

CHARTER SCHOOL APPEAL COMMISSION

FLORIDA DEPARTMENT OF EDUCATION

INNOVATION PREPARATORY CHARTER

VS.

BROWARD COUNTY PUBLIC SCHOOLS

DATE: Thursday, April 23rd, 2026

TIME: Commenced at 10:00 a.m.
Concluded at 1:14 p.m.

LOCATION: 325 West Gaines Street
Conference Room 1703/07
Tallahassee, Florida

REPORTED BY: MICHELLE SUBIA, RPR, CCR
Court Reporter and Notary
Public in and for the
State of Florida at Large

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COMMISSION MEMBERS APPEARING:

JAMIE BRAUN, CHAIR

OSVALDO GARCIA

RICHARD MORENO

TIFFANIE PAULINE

KIA SWEENEY-SCOTT

P R O C E E D I N G S

CHAIR BRAUN: Good morning, everybody. And thank you for being here today. This is the meeting of the Charter School Appeal Commission. Today is April 23rd, 2026. And today we will be considering the appeal of the Innovation Preparatory Charter School vs. the School Board of Broward County.

My name is Jamie Braun. I am the Commission's designee to chair this Commission. Some of you may remember that I used to serve as counsel for the Commission. And due to the departure of the previous chair, I have now stepped into this new role and will be running this meeting today.

Also here for the department are Albert Wollermann, our newly appointed counsel for the Commission over at counsel table.

We have Karen Hines, our Executive Assistant for the Commission. Adam Emerson, Executive Director for the Office of Independent Education and Parental Choice. And Vicki Pineda, Charter School's Director.

Karen, would you call the roll for the Commission members, please.

1 MS. HINES-HENRY: Osvaldo Garcia?

2 MR. GARCIA: Here.

3 MS. HINES-HENRY: Richard Moreno?

4 MR. MORENO: Here.

5 MS. HINES-HENRY: Tiffanie Pauline?

6 MS. PAULINE: Present.

7 MS. HINES-HENRY: Kia Sweeney-Scott?

8 MS. SWEENEY-SCOTT: Here.

9 CHAIR BRAUN: Thank you.

10 Again, we really do appreciate everyone being
11 here today and making the trip up to Tallahassee.
12 Thank you to the parties for all of your
13 submissions and briefs throughout this process.

14 And thank you to the Commission members for
15 all of your hard work leading up to and during
16 this meeting and reviewing all of the materials.

17 As required by statute, our panel today is
18 made of two members representing districts and two
19 members representing charter schools. So we have
20 a balanced panel, which is required by Florida
21 law. I will only vote in the event of a tie.

22 Before we get started, I'm going to go over a
23 few housekeeping matters. We do have a court
24 reporter here. She is recording our meeting
25 today. She can only hear and record one person at

1 a time. So if you talk over one another or speak
2 too quickly or you cannot be heard -- we do have a
3 very loud air-conditioning unit in the room -- we
4 may ask you to stop and repeat yourself or slow
5 down.

6 So one of the best ways to ensure that
7 everyone is heard today and properly recorded is
8 to only speak if you are at the microphone and
9 have been recognized. It may also be helpful for
10 the court reporter if you identify yourself prior
11 to speaking.

12 I know I myself have a tendency to speak
13 quietly. So if at any time today you cannot hear
14 me, please tell me to speak up.

15 Before we get into the appeal, I do want to
16 know from both parties if we have any preliminary
17 matters that need to be addressed.

18 I will say we received two late-filed
19 documents yesterday from the School District.
20 Those have be provided to the Commission members,
21 and they have been filed with the agency clerk for
22 inclusion in the official record on this case.

23 We did receive a response to that late
24 submission yesterday via email from Ms. Collins,
25 from the Applicant. And I just wanted to clarify

1 with you, are you intending for that email
2 response to be part of the official record in this
3 case?

4 MS. WANDA COLLINS: Yes.

5 CHAIR BRAUN: Okay. I will make sure that
6 it that gets filed the agency clerk.

7 MS. WANDA COLLINS: Thank you.

8 CHAIR BRAUN: From either side, are there
9 any other preliminary matters that need to be
10 heard before we get started?

11 MS. JACQUES-ADAMS: Yes, Madam Chair.

12 CHAIR BRAUN: You're recognized.

13 MS. JACQUES-ADAMS: My name is Kathryn
14 Jacques-Adams. I'm the assistant general counsel
15 for the School Board of Broward County.

16 CHAIR BRAUN: I'm sorry. Can you go to the
17 mic so we can hear you a little better?

18 MS. JACQUES-ADAMS: Yes. Thank you, Madam
19 Chair.

20 My name is Kathryn Jacques-Adams. I
21 represent the School Board of Broward County,
22 Florida. May question is may we request an
23 additional one to two minutes for opening
24 statements?

25 CHAIR BRAUN: Yes, we can accommodate that.

1 I will give the same -- I'll give everyone 12
2 minutes. I'll give the same extension to the
3 Applicant as well.

4 MS. JACQUES-ADAMS: Thank you, ma'am.

5 CHAIR BRAUN: So now we will discuss the
6 procedure of how today's hearing is going to
7 work. When we start, we will permit each party
8 12 minutes to present the opening statement and
9 overall story of their case. The Applicant will
10 go first, followed by the School District.

11 Once opening arguments have been made, we
12 will then go through each issue before the
13 Commission. You all have been provided with the
14 motion sheet prior to today's hearing, and it has
15 not been changed since it was sent to everyone.

16 We will proceed with the issues in that
17 order. They are taken out of order from the
18 parties' submissions in the interest of time, but
19 all 11 issues are in the motion sheet.

20 Each issue will follow the same procedure.
21 Each side will be given three minutes to address
22 the issue. Do not feel that you need to fill the
23 entire time.

24 The members have all read the materials, your
25 briefs, and all of the attached documents, and

1 have prepared comments and questions. So if you
2 do not speak for the entire three minutes, you are
3 not required to.

4 After the parties' presentation on a
5 particular issue, we will then take questions from
6 the Commission members, if any. I will try to
7 give both parties the opportunity to respond to
8 the members' questions.

9 We do have a good bit of content to get
10 through today with 11 issues, so we will stick to
11 the members' questions and will not entertain
12 extensive rebuttal from the parties.

13 After the members have asked their questions,
14 I will ask the members for a motion on the
15 particular issue under consideration. If that
16 motion is seconded, we will then move on to
17 discussion. Once discussion is completed, we will
18 do a motion, second, and a roll call vote. Again,
19 I only vote if there's a tie.

20 I will remind everyone that we are required
21 to have a fact-based justification for the
22 Commission's recommendation today, which means
23 that we need to have on the record the reasoning
24 behind the Commission's vote on each particular
25 issue.

1 The point of that is to give the State Board
2 of Education a good record from which to make its
3 decision and to help create a solid record on
4 appeal for any appellate court that may hear this
5 issue in the future.

6 As I mentioned, we have quite a bit to get
7 through today. We have 11 total issues that were
8 raised as reasons for denial of this Charter
9 School Application that were described in the
10 denial letter and attached the deficiencies,
11 summary documents submitted by the School
12 District. So I'm going to do my best to keep us
13 on track to finish at a reasonable time.

14 We will take periodic breaks and we will
15 break for a short lunch break midday. I am going
16 to try to keep lunch brief to 30 minutes in the
17 interest of time. I do ask that you have a plan
18 for lunch ahead of time given the short time
19 frame, maybe order something ahead of time. You
20 are welcome to have food delivered to the front
21 desk downstairs.

22 There are lots of places around here, and you
23 can use DoorDash or anything like to have delivery
24 available, or someone from your team is welcome to
25 go pick something up and bring it back ahead of

1 time.

2 We do have a little convenience store
3 downstairs where you are welcome to purchase
4 drinks. They have chips and other snack food,
5 granola bars, things like that down there. That
6 is another quick option if you just need a snack.

7 If anyone needs a break, please feel free to
8 stop me and ask me at any time if we just need to
9 take a five or ten-minute break and we haven't
10 taken one in a while.

11 After we conclude the proceedings today,
12 staff will prepare a written recommendation for
13 the State Board. We will schedule a brief phone
14 conference meeting for the members to review and
15 approve the final version of that recommendation
16 that will then go before the State Board. The
17 parties will be invited to attend this phone call,
18 but it will not be an opportunity for you to
19 present additional argument.

20 The recommendation from the Commission and
21 the entire record on appeal in this case will then
22 be provided to the State Board of Education, where
23 it will be considered and voted on at a
24 publicly-noticed meeting.

25 I anticipate that this will most likely go to

1 the July board meeting. But when we have that
2 finalized, we will share those details with the
3 parties. The parties will be invited to attend
4 the meeting and to present to the State Board and
5 address any questions they may have prior to
6 voting on this case.

7 One other thing before we get to opening
8 statements. I just want to make this clear for
9 the record. We do have a bit of an unusual
10 timeline in this case.

11 This Charter School Application was
12 originally denied by the School Board of Broward
13 County in May of 2025. The appeal was timely
14 submitted to the Department of Education for
15 review by the State Board.

16 We are just now hearing it in April of 2026
17 because the first two appeal submissions from the
18 Applicant were returned as insufficient. And then
19 the originally scheduled meeting in January of
20 2026 was rescheduled at the request of the
21 Applicant. So I just want to make it clear for
22 the record that the appeal was timely filed.

23 I think that's all the preliminary matters I
24 have for you today, so we will move on to the
25 merits of the appeal. The Applicant will have 12

1 minutes to explain its appeal and position in this
2 case. I will be using my phone to keep time.

3 Yes, we have a question.

4 MS. JACQUES-ADAMS: During the opening
5 statement, am I allowed to address any of the
6 issues that were brought up during the
7 application process?

8 CHAIR BRAUN: You can use the 12 minutes
9 however you deem appropriate to explain your case
10 to the Commission. And whether you address all
11 of the issues or some of the issues or, you know,
12 how you use the 12 minutes is up to you. But you
13 will have an additional three minutes for each
14 issue throughout the day.

15 Let me get my timer started to 12 minutes.
16 Ms. Collins, you can proceed when you are ready.

17 MS. WANDA COLLINS: Did you already start?

18 CHAIR BRAUN: I'm going to hit start when
19 you start talking.

20 MS. WANDA COLLINS: Thank you.

21 Good morning, Chair, and members of the
22 Commission. The legal standard before you is not
23 whether the application is perfect. The standard
24 is whether there is competent substantial evidence
25 that the application fails to meet the

1 requirements of Florida law and the evaluation
2 instrument. In this case, there is not.

3 Across each section, business, organizational
4 plan, and education plan, the application presents
5 reasonable, coherent, and compliant plans that
6 meet the required standard.

7 Before addressing each issue, I want to be
8 clear. The District's concerns primarily reflect
9 a desire for additional operational detail, not a
10 failure to meet statutory requirements. The law
11 does not require a fully built school at
12 application, only a reasonable, compliant plan.

13 That standard is met throughout this
14 application. At most, the concerns raised reflect
15 a desire for additional detail. But requests for
16 more detail do not equal legal deficiencies, and
17 they certainly do not rise to good cause for
18 denial.

19 For these reasons, we respectfully request
20 that the Commission recommend granting the appeal.

21 The transportation requirement asked whether
22 the Applicant had provided a reasonable plan that
23 ensures access for students. Here the application
24 clearly outlines how students will access the
25 school and ensures that transportation would not

1 be a barrier.

2 The District's concern is not that
3 transportation is unavailable. It is that more
4 detail could have been provided. That is not the
5 legal standard. There is no competent substantial
6 evidence that the transportation plan fails to
7 meet the requirement.

8 To clarify, the application does not claim a
9 finalized transportation system. It provides a
10 reasonable access plan which is required -- which
11 is the required standard.

12 Students will have access through parent
13 transportation, carpool coordination, and scalable
14 vendor options as enrollment stabilizes. There's
15 no evidence that transportation would prevent
16 student access, only that additional operational
17 detail could be developed post approval.

18 School safety. The statute explicitly
19 recognizes that a fully developed safety plan is
20 completed after approval. At the application
21 stage, the requirement is a reasonable framework.

22 The application includes a safe school
23 officer plan, active assailant procedures, as
24 required, staff training approach, a threat
25 management structure.

1 This application satisfied each of these
2 elements. There's no evidence that the plan is
3 insufficient, only that it's not yet fully
4 operational, which is expected at this stage.

5 Our budget. The budget section requires
6 realistic and aligned financial projections. The
7 application provides revenue projections tied to
8 enrollment, expenses aligned with staffing and
9 programming, a contingency approach if revenue
10 changes. Again, the budget is based on reasonable
11 enrollment assumptions aligned with comparable
12 schools and phase growth.

13 Importantly, the application includes a
14 contingency approach, allowing adjustments to
15 staffing and expenses if enrollment differs. The
16 District has not presented evidence that the
17 numbers aren't feasible, only that they disagree.
18 Disagreement does not meet the standard of
19 competent substantial evidence.

20 This section asks how finances will be
21 managed and overseen. The application clearly
22 provides Governing Board oversight, internal
23 financial controls, annual audit provisions,
24 transparency measures. This satisfies the
25 statutory requirements. There's no evidence that

1 financial oversight is unclear or inadequate.

2 Management and staffing. The standard allows
3 either a qualified leader or a reasonable
4 recruitment plan. Our application includes an
5 organizational structure, defined roles and
6 responsibilities, a plan to recruit qualified
7 leadership and staff.

8 The District's concerns appears to focus on
9 positions not yet filled. But the law does not
10 require a fully-staffed school at application,
11 only a viable plan. That standard is met.

12 Additionally, the statute does not require a
13 fully-hired staff at the application stage. It
14 requires a viable staffing plan, which is
15 provided.

16 The application outlines leadership
17 qualifications, recruitment strategies, staffing
18 aligned to enrollment. This is consistent with
19 how charter schools are approved across the state
20 of Florida.

21 Our educational program design. The
22 educational program must be clear, coherent, and
23 research based. This allocation provides a
24 defined instructional model, alignment to mission,
25 a structured design to improve student outcomes.

1 The design is intentional and aligned to the
2 target population. There's no evidence that it
3 fails to meet the required standard.

4 Our curriculum plan. The curriculum plan
5 must explain what will be taught, how it would be
6 taught, and why we're teaching those specific
7 concepts. The application does exactly that. It
8 includes a coherent instructional framework,
9 alignment with Florida's best standards,
10 differentiation for all learners.

11 This is not a vague plan. It is a structured
12 and aligned approach to instruction. The
13 allocation provides a coherent research-based
14 instructional model aligned to the mission and
15 student population. It outlines not just content,
16 but instructional delivery differentiation and
17 expected outcomes.

