the District's concerned whether there
3 was a misinterpretation of the lien's language or
4 not, it's the same because we have never been able
5 to find where they have this authority or what they
6 would be using as the collateral. And that was the
7 concern that we raised up. We just kind of went
8 down the language here based on the answer at the
9 capacity interview.

10 CHAIRMAN PERSIS: Thank you.

11 Any other presenters?

12 MS. AMY: That concludes our response at this
13 time.

14 CHAIRMAN PERSIS: All right. Thank you.

15 And now, would the applicant like to come
16 forward at this time? And you don't have to. I'm
17 just inviting you if you like to come forward and
18 respond to what you've just heard.

19 MS. CAVANAH: Because our notes are eligible,
20 we won't be going in the exact same order.

21 Regarding the physical education,
22 acknowledging and understanding the difference, as
23 I had said before, curriculum is far more than
24 instructional materials. Curriculum is also far
25 more than just the curriculum map itself.

1 When we talked about using other resources
2 that were available through general resources
3 available to all teachers and specific Volusia
4 County resources, included guidance programs,
5 activities, instructional lessons, et cetera --
6 those are all resources that we would use.

7 When Mr. Seeber talked about some of the
8 little less significant things that can be
9 addressed through the contract process, one of
10 those is the understanding that -- when I was
11 reading the citation from the application itself
12 about the process for developing that curriculum,
13 that it would be done by the teachers and the staff
14 and making sure that the map works and what is
15 being taught is being taught in the right ways and
16 that those plans are made -- all of that -- if it
17 would be appropriate, and it seems like it would
18 be -- we would have that reviewed by a credentialed
19 physical education teacher. Whether that's
20 something that the District wanted to participate
21 in and have a designated person from your
22 department do that review, we would be fine with
23 that. Absent that, we would reach out to other
24 instructional professionals in the area and get
25 that independent review of the curriculum that

1 would be built, established, prior to
2 implementation.

3 But that would be something that would easily
4 be addressed through the contract process.

5 CHAIRMAN PERSIS: Thank you.

6 MS. GRANGER: The actual discussion related to
7 the science materials, I think we are saying some
8 of the same things in very different ways, but the
9 clarification that was provided today was about
10 looking at the contract extension list.

11 We are in agreement that the December 21st,
12 2018, list is what you would be basing decisions
13 off of if you were to review materials and select
14 right now.

15 The commitment is to continue to follow any
16 adoption cycles and look at science materials in
17 that way, that the adoption cycles from DOE would
18 be the guiding list that we would refer to.

19 I think the other point of clarification that
20 we did not talk about today is the impetus of the
21 actual educational program and science, in that we
22 are -- right now, we have a laser light focus on
23 one instructional material. To implement this
24 program with fidelity, there's going to need to be
25 multiple sources, multiple resources, different

1 texts, ideas for planning and resources to
2 integrate across content areas.

3 We're not in disagreement that the actual
4 list, as I stated previously, was updated in
5 December of 2018. I think the clarification is
6 that I was referring to a contract extension list.
7 The District was referring to the preliminary list
8 and the currently adopted list.

9 MS. CAVANAH: And I think -- and the biggest
10 takeaway was that in the period between
11 December 21st and February 1st, given that all of
12 that content of the application had been developed
13 months earlier, we didn't go back and catch that
14 that single text had been taken off of the list in
15 that little window of time.

16 But, again, the message throughout
17 the application, it describes process by which
18 those instructional materials will be selected and
19 it -- I don't think there's anything in there other
20 than that one example that would lead anyone to
21 believe that we would be using outdated materials.

22 MS. GRANGER: The other point of clarification
23 is earlier I indicated that there was a series from
24 that publisher on that extension list -- I mean,
25 on the currently adopted list from December 2018.

1 I was not implying that that Science Fusion
2 material was available on the current list.

3 MS. CAVANAH: Also, regarding the FFE and the
4 lien, I believe I was the individual in the
5 capacity interview who -- when the FF&E question
6 came up, I said, Yes, what's in the school.

7 And so, first of all, I'm not a contract's
8 person, and I'm -- even the facility is not my
9 area.

10 What I did have in my head was knowing that
11 part of what was coming with the building was a
12 certain amount of FF&E.

13 That said, that's -- but, again, the whole
14 idea that you can't have a lien against someone
15 else's property -- the school will be purchasing
16 the things on its own. The letter of commitment
17 from the bank covers a period of multiple years.
18 Over that time, the school will be purchasing FF&E
19 on its own through its own -- and we'll have the --
20 we'll have donations. And through its own FTE,
21 FEPP will be purchasing materials. Those kinds of
22 things would fall under that letter.

23 And, again, when I answered, I was just
24 thinking were you asking will there be any FF- --
25 you know, I don't even know exactly what I was

1 thinking you were asking.

2 But the question was -- the answer was not as
3 targeted toward your intent as perhaps it should
4 have been.

5 MR. SEEBER: And Brian Seeber, if I may
6 supplement what was said.

7 The objection that was raised and that I was
8 responding to had to do with the language in the
9 lease. And as I said, that's got to do with the
10 building and the land.

11 What was just said is in no way inconsistent
12 with the argument that I made that the language
13 that was quoted and relied on in the objection is
14 not applicable to what we were talking about. So
15 both can be true.

16 But what counsel is referring to, I don't have
17 any disagreement that we can't give a lien on the
18 building or the land.

19 But what was just stated also indicates that
20 that's not what we're ever intending to do.

21 The lien would be on equipment, furniture that
22 was purchased other than that which is already
23 there in the building, other than what's attached
24 to the building so that it becomes fixtures. So
25 both are so. It's just they're a different topic.

1 I didn't respond to anything other than what
2 was in the point -- 12, because all that was
3 mentioned was the language of the lease that
4 applies only to land and building.

5 MS. GRANGER: Since there's time, just
6 thinking about this process as a whole and
7 the application itself -- because there is such a
8 specific way in which you have to respond to
9 the application prompts, and a lot of the
10 clarification provided -- well, discussed and
11 provided -- during the capacity interview and
12 today, goes back to what's required to complete
13 the application process.

14 And so using curriculum as an example, I think
15 we indicated earlier that selecting instructional
16 materials and curriculum are not synonymous. And
17 to apply them in that way, we are doing a
18 disservice to the intent of that application, which
19 is for us to propose a comprehensive curriculum.

20 And it gave us the option to either look at if
21 we had a full -- if the school had a
22 fully-developed curriculum, speak to that. And it
23 gives the requirements for doing so. If it's not
24 fully established, you have that route to take.
25 And we chose the later based on the fact that this

1 is an independent charter school.

2 And we feel that we've really -- we don't
3 feel -- we've determined that we have sufficiently
4 answered the prompts in a comprehensive manner
5 based off of what's required under Florida Statute.

6 MR. SEEBER: So in summary, I just want to --
7 I thank everybody again and state that we think the
8 competent substantial evidence is there to support
9 this application, and I very much hope that the
10 board will be able to do so today.

11 Thank you.

12 CHAIRMAN PERSIS: Thank you.

13 All right. Board Members, we have the
14 opportunity now to ask questions. And if you would
15 like, I can bring your staff back up first and see
16 if you have any questions. We can go back and
17 forth, so it's not like this is your only
18 opportunity, so we'll just -- play nice here,
19 everyone, and we will go through the process.

20 So does anybody have any question they would
21 like to ask our staff at this time?

22 Ms. Cuthbert, do you have a question?

23 MS. CUTHBERT: If they don't. I went first
24 last time.

25 CHAIRMAN PERSIS: Go ahead, Ms. Cuthbert.

1 MS. CUTHBERT: I would like to ask the same
2 question I asked before. Where is the school
3 located and did the District visit the facility?

4 MS. FISHER: I believe the proposed location
5 is Nova Road in Ormond. Is that correct?

6 MR. SEEBER: It's Nova Road, just south of
7 Granada.

8 MS. CUTHBERT: Okay. Did the District visit
9 the facility?

10 MS. FISHER: I'm going to have to defer to our
11 facility's folks. I know they've been there in the
12 past. I don't know how recently they've been
13 there.