18 The District's concern reflects a preference
19 for more specificity, not a failure to meet the
20 standard.

21 Assessment and performance. This section
22 requires measurable goals and a system to monitor
23 progress. The application includes clear academic
24 goals, progress monitoring systems, multiple
25 assessment types to meet each individual student

1 needs.

2 Use of data to guide instruction. This is a
3 comprehensive accountability system aligned with
4 state expectations.

5 Exceptional students. The application
6 demonstrates compliance with IEP in the viable
7 four requirements. Access to general education,
8 services in the least restrictive environment, a
9 commitment to nondiscrimination. This reflects
10 both legal compliance and a meaningful plan to
11 serve all students.

12 The application includes understanding of
13 legal requirements, instructional supports for ELL
14 students, monitoring and exit criteria.

15 Staffing alignment. This satisfies the
16 requirement for a comprehensive and compliant ELL
17 plan. Additionally, the application also
18 demonstrates both legal compliance and operational
19 intent. It includes identification processes,
20 service delivery models, progress monitoring,
21 staffing alignment.

22 The law does not require case-by-case
23 implementation at this stage, only a comprehensive
24 plan, which is present for both ELL and ESE
25 students.

1 Out school culture and discipline. The
2 school culture and discipline plan is aligned to
3 the mission, clearly structured. It's legally
4 compliant, inclusive of all student populations.
5 There's no evidence that the plan is unclear or
6 inconsistent with statutory requirements.

7 Members of the Commission, when we look
8 closely at each issue, a clear pattern emerges.
9 The District's concerns consistently reflect
10 requests for more details, not evidence of
11 failure. The application meets the statutory
12 standard of presenting reasonable, coherent, and
13 compliant plans across all required areas.

14 There's no competent substantial evidence in
15 the record that the application fails to meet the
16 law. And importantly, even if any minor concerns
17 were identified, it does not rise to the level of
18 good cause to deny. For these reasons, we
19 respectfully ask that you recommend granting the
20 appeal.

21 CHAIR BRAUN: You still have two minutes.

22 MS. WANDA COLLINS: That's all I have to
23 say.

24 CHAIR BRAUN: Okay. I'm just checking.

25 MS. WANDA COLLINS: For now that's all I

1 have to say.

2 CHAIR BRAUN: Okay. Fair enough.

3 The School Board will now have 12 minutes to
4 provide its response or its opening statement.
5 Let me get my timer restarted here.

6 All right. You may proceed when you're
7 ready.

8 MS. JACQUES-ADAMS: Good morning, Chair, and
9 members of the Charter School Appeal Commission.
10 My name is Kathryn Jacques-Adams, attorney for
11 the appellee, the School Board of Broward County,
12 Florida. Thank you for the opportunity to appear
13 before you today regarding the appeal filed by
14 Innovation Preparatory Charter.

15 I want to begin by stating clearly that the
16 School Board supports quality in charter schools
17 and currently sponsors 86 charter schools. And
18 during the '25/26 academic year, the District
19 approved additional Charter Applications with
20 planned openings in the '26/27 school year.

21 We take that responsibility seriously because
22 charter schools, when designed and implemented in
23 compliance with Florida law, can expand options
24 for families and provide strong academic programs
25 for students.

1 At the same time, the role of a sponsor is
2 not simply to approve applications. Under Florida
3 Statutes, and the Florida Administrative Code, the
4 sponsor must determine whether the Charter School
5 Application meets the requirement of the model
6 Florida Charter School Application, demonstrates
7 operationally readiness, and presents a clear and
8 compliant educational program that can be
9 implemented safely and effectively on the first
10 day of school.

11 This appeal before you is before you because
12 after a thorough review, the School Board
13 determined that Innovation Preparatory Charter's
14 Application did not meet those requirements. The
15 denial is not based on preference, velocity, or
16 opposition to charters. The denial was based on
17 good cause, documented through the required
18 evaluation process and supported by numerous
19 substantive deficiencies across the application.

20 I will summarize three key areas for the
21 Commission this morning. First, the District's
22 review and procedural history. Second, the scope
23 and nature of the deficiencies that support a
24 denial. And, third, why the appeal filings have
25 not rebutted those deficiencies with the

1 specificity required by Rule 6A-6.0781 of the
2 Florida Administrative Code.

3 First, the process and history. On
4 September 23, 2024, the Applicant submitted a
5 proposed kindergarten through grade five Charter
6 School Application to the School District. As
7 part of the submission, the Applicant agreed to
8 extend the statutory 90-day timeline for a Charter
9 Application decision.

10 The District then conducted its review
11 through the Superintendent's Charter School Review
12 Committee. The committee is comprised of
13 subject-matter experts from key departments,
14 including elementary learning, exceptional student
15 education, bilingual and ESOL, facilities, budget,
16 educational assessment, analysis and research,
17 school safety and emergency preparedness, and the
18 Charter School's Management Support Department.

19 Each reviewer evaluated the sections within
20 their expertise and documented whether those
21 sections met the application standard, partially
22 met the standard, or did not meet the standard of
23 using the state evaluation instrument.

24 The committee identified numerous deficiencies
25 in the Charter School Application evaluation

1 instrument and recommended denial. The Applicant
2 was notified on March 14th, 2025 that the
3 application was scheduled to be presented to the
4 School Board with a recommendation for denial due
5 to identified deficiencies.

6 The Applicant was provided options to
7 withdraw or proceed. On March 19, 2025, the
8 Applicant elected to proceed to the School Board
9 for consideration as a recommended denial.

10 The School Board considered the application
11 at its May 13th, 2025 regular School Board meeting
12 and voted to deny. No representative for the
13 Applicant's school came to that meeting.

14 Following the vote, the Superintendent issued
15 a denial letter dated May 16, 2025, accompanied by
16 the District's deficiency summary identifying the
17 grounds for a denial. When the certified mailing
18 was returned, the District reissued the denial
19 letter on May 23rd, 2025, and the Applicant
20 received it on May 28th, 2025.

21 Second, the scope and nature of the
22 application deficiencies. The District's concerns
23 were not limited to one section or one technical
24 issue. The deficiency summary identified 50
25 enumerated deficiencies across 11 major application

1 areas required by Florida law, including the
2 educational program curriculum and instruction,
3 student academic rules and progress monitoring,
4 exceptional student education services, English
5 language learner services, learning environment
6 and student conduct, school operations and
7 staffing, transportation, school safety and
8 security, financial planning, and financial
9 management, and protection of records.

10 The most significant deficiencies go to the
11 core of whether the proposed school would be
12 prepared to open in compliance with Florida law
13 and serve students effectively.

14 As to educational foundation and teaching and
15 learning strategies, the application did not
16 adequately identify state-adopted and
17 evidence-based curriculum and instructional
18 materials despite general references to alignment
19 in District plans.

20 Their application also did not provide an
21 adequate professional development plan to ensure
22 that any reading curriculum would be implemented
23 with fidelity, including how implementation would
24 be monitored and evaluated.

25 As to reading instruction requirements, the

1 application did not indicate the required 90
2 minutes of uninterrupted reading instructions for
3 grades K through five. Grades K through five
4 would be provided instead describing 60 minutes.

5 The application also did not provide a clear
6 plan for addressing Tier 2 and Tier 3 students,
7 including data used for placement, monitoring and
8 implementation. And it did not provide a coherent
9 state aligned, multi-tier system of support or
10 response to intervention framework.

11 As to curriculum and instruction, the
12 application failed to accurately identify the
13 academic standards that would be used for academic
14 instruction and failed to explain the rationale
15 for the instructional materials.

16 It also did not clearly identify
17 state-adopted curriculum materials for English
18 language arts, reading, reading interventions and
19 writing by grade level. And it did not provide a
20 clear coherent framework for teaching and learning
21 across content areas.

22 As to student academic goals and objectives,
23 the application did not provide a current
24 progression plan for students and did not include
25 evidence of baseline assessment for students in

1 grade K through two for a clear plan, progress
2 monitoring and documenting academic performance in
3 early grades.

4 Services for students with disabilities. As
5 to services for students with disabilities and
6 gifted students, the application did not provide a
7 clear plan to ensure participation in standardized
8 testing with allowable accommodations, did not
9 include an adequate testing plan for students with
10 disabilities, and did not identify specific
11 measures for quarterly progress monitoring of IEP
12 or educational plan. It also lacked required
13 components related to parent participation and
14 procedural safeguards.

15 As to English language learner services, the
16 application did not correctly identify the
17 assessments used for placements or the required
18 timeliness, did not identify supplemental
19 materials for ELL students, and did not
20 demonstrate understanding the requirements for
21 extension of services or exit procedures
22 consistent with the state rule and district
23 planning requirements.

24 As to learning environment, the application
25 did not correctly reference the District student

1 code of conduct procedures as they relate to
2 dismissal and did not align with suspension appeal
3 procedures required for charter schools.

4 As to operation of staffing and
5 transportation, the application did not provide an
6 adequate narrative of management structure and did
7 not demonstrate understanding of teacher job
8 descriptions and certification requirements.

9 In addition, the application failed to
10 indicate whether transportation would be provided
11 and did not include a plan to secure
12 transportation, if it was to be offered.

13 As to school safety and security, the
14 application did not provide sufficient detail
15 regarding safe school officer coverage and
16 documentation of daily coverage. It also lacked
17 adequate understanding of threat management team
18 requirements, successful training and reporting,
19 active assailant response and plan adoption and
20 fortify requirement.

21 As to financial planning and financial
22 management, the application contained
23 inconsistencies in revenue projections, including
24 failure to align, and FEFP revenue and total
25 revenue in year five of the revenue estimate

1 worksheet. It also did not provide documentation
2 supporting a \$40,000 donation identified for the
3 planning year.

4 In addition, the application did not
5 adequately describe approval processes for
6 operating and capital expenditures for policies
7 for crash transaction -- cash transaction
8 safeguards.

9 Taken together, these deficiencies are
10 significant because they relate directly to the
11 statutory requirements designed to ensure that
12 schools open with a clear instructional plan, a
13 lawful and compliant plan to serve all students,
14 and the operational and financial controls
15 necessary to protect students and public funds.

16 Third, the appeal filing. After denial, the
17 Applicant submitted appeal materials to the
18 Florida Department of Education. The Charter
19 School Appeal Commission issued two notices of
20 insufficiencies requiring curative measures
21 because the filings did not provide adequate
22 argument or support.

23 The District reviewed those filings and
24 respectfully submits that the appeal did not cure
25 or meaningfully address the insufficiencies. As

1 the Commission noted, that Applicant's submission
2 provided only brief statements that largely
3 restates the standards without directing the
4 Commission to specific pages, lines, or evidence
5 showing that the application met the required
6 criteria and without support for claims that the
7 District misinterpreted statutory or evaluation
8 criteria, omitted evidence, or incorrectly
9 assessed the proposed program.

10 The District's position is straightforward.
11 If the Applicant had adequately addressed the
12 identified deficiencies, the appeal would have
13 directed the Commission to the precise location in
14 the application where each requirement was
15 satisfied. The Applicant has failed to do this.

16 Instead, the Applicant's responses on appeal
17 are vague and conclusory, which is the same
18 insufficiency that was identified in Commission's
19 notices.

20 In closing, the School Board Charter
21 Application review process is designed to be fair,
22 consistent and grounded in Florida statutory
23 requirements as required by Section
24 1002.33(6)(b)2a of the Florida Statutes. The
25 School Board's denial of Innovation Preparatory

1 Charter's application was supported by specific
2 documented deficiencies across required sections
3 of the model application, and therefore based upon
4 good cause.

5 And the Applicant's appeal filings lack the
6 specificity or evidence necessary to rebut those
7 deficiencies. Accordingly, the School Board of
8 Broward County, Florida respectfully requests that
9 the Charter School Commission recommend that the
10 State Board of Education uphold the School Board's
11 denial of the Innovation Preparatory Charter
12 School application. Thank you for your time.

13 CHAIR BRAUN: All right. Thank you,
14 everyone, for those presentations. We will now
15 move on to Issue No. 1 on our agenda for the day,
16 which is transportation.

17 Each side will have three minutes on this
18 issue. Again, you do not have to fill all the
19 time if you do not need to.

20 Ms. Collins, from the Applicant's side, you
21 may proceed when you are ready.

22 MS. WANDA COLLINS: Again, the application
23 clearly outlines the --

24 MS. HINES-HENRY: I'm sorry, you need to go
25 to the mic.

1 MS. WANDA COLLINS: My apologizes.

2 CHAIR BRAUN: That actually works because I
3 didn't set the times.

4 MS. WANDA COLLINS: Pertaining to the
5 transportation section of the application, the
6 application clearly outlines how students will
7 access the school and ensures that transportation
8 would not be a barrier.

9 The application they were referring to was an
10 old application, and we indicated that during the
11 meeting. The District's concern again is not that
12 transportation is unavailable. It's that more
13 detail could have been provided.

14 And we did provide that in the application,
15 on how students can access transportation through
16 their parents, carpool coordination, and scalable
17 vendor options as enrollment stabilizes.

18 CHAIR BRAUN: Okay. From the School Board,
19 you have three minutes on the issue of
20 transportation.

21 MS. DONTE COLLINS: Good morning, Chair,
22 Commission members. My name is Donte Collins,
23 and I am the Director of the Charter School's
24 Management Support Department for the School
25 Board of Broward County, Florida.

1 While the application did state or actually
2 restated the requirement as it relates to
3 transportation, in Section 17 it provided three
4 lines in response to the requirement to provide an
5 outline of how transportation will be provided to
6 students. There was not an outline of a process
7 to determine whether or not transportation was
8 actually needed, whether there would be some form
9 of survey, whether or not vendors would be
10 selected, or if she was going to -- or the
11 Applicant, I'm sorry, was actually going to secure
12 a fleet.

13 The routing plan was included. And there
14 seems to be no understanding of the sponsor's role
15 as it relates to approval of bus operators or
16 credentials and, of course, bus inspections.

17 There also is not in the budget section a
18 funding source for transportation. It is
19 indicated in there that there is an expense for
20 transportation, but there is no source of revenue
21 for it.

22 CHAIR BRAUN: Okay. Thank you both for your
23 presentations.

24 Commission members, the floor is now open for
25 any questions you may have of either side on the

1 issue of transportation.

2 MS. PAULINE: I would ask for some clarity.
3 Ms. Collins, you indicated in your remarks that
4 the requirements were met in the application.
5 Can you point to anywhere in the application that
6 maybe the District did not catch?

7 MS. WANDA COLLINS: (Inaudible.)

8 THE COURT REPORTER: I can't hear you.

9 MS. WANDA COLLINS: I did not bring a copy
10 of the application.

11 CHAIR BRAUN: Did you have a question? You
12 had your hand up.

13 MS. DONTE COLLINS: I have a copy of the
14 application.

15 MS. WANDA COLLINS: Is that the current
16 application, because during the meeting they were
17 referencing information that was from a previous
18 application?