14 CHAIRMAN PERSIS: I see them nodding their
15 heads they've been to the facility.

16 MS. CUTHBERT: Okay. I noticed in the
17 application they want to have an indoor gym.

18 Does this facility have one?

19 MS. FISHER: I think maybe I need to let the
20 applicant answer that question. Would that be more
21 appropriate?

22 MS. CUTHBERT: Okay. I didn't know if you saw
23 one, if the District saw one. Their view and maybe
24 the applicant's view might be different --

25 MS. FISHER: Okay.

1 MS. CUTHBERT: -- in where the children will
2 be having recreations.

3 MS. CAVANAH: Yes, it does. And it's a very
4 large -- it's a very large facility.

5 CHAIRMAN PERSIS: We're going to have -- we
6 can't respond from the audience. So you're going
7 to have to come up and say who you are.

8 And, Ms. Cuthbert, if I can get you to pull
9 that mike in a little bit closer to you too.
10 You're just barely being heard out there.

11 MS. CAVANAH: Yes, it does have -- it's a very
12 large facility. It's been used as a school in the
13 past. It has a very large gymnasium that's got --
14 I mean, it's amazing.

15 MS. CUTHBERT: Okay. High ceilings?
16 Basketball --

17 MS. CAVANAH: Yes.

18 MS. CUTHBERT: -- stuff --

19 MS. CAVANAH: Like official.

20 MS. CUTHBERT: It has all of the equipment?
21 Is it staffed with equipment?

22 MS. CAVANAH: I'm not sure exactly what's
23 there, but....

24 MS. CUTHBERT: Okay. Is that equipment owned
25 by the person who's going to lease it to you?

1 MS. CAVANAH: As far as I know. There may be
2 some equipment there that is current -- that is
3 there because I believe that right now there's some
4 gymnastics program that's separate that, you know,
5 that -- they're renting the space, so any -- I
6 don't know what they've put there.

7 MS. CUTHBERT: Okay.

8 MS. CAVANAH: But the space itself, the
9 facility -- and it has been used as a gymnasium for
10 students.

11 MS. CUTHBERT: Okay. Thank you.

12 CHAIRMAN PERSIS: Yeah. Go ahead. Go ahead.

13 MS. CUTHBERT: I have other questions of
14 Ms. Morrisey.

15 CHAIRMAN PERSIS: Ms. Morrisey?

16 MS. CUTHBERT: Thank you so much.

17 Thank you, Ms. Cavanah.

18 MS. MORRISEY: It's been a while since I've
19 been there.

20 MS. CUTHBERT: Okay.

21 MS. MORRISEY: But I was there.

22 MS. CUTHBERT: Okay. Is there capacity? I
23 mean, it's 90 students per for kindergarten, 90 for
24 first grade, 90 for second grade.

25 What kind of impact -- if they have a

1 1 percent enrollment, what do you think could be
2 the impact of the surrounding schools? Traditional
3 schools?

4 MS. MORRISEY: I think they will draw from
5 Holly Hill, Ormond High School, and Tomoka
6 Elementary School. I think those will be the three
7 schools primarily affected.

8 MS. CUTHBERT: Okay. Thank you so much.

9 Would it create a problem with those schools?
10 I mean, are they -- Tomoka is a little -- what is
11 their capacity?

12 MS. MORRISEY: So Tomoka, we have a lot of
13 portables on the Tomoka campus, and we would like
14 to -- Tomoka is on the half cent project list. So
15 the school is -- Tomoka is not as heavily enrolled
16 as it has been in previous years. However, it is a
17 school that we consider to be over its permanent
18 capacity.

19 If it were under enrolled, which is what would
20 happen, I think, if this school is opened, it could
21 give us some flexibility to address construction
22 issues that we see coming our way.

23 At Holly Hill -- Ormond Elementary School,
24 Ormond Elementary School is primarily a school of
25 choice. You know, those are the other two schools

1 that I see being impacted by this.

2 MS. CUTHBERT: Thank you very much. I
3 appreciate your expertise.

4 Can you clarify -- Becky Lucas came up to talk
5 about the science curriculum. Could you clarify
6 what she was saying? I mean, I know the text
7 isn't -- but still there's a science text out
8 there, correct, that could be used? Is there one
9 that's being utilized? I don't quite understand
10 the problem with the science text.

11 MS. AMY: She's coming. Becky?

12 MS. CUTHBERT: Hi.

13 MS. LUCAS: Hi. The problem with the listed
14 science text is that it's no longer in the
15 adoption.

16 MS. CUTHBERT: Okay.

17 MS. LUCAS: Therefore, it's not the most
18 current.

19 And that was the main point we were making in
20 the document. HMH does have a current listing on
21 the adopted list. This Science Fusion text is not
22 on the adopted list.

23 MS. CUTHBERT: Okay. So you're saying that
24 they need to choose a different science text?

25 MS. LUCAS: Yes.

1 MS. CUTHBERT: Okay. You're talking about
2 Houghton Mifflin Hall (sic)? That's the HMH?

3 MS. LUCAS: Yes.

4 MS. CUTHBERT: I just wanted to make sure. A
5 lot of people may not know that.

6 MS. LUCAS: Yes.

7 MS. CUTHBERT: Thank you very much. I
8 appreciate that clarification.

9 MS. LUCAS: You're very welcome.

10 MS. CUTHBERT: Thank you.

11 CHAIRMAN PERSIS: Yes? Ms. Lucas, could you
12 please come back? Maybe we can do that. I'll just
13 go around and ask if anybody else has a question
14 for Ms. Lucas so you won't have to go back and
15 forth.

16 MS. WRIGHT: And you're science, correct?

17 MS. LUCAS: Yes, I am.

18 MS. WRIGHT: So why are you saying that they
19 need to select another book?

20 MS. LUCAS: The adopted list from the Florida
21 Department of Education does not list the book that
22 they have listed in their application as a current
23 material.

24 MS. WRIGHT: So are you saying that charter
25 schools have to go along with the District's

1 curriculum or the State's curriculum, or are they
2 able to veer and do something different?

3 MS. LUCAS: I am just listing the -- just
4 stating that it's -- those are the adopted
5 materials that the State of Florida --

6 MS. WRIGHT: I understand that.

7 MS. LUCAS: -- suggests.

8 MS. WRIGHT: I understand that. But will a
9 charter school have to use that list?

10 MS. LUCAS: That's a good question, and I
11 honestly -- do -- Ms. Rachel Hazel can answer that
12 question.

13 CHAIRMAN PERSIS: Okay. Ms. Rachel Hazel?

14 MS. HAZEL: Hello.

15 CHAIRMAN PERSIS: Hello.

16 MS. HAZEL: Ms. Rachel Hazel, Interim Academic
17 Officer.

18 No. The charter schools have -- do have the
19 freedom of curriculum.

20 But what Ms. Lucas was clarifying was that was
21 not the most up-to-date materials, that there are
22 materials that are more up to date with that.

23 MS. WRIGHT: Okay. So, in other words, had
24 they used something more recent, regardless if it
25 was on that list or not, would that have been

1 sufficient? Say they decided to go Time4Learning,
2 or say they wanted to go with Abeka and they used
3 current textbooks -- because all of those are
4 programs that are aligned --

5 MS. HAZEL: They are aligned -- as long as
6 they're alignment with our standard, yes.

7 CHAIRMAN PERSIS: All right. Do we have any
8 more questions for Ms. Lucas about the science
9 materials? No? Okay.

10 MS. AMY: Let me add, too, that reviewers were
11 tasked with looking at what was in the application.
12 And that's what she was responding for in her area
13 that she was looking at, that included science
14 materials.

15 MS. WRIGHT: No. And I understand this
16 because this is about my sixth year going through
17 this.

18 But my question was: Even with that, did they
19 select material? And it was yes or no. And they
20 did. We are just saying that based on the year
21 that it may not be the most relevant and current
22 material. Correct?

23 MS. AMY: That's correct.

24 CHAIRMAN PERSIS: Yes, Mr. Colon?

25 MR. COLON: So I have a question for the

1 consultants, if you can come up.

2 So currently, how long have you -- how long
3 are you all contracted to work with this governing
4 board as a consultant group?

5 MS. CAVANAH: At this point we're working with
6 them through the application approval process. And
7 we've had conversations about having an ongoing
8 relationship to help support them.

9 We provide varying -- it depends on the
10 school. We provide varying degrees of support
11 ongoing.

12 But this is phase one because you don't have a
13 contract for services if there's not an approved
14 school.

15 MR. COLON: And is there a member of the board
16 here who would be the chief of the board? Do we
17 have a chief of the board?

18 MR. SEEBER: I'm Brian Seeber. I'm on the
19 board. The president is not here because of the
20 timing today.

21 MR. COLON: Okay.

22 MR. SEEBER: But I'm able to speak for the
23 board.

24 MR. COLON: Do we know what the intent of the
25 board is? And so, my reasoning for asking is this

1 is I'm looking at the governing board and their
2 backgrounds -- and I'm not going to get into how I
3 feel about it yet -- but I see the strength in the
4 consultant group versus in the governing board.

5 And so, I want to make sure -- you know, we're
6 tasked with looking at this application with what's
7 been submitted. And I think the timing with the
8 textbook -- I mean, we don't even know what ELA
9 textbook we're using next year. And so the timing
10 of the textbook and all of that, that's all --

11 I just want to make sure that there is a sound
12 business plan, should this be approved, to operate
13 with folks who know what they are doing. And
14 that's important to me.

15 MR. SEEBER: I think -- this is Brian Seeber.
16 I'm a board member. Speaking as a board member of
17 this and other boards, I think the strongest board
18 is one which includes people who are well connected
19 to the community and who bring varying levels of
20 experience and expertise in those kinds of issues
21 that might come before a board.

22 That's not the same thing as saying that --
23 for example, I'm on the board of disability
24 solutions. I don't need to be a disabled person,
25 other than just now, in order to do a good job on

1 that. What I need to be able to do is to find
2 those people who would do a good job.

3 So in the same way that the board looked for a
4 competent and experienced group to provide this
5 service at this stage of the game, that would also
6 be exactly what I would anticipate doing in an
7 ongoing basis.

8 Because I'm not an educator, and I'm not going
9 to become an educator, I need to rely on those who
10 are educators.

11 So, yes, I expect to continue with this group
12 or a similar group.

13 MR. COLON: Okay. Great. Thank you.

14 There was something pointed out about giving
15 monthly financial reports to the board.

16 Should your application be approved today,
17 would your organization be willing to provide those
18 monthly statements to the board for oversight?

19 MS. ELDRIDGE: Absolutely. At the moment that
20 the charter is approved and a contract is agreed
21 upon between the sponsor and the school, they
22 would, in turn, submit a request for proposal to an
23 organization like myself. And we would, in turn,
24 complete that RFP. And if we are allotted in their
25 budget, and they can, in turn, afford to outsource

1 that, absolutely we would provide those monthly
2 financial statements to that board and work with
3 them on a very close basis to ensure the cash flow
4 projections and everything is as accurate as
5 possible. Just as he stated he would, in turn,
6 look toward an educational piece to fill that gap
7 in the board, we would provide that role in the
8 financial aspect.

9 CHAIRMAN PERSIS: Identify yourself.

10 MS. ELDRIDGE: I am Amanda Eldridge, School
11 Financial Services.

12 CHAIRMAN PERSIS: Thank you.

13 MR. COLON: I want to ask about the PE and
14 so -- I'm sorry. I'm sort of going as I wrote
15 things down.

16 CHAIRMAN PERSIS: That's all right. So
17 Ms. Cavanah, are you going to be responding?

18 MS. CAVANAH: Yes.

19 MR. COLON: In Florida charter schools, is
20 there a model for PE instruction that does not
21 include a certified PE teacher? Is that something
22 that charter schools typically do on start-up?

23 MS. CAVANAH: It's not uncommon at all for
24 charter schools, particularly those that don't have
25 access to facilities like this particular school

1 will have, to rely more on the health H.O.P.E.
2 course and not so much on physical education as we
3 traditionally think of it.

4 I'll say, for most startup charter schools,
5 any of the special areas is one of the areas of
6 challenge. So it's pretty common. The model that
7 we're describing is the typical model.

8 MR. COLON: And then on the food -- I'm sorry.

9 MS. GRANGER: Just add -- I'm sorry. This is
10 Lindsey Granger again.

11 The educational program itself, because it
12 focuses on the whole child, a part of that is
13 wellness, you know, overall wellness, physical,
14 social, emotional, behavioral wellness. And so
15 with that, teachers are going to be receiving
16 support to implement a program geared around that
17 health and wellness mindset. And so it should be
18 embedded as part of a culture.

19 But also additional minutes for movement are
20 included in the proposed schedule. So there should
21 be a clear understanding of how to implement
22 activities in the classroom with students K-5 for
23 movement and then, in turn, aligning that back to
24 the standards in that area.

25 MR. COLON: And for food service, is it common

1 in Florida to utilize the school district to
2 validate eligibility while they are going to an
3 outside vendor? Is that common practice?

4 MS. CAVANAH: I don't know if it's common
5 practice, but we do have districts that desire to
6 have that control because it's sort of two separate
7 things. It depends on what the vendor is
8 providing. If the vendor is just -- if it's just
9 straight food and the school itself is operating --
10 it's handling of the national food service, the
11 school lunch program -- then -- in the case I'm
12 thinking of the district wanted to verify all of
13 the documentation, and they requested that they be
14 the person -- the entity that handled that.

15 The flip-side is -- and what we would do doing
16 now that we understand that Volusia County does not
17 want that control because it's also
18 responsibility -- many, many of the vendors
19 themselves do have that capacity. So that was a
20 point of clarification during the capacity
21 interview that was, Okay, so that helps us make our
22 decision. So we won't go this way. Instead, we'll
23 be looking for one of the larger deeper vendors
24 that is -- that provides the whole thing. They
25 provide the employees to help -- the servers, the

1 school lunch piece, the whole part. And that would
2 be specified in the request for proposals when
3 we're looking for someone.

4 And I can -- the other situation happens to be
5 in a very rural area. Given the area that we're
6 talking about here, there are ample vendors that
7 would meet the requirements that we're looking for.

8 MR. COLON: Okay. Very good. Thank you.

9 CHAIRMAN PERSIS: Yes. Ms. Wright?

10 MS. WRIGHT: Can I ask a question?

11 CHAIRMAN PERSIS: Yes. Absolutely.

12 MS. WRIGHT: So I want to go back to something
13 that Mr. Colon said.

14 Did you get a copy of the transcript?

15 MS. CUTHBERT: She needs to move her
16 microphone.

17 MS. WRIGHT: Did they get a copy of this
18 transcript?

19 MS. CAVANAH: I mean, electronically we saw
20 it.

21 MS. WRIGHT: You saw it?

22 MS. CAVANAH: Yes.

23 MS. GRANGER: We looked at it on BoardDocs.

24 MS. AMY: It was posted on BoardDocs.

25 MS. WRIGHT: Did you get a chance to really

1 read this thoroughly?

2 MS. CAVANAH: We read it. Some parts more.
3 Some parts less. I mean, we were there, so we did.

4 MS. GRANGER: Right. We were -- we reviewed
5 it.

6 MS. CAVANAH: Yeah.

7 MS. GRANGER: And, yes, we read it. We paid
8 closer and deeper attention and reread other parts
9 versus some of the others based off of what we knew
10 we needed to be prepared to respond to today, which
11 we were informed that was the "partially meets" and
12 "does not meet" areas.

13 MS. WRIGHT: Okay. So you did read those
14 areas? Because I have two questions and --

15 When you address physical education -- and I
16 heard you state what other charter schools. But
17 based on what was written, based on what you said
18 and based on what was asked --

19 MS. GRANGER: Uh-huh.

20 MS. WRIGHT: -- what was your understanding?

21 MS. GRANGER: Of which piece?

22 MS. WRIGHT: Of the question about the
23 physical education and needing to have a certified
24 physical education teacher to review the
25 curriculum. I'm just trying to....

1 MS. CAVANAH: Right. At the time of the
2 capacity interview, we were asked whether there
3 would be a -- they didn't use the word
4 "designated," I don't think -- but whether there
5 would be a PE teacher -- was a PE teacher part of
6 the staff.

7 And the answer is, no, especially not in the
8 early years when there's not funding to support an
9 additional staff member. But that the general ed
10 teachers, as is allowable in statute, would be
11 providing that instruction.

12 When we got the rubric, the rubric said
13 statute requires that they be overseen, that the
14 teacher, the Gen Ed teacher -- not Gen Ed -- the
15 noncredentialed -- non-PE credentialed teacher had
16 to be overseen by a certified PE teacher, which
17 took us by surprise because we know that there are
18 lots and lots of charter schools that don't have PE
19 teachers.

20 So when we looked at the statute, we saw, no,
21 it isn't that the curriculum had to be reviewed by
22 it, not, as the rubric stated, that the -- that it
23 had to be overseen. Because those are two very
24 different things.