19 She had stated earlier that they wanted the
20 application that was submitted for denial. And
21 some of what they're speaking about, that
22 information was being referenced from the previous
23 application.

24 The application you have, is it the current
25 application or is it the application that was

1 denied?

2 MS. DONTE COLLINS: It was the most current
3 application that was reviewed by the
4 Superintendent's Charter School Review Committee
5 and what was submitted.

6 MS. WANDA COLLINS: Does it have a date on
7 it?

8 MS. DONTE COLLINS: The evaluator for this
9 section evaluated this on February 7th of --

10 MS. PAULINE: I would like to withdraw my
11 question. I can withdraw the question.

12 CHAIR BRAUN: Okay. And I will just remind
13 everyone on questions, we will give both sides an
14 opportunity to respond. But for the sake of the
15 court reporter, we do need you to come to the mic
16 or, otherwise, be very, very loud so she can hear
17 you from over there.

18 MS. PAULINE: Commissioner, I'll withdraw my
19 question. She doesn't have a copy of the
20 application so she can't respond.

21 CHAIR BRAUN: Okay. Are there any other
22 questions or comments, or I guess just questions
23 for now for the parties on the issue of
24 transportation?

25 Kia.

1 MS. SWEENEY-SCOTT: Kia Scott. I do have
2 some questions regarding the budget section for
3 transportation, but I was going to ask if you
4 could show me where I could find some different
5 items. But without a copy of the application, I
6 guess you can't.

7 MS. WANDA COLLINS: I submitted the
8 application. I submitted all three applications.
9 I mailed them in.

10 CHAIR BRAUN: And just to be clear for the
11 record, all of the members have been provided
12 with what was submitted, so we have all reviewed
13 the application and other materials.

14 But, you know, part of this meeting is for us
15 to ask questions of the Applicant. And, you know,
16 if you contend that the District missed something
17 in their review, it's a fair question for the
18 Commission to ask you, well, where is it then if
19 they missed it.

20 MS. WANDA COLLINS: I agree.

21 CHAIR BRAUN: Okay.

22 Yes, Osvaldo.

23 MR. GARCIA: Osvaldo Garcia. Can I ask a
24 procedural question?

25 CHAIR BRAUN: Sure.

1 MR. GARCIA: So if we ask the School or to
2 reference documentation that she provided
3 previously, is it okay to then allow the District
4 respond?

5 CHAIR BRAUN: I think that both sides can
6 respond to any question that is asked with
7 whatever resources they have with them.

8 MR. GARCIA: Okay.

9 MS. PAULINE: As a followup, and maybe I can
10 piggyback on your question, if she doesn't have
11 the application available, perhaps she can talk
12 to you -- I think the issue was on the revenue
13 side. Maybe she could talk to you why there was
14 not appropriate revenue allocated for
15 transportation. The District indicated that
16 it --

17 MS. WANDA COLLINS: Yes, it was provided.

18 CHAIR BRAUN: Can you please go to the mic.
19 I'm sorry.

20 MS. NYKIEL: It's also a little hard to hear
21 you guys at the table there. Apologies.

22 CHAIR BRAUN: We will try to be louder.

23 MR. MORENO: Yeah, the AC is loud. Sorry.

24 CHAIR BRAUN: It is very loud up here.

25 MS. WANDA COLLINS: The application does

1 reference in the budget how the money will be
2 allocated to transportation for students, per
3 student. Per pupil is how it was addressed in
4 the application.

5 MS. SWEENEY-SCOTT: I'm going to ask a
6 question about that. I'm Kia Scott.

7 So you do have an expense for transportation
8 and you also have an expense for personnel for
9 transportation?

10 MS. WANDA COLLINS: Correct.

11 MS. SWEENEY-SCOTT: But the budget does not
12 show where those funds are coming from in the
13 transportation? It doesn't show anything there?

14 MS. WANDA COLLINS: Well, I did provide a
15 letter saying that we were granted some funding.
16 And the funding that we were granted would be
17 allocated towards transportation costs, as well
18 as personnel, such as bus drivers and so on and
19 so forth.

20 MS. SWEENEY-SCOTT: So with the bus driver,
21 you broke out how much per hour the bus driver
22 would make and how many hours they would drive
23 and --

24 MS. WANDA COLLINS: Correct. There was a
25 detailed explanation.

1 MS. SWEENEY-SCOTT: How many hours they would
2 drive, and you said it would two buses?

3 MS. WANDA COLLINS: You know what, I didn't
4 put in how many hours they were driving. I just
5 put the salary.

6 MS. SWEENEY-SCOTT: So there was an expense
7 for 500 and some odd dollars in the budget?

8 MS. WANDA COLLINS: Correct. And that would
9 be towards how much they were driving. It was
10 calculated in my head and presented in the
11 overall -- in the overall figure. However, it
12 wasn't like a detailed explanation of how many
13 hours the bus driver drove.

14 MS. SWEENEY-SCOTT: Okay. Thank you.

15 MS. WANDA COLLINS: Because, again, per the
16 statute, legally that information is provided
17 after it is a fully operational school.

18 MS. SWEENEY-SCOTT: Thank you.

19 MS. WANDA COLLINS: You're welcome.

20 CHAIR BRAUN: I am going to give -- and just
21 to be clear, I am going to give the District a
22 chance to respond in just a minute.

23 Do we have anymore questions for the
24 Applicant on transportation while she's up?

25 MS. PAULINE: Yes. Since you don't have the

1 application with you to refer to, did you -- let
2 me ask you the first question. Did you prepare
3 this application or did you prepare it with other
4 folks? Did you have like a team prepare this or
5 did you prepare it?

6 MS. WANDA COLLINS: Myself and a team
7 prepared it.

8 MS. PAULINE: Okay. So since you don't have
9 the application in front of you but you prepared
10 it -- because in this process, we also like to
11 understand the capacity of the operators, right?

12 MS. WANDA COLLINS: Right.

13 MS. PAULINE: So if it's a written document,
14 we also still need to understand the capacity.
15 So if you could maybe share with this Commission
16 what your understanding is related to the expense
17 side of transportation and the revenue side, just
18 in general? Like how do you get paid or
19 reimbursed or allocated?

20 MS. WANDA COLLINS: I mentioned that we
21 received funding, we received a grant from -- I
22 can't think of the name of the organization.

23 MS. PAULINE: Let me help you. So are you
24 saying that your revenue side of the equation to
25 provide transportation, you anticipated it being

1 funded from grants? Is that what you're saying?

2 MS. WANDA COLLINS: Yes. Correct.

3 MS. PAULINE: Okay. That's good enough.

4 Thank you.

5 CHAIR BRAUN: Okay. For the School
6 District, would you like to respond to any of
7 that before we move on to other questions?

8 MS. JACQUES-ADAMS: Also, before he responds
9 we do have a copy of the application. I have a
10 clean copy. So if at any time it needs to be
11 referred to, we can offer a clean copy.

12 CHAIR BRAUN: Thank you.

13 MR. WHITNEY: Good morning. I'm Jeff
14 Whitney. I'm the Budget Director for Broward
15 County School District. I just wanted to say in
16 relation to this transportation issue, there was
17 no revenue identified in the application, no
18 reference to an additional grant for
19 transportation.

20 CHAIR BRAUN: Are there any additional --
21 I'm sorry, Ms. Collins.

22 MS. WANDA COLLINS: The letter was provided
23 in the appendix section.

24 CHAIR BRAUN: Okay. Thank you.

25 MR. MORENO: Do you know what appendix

1 number? I did not see that.

2 MS. WANDA COLLINS: The letter was provided
3 in the appendix section.

4 MR. MORENO: Do you know what appendix
5 number that was? I didn't see it.

6 MS. PAULINE: I didn't see it either.

7 MS. WANDA COLLINS: It was in one of the
8 appendices.

9 MR. MORENO: Because it doesn't show it.
10 You do show some revenue coming in from the FEFP,
11 but a lot of the FEFP you have doesn't tie out
12 together. But there isn't a separate grant that
13 shows that.

14 MS. WANDA COLLINS: It might have been --
15 because there was an internal error that I had
16 that I was communicating with the website. I
17 wasn't able to -- I had some issues with
18 submitting my Charter Application.

19 Did you guys have it in your appendix
20 section? That could have possibly been the issue,
21 because I was going back and forth with them the
22 date of, when I submitted my Charter School
23 Application. It kept giving me an error.

24 CHAIR BRAUN: And just to keep everybody
25 focused, we are going to talk about the overall

1 budget in a little bit. I think that might be
2 Issue No. 3 on our agenda today. But we do want
3 to stay focused on the issue of transportation
4 right now.

5 Are there anymore questions on the issue of
6 transportation?

7 (No response.)

8 MR. GARCIA: I'm ready to make a motion.

9 CHAIR BRAUN: All right. Do we have a
10 motion on the issue of transportation?

11 MR. GARCIA: I move that the Commission find
12 that there is competent substantial evidence to
13 conclude that Applicant's transportation section
14 does not meet the requirements of Statute
15 1002.33(20)(c), Florida Statutes, and the
16 standards set forth in the evaluation instrument
17 adopted in Rule 6A-6.0786.

18 CHAIR BRAUN: Okay. And do we have a
19 second?

20 MS. PAULINE: I'll second.

21 CHAIR BRAUN: Okay. Before we go on to a
22 vote, let's see if we have any discussion, any
23 rationale for the motion so we can get that on
24 the record.

25 MR. MORENO: Yeah. On the vote, as we

1 looked through there, there's inconsistencies and
2 no proof of funding that will be received on
3 that. And the rates and stuff that were
4 presented for the transportation budget do no
5 align with reality.

6 CHAIR BRAUN: Any further discussions?

7 THE COURT REPORTER: They're having issues
8 hearing.

9 CHAIR BRAUN: I'm sorry.

10 MS. DONTE COLLINS: We can't hear.

11 MR. MORENO: What I'm saying is what was
12 presented there has conflicting information and
13 it's not clear. And we see no backup for any
14 kind of grants to support the transportation.
15 And the dollar amounts presented there to fund
16 the transportation does not correspond with
17 current reality.

18 MS. PAULINE: There's also a lack --

19 CHAIR BRAUN: If you could you speak up.

20 MS. PAULINE: Yes. There also lacked
21 evidence of a complete comprehensive plan for
22 transportation.

23 CHAIR BRAUN: Any additional discussion?

24 (No response.)

25 CHAIR BRAUN: Okay. The motion on the table

1 is that the Commission find that there is
2 competent substantial evidence to conclude that
3 the Applicant's plan for transportation does not
4 meet the requirements set for in Florida law and
5 in the evaluation instrument.

6 Karen, could we call the roll.

7 MS. HINES-HENRY: Osvaldo Garcia?

8 MR. GARCIA: Yes.

9 MS. HINES-HENRY: Tiffanie Pauline?

10 MS. PAULINE: Yes.

11 MS. HINES-HENRY: Richard Moreno?

12 MR. MORENO: Yes.

13 MS. HINES-HENRY: Kia Scott?

14 MS. SWEENEY-SCOTT: Yes.

15 CHAIR BRAUN: Okay. The motion carries.

16 Because we found that there is competent
17 substantial evidence that the transportation
18 section does not meet the standard, we must vote
19 on whether or not that finding constitutes good
20 cause to deny the application.

21 Can I get a motion on that second portion of
22 the issue?

23 MR. GARCIA: I move that the Commission find
24 that the failure to provide a reasonable
25 transportation plan does constitute good cause to

1 deny the Charter Application.

2 CHAIR BRAUN: Okay. Karen, can you call the
3 roll.

4 MS. HINES-HENRY: Osvaldo?

5 MR. GARCIA: Yes.

6 MS. HINES-HENRY: Richard?

7 MR. MORENO: Yes.

8 MS. HINES-HENRY: Tiffanie?

9 MS. PAULINE: Yes.

10 MS. HINES-HENRY: Kia?

11 MS. SWEENEY-SCOTT: Yes.

12 CHAIR BRAUN: Okay. The motion carries.

13 We will move on to Issue No. 2, which is the
14 school safety and security plan. Before we move
15 into Issue 2, can I ask is anyone in need of a
16 break?

17 (Negative response.)

18 CHAIR BRAUN: No. Okay.

19 MR. WAHLERMAN: There was a hand up.

20 CHAIR BRAUN: Does someone need a break?

21 (Negative response.)

22 CHAIR BRAUN: Thank you. I didn't see that.

23 I will start over. Issue No. 2 is whether
24 the Applicant's plan for school safety and
25 security meets the requirements of Sections

1 1002.33, Subsection (7)(a)11 and 1002.33,
2 Subsection (16)(b)8 through 10 and 12 through 14,
3 Florida Statutes, and the standards set forth in
4 the evaluation instrument adopted in Rule
5 6A-6.0786, Florida Administrative Code,
6 Section 19.

7 Both sides will have three minutes to present
8 on the issue of school safety and security.

9 The Applicant may go first. Let me get my
10 timer set here. If you could proceed to the mic,
11 and you may start whenever you're ready.

12 MS. WANDA COLLINS: The statute explicitly
13 recognizes that a fully developed safety plan is
14 completed after approval. At the application
15 stage, the requirement is a reasonable framework.

16 The application includes a safe school
17 officer plan, active assailant procedures, staff
18 training approach, and a threat management
19 structure. This application satisfies each of
20 these elements.

21 CHAIR BRAUN: Thank you.

22 For the School Board, you may have three
23 minutes on this issue as well. And you may
24 proceed at the mic when you're ready.

25 MS. NYKIEL: Let me set my timer.

1 CHAIR BRAUN: I've got a timer here as well.
2 And if you could identify yourself for the court
3 reporter.

4 MS. NYKIEL: My name is Morgan Nykiel. I am
5 the compliance coordinator for the Broward County
6 School District in safety and security. I have
7 been in that role for the past three years.

8 Prior to that, I worked for the Office of
9 Safe Schools here at the Department of Education
10 as a compliance inspector and regional specialist,
11 assisting regions across all of Florida, but
12 primarily in south Florida, supporting the school
13 safety specialist and conducting inspections
14 relating to safety and security requirements,
15 policy and procedures, and best practice support.

16 In reviewing this application, I did pay
17 significant attention to the evaluation criteria
18 of the plans and descriptions of how schools will
19 implement these plans. And within each section
20 relating to the safe school officer coverage
21 relating to active assailant plan, relating to
22 threat management plans, I found all of them to be
23 deficient, specifically relating to active
24 assailant response plans.

25 There is no framework for a plan within this

1 application. It simply states that they will
2 adopt a plan. There is no reference to partnering
3 with law enforcement agencies looking to model
4 plans and policies and procedures that exist,
5 requirements within our statutes and rules
6 specifically 6A-1.0018 for school safety
7 compliance and monitoring relating to use of plain
8 language.