25 MS. GRANGER: In the context of which you're

1 responding in the capacity interview, because
2 there's overlap from section to section at times,
3 initially we also jump to does our staffing plan
4 jive with what's being planned. So I think that's
5 where we go first.

6 Then now we understand that it's more about
7 not having an actual certified teacher and then
8 they've stated -- based on the District's
9 interpretation of Florida Statutes.

10 We did also look at the physical education
11 program website -- Kim mentioned earlier all of the
12 resources -- and the allowable fact of that, you
13 can have a non-PE teacher credentialed teacher and
14 instructional personnel implementing the program at
15 the discretion of the principal. It's listed on
16 the school's website as well.

17 So it actually caused some confusion as we're
18 interpreting what's being asked, how it was rated,
19 and then also what the District makes available and
20 then may implement in practice here as well.

21 MS. WRIGHT: Then my last question is dealing
22 with the food servicing.

23 So when looking at food service, was it your
24 understanding -- did you ask the District if they
25 could provide the services, or did you budget for a

1 collaboration with the District?

2 Because if I'm not mistaken, you said to me
3 that the District said no.

4 MS. CAVANAH: Correct. The budget -- Amanda
5 or Desirae can speak to the budget and what it
6 includes.

7 Our experience with the District that says,
8 No, we want to do that, it's not a contractual
9 thing. There's no cost associated. They are just
10 saying: These are our kids. This is a federal
11 program. We want those documents to come through
12 our central office and verify them, so it was -- it
13 was that kind of an arrangement. So that was
14 not -- there would be no budget item for that.

15 The lunch itself, the budget -- I'm sure....

16 MS. ELDRIDGE: If I don't answer your
17 question, just clarify for me.

18 But based on what I have understood, we have,
19 indeed, included a food service worker and, in
20 turn, contracted service for the meals.

21 So does that answer your question, or would
22 you like --

23 MS. WRIGHT: No, that did. But my question is
24 again, going back to the document, you said about
25 contracting with the District.

1 And so my question was --

2 MS. CAVANAH: Did we say "contract" --

3 MS. WRIGHT: Yeah.

4 MS. CAVANAH: -- or "work with the District"?

5 MS. WRIGHT: Is it Section 18?

6 Okay. So you reference just as a vendor?

7 MS. CAVANAH: Yes.

8 MS. WRIGHT: And for some reason -- okay.

9 MS. CAVANAH: Yes.

10 MS. WRIGHT: I misread that because that was
11 my question. Based on your budget, I didn't see
12 where you budgeted for a contract with the District
13 or --

14 MS. CAVANAH: Right.

15 MS. WRIGHT: Okay.

16 MS. CAVANAH: And so that budget is
17 included -- those funds are included in the budget.
18 And what was in question and what we were just
19 throwing out there was if the District, you know,
20 compared to the other situation, if they were
21 wanting to say, We'll verify those applications,
22 the eligibility applications, okay. Understanding
23 that that's not part of it, then that's just part
24 of the cost of the vendor that we would be using
25 for food service that is in the budget.

1 MS. WRIGHT: Okay. That's it.

2 Thank you, Mr. Chair.

3 CHAIRMAN PERSIS: Thank you, Ms. Wright,
4 asking those questions.

5 Do we have any other questions at this time?

6 Ms. Haynes, at this time?

7 Ms. Cuthbert?

8 MS. CUTHBERT: I asked questions of the
9 District. Are we finished with the questions of
10 the District?

11 CHAIRMAN PERSIS: We're going back and forth.

12 MS. CUTHBERT: Back and forth?

13 CHAIRMAN PERSIS: Yes, ma'am.

14 MS. CUTHBERT: Because I still have questions
15 of the --

16 CHAIRMAN PERSIS: Sure. Which --

17 MS. CUTHBERT: -- applicant.

18 But please go first.

19 MS. HAYNES: No. No. Go ahead.

20 CHAIRMAN PERSIS: Which District person would
21 you like to come up first?

22 MS. CUTHBERT: Well, I don't know -- well, I
23 do know there's a financial question coming up. I
24 saw where -- it's on Page 296 -- where a lot of
25 the expense of the first \$40,000 of start-up funds.

1 will be for a few months for a principal and
2 retirement, payroll, health insurance, and worker's
3 compensation costs, a total of a little over
4 \$16,000. And then there is contracted services for
5 \$1,000.

6 So who are those contracted services? Is that
7 the financial group, or is that someone else?

8 MS. CAVANAH: That's most likely general,
9 like, legal counsel, the kinds of things that get
10 you through that opening phases with finalizing
11 documents.

12 MS. CUTHBERT: Okay. Then you have \$20,000
13 for advertising. What kind of advertising will you
14 be doing?

15 MS. GRANGER: It depends, which is not an
16 answer to sufficiently respond, but marketing and
17 advertising, they'll be kind of a timetable in a
18 comprehensive plan.

19 But, typically, for student recruitment
20 purposes, advertisement of a program, there might
21 be mail outs, local media outlets that you may use
22 for that purpose. We encourage schools that have
23 talked with the governing board about the
24 importance of conducting what we like to call "town
25 hall meetings" but you -- informational meetings,

1 where parents, community members, stakeholders,
2 students -- they come and they hear about the
3 program. They hear from the governing board and
4 the "why" behind the school and answer questions.
5 There's costs for renting the rooms to run those
6 meetings. You know, if we are not running them at
7 a school site, you may have it at another location.
8 We want to make sure that we're encouraging and
9 supporting the school in reaching any hard-to-reach
10 areas, which then you may not have it at the actual
11 school's facility. We do mass media mail outs.
12 But it does depend on what they decide and the
13 costs may be adjusted. That's a proposed figure so
14 that there is some room in the budget to conduct
15 those activities.

16 MS. CUTHBERT: Okay. I see where there's
17 \$1,000 for a computer. Is that for the principal
18 so he or she can get started?

19 MS. CAVANAH: Yes.

20 MS. CUTHBERT: I guess includes a printer and
21 paper and all of that?

22 MS. CAVANAH: Uh-huh.

23 MS. CUTHBERT: Okay. You have 90 students for
24 three grades to get started, Year 1. Are any of
25 those students already committed? Have you spoken

1 to any schools?

2 MS. CAVANAH: No.

3 MS. CUTHBERT: There are parents who have
4 said, We're on board if you get in here?

5 MS. CAVANAH: Not to any significant extent.

6 And one of the good things about the
7 new application timeline is that it's not on
8 18-month period, so you really have a much longer
9 time period. And particularly since we're looking
10 at lower grades, it would be premature to do that
11 at this point.

12 MS. CUTHBERT: Have you thought of doing any
13 pre-K?

14 MS. CAVANAH: That would be -- that's separate
15 and distinct from the charter application.

16 MS. CUTHBERT: Yes. Yes.

17 MS. CAVANAH: And so I will have to honestly
18 say that, as the charter consultants, we encourage
19 founding boards that we work with, unless -- I'm
20 thinking of one that went from a large established
21 early care program and then they basically extended
22 that program into a school.

23 Other than that, we usually discourage boards
24 from off the bat even thinking about that because
25 they're focus needs to be, for that first year or

1 two, really needs to be on getting the school up
2 and running. Because it kind of goes back to what
3 this gentleman's question was earlier. When we do
4 support founding boards as they're opening, the
5 goal is to be a temporary resource. It's a -- what
6 is that you always say -- the release --

7 MS. GRANGER: Gradual release model.

8 MS. CAVANAH: Gradual release model, where the
9 goal is to get them so they completely understand
10 and -- it's like everything is firmed up, all of
11 the procedures, everything in the school is up and
12 running. Then if you want to start thinking about
13 having early care or pre-K, then that's an
14 appropriate time. So....

15 MS. GRANGER: So to carry this out in an
16 effective and efficient manner, our recommendation
17 is typically, no, because --

18 MS. CAVANAH: Not right away.

19 MS. GRANGER: -- it's not an easy feat.

20 MS. CUTHBERT: Okay. Thank you. I just was
21 curious since you're the, you know, official
22 consultants what your thoughts were.

23 I'm now going to refer to Page 203 of
24 your application. These are your qualifications
25 and leadership duties of the principal or the

1 school leader.

2 I see the principal is expected to development
3 and implement the school vision and mission.

4 I would think that would be the governing
5 board. Shouldn't that be the governing board? Or
6 is that the principal's school?