9 There is a lot of reference to training on a
10 plan that would be adopted through providing that
11 training to staff. It does not discuss, however,
12 how that training will really be implemented apart
13 from it will be provided by law enforcement.
14 Though, I did not see any support of anything that
15 was agreed upon with any local law enforcement
16 agency, but I understand that expectation.

17 With regard to training, including drills and
18 referencing drills, that is a portion of training.
19 So the ultimate response for the active assailant
20 response plan will be one that's adopted.

21 With regards to having a safety school
22 officer present on campus, it's one of our highest
23 priorities for ensuring safety of our students,
24 staff and visitors on our campus in the event of
25 any terrible incident. The framework of a plan

1 within the application was limited to partnering
2 with law enforcement and security agencies.

3 There was no expansion upon that with
4 guardian options, ensuring they're guardian
5 trained in security guard companies, ensuring
6 training is maintained, how we would document
7 coverage daily to ensure that's there, and also
8 how we would ensure that we would have backup
9 coverage in place if necessary.

10 CHAIR BRAUN: Ms. Nykiel, I am going to stop
11 you. You reached your three minutes.

12 MS. NYKIEL: Thank you.

13 CHAIR BRAUN: Thank you, everyone.

14 Do we have any questions from the members on
15 the issue of the school safety plan?

16 MS. SWEENEY-SCOTT: Kia Scott. In your
17 planning with your security plan, did you have a
18 preference for the type of safe security officer
19 you would have?

20 MS. WANDA COLLINS: Yes.

21 MS. HINES-HENRY: Microphone.

22 MS. WANDA COLLINS: A law enforcement
23 officer would be on duty.

24 MS. SWEENEY-SCOTT: So an SRO?

25 MS. WANDA COLLINS: Correct. Yes, school

1 resource officer.

2 MS. SWEENEY-SCOTT: And you also mentioned a
3 safe school specialist for your school. Do you
4 understand what that position is?

5 MS. WANDA COLLINS: A safe school
6 specialist, yes. It's one that oversees the
7 plans and the operations for maintaining safety
8 on campus.

9 MS. SWEENEY-SCOTT: At your school, at the
10 school level?

11 MS. WANDA COLLINS: Correct. Someone who is
12 an expert at what they do.

13 CHAIR BRAUN: If the District would like to
14 respond to that.

15 MS. NYKIEL: Thank you. I would like to
16 point out that within the application, it was not
17 clear of that preference regarding law
18 enforcement as the preferred option, as well as
19 the fact that your reference there questioning
20 school safety specialist and the references in
21 the application through every section there were
22 statements that were made specifically relating
23 to school safety specialist, providing notices of
24 deficiency relating to the office notifying the
25 Commissioner of Education.

1 All references kind of taken from statute and
2 requirements that are not actually the
3 responsibility of school and are taken out of
4 context and entered into this application, which
5 leads the District to a concern for competency and
6 then how it will be implemented within the school
7 and efficacy.

8 CHAIR BRAUN: Yes, Ms. Collins, you can
9 respond, but please keep it brief because we're
10 trying not to entertain extensive rebuttal.

11 MS. WANDA COLLINS: It was a reasonable
12 framework. And, again, in our application, we
13 did satisfy each of the elements that were
14 required, a safe school officer plan, active
15 assailant procedures, staff training approach,
16 and a threat management structure.

17 Now, it might have seemed like it was for
18 training, but all of these elements were touched
19 during that training discussion on the
20 application.

21 CHAIR BRAUN: Are there any additional
22 questions from the members on the issue of school
23 safety?

24 (No response.)

25 CHAIR BRAUN: I'm sorry, if you have a

1 question, you're going to have to go to the mic.

2 MS. NYKIEL: No. I was just wondering if I
3 could respond to the threat management statement
4 that was just made, very briefly?

5 CHAIR BRAUN: Briefly.

6 MS. NYKIEL: Very briefly. There's a lot of
7 content in this section. I do apologize.

8 In regards to the threat management section
9 as well, yes, there were references to some of the
10 core membership; however, again, there were some
11 large concerns with reference to utilizing a
12 guideline that does not exist within the state of
13 Florida as opposed to our Florida Harm Prevention
14 and Threat Management Model, which was very
15 clearly outlined in rule.

16 And, also, utilization of required
17 centralized portals and reporting and timing, all
18 of that is very readily available and accessible
19 by anyone creating some of these applications.
20 And we fail to see any of that with the key
21 components of law enforcement, mental health
22 saying that they are important; however, not how
23 they will accomplish those on a campus, because
24 those are typically ones that a charter school
25 does not have on staff at all times.

1 And so hopefully seeing a plan as to how
2 those will be accomplished, not being incorporated
3 to the brief response provided in the application.
4 Thank you very much.

5 CHAIR BRAUN: You can provide a brief
6 response on threat management.

7 MS. WANDA COLLINS: Again, they're
8 referencing an old application because I do
9 recall that was one of the deficiencies that I
10 addressed in the new application. A lot of what
11 is being discussed is from a previous
12 application.

13 CHAIR BRAUN: Are there any additional
14 questions from the members?

15 I'm sorry, do you have something else?

16 MS. JACQUES-ADAMS: I wanted to submit that
17 we did review the current application. There
18 were two prior applications. They were not an
19 issue while reviewing the current application.

20 CHAIR BRAUN: Thank you.

21 I will also just note for the record your
22 application was attached as an exhibit to this
23 appeal, I believe filed in your submission, but
24 also by the District. And if any of those
25 submissions were an old application or incorrect,

1 no one has brought that to the attention of the
2 Commission or sought to correct it.

3 Are there any additional questions on the
4 issue of school safety and security?

5 (No response.)

6 MR. MORENO: I'll make a motion.

7 CHAIR BRAUN: If we have a motion on the
8 issue of school safety and security, you can
9 proceed.

10 MR. MORENO: I move that the Commission find
11 that there is competent substantial evidence to
12 conclude that the Applicant's plan for safety and
13 security does not meet the requirement of Florida
14 Statutes and the standards set forth in the
15 evaluation instrument adopted by Rule 6A,
16 Section 19.

17 CHAIR BRAUN: Okay. Do we have a second?

18 MS. SWEENEY-SCOTT: Second.

19 CHAIR BRAUN: All right. Now, before we
20 vote, perhaps let's have some discussion on the
21 issue of school safety and security.

22 MR. MORENO: I'll put on the record that the
23 application is very generic, and that in reading
24 through the actual interview, there was no
25 evidence that there was a deep knowledge of the

1 requirements within the statute.

2 MS. SWEENEY-SCOTT: Agreed.

3 CHAIR BRAUN: Anything else for discussion?

4 (No response.)

5 CHAIR BRAUN: Hearing no more discussion,
6 the motion on the table is that the Commission
7 find that there is competent substantial evidence
8 to conclude that the school safety and security
9 section of the application does not meet the
10 requirements of Florida Statutes and the
11 standards in the evaluation instrument.

12 Karen, could you please call the roll.

13 MS. HINES-HENRY: Richard?

14 MR. MORENO: Yes.

15 MS. HINES-HENRY: Kia?

16 MS. SWEENEY-SCOTT: Yes.

17 MS. HINES-HENRY: Osvaldo?

18 MR. GARCIA: Yes.

19 MS. HINES-HENRY: Tiffanie?

20 MS. PAULINE: Yes.

21 CHAIR BRAUN: Okay. The motion carries.
22 Because we found that there is competent
23 substantial evidence to conclude that the school
24 safety and security plan does not meet the
25 standards required by Florida law and rule, the

1 Commission must now vote on whether that finding
2 constitutes good cause to deny the Charter
3 Application.

4 Do I have a motion?

5 MR. GARCIA: I move that the Commission find
6 that the failure to provide a reasonable school
7 safety and security plan does constitute good
8 cause to deny the Charter Application.

9 CHAIR BRAUN: Do we have a second?

10 MS. PAULINE: Second.

11 CHAIR BRAUN: Karen, could you call the roll
12 again.

13 MS. HINES-HENRY: Osvaldo?

14 MR. GARCIA: Yes.

15 MS. HINES-HENRY: Tiffanie?

16 MS. PAULINE: Yes.

17 MS. HINES-HENRY: Richard?

18 MR. MORENO: Yes.

19 MS. HINES-HENRY: Kia?

20 MS. SWEENEY-SCOTT: Yes.

21 CHAIR BRAUN: Okay. The motion carries.

22 We are now to Issue 3, which is the business
23 plan and the budget section specifically. That
24 section can be kind of long, which is why we are
25 taking it upfront today.

1 Would anyone like a break?

2 (Affirmative response.)

3 CHAIR BRAUN: Okay. I'm hearing a request
4 for a break. Let's take ten minutes. We'll be
5 back at 11:14, 15, something like that.

6 And I will remind all of the Commission
7 members of our Sunshine Law requirements not to
8 discuss the substance of the appeal off the
9 record.

10 We'll be off the record.

11 (Whereupon, a recess was taken.)

12 CHAIR BRAUN: We are going to continue with
13 Issue No. 3, which is the budget. The issue is
14 whether the Applicant's budget section of the
15 Charter School Application meets the requirements
16 of Section 1002.33, Subsection (6)(a)5 and
17 Subsection (6)(b)2, Florida Statutes, and the
18 standards set forth in the evaluation instrument
19 adopted in Rule 6A-6.0786, Florida Administrative
20 Code, Section 20.

21 Both sides will have three minutes on this
22 issue. We will start with Ms. Collins from the
23 Charter School.

24 MS. WANDA COLLINS: (Shaking head
25 negatively.)

1 CHAIR BRAUN: And Ms. Collins has waived her
2 three minutes. If the District would like three
3 minutes, you may start.

4 MR. WHITNEY: Hello. Jeff Whitney again.
5 Director of the School District's budget.

6 So what's important to point out in their
7 budgetary presentation is that there are -- there
8 is a revenue source listed in the planning year, a
9 donation that had no substantiation. And there
10 was a miscalculation in their FEFP revenue
11 worksheet.

12 Those two things together would substantially
13 reduce the available funds based on their
14 expansion plan at the end of the year, causing
15 what would have been inappropriate fund balance to
16 be substantially inadequate.

17 CHAIR BRAUN: Okay. Thank you. We will
18 move on to questions from the Commission members
19 on the issue of the budget.

20 MR. MORENO: To Ms. Collins. I guess on the
21 startup that you're looking at, you have a lot of
22 information there on how you're going to get the
23 facility and all of that and then getting to your
24 enrollment targets.

25 How do you plan to do that? I think it was

1 indicated in the interview that you did not have
2 the grant for \$40,000, so what is the plan to fund
3 from now to your startup?

4 MS. WANDA COLLINS: What do you mean?

5 MR. MORENO: In the application, the
6 District, part of their responsibility to see the
7 viability and to see that you're able to open up
8 successfully.

9 So in looking at it, your funding does not
10 start until July. And in your enrollment plan,
11 you're defining you're going to do Google ads,
12 Facebook, all of these different things.

13 How do you fund that before you have any
14 funding if you don't have that \$40,000 that you
15 listed in the budget?

16 MS. WANDA COLLINS: Like I said, the \$40,000
17 was listed as part of the budget and a letter was
18 provided.

19 MR. MORENO: Okay. In the interview, you
20 said that that was not there.

21 MS. WANDA COLLINS: I said it was there, but
22 there was a technical error. I did submit it as
23 part of the appendix. It's in the appendix.

24 MR. MORENO: Now, is the plan to hire
25 anybody before July 1st or who is going to be the

1 principal?

2 MS. WANDA COLLINS: Well, it's not in
3 operation yet. That will be decided after or
4 during the process. That will be established
5 during the funding process.

6 MR. MORENO: Okay. So before you have
7 funding, you need to be able to market the school
8 and help secure a facility. That requires funds.
9 And in the budget, you have some funds allocated
10 for that.

11 MS. WANDA COLLINS: That was the grant.

12 MR. MORENO: Who is actually going to do
13 that?

14 MS. WANDA COLLINS: That was the grant
15 funding.

16 MR. MORENO: No. Are you going to do that
17 or do you have a principal in mind?

18 MS. WANDA COLLINS: Oh, as far as the
19 marketing aspect?

20 MR. MORENO: Yes, the marketing and also who
21 is going to talk to the parents, who is going to
22 do enrollment?

23 MS. WANDA COLLINS: The principal.

24 MR. MORENO: Okay. And there's nothing to
25 hire a principal. How will the principal be

1 paid?

2 MS. WANDA COLLINS: That is a part of this.

3 MR. MORENO: Let me see. Go ahead while I
4 look for this.

5 CHAIR BRAUN: And I will remind everyone, I
6 had a comment from the audience that they're
7 having some trouble hearing the Commission
8 members. So if all of us, myself included, can
9 remember to speak up on our questions, that would
10 be helpful.

11 MR. GARCIA: What was the technical error
12 regarding the \$40,000? You mentioned a technical
13 error.

14 MS. WANDA COLLINS: Yeah, the technical
15 error was I had some issues when I submitted the
16 application. So that could have been part of the
17 error that I received, is that they didn't
18 receive all of the documents, or it could have
19 been that the person that I was communicating
20 with back and forth sent them the old application
21 because they keep referencing the old
22 application.

23 I was responding to whoever oversees the
24 website. I was communicating with them back and
25 forth. And they provided me with the -- they

1 provided me with a copy of the application, the
2 application they submitted. And it could have
3 been -- because they keep referencing things that
4 I have already addressed in the new application.

5 MR. MORENO: Okay. I'm looking here on your
6 budget, and you're not showing -- you do not have
7 any funds for a principal. You have professional
8 technical services. You have a little bit of
9 marketing. You have supplies.

10 MS. WANDA COLLINS: Yeah, funds were
11 allocated for a principal.

12 MR. MORENO: Not in the information we have
13 in front of us. Not for this startup year.

14 CHAIR BRAUN: So, Ms. Collins, are you
15 saying that the money for the startup year is
16 going to come from that \$40,000?

17 MS. WANDA COLLINS: For the marketing,
18 correct.

19 CHAIR BRAUN: And that money comes from a
20 grant?

21 MS. WANDA COLLINS: Correct.

22 MS. SWEENEY-SCOTT: What happens if you don't
23 get the grant?

24 MS. WANDA COLLINS: The grant was already --
25 we have already been a recipient of the grant.

1 The letter of reference states that we are the
2 recipient.

3 MS. PAULINE: So did you receive an award
4 letter?

5 MS. WANDA COLLINS: Correct.

6 MS. PAULINE: And what is the funding
7 organization that this grant is coming from?
8 What's the name of it?

9 MS. WANDA COLLINS: I don't remember.

10 MS. PAULINE: Was it a federal fund? Was it
11 a local fund? Was it a person?

12 MS. WANDA COLLINS: It was a local fund, an
13 organization.

14 MS. PAULINE: A local fund out of Broward
15 County?

16 MS. WANDA COLLINS: No. They were from
17 another state.

18 MS. PAULINE: I'm sorry?

19 MS. WANDA COLLINS: They were from another
20 state?

21 MS. PAULINE: So not local?

22 MS. WANDA COLLINS: Correct.

23 CHAIR BRAUN: Do we have additional
24 questions on the budget?

25 MS. SWEENEY-SCOTT: Yes. Kia Scott. I just

1 have a question. Did you do a few Teams
2 interviews with the School District? Your
3 interview, was it on Teams?