7 MS. GRANGER: The day-to-day operational
8 activities are the sole -- the responsibility of
9 the instructional leader and the principal. That
10 day-to-day-roll-your-sleeves-up implementation, the
11 governing board, since they're serving in a
12 different capacity, that statement is instead for
13 the principal. But these are also the proposed
14 qualifications.

15 MS. CAVANAH: I'm going to interject and
16 say -- okay. This may be a typographical error.
17 Because in the work that we do -- so "development
18 and implement" are words that come out of my
19 fingertips a lot in that order. But your point is
20 well taken. The vision and the mission are
21 developed. They were developed by the governing
22 board. And it is the principal's job to implement
23 it, to develop the school culture and activities
24 that support it.

25 But I have a feeling that was just fingers

1 that always type "development and implement."

2 MS. GRANGER: Now I get it, the question. I
3 see what you're saying.

4 MS. CAVANAH: Yeah. "Develop" is the
5 confusing part.

6 MS. CUTHBERT: Okay. Do you want -- is it
7 okay if I go on then?

8 MS. CAVANAH: Yes. The principal has to do a
9 great deal.

10 MS. CUTHBERT: I see you're hiring the
11 principal four months or two months ahead of time?

12 MS. CAVANAH: Hopefully four.

13 MS. CUTHBERT: Four months. Four and a half
14 months.

15 Has to evaluate and check out the school's
16 goal, has to hire, has to set up the school, has to
17 create all of the curriculum. And you said you
18 wanted a project-based learning center as well as a
19 STEM.

20 And is that principal going to be doing all of
21 that?

22 MS. CAVANAH: The school is not specifically
23 designated as a STEM school. And that was done
24 intentionally because even though there's a strong
25 focus on science and math, I feel like when a

1 school says "I'm a STEM school" then that really
2 become the -- over arching. Everything that
3 happens at the school is really technology and
4 engineering based. So it's more of a focus and
5 more attention than typical to those areas.

6 Yes. Anyone who -- being a principal is a
7 challenging job. Being a principal of a start-up
8 school is an even more challenging job. And we
9 know that.

10 We have experience in recruitment and support
11 of principals. That's why finding that right
12 individual is so, so, so, so important. And we
13 have found in other schools that we've worked with
14 that when a school has a specialized program and a
15 vision such as -- admission such as this one, there
16 are a lot of people that are very interested in
17 doing that. There are a lot of people that are
18 ready to take on that kind of a challenge. And
19 it's just finding the right one for the age group
20 and the community.

21 But, historically, it's not that -- there
22 are -- I'm always surprised at how many people are
23 looking for some kind of a new challenge.

24 MS. CUTHBERT: Because that's an awful lot of
25 work --

1 MS. CAVANAH: It is. Yes.

2 MS. CUTHBERT: -- for one administrator who
3 has to do all of the curriculum, do all the support
4 data-based decision making, implement an organized,
5 coherent, and effective multi-tiered system of
6 student supports. And it also said here review
7 teacher lesson plans.

8 Is there a guideline? When staff is to be
9 hired, is there going to be preplanning?

10 MS. CAVANAH: Yes.

11 MS. CUTHBERT: When will their -- I mean --

12 MS. CAVANAH: Yes. There's --

13 MS. CUTHBERT: What kind of coordination will
14 the teachers have in creating lesson plans with the
15 principal?

16 MS. CAVANAH: So part of the school's
17 educational program is interdisciplinary nature and
18 the project-based nature.

19 That can't do be done by teachers in
20 isolation. So a strong part of this application is
21 the school culture itself and the cross planning
22 and shared responsibilities within the school
23 building.

24 One of the things -- I don't know how strongly
25 it's articulated, but I know it's mentioned in a

1 few places -- is that part of the hiring process is
2 identifying those teachers that have strengths --
3 particular strengths in given areas and those
4 individuals become not -- they're not teachers on
5 special assignment, but they are -- they do become
6 the lead teacher in an area. So they're available
7 to help in whatever their area of strength happens
8 to be.

9 MS. GRANGER: As part of the interview process
10 for a start-up school, if we are assisting a
11 school -- if the principal -- once the principal is
12 hired and we're assisting the principal, we help
13 design interview question that lend themselves to
14 recruiting teachers who are all in and committed to
15 a start-up project and understand that there is not
16 necessarily in the beginning a concept of working
17 to the rule or something to that affect.

18 You have to find passionate teachers that will
19 be rewarded by the outcome of opening a start-up
20 school. And they're out there. And lots of times
21 you're able to weed them out just in the initial
22 interview process because you can tell in responses
23 if they're canned responses of someone trying to
24 attain a job and a position or if they're actually
25 committed and passionate about implementing a

1 program that's new.

2 So it's part of the recruitment process. The
3 questions are designed for that.

4 MS. CUTHBERT: Because you would receive a lot
5 of interviews because your starting salary is at
6 \$42,000. And there's no supplemental pay, I guess,
7 in there or additional planning time or training
8 time. There's nothing additional. So it's just a
9 flat --

10 MS. CAVANAH: Yeah. There is -- there will --
11 there is preplanning and ongoing professional
12 development that targets the project-based learning
13 approach because that is part of the different way
14 for teachers to be thinking about what they do.

15 As you said, there will be a lot of
16 applicants. What we've found -- most recently, we
17 flipped the way we do things. And we used to
18 interview with kind of a screener interview and
19 then identify people to bring them in and do a more
20 intense phone interview and then face to face. And
21 this time we flipped it around, and it was the best
22 idea ever because it cut that pot down. Like,
23 don't start with the easy questions; start with the
24 hard question. And then I don't have to -- it just
25 makes it a lot easier to find people that you're

1 really looking for.

2 MS. CUTHBERT: Okay. And my last question, of
3 course, preplanning and recruiting teachers -- that
4 that pay starts with the FEFP. Correct?

5 MS. CAVANAH: Uh-huh.

6 MS. CUTHBERT: When you start receiving that
7 income. So that's definitely not part of the
8 start-up. Start-up is just like -- just those four
9 and a half months to get it rolling. And then a
10 lot of the planning -- and so you're going to be
11 very -- just -- it's like any new teacher. You're
12 just going to be a day or two ahead of instruction.

13 MS. CAVANAH: Okay.

14 MS. CUTHBERT: Is that -- am I correct?

15 MS. GRANGER: Yes. The teachers start
16 whenever the school year begins.

17 MS. CUTHBERT: Thank you very much,
18 Ms. Cuthbert.

19 Ms. Haynes, I think it was -- were you waiting
20 for Ms. Cuthbert to finish? I wasn't sure. I'm
21 trying to keep the order here.

22 MS. HAYNES: I'm fine.

23 CHAIRMAN PERSIS: You're good?

24 Mr. Colon?

25 MR. COLON: I have a question.

1 How many members of your governing board are
2 present today?

3 MR. SEEBER: Two.

4 MS. GRANGER: We had others on the way here,
5 and we --

6 MS. CAVANAH: We only had a window of time.
7 And when we were --

8 MS. GRANGER: Initially, we thought we were to
9 be here around 11:00 or so. But there was an
10 untimed format. And so we told the board members
11 when to be here, and they started driving over and
12 back and forth. So we've been in this text battle
13 to try to get people here. But the schedule just
14 didn't -- they had planed for a different schedule.
15 They really wanted to be here.

16 MR. COLON: So when we're talking about the
17 start-up costs of the school at \$40,000 -- and,
18 again, I have absolutely no idea what it would
19 cost. But if you all continued -- because we've
20 heard a lot from you today. And I -- you all
21 obviously know what you're talking about. But you
22 all are not the ones contracted to get this school
23 going. And with the \$40,000 start-up, you're going
24 to eat up at least five of that in the first month
25 if you were doing consulting services, I'm

1 guessing.

2 And so -- yeah. And that's why, again, I
3 asked the question of the board is it their intent
4 because, again, you all know what you're talking
5 about, without putting feelings into that. And
6 that's not a question. That's just....

7 MS. CAVANAH: We work with schools that do
8 fundraising -- the minute the application is
9 approved, they start their fundraising efforts.
10 And any funds that they raise they've been able to
11 keep us in whatever until -- you know, it depends
12 on the school situation.

13 MR. COLON: Of course. Thank you.

14 CHAIRMAN PERSIS: Thank you.

15 Further questions from anybody for anybody?

16 Yes. Ms. Cuthbert?

17 MS. CUTHBERT: I just have one. I apologize.
18 We talked about PE. But I noticed in the staffing
19 there's no room for an art teacher or music teacher
20 either.

21 MS. CAVANAH: And at this time, again, as part
22 of the integrated curriculum in a small school,
23 those are things that are part of -- they're
24 embedded within the instructional day. Art is not
25 going to be a separate class.

1 Now in order to do the budget, we don't
2 have -- for the first five years, we don't have an
3 art teacher in there. That is something that
4 depending -- you know, we would anticipate that as
5 the school gets more established that we would be
6 able to find to hire at least a half time art
7 teacher, if nothing else to help guide the teachers
8 a little more directly and to support some
9 activities. But as an elementary school of this
10 size --

11 The other thing that was -- cannot be part of
12 your considerations is that the school would apply
13 for the CSP, the Charter Schools Program Grant,
14 from the Florida -- the federal grant throughout
15 the Florida Department of Education. That can't be
16 part of any of your considerations here because
17 it's -- it's not a known factor.

18 But, historically, we would anticipate that
19 they would get that grant, and it's a two- to
20 three-year substantial support that would help the
21 school get through some of those hurtles.

22 But, again, the budget -- that's why the
23 budget has been designed so that that's not
24 necessary, but it is out there as an option, as
25 well as other different -- other grant

1 opportunities that arise, but....

2 MS. CUTHBERT: Thank you so much. I
3 appreciate your indulgence.

4 CHAIRMAN PERSIS: Thank you, Ms. Cuthbert.
5 Ms. Haynes?

6 MS. CUTHBERT: And you too. I appreciate your
7 indulgence as well.

8 CHAIRMAN PERSIS: That's what I do.

9 MS. HAYNES: Can I make a statement?

10 CHAIRMAN PERSIS: Yes.

11 MS. HAYNES: Instead of a question?

12 CHAIRMAN PERSIS: Can you make a statement?

13 MS. HAYNES: Yes. Yeah.

14 CHAIRMAN PERSIS: You can make a statement.

15 MR. DORAN: Is it an opinion?

16 MS. HAYNES: No. I'm going to make it -- it's
17 going to be factual.

18 MR. DORAN: Well, if you make the statement,
19 you're making a finding of fact. You shouldn't be
20 doing that until you hear from everybody.

21 MS. HAYNES: Okay.

22 MR. DORAN: We're just gathering facts right
23 now.

24 CHAIRMAN PERSIS: There is going to be the
25 time for that.

1 All right. Does a board member have any
2 questions for anybody else though? I know we're
3 looking at these three individuals, but there's a
4 lot of people here with information. They may have
5 answers to some questions you haven't asked. If
6 there are, you know, this would be the time to get
7 that factual answer.

8 Let me throw this question out to you. Could
9 you in a nutshell kind of state what is different
10 about this school than the school down the street,
11 the public school? Can you capture that for me,
12 so....

13 MS. CAVANAH: The school design itself is
14 unique, perhaps relatively unique. A lot of
15 schools try to do project-based learning. A lot of
16 schools talk about having a whole-child approach to
17 learning. A lot of schools talk about
18 cross-disciplinary concept development.

19 This school is trying to put all of those
20 things together because they marry together so
21 well. What makes this school unique in what we
22 believe is its ability to become a model school for
23 that kind of a program is that, unlike the
24 traditional school down the street that wants to
25 try that but has an established staff and has to

1 find volunteers to try something new and has to try
2 to change peoples' minds about what their job
3 really is and change mindsets -- this school has
4 the opportunity to start from scratch and handpick
5 those individuals who, as Lindsey said, have a
6 passion for this model. And the likelihood of
7 success in that situation is much greater.

8 There's a term in project-based learning
9 that's "wall-to-wall PBL," not PBL in my -- because
10 my social studdies teacher works with my reading
11 teacher. But wall-to-wall PBL. This is the
12 culture of the school. It's how things are done.
13 It's the way children think. It's the way the
14 teachers model thinking for them. Every classroom
15 that they go to they're going to have those same
16 kinds of experiences. So it's almost like
17 immersion in the program as opposed to when an
18 established larger school tries to make that shift
19 it can be very challenging.

20 MS. GRANGER: And establishing it on the front
21 and having the opportunity to do that, you don't
22 reach the barriers that schools face when they have
23 to retrofit those concepts into, like Kim said, an
24 existing model with existing staff.

25 In implementing the wall-to-wall PBL and the

1 educational program, there is a broader reach to
2 all students, from students performing below grade
3 level to students who require enrichment, to
4 students with disabilities because of the hands-on
5 approach to instruction.

6 And in doing that and implementing it well,
7 students are able to generalize content areas
8 across discipline and into further grades as they
9 progress and matriculate in this case onto middle
10 school.

11 And we really believe that that's a critical
12 element of the school.

13 CHAIRMAN PERSIS: Okay. Thank you.

14 If other board members don't have questions
15 for the three of you -- I don't see any at the
16 moment -- you all may relax.

17 And I would like our -- Mr. Paulich, can you
18 come forward? Nate? You've been sitting back
19 there enjoying the show and, you know, you thought,
20 Hey, I'm going to get a pass. No.

21 Mr. Paulich, can you -- we're going back and
22 forth on this lease, and so I'm concerned about
23 that. So can I get -- Mr. Seeber made his
24 interpretation first and then you countered his,
25 and then he countered your's saying, Well, you're

1 both saying the same thing. Neither one of you is
2 wrong.

3 But it's getting kind of muddy from where I
4 sit. So can you take another shot at this? And
5 not so much -- as much as clarifying the concept
6 and differentiating what's -- because what we're
7 concerned about is on the application.

8 MR. PAULICH: Absolutely.

9 CHAIRMAN PERSIS: Not what could have been or
10 should have been or clarifying it, Oh, this is what
11 we may do.

12 I just want to know what is on the
13 application.

14 MR. PAULICH: And I think the District's
15 concern and what we tried to articulate in there is
16 there was a mention of collateral and that this
17 collateral was going to come and it was fixtures or
18 various things at the school building.

19 And the District was trying to find where in
20 the application they were saying what the value of
21 that collateral was or where they had the authority
22 for this said collateral. And so what the District
23 was going through -- and they never found it in
24 the application, is my understanding. And we
25 haven't heard where it's in the application today

1 where they have this collateral and these fixtures
2 in this building that they can set up for
3 collateral for this loan. And we were pulling out
4 language in the lease which we thought was
5 prohibiting them from using any of these fixtures.

6 And that's where the disagreement has been as
7 far as whether this lease language allows them to
8 do that. I think what we came up in our rebuttal
9 it says, Well, we still don't know where in the
10 contract it says you have this authority to do it
11 or what you are pledging up as collateral.

12 And I think what they talked about is they
13 might be purchasing certain things in the future.
14 But we still don't know what those things are or
15 what the value is or how that can be used as
16 collateral.

17 So we went to a provision in the lease, and
18 they've disagreed with the interpretation of it.
19 But our concern remains that we don't know what
20 that collateral is.

21 CHAIRMAN PERSIS: All right. That's what I
22 thought.

23 MR. PAULICH: Yeah.

24 CHAIRMAN PERSIS: All right. Any questions
25 for the district attorney at this time?

1 Okay. Thank you.

2 Wait. Wait. Ms. Cuthbert?

3 MS. CUTHBERT: Is there anything in the
4 statute that says a charter school has to be a
5 minimum amount for start-up?

6 MR. PAULICH: I do not know that off the top
7 of my head.

8 MS. CUTHBERT: Okay. Thank you.

9 CHAIRMAN PERSIS: All right. Ms. Muller, can
10 I ask you to come on up at this time?

11 MS. MULLER: Yes.

12 CHAIRMAN PERSIS: Hi. So you've heard a lot
13 of conversation here, and a lot of it had to do
14 with money and financing and this \$40,000 start-up
15 loan and the reserve balance, reserve fund balance
16 at the end of Year 1 and Year 2.

17 And I wanted to give you an opportunity to
18 respond to what you heard and what was said because
19 I do have concerns about a fund balance of \$136, I
20 think it was mentioned, and only \$40,000 start-up
21 loan, where we just had an application come in with
22 a million dollar, was it, start-up loan. So can
23 you --

24 MS. MULLER: Sure.

25 CHAIRMAN PERSIS: -- clarify for me?

1 MS. MULLER: Yes. I am concerned when
2 remaining in the start-up balance is \$136. I do
3 feel that that does not provide for contingencies.
4 I believe I heard the applicants make a statement
5 that some of it has to do with timing and they
6 could push back some expenditures such as
7 advertising in the beginning if some contingencies
8 arose.