4 MS. WANDA COLLINS: Yes.

5 MS. SWEENEY-SCOTT: How many did you do? Was
6 it just the one, the last one?

7 MS. WANDA COLLINS: Interviews in regard to
8 what?

9 MS. SWEENEY-SCOTT: Your capacity interview.

10 MS. WANDA COLLINS: It was a Teams meeting.

11 MS. SWEENEY-SCOTT: Okay. The reason I'm
12 asking is because in the transcript, it was
13 mentioned that you were questioned about the
14 \$40,000, and they said it didn't show in the
15 budget. And your response was "We're not getting
16 the \$40,000 grant."

17 MS. WANDA COLLINS: Maybe because of the
18 late application submission because, like I said,
19 I submitted two, as referenced earlier, so that
20 probably could have been the reason. I don't
21 recall.

22 MS. PAULINE: This is the first time I'm
23 hearing about a late application submission.

24 MS. WANDA COLLINS: No. No. I submitted a
25 few applications.

1 CHAIR BRAUN: And just to clarify for the
2 record, are you saying that you submitted
3 multiple applications to the District?

4 MS. WANDA COLLINS: Correct, because every
5 time I submitted the application, there was a new
6 deficiency.

7 CHAIR BRAUN: So you're saying that maybe --

8 MS. WANDA COLLINS: I corrected the previous
9 deficiency, and then a new deficiency somehow was
10 a problem.

11 CHAIR BRAUN: So are you saying that the
12 letter for this \$40,000 grant might have been in
13 an earlier one?

14 MS. WANDA COLLINS: Correct.

15 CHAIR BRAUN: But it's not in a later one?

16 MS. WANDA COLLINS: Correct.

17 CHAIR BRAUN: And is there a reason that you
18 didn't seek to correct that?

19 MS. WANDA COLLINS: There might have been a
20 reason why I didn't seek that, but at this time,
21 I don't recall a reason.

22 MS. PAULINE: Were you clear on the
23 technical error process that there were technical
24 issues, if there's something considered a
25 technical issue because of omission or just, you

1 know, a scrivener's error, you have like seven
2 days to correct the record? You are aware of
3 that?

4 MS. WANDA COLLINS: No, I wasn't aware of
5 that.

6 MS. PAULINE: So you didn't attend training
7 with the Direct where they laid out the process?
8 You didn't receive the document from the District
9 that laid out the process?

10 MS. WANDA COLLINS: No, I didn't receive a
11 document.

12 MS. PAULINE: I'm asking you, because you
13 keep talking about a technical error.

14 MS. WANDA COLLINS: Yeah, I did receive a
15 document laying out the process for the
16 application.

17 MS. PAULINE: So during your process of
18 preparing to submit an application, talk to us
19 about how you educated yourself, not only to just
20 charter schools in general, but as to the process
21 and what your obligations are and what your
22 rights are. How did you educate yourself on
23 that?

24 MS. WANDA COLLINS: I sent an email asking
25 how do I submit the application, and a link to

1 the website was sent to me.

2 MS. PAULINE: Okay. So in your application,
3 you reference lots of statutes and lots of
4 regulations?

5 MS. WANDA COLLINS: It's research that I
6 did.

7 MS. PAULINE: So fine. Through that
8 research, did you not go through what the
9 requirements are for an application submission,
10 even going on the DOE's website where it talks of
11 the requirements of the application submission?

12 MS. WANDA COLLINS: Yes.

13 MS. PAULINE: But you were not aware of
14 technical errors and the ability to cure them?

15 MS. WANDA COLLINS: No, I didn't read
16 anything about the technical errors and to cure
17 them within seven days.

18 MS. PAULINE: Okay. I only mention it
19 because you keep saying there was a technical
20 error at the website, and I don't know what
21 website we're talking about.

22 MS. WANDA COLLINS: The charter school
23 website.

24 MS. PAULINE: Was this a District website?

25 MS. WANDA COLLINS: Yes.

1 MS. PAULINE: So that's the only technical
2 error?

3 MS. WANDA COLLINS: Correct.

4 MS. PAULINE: But there may have been other
5 pieces where you didn't submit documentation from
6 prior applications that should have been
7 submitted with the application that we're
8 entertaining today?

9 MS. WANDA COLLINS: Yes. Several documents
10 that they're mentioning was not attached to the
11 application.

12 MS. PAULINE: But it would have been your
13 responsibility to make sure that anything that
14 you wanted to be considered as a part of this
15 current application that maybe you pulled from a
16 prior application was a part of the package for
17 the current application on record. That would
18 have been your responsibility, not the District's
19 responsibility.

20 You understand that, right?

21 MS. WANDA COLLINS: Yes. Now I understand
22 it since you're saying that I had seven days to
23 cure it.

24 MS. PAULINE: Well, the cure has nothing to
25 do with it. If you're submitting an application,

1 it is the burden of the Applicant to provide a
2 complete package for the reviewers. You may have
3 reviewers that review this application but then
4 they review another application. So you can't
5 hold them accountable for something that you
6 submitted prior.

7 MS. WANDA COLLINS: I'm not holding them
8 accountable for something that I submitted prior.
9 I was just saying that the reason why they didn't
10 receive the letter in the appendix may have been
11 because of the error. I wasn't saying that it
12 was their fault. But I do recall having a
13 submission error.

14 MS. PAULINE: Okay. So just in the example
15 that Ms. Sweeney-Scott brought up on the
16 transcript where you said in the capacity
17 interview that you did not get the grant award,
18 but then you also said during today that you did
19 get a grant award that is part of a prior
20 submission.

21 MS. WANDA COLLINS: Correct. I did get a
22 grant award. But since she said that, maybe it
23 was just for that particular time and then it no
24 longer -- because my application was denied and I
25 no longer was a recipient of the grant because my

1 application was denied.

2 MS. PAULINE: Okay.

3 CHAIR BRAUN: There have been several
4 questions asked of the Applicant related to
5 budget. I am going to give the District a couple
6 of minutes to respond.

7 MR. WHITNEY: I just want to point out again
8 that there was nothing in the application that we
9 reviewed to substantiate the \$40,000 donation.
10 And there was an error in the FEFP calculation.
11 The combination of those two amounts would be a
12 reduction of \$103,770 of their projected year-end
13 balances after the first year, which includes the
14 planning year and year one. That would reduce
15 what would have been a 3-and-a-half percent fund
16 balance to a 1.2 percent fund balance.

17 MS. PAULINE: Can I ask a clarifying
18 question?

19 CHAIR BRAUN: Yes.

20 MS. PAULINE: I had problems accessing the
21 whole budget. There are parts of the application
22 that talk about reading K to five and K to six.
23 What projections did they use to build the
24 budget? Do you recall?

25 You were talking about FEFP. I want to know

1 what grade level or did they not send enrollment
2 projections? I didn't get a chance to see that.

3 MR. MORENO: The budget does have K to five.
4 That's what's presented as far enrollment
5 ramp-up. But the enrollment ramp-up does not
6 match what's in the front of the application.

7 MS. PAULINE: That's where I was getting
8 confused.

9 Can I ask the Applicant a questions?

10 CHAIR BRAUN: Yes.

11 MS. PAULINE: Ms. Collins, can you come to
12 the mic, please.

13 MS. WANDA COLLINS: Yes.

14 MS. PAULINE: So in the beginning of the
15 application in the enrollment projection section
16 where you kind of laid out the graph by year and
17 the maximum enrollment, it started with pre-K and
18 went to five. Pre-K is not funded in charter
19 schools, under the Charter School Statute, unless
20 it's a special education class or course.

21 And then in the application, you also talked
22 about possibly adding a sixth grade. So I'm not
23 clear on what your intentions are. We have
24 enrollment projections in the budget. We have
25 different enrollment projection in that projection

1 chart. And we also have a mention of sixth grade.

2 I have difficulty even ascertaining whether
3 or not the revenues or the FEFP generated is
4 accurate because I'm not even clear on what your
5 intentions are for this school.

6 MS. WANDA COLLINS: Well, I used the
7 template provided, and I just plugged in the
8 numbers according to the structure of the
9 template.

10 MS. PAULINE: But I need you to tell me
11 today based on the application you submitted,
12 what was your intention of -- what kind of school
13 is this? Was it intended to be a pre-K to six
14 school, a K to five school?

15 MS. WANDA COLLINS: Originally it was
16 intended to be a pre-K through six school, and
17 then K through five, and then at max six.

18 MS. PAULINE: Okay. You said "originally."
19 What do you mean by originally?

20 MS. WANDA COLLINS: When we first submitted
21 the application.

22 MS. PAULINE: Okay. For this application
23 that is before us?

24 MS. WANDA COLLINS: K through five and then
25 adding a six.

1 MR. MORENO: That's not reflected in the
2 budget.

3 MS. PAULINE: Yeah. Thank you, ma'am.

4 MS. WANDA COLLINS: You're welcome.

5 CHAIR BRAUN: Any additional questions on
6 budget?

7 (No response.)

8 CHAIR BRAUN: Do we have a motion on the
9 issue of the budget?

10 MR. MORENO: I'll make one.

11 CHAIR BRAUN: Richard.

12 MR. MORENO: I move that the Commission find
13 that there is competent substantial evidence to
14 conclude that the Applicant's budget section does
15 not meet the requirements of 1002.33, Florida
16 Statutes, and standards set forth in the
17 evaluation instrument adopted in Rule 6A,
18 Section 20.

19 MR. GARCIA: I'll second it.

20 CHAIR BRAUN: All right. Before we vote,
21 let's open the floor for discussion. Can we get
22 a little bit of reasoning and rationale on the
23 record of the issue of Budget.

24 MR. MORENO: The issue of budget is there's
25 no coherent funding for the planning year. In

1 addition, the enrollment numbers do not match
2 what was in the front of the application. And
3 there is no natural progression of student growth
4 the way it's presented in the application.

5 MR. GARCIA: There's no evidence of the
6 \$40,000 grant.

7 CHAIR BRAUN: Any additional discussion?

8 (No response.)

9 CHAIR BRAUN: Okay. The motion on the table
10 is that the Commission find that there is
11 competent substantial evidence to conclude that
12 the Applicant's budget section does not meet the
13 requirements of Florida Statutes, and the
14 standards in the evaluation instrument adopted in
15 rule.

16 Karen, can we call the roll.

17 MS. HINES-HENRY: Richard?

18 MR. MORENO: Yes.

19 MS. HINES-HENRY: Osvaldo?

20 MR. GARCIA: Yes.

21 MS. HINES-HENRY: Tiffanie?

22 MS. PAULINE: Yes.

23 MS. HINES-HENRY: Kia.

24 MS. SWEENEY-SCOTT: Yes.

25 CHAIR BRAUN: Okay. Because the motion

1 carries, the Commission must now vote on the
2 second portion of the issue, which is that we
3 found that there is competent substantial
4 evidence that the Applicant's budget section does
5 not meet the standards required by Florida law
6 and rule.

7 So now the Commission must vote on whether
8 that finding constitutes good cause to deny the
9 Charter Application.

10 Can we get a motion?

11 MS. PAULINE: I move that the Commission
12 find that the failure to provide a realistic
13 budget does constitute good cause to deny the
14 Charter Application.

15 CHAIR BRAUN: Do we have a second?

16 MR. GARCIA: Second.

17 CHAIR BRAUN: Okay. Karen, can you call the
18 roll one more time.

19 MS. HINES-HENRY: Tiffany?

20 MS. PAULINE: Yes.

21 MS. HINES-HENRY: Osvaldo?

22 MR. GARCIA: Yes.

23 MS. HINES-HENRY: Richard?

24 MR. MORENO: Yes.

25 MS. HINES-HENRY: Kia?

1 MS. SWEENEY-SCOTT: Yes.

2 CHAIR BRAUN: Okay. The motion carries.

3 We will now stay with the issue of finances
4 and move on to Issue No. 4, which is financial
5 management and oversight, specifically whether the
6 financial management and oversight section of the
7 application meets the requirements of Sections
8 1002.33, Subsection (6)(a)5 and Subsection (7)(a)9
9 and 11, Florida Statutes, and the standards set
10 forth in the evaluation instrument adopted by
11 rule, specifically Section 21 in that evaluation
12 instrument.

13 Again, each side will have three minutes to
14 present on this issue. And the Applicant may go
15 first.

16 MS. WANDA COLLINS: (Shaking head
17 negatively.)

18 CHAIR BRAUN: Okay. The Applicant has
19 waived her three minutes.

20 From the District, you may have three minutes
21 if you would like. Let me get my timer. And you
22 can proceed whenever you're ready.

23 MR. WHITNEY: All right. This application
24 failed to describe the approval processes for
25 operating expenditures and capital expenditures.

1 It also failed to include the policy on
2 compliance and cautions and preventive measures
3 for cash transactions.

4 CHAIR BRAUN: Okay. Thank you.

5 We will now move on to questions from the
6 Commission members on the issue of financial
7 management and oversight.

8 Tiffanie.

9 MS. PAULINE: In terms of oversight, I think
10 I recall reading a reference to ADP and HR in
11 terms of oversight, but nothing related to like
12 accounting, bookkeeping, auditing, unless I
13 missed it somewhere.

14 That's actually for the District. Was that
15 an oversight on my part, that level of detail?

16 MR. WHITNEY: Your reading through is
17 accurate.

18 MS. PAULINE: Okay.

19 CHAIR BRAUN: Ms. Collins, you can respond
20 if you like. And I will need you to go to the
21 mic or speak very, very loudly.

22 MS. WANDA COLLINS: Can you repeat the
23 question?

24 MS. PAULINE: Yes. So as I was reading
25 through the documents, I recall in the oversight

1 section where I think you were talking of
2 management and oversight of your finances. There
3 was a reference to ADP, which is somebody who
4 would be responsible for payroll-related matters.
5 And it just said HR without --

6 MS. WANDA COLLINS: Human resources.

7 MS. PAULINE: Okay. And that was specific
8 to like HR doing capital functions?

9 MS. WANDA COLLINS: Right.

10 MS. PAULINE: But there was no mention of an
11 organization that would do your bookkeeping, your
12 auditing, all that other financial stuff.

13 MS. WANDA COLLINS: Yes, I do recall
14 mentioning a company that would do that.

15 MS. PAULINE: Do you know the company off
16 the top of your head, because I can do a search?

17 MS. WANDA COLLINS: No, I don't recall it.
18 I know that we had chose an HR firm, ADP for
19 staffing. And there was another firm that was
20 specific for -- I just don't recall the name of
21 the company.

22 MR. MORENO: I think to clarify the point --
23 and this is a really important component -- life
24 safety is probably number one, and number two is
25 fiscal management and oversight from the Board's

1 responsibility.

2 From your Board, who has experience to
3 oversee this? I didn't see anything in the
4 application that showed a level of expertise to
5 oversee the actual accounting functions and, you
6 know, the fiduciary responsibility of the funds
7 that the charter school receives. Who do you have
8 that actually has any background or knowledge to
9 be able to do that?

10 MS. WANDA COLLINS: There was an
11 organization listed in the application.

12 CHAIR BRAUN: I'm sorry, can you speak up a
13 little bit?

14 MS. WANDA COLLINS: There was an
15 organization listed in the application. I just
16 don't recall at this moment.

17 MR. MORENO: Okay. Is there any of your
18 Board members that know, or yourself?

19 MS. WANDA COLLINS: No.

20 MS. PAULINE: This application only
21 mentioned three Board members.

22 MS. WANDA COLLINS: Myself and my two
23 daughters.

24 MS. PAULINE: Yourself and your two
25 daughters. I think what she's asking is are any

1 of those --

2 MS. WANDA COLLINS: They're not here.

3 MS. PAULINE: No. No. Do any of them have
4 any financial background that would position them
5 well enough to be able to evaluate the financial
6 health of the school at a Governing Board level?

7 MS. WANDA COLLINS: At a Governing Board
8 level, yes.

9 MS. PAULINE: Which one and how?

10 MS. WANDA COLLINS: The oldest, she has
11 experience with running a successful business.

12 MS. PAULINE: What kind of business is that?

13 MS. WANDA COLLINS: Tarot card reading.

14 MS. PAULINE: Tarot card?

15 MS. WANDA COLLINS: Yes.

16 MS. PAULINE: Okay.

17 CHAIR BRAUN: Any response from the District
18 on any of that?

19 (No response.)

20 CHAIR BRAUN: Are there additional questions
21 on the issue of financial management and
22 oversight?

23 (No response.)

24 CHAIR BRAUN: Are we ready to make a motion?

25 MS. SWEENEY-SCOTT: I move that the

1 Commission find that there is competent
2 substantial evidence to conclude that the
3 Applicant's plan for financial management and
4 oversight does not meet the requirements of
5 Statute 1002.33, Florida Statutes, and standards
6 set forth in the evaluation instrument adopted in
7 rule.

8 CHAIR BRAUN: Okay. Do we have a second?

9 MS. PAULINE: I second.

10 CHAIR BRAUN: All right. I open the floor
11 for discussion from the Commission members before
12 we move on to the vote.

13 MS. PAULINE: There's definitely no clear
14 description of financial management or oversight.

15 MS. SWEENEY-SCOTT: Agreed.

16 MS. DONTE COLLINS: We didn't hear that.

17 CHAIR BRAUN: I'm sorry, can you speak up
18 for everyone because of the air conditioner?

19 MS. PAULINE: I said there's definitely no
20 clear description of financial management or
21 oversight.

22 CHAIR BRAUN: Any additional discussion?

23 (No response.)

24 CHAIR BRAUN: Okay. Hearing no more
25 discussion, the motion on the table is that the

1 Commission finds that there is competent
2 substantial evidence to conclude that the
3 financial management and oversight section of the
4 Charter Application does not meet the
5 requirements of Florida Statutes, and the
6 standards in the evaluation instrument.

7 Karen, can we call the roll.

8 MS. HINES-HENRY: Kia?

9 MS. SWEENEY-SCOTT: Yes.

10 MS. HINES-HENRY: Tiffanie?

11 MS. PAULINE: Yes.

12 MS. HINES-HENRY: Osvaldo?

13 MR. GARCIA: Yes.

14 MS. HINES-HENRY: Richard?

15 MR. MORENO: Yes.

16 CHAIR BRAUN: Okay. The motion carries.

17 And we must move on to part two. The Commission
18 found that there is competent substantial
19 evidence to conclude that the Applicant's plan
20 for financial management and oversight does not
21 meet the standards required by Florida law and
22 rule, so now the Commission must vote on whether
23 that finding constitutes good cause to deny the
24 Charter Application.

25 Can I get a motion?

1 MR. GARCIA: I'll make a motion.

2 CHAIR BRAUN: Osvaldo.

3 MR. GARCIA: I move that the Commission find
4 that the failure to provide a sound plan for
5 financial management and oversight does
6 constitute good cause to deny the Charter
7 Application.

8 CHAIR BRAUN: Do we have a second?

9 MR. MORENO: I'll second it.

10 CHAIR BRAUN: Okay. Karen, can you call the
11 roll again.

12 MS. HINES-HENRY: Osvaldo?

13 MR. GARCIA: Yes.

14 MS. HINES-HENRY: Richard?

15 MR. MORENO: Yes.

16 MS. HINES-HENRY: Tiffanie?

17 MS. PAULINE: Yes.

18 MS. HINES-HENRY: Kia?

19 MS. SWEENEY-SCOTT: Yes.

20 CHAIR BRAUN: Okay. The motion carries.

21 We will move on to Issue No. 5, which is
22 management and staffing. The issue is whether the
23 Applicant's plan for management and staffing is
24 viable, adequate, and meets the requirements of
25 Section 1002.33, Subsection (7) (a) (9) and 1002.33,

1 Subsection (7)(a)14, Florida Statutes, and the
2 standards set forth in the evaluation instrument
3 adopted in Rule 6A-6.0786, Florida Administrative
4 Code, Section 11.

5 Again, both sides will have three minutes to
6 present on the issue of management and staffing.

7 Ms. Collins, the Applicant, you can go first.

8 MS. WANDA COLLINS: (Shaking head
9 negatively.)

10 CHAIR BRAUN: Are you waiving your three
11 minutes?

12 MS. WANDA COLLINS: Yes.

13 CHAIR BRAUN: Okay. The Applicant has
14 waived her three minutes.

15 I will allow three minutes for the School
16 District on this issue. Let me get my timer
17 started. And you can proceed when you are ready.

18 MS. DONTE COLLINS: Thank you. Our position
19 is clear, the application failed to provide a
20 narrative of the management structure of the
21 school in Section C of the application.

22 There was an attachment that showed projected
23 staff positions on the budget. And also an
24 attachment as it related to the organizational
25 structure. There were also concerns as it relates

1 to the timeline for hiring administration.

2 The Applicant referenced in this section that
3 there would be staff and also Governing Board
4 members who would assist and support with this
5 effort, which clearly shows that there's no
6 alignment as it relates to the structure and who
7 would be a part of this. It looks like they would
8 be hiring teachers prior to hiring the leader of
9 the school, who will be responsible for the
10 school.

11 In addition to that, the application failed
12 to show an understanding of the current teacher
13 job description and certification information.
14 The Applicant clearly copied job descriptions from
15 the Broward County Public School's website. And
16 most of those job descriptions were not current.

17 CHAIR BRAUN: Okay. Thank you for that.

18 We will now move on to questions. Do we have
19 any questions for the parties on the issue of
20 management and staffing?

21 MS. SWEENEY-SCOTT: Yes.

22 CHAIR BRAUN: Yes, Tiffanie.

23 MS. PAULINE: Ms. Collins, can you speak to
24 what the District just relayed regarding the
25 clear line of delineation that the structure, the

1 hiring of the teachers --

2 MS. WANDA COLLINS: Can you speak up?

3 MS. PAULINE: Can you talk to us about your
4 hierarchy in terms of your administration?

5 MS. WANDA COLLINS: So you have the
6 principal and teachers and then you have the
7 staff, kitchen support, and that is it.

8 CHAIR BRAUN: Are there any additional
9 questions on the issue of management and
10 staffing?

11 (No response.)

12 CHAIR BRAUN: Anything else from the
13 District?

14 (No response.)

15 CHAIR BRAUN: Okay. Hearing no more
16 questions, do we -- is anyone ready to make a
17 motion on the issue of management and staffing?

18 MR. GARCIA: I'll do it.

19 CHAIR BRAUN: Okay. Osvaldo.

20 MR. GARCIA: I move that the Commission find
21 that there is competent substantial evidence to
22 conclude that the Applicant's plan for management
23 and staffing does not meet the requirements of
24 Statute 1002.33(7)(a)9, and 1002.33(7)14, Florida
25 Statutes, and the standards set forth in the

1 evaluation instrument adopted in Rule 6A-6.0786,
2 Section 11.

3 CHAIR BRAUN: Okay. Do we have a second?

4 MS. SWEENEY-SCOTT: Second.

5 CHAIR BRAUN: All right. Before we vote,
6 can we move to discussion from the Commission
7 members?

8 MR. MORENO: Yes. The application, from the
9 interviews and what was presented here today,
10 there's no direct knowledge or articulated
11 presentation of how the oversight and financial
12 management of the organization is going to be
13 achieved.

14 CHAIR BRAUN: Any other comments?

15 MR. GARCIA: Failure to identify school
16 leader prior to other staff.

17 MS. PAULINE: I'm trying to process a
18 comment. I'm trying to reword it in my head.
19 It's a lack of just coherent and
20 comprehensiveness throughout the application.

21 CHAIR BRAUN: And I will ask, can you speak
22 up?

23 MS. PAULINE: Throughout the application,
24 there appears to be the same theme, a lack of a
25 cohesive plan, a lack of comprehension, a lot of

1 not enough, why, and how. So it's hard to
2 articulate when it's so many things in every
3 section. I'm struggling.

4 I know there's a healthy way of writing of
5 the words, but I think it's the same common theme.
6 It's lacking the detail necessary to demonstrate
7 the ability to operate a charter school.

8 CHAIR BRAUN: Okay. Unless there's any
9 additional discussion, we can move on to a vote.

10 MS. HINES-HENRY: Osvaldo?

11 CHAIR BRAUN: Oh, wait. I've got to read it
12 first. I'm sorry. I spoke too soon.

13 The motion is that the Commission find that
14 there is competent substantial evidence to
15 conclude that the management and staffing section
16 of the application does not meet the requirements
17 of Florida Statutes, and the standards set forth
18 in the evaluation instrument.

19 Karen, please call the roll.

20 MS. HINES-HENRY: Osvaldo?

21 MR. GARCIA: Yes.

22 MS. HINES-HENRY: Kia?

23 MS. SWEENEY-SCOTT: Yes.

24 MS. HINES-HENRY: Richard?

25 MR. MORENO: Yes.

1 MS. HINES-HENRY: Tiffanie?

2 MS. PAULINE: Yes.

3 CHAIR BRAUN: Okay. The motion carries.

4 And we will move on to part two of the motion

5 because we found that there is competent

6 substantial evidence to conclude that the

7 management and staffing plan does not meet the

8 standards required by Florida law and rule. The

9 Commission must now vote on whether that finding

10 constitutes good cause to deny the Charter

11 Application.

12 Can I get a motion?

13 MS. PAULINE: I'll make it.

14 CHAIR BRAUN: Tiffanie.

15 MS. PAULINE: I move that the Commission

16 find that the failure to provide an adequate and

17 viable management and staffing plan does

18 constitute good cause to deny the Charter

19 Application.

20 CHAIR BRAUN: Do we have a second?

21 MR. MORENO: I second it.

22 CHAIR BRAUN: Okay. Karen, if we could call

23 the roll one more time.

24 MS. HINES-HENRY: Tiffanie?

25 MS. PAULINE: Yes.

1 MS. HINES-HENRY: Richard?

2 MR. MORENO: Yes.

3 MS. HINES-HENRY: Osvaldo?

4 MR. GARCIA: Yes.

5 MS. HINES-HENRY: Kia?

6 MS. SWEENEY-SCOTT: Yes.

7 CHAIR BRAUN: Okay. The motion carries.

8 That brings us to Issue No. 6 of 11. The
9 ones remaining are kind of more education plan
10 focused issued because we took all the financial
11 and management ones first.

12 We are about almost to noon. Is this a good
13 time for everyone to break for lunch or do you
14 want to continue?

15 MS. WANDA COLLINS: Continue.

16 MS. DONTE COLLINS: Continue.

17 CHAIR BRAUN: I'm hearing continue. Okay.
18 We will continue.

19 Is the court reporter okay to continue?

20 THE COURT REPORTER: Yes, ma'am.

21 CHAIR BRAUN: Okay. Let's go through Issue
22 No. 6, and we'll see what the time is after that
23 one for a possible lunch break.

24 Let me see here. Issue No. 6 is whether the
25 Applicant's educational program design section of

1 the application meets the requirements of Section
2 1002.33, Subsection (7)(a)2, Florida Statutes, and
3 the standards set forth in the evaluation
4 instrument adopted in Rule 6A-6.0786, Florida
5 Administrative Code, Section 3.

6 Again, each side may have up to three minutes
7 to present on this topic. Ms. Collins, from the
8 Charter School, would you like to go first?

9 MS. WANDA COLLINS: I'm going to pass.

10 CHAIR BRAUN: Okay. Ms. Collins has waived
11 her three minutes.

12 The District, you may have three minutes.
13 Let me get my timer restarted here. And you may
14 proceed whenever you are ready.

15 MS. KOYLE: Good morning. Terri Coyle,
16 curriculum supervisor, literacy K-12 for Charter
17 School Management Support Department, Broward
18 County Public Schools.

19 My primary job is to support the School
20 District in monitoring the charter schools in the
21 area of compliance with literacy and FDSS and RTI.
22 I've been in that position for 14 years.

23 Prior to that, for ten years I was curriculum
24 supervisor of staff development for core
25 curriculum for the area of reading for the

1 District and charter schools in Broward County.
2 And the rest of my 36 years in education before
3 that were in the classroom as a lead teacher and a
4 literacy coach.

5 This particular area, when it comes to the
6 educational program design, specifically starting
7 with that clear and coherent piece, sixth grade
8 was discussed in several sections of this
9 application. Middle school, of course, recovery.

10 But when asked is this a K-5, is it a K-6, is
11 it a six middle school model or six elementary
12 model, it was then discussed during the capacity
13 interview that sixth grade is not part of this
14 application.

15 In addition to that, the schedule shows 60
16 minutes for reading; whereas, the State Board Rule
17 requires of 90 minutes of uninterrupted reading
18 time. And that does not include the RTI piece,
19 the Tier 2, Tier 3 instruction that takes place
20 beyond the 90 minutes of uninterrupted reading
21 time. So those were the key areas there that were
22 huge issues for us.