9 But \$40,000 is the least amount that I have
10 seen in these start-up budgets. I have not been
11 reviewing the applications for that long.

12 But you are correct that, for instance, SEV
13 had earlier obtained two letters for \$500,000 each,
14 of which they were protecting 300,000 for their
15 start-up.

16 So, you know, without comparing them side by
17 side, I can't say whether that's enough money or
18 not enough money.

19 But my concern was in the end that there was
20 only \$136 and that at the end of the first year
21 their fund balance was still projected to be low.
22 And I didn't see huge amounts of contingencies
23 money, you know, that was included. So it's a
24 concern.

25 I'm not saying that they can not start-up a

1 school with that amount of money. But certainly
2 you need to have a plan and alternatives as to
3 where you can avoid expenses if something comes up
4 that, you know, you need to -- you have to have.

5 I'm still not sure about them saying that they
6 would use collateral money from future purchases
7 when they're needing that 40,000 just to start.

8 So, regardless, I'm still not seeing in the
9 application, or hearing, regardless of the language
10 in the lease, where they are going to really get
11 that furniture, fixture, and equipment or
12 substantiation for any fixed assets that they could
13 use or have permission to use from the current
14 building that they are anticipating leasing.

15 And if they are purchasing that furniture and
16 fixtures after they start with FEP money, well, the
17 40,000 is needed before they even open the school.
18 So I don't see that being feasible as well.

19 CHAIRMAN PERSIS: Thank you.

20 Any questions for Ms. Muller before she has a
21 seat? Okay.

22 Could I ask Ms. Hazel -- are you still here?

23 The application appears to put a lot of --
24 everything is contingent upon "when we hire the
25 principal." There's a lot of -- the answer is

1 always, Well, when we hire the principal, we'll
2 have a curriculum.

3 MS. HAZEL: Right.

4 CHAIRMAN PERSIS: When we hire the principal,
5 we'll understand what kind of technology we're
6 going to have when we hire the principal.

7 So I -- you were a principal. I was a
8 principal.

9 In this start-up school that they are
10 envisioning, with the principal hiring all of the
11 teachers and developing the curriculum -- because
12 they, on their application, said that, Well,
13 there's no issue basically because they're going to
14 follow the district curriculum maps.

15 And then our response was curriculum maps
16 aren't a curriculum. They're just the
17 organizational framework. It's not the materials.

18 Am I correct?

19 MS. HAZEL: You're absolutely correct.

20 CHAIRMAN PERSIS: Okay. So I'm just asking
21 you, when you responded to that section -- I was
22 looking at your interview capacity interview, and I
23 noticed you had concerns about the curriculum --

24 MS. HAZEL: Right.

25 CHAIRMAN PERSIS: -- piece.

1 Can you elaborate more just exactly what those
2 concerns are?

3 MS. HAZEL: Well, when you do -- there's a
4 difference between what the rubric itself says and
5 then when you really go in depth with what the
6 curriculum is.

7 And that's exactly -- the concerns that you
8 just brought up are exactly what we were probing
9 for, like is the plan laid out and a principal
10 comes in and implements it? Or is the plan going
11 to be made once the principal is hired?

12 And I think if you have the transcripts it
13 speaks for itself with the answers because we did
14 ask several questions in that interview process
15 about who would be making those decisions and the
16 principal, whoever that would be, was the answer.

17 CHAIRMAN PERSIS: Okay. All right. Thank
18 you.

19 Anybody else have a question for Ms. Hazel?

20 All right. Thank you.

21 MS. HAZEL: Thank you.

22 CHAIRMAN PERSIS: All right.

23 Board Members, do you have any other questions
24 for anyone at this time? If not, we can close this
25 part of the process. And I'm going to turn it over

1 to Mr. Doran, just to remind us now how we're
2 shifting gears and what the process is.

3 MR. DORAN: Sure. Yeah. So, now having heard
4 of the information that's been provided by both the
5 District and the applicant, you're free to discuss
6 it, express opinions, debate among yourselves,
7 point out any concerns that you have.

8 Ultimately, from that discussion, would come a
9 motion to either approve it, which would be just a
10 straight-up motion to approve, or to deny it.

11 If there is a motion to deny, it should
12 reference specifically the rubric and those
13 provisions which are indicated as "do not meet
14 expectations" or and/or "partially meet
15 expectations."

16 In other words, there has to be a factual
17 basis for denying.

18 And that's the evidence that you have before
19 you.

20 So unless there's any more questions,
21 that's --

22 CHAIRMAN PERSIS: Right.

23 MR. DORAN: Does that fairly characterize --

24 CHAIRMAN PERSIS: No. That's great. This is
25 great.

1 All right. So this is the time when if you
2 wanted to just say how you feel. And you can --

3 I see your finger is up there --

4 MS. HAYNES: I'm first.

5 CHAIRMAN PERSIS: -- right away. And I'm glad
6 it's the index finger and not another one.

7 So, Ms. Haynes, we've got to have a little
8 comic relief in here. It's getting a little tense,
9 and it doesn't need to be.

10 So let's go ahead and go ahead. Share your
11 thoughts.

12 MS. HAYNES: So I'm not letting Ms. Cuthbert
13 go first this time.

14 CHAIRMAN PERSIS: Yeah.

15 MS. HAYNES: All right. So I'd like to state
16 some facts.

17 Since there were a lot of questions asked
18 about the PE teacher and the art teacher and the
19 music teacher.

20 I bring to this board the fact that I have a
21 degree in elementary education. And I will state
22 that as getting my undergraduate degree I was
23 required to learn how to teach PE, art, and music
24 because there are times that you go into rural
25 areas or small schools and there are not designated

1 PE, art, and music teachers.

2 And I actually did an internship in a rural
3 school. There are not -- there was no art, music,
4 or PE, and that was my responsibility as classroom
5 teacher to do that.

6 So I felt like we dwelled a lot on that today,
7 and I just want to state that factually that does
8 happen across the United States that there are not
9 PE, art, and teachers. We are fortunate here in
10 Volusia County that we have larger elementary
11 schools with a lot more students and we have those
12 opportunities. But it doesn't happen everywhere
13 else.

14 That's it. That's all I have to say.

15 CHAIRMAN PERSIS: At the moment. Okay. She
16 reserves the right to speak again.

17 Yes? Mr. Colon?

18 MR. COLON: And so my thought process is that
19 I truly believe that the things that were brought
20 up could be overcome. I truly believe that.

21 However, who is going to overcome it? We have
22 a gentleman that serves as a treatment plant
23 operator, an assistant professor of aerospace at
24 Embry-Riddle, owner/operator of Ignite, a CPA, a
25 registration person from a hospital, and an

1 attorney.

2 And I don't believe that the folks who
3 presented today -- gosh, if you all one were
4 staying, that would be amazing because you all were
5 on point. But you're not. And I don't believe
6 that with \$40,000 start-up they can accomplish it
7 because you all are going to go away.

8 And so where I do believe a lot of this is --
9 can be overcome between now and a contract, the
10 reality is that the funding, which is even
11 questionable at this point, simply isn't there to
12 keep your amazing company continuing to serve these
13 folks.

14 I am a little bit -- you know, this matters.
15 And so, if I was sitting on a board and this was a
16 holiday, I would be there. And so the folks -- and
17 so having those questions of the governing board
18 and then them not being here, that really says a
19 lot to me.

20 And, again, I don't think that with
21 \$40,000 they can afford to keep you all because
22 it's -- consultants are not cheap. But you guys
23 did a great job. And, I mean, answers came from
24 where you didn't even have them.

25 So thank you.

1 CHAIRMAN PERSIS: Thank you, Mr. Colon.

2 Ms. Cuthbert?

3 MS. WRIGHT: You've got two minutes.

4 CHAIRMAN PERSIS: Let the record show the vice
5 chair said you have two minutes.

6 MS. CUTHBERT: I have a lot saved up from last
7 year.

8 You're absolutely right, Mrs. Haynes, the PE.
9 But Volusia County does provide that for our
10 students. So if they went from a Volusia County
11 School to this charter school, they would lose
12 that -- they would not have that expertise in front
13 of them.