23 In addition, we did not get a clear
24 understanding about which curriculum programs the
25 school was going to choose as their program

1 design. There was some confusing information
2 about what constitute research based in this
3 particular application.

4 So the key issue here for this particular
5 point is the time that the students would not be
6 getting the required reading time. Thank you.

7 CHAIR BRAUN: Okay. Thank you.

8 Members, do we have any questions for the
9 parties on the issue of educational program and
10 design?

11 MR. MORENO: I think mine was just on I
12 guess the application and looking at it. But I
13 do know one thing is the 90-minute continuous
14 instruction for reading in the application. Was
15 that a typo on 60 minutes or what was the
16 reasoning putting in 60 minutes instead of 90?

17 MS. WANDA COLLINS: The school schedule did
18 include the 90 minutes of reading time. It did
19 include a -- it did include the schedule of the
20 school. It included 90 minutes of instruction
21 time.

22 MS. SWEENEY-SCOTT: I have a question.

23 CHAIR BRAUN: Yes, Kia.

24 MS. SWEENEY-SCOTT: You stated that you would
25 follow the Broward County reading program. And

1 you also mentioned using the program Success for
2 All. How would those two complement each other?

3 MS. WANDA COLLINS: Repeat your question.

4 MS. SWEENEY-SCOTT: You mentioned that your
5 school would utilize the Broward County reading
6 program, and you also mentioned that you were
7 going to implement Success for All as a program
8 for reading?

9 MS. WANDA COLLINS: Correct.

10 MS. SWEENEY-SCOTT: How do those two
11 complement each other?

12 MS. WANDA COLLINS: The Success for All and
13 the 90-minute instruction time?

14 MS. SWEENEY-SCOTT: No. Success for All and
15 the Broward County reading program.

16 MS. WANDA COLLINS: Well, they would go hand
17 in hand, depending on the teacher implementation
18 of the program. So it would just depend on the
19 students themselves.

20 And, of course, the teachers, they assess the
21 students and they know their students and they
22 know which program would work best for the
23 student. They will be differentiating instruction
24 because not every learner will grasp the concepts
25 the same as another learner. One learner might

1 prefer one program over the other.

2 And the teacher is the one who would make
3 that choice on how students are progressing during
4 the program implementation process.

5 MS. SWEENEY-SCOTT: So if I'm not mistaken --
6 and I haven't seen Success for All in a couple of
7 years -- it was a scripted program. So I'm
8 trying to figure out how that would work with the
9 reading program of the District.

10 MS. WANDA COLLINS: Right. So when you say
11 it's a scripted program, are you just stating
12 that it was scripted and it wasn't successful or
13 are you just mentioning that it was just
14 scripted?

15 MS. SWEENEY-SCOTT: The delivery model for
16 Successful for All is scripted.

17 MS. WANDA COLLINS: And how is that a -- are
18 you saying that it's a barrier to the students?

19 MS. SWEENEY-SCOTT: Not at all. It's a
20 program that you implement as a -- it states how
21 you implement it.

22 MS. WANDA COLLINS: Okay.

23 MS. SWEENEY-SCOTT: There's no diversity to
24 it.

25 MS. WANDA COLLINS: So now I understand what

1 you're saying. The teacher has to attempt to
2 implement it with fidelity as far as --

3 MS. SWEENEY-SCOTT: As it states?

4 MS. WANDA COLLINS: As it states.

5 MS. SWEENEY-SCOTT: So my question was how
6 does that complement the reading program that
7 Broward County utilizes?

8 MS. WANDA COLLINS: Well, the teacher has to
9 implement the plan with fidelity and follow the
10 steps as required. Then that program takes
11 precedence over the other program because if the
12 program is scripted and they have to read or they
13 have to complete certain activities within the
14 given time frame and that would interfere with
15 the other program, then they would have to just
16 stay with the program per the District.

17 MS. PAULINE: As a followup to that
18 question, it sounds like the teachers that you
19 hired would have to be very well equipped --

20 MS. WANDA COLLINS: Yes.

21 MS. PAULINE: -- on what this looks like?
22 So was that in your application, you know, your
23 professional development, how you're preparing or
24 equipping your staff?

25 MS. WANDA COLLINS: The teachers, yes, that

1 was a part of the professional development and
2 how often -- I recall mentioning like a mini --
3 like mini professional labs at the beginning of
4 the school day for students, provide a classroom,
5 give them 30 or 25 minutes -- 30 to 45 minutes of
6 professional development.

7 MS. PAULINE: Prior to the students
8 arriving?

9 MS. WANDA COLLINS: Correct.

10 MS. PAULINE: And what resources would you
11 be leaning on to deliver this professional
12 development in terms of instructional materials,
13 consultants?

14 MS. WANDA COLLINS: Whatever is provided by
15 the District.

16 MS. PAULINE: You would be relying on the
17 District to support your professional
18 development?

19 MS. WANDA COLLINS: No. No. No. Not
20 support our professional development. As far as
21 I guess what we would have to have in order to
22 implement the program with fidelity.

23 MS. PAULINE: Did you anticipate the school
24 developing its own PD?

25 MS. WANDA COLLINS: This is all research

1 based. It's all knowledge that you can obtain
2 just for reference.

3 MS. PAULINE: Okay. So what plans were
4 indicated in the application as it relates to the
5 development and implementation of PD that would
6 be poured into these individuals to meet the
7 expectations of the program, the curriculum, the
8 educational design that you just described to
9 Ms. Sweeny-Scott?

10 What does school developed PD look like --
11 not District developed -- what does school
12 developed PD look like in this school?

13 MS. WANDA COLLINS: I don't know how -- we
14 don't know what type of students we'll be
15 receiving. Professional development is not
16 something you just put in place. It's based on
17 what is needed. It's based on the students that
18 are enrolled in the school.

19 MS. PAULINE: But there's a level of
20 preparation that you have to have prior to the
21 receipt of a child?

22 MS. WANDA COLLINS: Right. But professional
23 development doesn't -- the first week of
24 school -- like I'm a teacher and I have 16 years
25 of teaching experience.

1 MS. PAULINE: Awesome.

2 MS. WANDA COLLINS: And I also have
3 background knowledge in educational leadership.

4 When you are entering the school, the first
5 week is mainly getting the students accustomed to
6 their environment, building that school culture
7 and discipline. Professional development usually
8 doesn't take place until you understand who your
9 students are and who you're dealing with.

10 So, yes, it is a process, and it's during
11 that time when you're figuring out your students
12 and about your staff.

13 MS. PAULINE: So I'll just make this comment
14 and I'll end it. So I think there's a lack of
15 understanding that in a charter school, you're
16 starting anew, fresh, right? You don't know, so
17 you're going to have to be proactive, very
18 proactive and very -- you would have to have
19 foresight to be prepared for any students. You
20 can't wait until the student comes.

21 MS. WANDA COLLINS: Yes.

22 MS. PAULINE: You have to have a base level
23 of training and a basic level of everything, and
24 then you go from there. You have to be able to
25 budget based on what your projections are. And

1 then you would have to pivot based on your actual
2 students.

3 What I'm hearing is a mentality as running
4 the school as if it has been in operation for many
5 years like it's a district school. In a district
6 school, it's been running for many, many years.
7 You tap on to district resources to pivot where
8 you need to. But in a charter school, you're
9 starting anew. You have to anticipate the
10 shortfalls. You have to anticipate the things
11 that are --

12 MS. WANDA COLLINS: I'm well aware of what's
13 going on.

14 MS. PAULINE: I'm sorry?

15 MS. WANDA COLLINS: I said I'm well aware of
16 what's going on.

17 MS. PAULINE: Right. But do you understand
18 what we're saying? What we're saying is --

19 MS. WANDA COLLINS: I completely understand.

20 MS. PAULINE: Okay.

21 CHAIR BRAUN: Any additional questions, or
22 if the District would like to respond to any of
23 that, they may.

24 (No response.)

25 MS. PAULINE: I would like to ask the

1 District, is there anything that I misstated? I
2 want to give credit where credit is due. I'm not
3 an education expert.

4 MS. KOYLE: And I was going to reserve that
5 for the next section of the curriculum piece.

6 MS. PAULINE: Okay.

7 MS. KOYLE: But we did have a concern about
8 the professional development plan.

9 MS. PAULINE: We can wait.

10 MS. KOYLE: That there was no professional
11 development plan indicated for us in the
12 application. We had questions about that, who
13 would be providing that training, how would you
14 ensure that that training is sufficient for the
15 teachers and so on. So we did not get sufficient
16 responses for that.

17 MS. PAULINE: Thank you.

18 CHAIR BRAUN: Do we have additional
19 questions on the education program and design?

20 MS. JACQUES-ADAMS: I'm sorry.

21 CHAIR BRAUN: Oh, I'm sorry. From the
22 District.

23 MS. JACQUES-ADAMS: I apologize. We do have
24 something.

25 CHAIR BRAUN: Okay. And if this is a new

1 point, you can respond to it.

2 MS. DONTE COLLINS: The District would just
3 like to put on the record that we do have a copy
4 of the bell schedule that was provided in the
5 appeal. The 90 minute that was mentioned for the
6 reading block, the uninterrupted reading block,
7 does not appear on the bell schedule that was
8 provided by the Applicant.

9 MS. WANDA COLLINS: Can I see the bell
10 schedule?

11 MS. PAULINE: And, I'm sorry, I'm going to
12 have to have you go to the mic. I'm sorry.

13 MS. WANDA COLLINS: Can I see the bell
14 schedule?

15 MS. DONTE COLLINS: She's asking could we
16 share the bell schedule.

17 CHAIR BRAUN: Yeah, you can, if you would
18 like.

19 MS. JACQUES-ADAMS: Are you okay with us
20 allowing her to see it?

21 CHAIR BRAUN: Yes.

22 MS. WANDA COLLINS: Thank you.

23 CHAIR BRAUN: So was the 90 minutes on
24 there?

25 MS. WANDA COLLINS: No. That's not the

1 right schedule. That schedule has 67 minutes.

2 That's a strange number.

3 CHAIR BRAUN: From the District.

4 MS. JACQUES-ADAMS: In response, that is the
5 schedule that was provided to the District in the
6 application.

7 CHAIR BRAUN: Thank you.

8 Any additional questions on this section of
9 the application?

10 (No response.)

11 CHAIR BRAUN: Hearing no questions, do we
12 have a motion on the issue of educational program
13 and design?

14 MS. SWEENEY-SCOTT: Yes.

15 CHAIR BRAUN: Kia.

16 MS. SWEENEY-SCOTT: I move the Commission
17 find that there is competent substantial evidence
18 to conclude the Applicant's educational program
19 design does not meet the requirement of Florida
20 Statutes, and standards set forth in the
21 evaluation instrument adopted in rule.

22 CHAIR BRAUN: Do we have a second?

23 MR. GARCIA: I'll second.

24 CHAIR BRAUN: Okay. Before we vote -- and I
25 think we've already articulated some of the

1 rationale during the last section -- if anyone
2 has any additional discussion to put on the
3 record about the deficiencies in this section,
4 please do.

5 MS. PAULINE: Simply that I don't -- based
6 on her description of the curriculum, I don't see
7 how it would lead to improve student performance.

8 CHAIR BRAUN: Any additional?

9 MR. MORENO: Yes. And it doesn't meet
10 statutory requirements.

11 CHAIR BRAUN: Any other comments?

12 (No response.)

13 CHAIR BRAUN: Okay. The motion is that the
14 Commission find that there is competent
15 substantial evidence to conclude that the
16 Applicant's educational program design section
17 does not meet the requirements of Florida
18 Statutes, and the standards set forth in the
19 evaluation instrument adopted in Rule 6A-6.0786,
20 Florida Administrative Code, Section 3.

21 Can we call the roll.

22 MS. HINES-HENRY: Kia?

23 MS. SWEENEY-SCOTT: Yes.

24 MS. HINES-HENRY: Osvaldo?

25 MR. GARCIA: Yes.

1 MS. HINES-HENRY: Richard?

2 MR. MORENO: Yes.

3 MS. HINES-HENRY: Tiffanie?

4 MS. PAULINE: Yes.

5 CHAIR BRAUN: Okay. The motion carries.

6 And because the Commission found that there is
7 competent substantial evidence that the
8 educational program design section does not meet
9 the standards required by Florida law and rule,
10 the Commission must now vote on whether that
11 finding constitutes good cause to deny the
12 Charter Application.

13 Can I get a motion?

14 MR. GARCIA: I'll make it.

15 CHAIR BRAUN: Osvaldo.

16 MR. GARCIA: I move that the Commission find
17 that the failure to provide a sufficient
18 educational program design does constitute good
19 cause to deny the Charter Application.

20 CHAIR BRAUN: Do we have a second?

21 MS. PAULINE: I second.

22 CHAIR BRAUN: And, Karen, can we call the
23 roll.

24 MS. HINES-HENRY: Osvaldo?

25 MR. GARCIA: Yes.

1 MS. HINES-HENRY: Tiffanie?

2 MS. PAULINE: Yes.

3 MS. HINES-HENRY: Richard?

4 MR. MORENO: Yes.

5 MS. HINES-HENRY: Kia?

6 MS. SWEENEY-SCOTT: Yes.

7 CHAIR BRAUN: Okay. The motion carries.

8 We're now up to Issue No. 7, which is the
9 curriculum plan. It is now 12:10 p.m. Again,
10 I'll ask does anyone need a break or is this a
11 good time for lunch or does anyone want to
12 continue?

13 MS. DONTE COLLINS: Continue.

14 CHAIR BRAUN: The District wants to
15 continue. What about the members?

16 MR. GARCIA: Let's continue.

17 CHAIR BRAUN: I'm hearing continue.

18 Court reporter, are you okay?

19 THE COURT REPORTER: Yes.

20 CHAIR BRAUN: Okay. If anyone needs a
21 break, please stop me at any point.

22 All right. Issue No. 7 is educational plan,
23 specifically the curriculum plan, whether the
24 Applicant's curriculum plan section of the Charter
25 School Application meets the requirements of

1 Section 1002.33, Subsection (6)(a)2, (6)(a)4 and
2 (7)(a)2 and (7)(a)4, Florida Statutes, and the
3 standards set forth in the evaluation instrument
4 adopted in rule, specifically Section 4 of that
5 instrument.

6 Again, both sides have three minutes to
7 present on curriculum. Ms. Collins, from the
8 Charter School, you may go first.

9 MS. WANDA COLLINS: (Shaking head
10 negatively.

11 CHAIR BRAUN: Ms. Collins has waived her
12 three minutes.

13 I will move on to the District. Let me get
14 my timer. You can proceed when you are ready.

15 MS. KOYLE: Thank you. Terri Coyle,
16 Curriculum Supervisor, Literacy K-12, Broward
17 County Public Schools.

18 In the area of the curriculum plan, you know,
19 reading obviously being the center stage here, we
20 were trying very hard to find a clear and cohesive
21 plan for when it comes to the curriculum. The
22 programs need to be grounded in
23 scientifically-based reading research as we know.
24 And the program should be clearly stated what
25 purpose they serve and what grade levels they will

1 be serving.