14 I'm concerned they're using Volusia County
15 School curriculum. I'm looking -- when I read
16 this, I wanted to find something unique and very
17 different, something that would serve our community
18 and be a gem, an absolute gem in the community,
19 much like the one we approved this morning.

20 But by using our same curriculum, not having
21 separate teachers, and everything depending upon
22 one individual with a few teachers, that concerns
23 me because the whole school could make or break
24 based on one hiring of one employee.

25 I think the curriculum should come before the

1 school, not the school come first before the
2 curriculum. And we do -- based on what one of the
3 consultants said about cross-disciplinary
4 coursework, project-based learning, true passionate
5 teachers -- we have that too. A lot of our
6 youngsters are doing cross-disciplinary. I did it
7 when I taught a long time ago. So project-based
8 learning is a given. It's what we instituted a
9 couple of years ago.

10 And also the passionate teachers -- because
11 they can certainly do what I can't do. I'll still
12 stick to my high school kids.

13 I was also somewhat saddened that they didn't
14 have community support here. Where are the
15 community -- where is the community support for
16 this school to bring them in?

17 And half of that \$40,000 is for advertising.
18 That's half.

19 So if they had a committed group already --
20 for example, one charter school already had a
21 waiting list to come in. If there's no one
22 interested, then they could have saved that 20,000
23 and put it towards starting the school.

24 And then also in their mission statement on
25 Page 1, the mission statement says that the

1 Florida East Coast Charter School is to provide a
2 framework for teaching and learning that fosters
3 engagement through hands-on project-based learning
4 while incorporating a focus on science and math.

5 Well, to me, that sounds like it's STEM.

6 Promotes physical -- without a PhysEd
7 teacher -- social, and emotional wealth and
8 healthbeing (sic).

9 Where are the programs that foster that mental
10 health and that physical health? You're depending
11 on fifteen K, 1st, and 2nd grade teachers to come
12 up with that and also citizens. So where are the
13 programs? I would like to see the programs, some
14 of the school-based projects that are already
15 thought about. Who are they bringing in? Who are
16 the business partners?

17 So there's an awful lot lacking. There's a
18 start of it, and it's apparent, like what Mr. Colon
19 said, it can be overcome. But it's not in this
20 application.

21 Thank you.

22 Was that two minutes?

23 CHAIRMAN PERSIS: That was three and a half
24 but that's okay.

25 MS. WRIGHT: You did very well.

1 MS. CUTHBERT: Thank you.

2 CHAIRMAN PERSIS: Ms. Wright, do you have a
3 comment?

4 MS. WRIGHT: One quick -- I do agree with all
5 of you.

6 The curriculum is a challenge. That's why I
7 asked have they read it, because charter schools
8 don't have to follow that of the district. And I'm
9 like you. I was looking for something creative and
10 and not just creative. They could have used pretty
11 much -- there are some curriculums that are totally
12 developed that they could have selected for their
13 school.

14 But that's it.

15 CHAIRMAN PERSIS: I didn't know whether she
16 was going to point to me.

17 All right. Well, yeah.

18 I agree with what Mr. Colon said and what
19 Ms. Cuthbert said, Ms. Wright's comments,
20 Ms. Haynes' as well.

21 To me, the real lacking areas here were
22 financial and the curriculum. And I can't think of
23 two more important things. I mean, if you're going
24 to start a school, you got to have the money and
25 you got to have a curriculum.

1 They talk about what could be or what they
2 hope will be, but there really isn't any assurance
3 that we have sitting up here. So how could we, as
4 a board, in good faith put our stamp on it that
5 says, Public, go ahead and attend that school.
6 It's going to be amazing. And on what basis can we
7 say that? I just don't see it.

8 And just saying it's going to be project-based
9 learning, that's such a vague general term that can
10 mean a lot of things to a lot of different people.
11 So I -- that, to me, is not a thing that is unique
12 that -- a thing that distinguishes a school.

13 You're looking at Ormond Beach Elementary,
14 which was graded A, A-rated school. Tomoka
15 Elementary, rated A. And they're right in the
16 middle of those two schools? I just don't -- I
17 don't see anything that was presented in
18 this application that suggests that they're going
19 to be offering something that those two schools
20 either do not or cannot. So that's -- those are my
21 thoughts on it.

22 I want to thank -- I want to thank the
23 applicant.

24 MR. DORAN: Motion?

25 CHAIRMAN PERSIS: Yeah. And we need to at

1 this time make a decision because it's time.

2 If you are in favor of it, then you just say
3 that, and you make a motion in that direction.

4 If you are not in favor of it, you have to be
5 more specific. So you have to go to the -- I
6 suggest you go to the executive summary and
7 indicate exactly -- because of the areas which
8 either did not meet the criteria or did not
9 partially meet the criteria -- that you state those
10 for the record.

11 And then whoever -- if there is a second to
12 that motion, then we proceed on from there.

13 So the floor is now open for any motion.

14 SUPERINTENDENT RUSSELL: Okay. The
15 superintendent recommends denial of the Florida
16 East Coast Charter School application.

17 MS. WRIGHT: Mr. Chair, I move that we deny
18 Florida East Coast Charter School based on the
19 following: "Partially meets" four -- Standard 4,
20 16, 18, 21, and "does not meet" Standard 20 and 22.

21 CHAIRMAN PERSIS: Okay. Thank you. That was
22 Ms. Wright making the motion.

23 Is there a second to that motion?

24 MS. CUTHBERT: Second.

25 CHAIRMAN PERSIS: That was seconded by

1 Ms. Cuthbert.

2 Board Members, we can have further discussion
3 at this point for anyone that would like to
4 discuss.

5 MR. COLON: I just have one comment.

6 Guys, you all are this close (indicating), and
7 I mean that.

8 CHAIRMAN PERSIS: Okay. Any other comments?
9 Discussion?

10 All right. Seeing none, there is a motion on
11 the floor. It's been seconded.

12 All those in favor of the motion signify by
13 saying "aye."

14 MS. HAYNES: Aye.

15 MS. WRIGHT: Aye.

16 CHAIRMAN PERSIS: Aye.

17 MR. COLON: Aye.

18 MS. CUTHBERT: Aye.

19 CHAIRMAN PERSIS: All those opposed?

20 So the motion to deny is approved unanimously.

21 Mr. Doran?

22 MR. DORAN: Okay. So based on the denial, the
23 statute does require that the applicant be provided
24 in writing the basis for the denial within ten days
25 of today.

1 So I would ask that there be a motion
2 delegating that responsibility to me to prepare and
3 forward that to the applicant within the ten day
4 period of time.

5 CHAIRMAN PERSIS: Okay.

6 Do I have a motion to what our attorney just
7 said?

8 MR. COLON: So moved.

9 CHAIRMAN PERSIS: Thank you, Mr. Colon.

10 And that was seconded --

11 MS. WRIGHT: Second.

12 CHAIRMAN PERSIS: -- by Ms. Wright.

13 We have a motion. We have a second. All
14 those in favor signify by saying "aye."

15 MS. HAYNES: Aye.

16 MS. WRIGHT: Aye.

17 CHAIRMAN PERSIS: Aye.

18 MR. COLON: Aye.

19 MS. CUTHBERT: Aye.

20 CHAIRMAN PERSIS: And those opposed, like
21 sign.

22 And the motion carries unanimously to get that
23 out there within ten days.

24 MR. DORAN: Yes.

25 CHAIRMAN PERSIS: Is that what you just said?

1 MR. DORAN: Within ten days.

2 CHAIRMAN PERSIS: Ten days. Is there any
3 further business, Mr. Superintendent?

4 SUPERINTENDENT RUSSELL: Not at this time,
5 sir.

6 CHAIRMAN PERSIS: Okay. Then this meeting is
7 adjourned.

8 (The meeting adjourned at 3:50 p.m.)

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1 REPORTER'S CERTIFICATE

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3 STATE OF FLORIDA)

4 COUNTY OF VOLUSIA)

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6 I, MARCIA CRAFT, Registered Professional Reporter,
7 certify that I was authorized to and did
8 stenographically report the foregoing meeting and that
9 the transcript is a true and complete record of my
10 stenographic notes.

11 I further certify that I am not a relative,
12 employee, attorney, or counsel of any of the parties,
13 nor am I a relative or employee of any of the parties'
14 attorneys or counsel connected with the action, nor am I
15 financially interested in the action.

16 Dated this 15th day of April, 2019.

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MARCIA CRAFT, RPR
COURT REPORTER

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