2 We, unfortunately, had a very difficult time
3 finding that. At one point, the Broward County
4 reading plan itself was referred to as a
5 research-based plan. So when we went through the
6 curriculum materials that were identified, there
7 were support materials, supplemental materials,
8 but there were no core ELA programs, no intensive
9 intervention, comprehensive reading intervention
10 programs identified.

11 And when questioned what curriculum will be
12 used across grade levels to support the grade
13 groups -- grade levels and levels of support, we
14 had to repeat during the capacity interview --
15 repeat that several times what is the curriculum,
16 what is the program to be chosen, what materials
17 we use, what books we use, because we could not
18 get an answer.

19 So while you see certain programs identified
20 like USA Test Prep, that is not considered a
21 comprehensive reading intervention. It is not
22 considered a core program.

23 So for those reasons, that curriculum design
24 for us, when it comes to Tier 1 instruction but
25 also for Tier 2 and Tier 3 instruction for those

1 students who need those intensive interventions,
2 those programs were just not evident in the plan.
3 Thank you.

4 CHAIR BRAUN: Thank you. Members, do we
5 have any questions for the parties on the issue
6 of the curriculum plan?

7 MR. GARCIA: I do.

8 CHAIR BRAUN: Osvaldo.

9 MR. GARCIA: Ms. Collins, can you identify
10 what the research-based program is for reading?

11 CHAIR BRAUN: I'm sorry, I'm going to have
12 to ask you to go to the mic or else you're going
13 to have to shout really loud.

14 MR. GARCIA: I would like for you to tell me
15 what is the research-based reading program.

16 MS. WANDA COLLINS: I don't recall what the
17 plan was.

18 MR. GARCIA: Okay.

19 CHAIR BRAUN: Do we have any other questions
20 on the issue of curriculum plan for either side,
21 if not, we can proceed to a motion?

22 MR. MORENO: I'll make this one. I move
23 that the Commission find that there is competent
24 substantial evidence to conclude that Applicant's
25 curriculum plan does not meet the requirements of

1 1002.33(6)(7), Florida Statutes, and standards
2 set forth in the evaluation instrument adopted in
3 Rule 6A, Section 4.

4 CHAIR BRAUN: Okay. Before we vote, let's
5 open the floor for discussion on the issue of
6 curriculum plan.

7 MS. HINES-HENRY: Did you get a second? Did
8 somebody second?

9 CHAIR BRAUN: Oh, I'm sorry. I'm sorry.
10 Thank you.

11 Can we get a second?

12 MR. GARCIA: I'll second.

13 CHAIR BRAUN: Okay. Osvaldo seconded. Now
14 let's move on to discussion. Thank you.

15 MR. MORENO: As the District stated, there
16 isn't concrete plan for the curriculum, and it
17 was asked and answered the same.

18 MS. SWEENEY-SCOTT: Also, throughout the
19 application, it's referenced the school will
20 utilize District plans, but specifically the
21 reading plan. However, there's no knowledge of
22 what materials are within that reading plan.

23 CHAIR BRAUN: Okay. Any additional
24 discussion?

25 MR. GARCIA: The Applicant failed to

1 identify a research-based reading program to be
2 used.

3 CHAIR BRAUN: All right. Hearing no more
4 discussion, the motion on the table is that the
5 Commission find that there is competent
6 substantial evidence to conclude that the
7 curriculum plan section of the application does
8 not meet the requirements of Florida Statutes,
9 and the standards set forth in the evaluation
10 instrument.

11 Karen, can we call the roll.

12 MS. HINES-HENRY: Richard?

13 MR. MORENO: Yes.

14 MS. HINES-HENRY: Osvaldo?

15 MR. GARCIA: Yes.

16 MS. HINES-HENRY: Tiffanie?

17 MS. PAULINE: Yes.

18 MS. HINES-HENRY: Kia?

19 MS. SWEENEY-SCOTT: Yes.

20 CHAIR BRAUN: Okay. The motion carries.

21 We must now move on to part two. The
22 Commission found that there is competent
23 substantial evidence to conclude that the
24 Applicant's curriculum plan does not meet the
25 standards required by Florida law and rule.

1 So now the Commission must vote on whether
2 that finding constitutes good cause to deny the
3 Charter Application.

4 May I get a motion?

5 MS. PAULINE: I move that the Commission
6 find that the failure to provide a sufficient
7 curriculum plan does constitute good cause to
8 deny the Charter Application.

9 CHAIR BRAUN: Okay. Do I have a second?

10 MR. GARCIA: Second.

11 CHAIR BRAUN: Okay. Karen, can you call the
12 roll.

13 MS. HINES-HENRY: Tiffanie?

14 MS. PAULINE: Yes.

15 MS. HINES-HENRY: Kia?

16 MS. SWEENEY-SCOTT: Yes.

17 MS. HINES-HENRY: Richard?

18 MR. MORENO: Yes.

19 MS. HINES-HENRY: Osvaldo?

20 MR. GARCIA: Yes.

21 CHAIR BRAUN: Okay. We are now on to Issue
22 No. 8, which is, again, part of the educational
23 plan. It is the student performance assessment
24 and evaluation section of the application.

25 I will ask again, it's now 12:15.

1 MS. PAULINE: Can we take a break?

2 CHAIR BRAUN: I have a request for a break.

3 Is there desire to go to lunch or just a break?

4 MS. DONTE COLLINS: Break.

5 MS. COYLE: There is a group of people

6 outside waiting to escort us to lunch.

7 CHAIR BRAUN: Okay. So do we want to go to

8 lunch?

9 MS. COYLE: We don't have to go to lunch.

10 CHAIR BRAUN: We can take a lunch break.

11 MS. COYLE: A break is fine.

12 CHAIR BRAUN: Just a short break?

13 MR. MORENO: I ate breakfast today. I'm

14 good.

15 CHAIR BRAUN: Do you want to do ten or 15?

16 How long do we need?

17 MS. PAULINE: Fifteen.

18 CHAIR BRAUN: All right. I heard 15, so

19 let's go with 15. Is that okay with everyone?

20 (Affirmative response.)

21 CHAIR BRAUN: All right. We're going to

22 come back at 12:33-ish. Then we will go back on

23 the record.

24 And, again, I remind all of the Commission

25 members of our Sunshine Law requirements not to

1 discuss the substance of the appeal while we are
2 on break.

3 (Whereupon, a recess was taken.)

4 CHAIR BRAUN: All right. So we are back on
5 the record. And Issue No. 8 is whether the
6 Applicant's student performance, assessment and
7 evaluation section of the application meets the
8 requirements of Sections 1002.33(6)(a)3 and
9 1002.33(7)(a), Subsections 3 through 5, Florida
10 Statutes, as well as the standards set forth in
11 the evaluation instrument adopted in Rule
12 6A-6.0786, Florida Administrative Code,
13 Section 5.

14 Again, both sides can have up to three
15 minutes to speak on this issue. Ms. Collins, from
16 the Charter School side, you may go first.

17 MS. WANDA COLLINS: (Shaking head
18 negatively.)

19 CHAIR BRAUN: Okay. Ms. Collins has waived
20 her three minutes.

21 Would the District like to present on this
22 issue? And you may proceed when you're ready.
23 I've got my timer.

24 MS. KOYLE: Thank you. Terri Coyle,
25 Curriculum Supervisor, Literacy K-12 for Broward

1 County Public Schools.

2 In this particular section, we were striving
3 to, you know, seek understanding of the academic
4 accountability. And we had certain areas we had
5 issues with when it came to, for example, how
6 students who needed Tier 2 and Tier 3 intervention
7 were identified, placed appropriately, how did
8 they determine what programs were suitable for
9 them.

10 So we did not see that plan here when it
11 comes to what data would be used and what data
12 would be analyzed. We also did not see evidence
13 of assessments to determine baseline data for K-2
14 students or progress monitoring for K-2 students.
15 So those were grave concerns there. And the
16 progressive plan that was provided to us was not
17 current.

18 So the information there that we were looking
19 at seemed to be outdated. And some of it seemed
20 to be repetitive of withdrawn applications,
21 previous withdrawn applications, so we weren't
22 sure where that was coming from.

23 And then there were also terms that were used
24 that were dated back from 2021, things like AMOs,
25 things like that. So there wasn't a clear

1 understanding in our mind that there was a clear
2 plan for student assessment there. Thank you.

3 CHAIR BRAUN: Okay. Thank you.

4 Members, do we have any questions for either
5 side on the issue of student performance,
6 assessment or evaluation?

7 (No response.)

8 CHAIR BRAUN: Okay. Hearing no questions
9 for the parties on this issue, is someone ready
10 to make a motion on the issue of the student
11 performance, assessment and evaluation section?

12 MR. MORENO: I move that the Commission find
13 that there is competent substantial evidence to
14 conclude that student performance, assessment and
15 evaluation section does not meet the requirements
16 of 1002.33(6)(a)3 and 1002.33(7)(a)3.5, Florida
17 Statutes, and standards set forth in the
18 evaluation instrument adopted in Rule 6A,
19 Section 5.

20 CHAIR BRAUN: Okay. Do we have a second?

21 MS. PAULINE: Second.

22 CHAIR BRAUN: Second from Tiffanie.

23 Do we have discussion on this issue,
24 especially since we had no questions? I think we
25 need to get the rationale on the record.

1 MS. SWEENEY-SCOTT: I would mention that
2 smart goals are mentioned, the use of smart goals
3 are mentioned in the application; however, there
4 are none identified for assessment for students
5 and progression.

6 CHAIR BRAUN: Okay.

7 MS. PAULINE: So there is not a clear
8 understanding of --

9 CHAIR BRAUN: Can you speak up a little bit?
10 I'm sorry.

11 MS. PAULINE: I'm asking, you're saying not
12 a clear understanding of academic accountability?

13 MS. SWEENEY-SCOTT: Correct.

14 CHAIR BRAUN: Any further comment or
15 discussion on this section?

16 (No response.)

17 CHAIR BRAUN: Hearing no more discussion, we
18 will proceed to a vote. The motion is that the
19 Commission find that there is competent
20 substantial evidence to conclude that the student
21 performance assessment and evaluation section
22 does not meet the requirements of Florida
23 Statutes, and the standards set forth in the
24 evaluation instrument adopted in rules,
25 specifically Subsection 5 of that instrument.

1 Karen can we call the roll.

2 MS. HINES-HENRY: Richard?

3 MR. MORENO: Yes.

4 MS. HINES-HENRY: Tiffanie?

5 MS. SWEENEY-SCOTT: Yes.

6 MS. HINES-HENRY: Kia?

7 MS. PAULINE: Yes.

8 MS. HINES-HENRY: Osvaldo?

9 MR. GARCIA: Yes.

10 CHAIR BRAUN: Okay. The motion carries.

11 We will move on to part two of that motion.

12 The Commission found that there is competent
13 substantial evidence to conclude that the student
14 performance and assessment evaluation section does
15 not meet the standards required by Florida law and
16 rule. The Commission must now vote on whether
17 that finding constitutes good cause to deny the
18 Charter Application.

19 Do we have a motion?

20 MR. GARCIA: Sure.

21 CHAIR BRAUN: Osvaldo.

22 MR. GARCIA: I move that the Commission find
23 that the failure to provide a sufficient
24 description of student performance, assessment
25 and evaluation does constitute good cause to deny

1 the Charter application.

2 CHAIR BRAUN: Do we have a second?

3 MR. MORENO: I'll go ahead and second.

4 CHAIR BRAUN: Okay. Richard seconds.

5 Karen, can we call the roll.

6 MS. HINES-HENRY: Osvaldo?

7 MR. GARCIA: Yes.

8 MS. HINES-HENRY: Richard?

9 MR. MORENO: Yes.

10 MS. HINES-HENRY: Kia?

11 MS. SWEENEY-SCOTT: Yes.

12 MS. HINES-HENRY: Tiffanie?

13 MS. PAULINE: Yes.

14 CHAIR BRAUN: Okay. The motion carries.

15 We will move to Issue No. 9, which is
16 exceptional students. The issue is whether the
17 Applicant's exceptional student section of the
18 Charter School Application meets the requirements
19 of Section 1002.33, Subsection (16)(a)3, Florida
20 Statutes, and the standards set forth in the
21 evaluation instrument adopted in Rule 6A-6.0786,
22 Florida Administrative Code, Section 6 of that
23 instrument.

24 Again, each side may have up to three minutes
25 on this issue. Ms. Collins, from the Charter

1 School side, you may go first.

2 MS. WANDA COLLINS: I'm going to pass.

3 CHAIR BRAUN: All right. Ms. Collins has
4 waived her three minutes.

5 From the District side, you may have three
6 minutes on exceptional students.

7 MS. MARTINEZ: Good morning, ladies and
8 gentlemen. My name is Yolanda Martinez, and I am
9 an ESE supervisor currently with Broward County
10 Public Schools with 22 two years of experience.
11 Prior to my current position, I was the ESOL
12 specialist with the Department of Charter
13 Management Support in the compliance department.

14 Based on the application review that we were
15 able to conduct, the application does provide
16 information about exceptional student education;
17 however, the application does not provide a
18 comprehensive plan that is able to identify and
19 provide accommodations for students who have been
20 identified with an IEP. It does not provide any
21 information in regard to presentation, setting,
22 responding, scheduling.

23 In addition to that, it does not provide
24 personnel training and the roles of those
25 personnel. For example, who is the testing

1 coordinator, what are those practices and
2 procedures they must follow? And as well, there
3 is no information in regards to monitoring and
4 data documentation in regard to that.

5 The application also fails the testing plan
6 for students that include students with
7 disabilities, as well as it fails to identify
8 specific measures that are used for quarterly
9 progress monitoring. There is no research-based
10 curriculum that discusses what are the tools that
11 they are going to use in regard to our population,
12 not only our SWD population, but also our gifted
13 population.

14 The application also fails to include the
15 plan on how to coordinate progress monitoring, the
16 academic achievement of students under IDA with an
17 IEP, and as well how they're going to, you know,
18 make sure that of all of the services are done and
19 they are aligned in addition with the IEP goals.

20 In addition to that, the application also
21 failed to provide the opportunity to fully have
22 parents to participate. There is no mention of
23 flexibility in regards to pursuing safeguards, how
24 we're going to meet those on ten days' notice.
25 There's no mention in regard to that.

1 There's no mention about access or how they
2 are going to be able to make sure that there is
3 parent input when it comes to our SWD population.

4 CHAIR BRAUN: Thank you. With that, we will
5 move on to questions from the members. Do we
6 have any questions for the parties on the issue
7 of exceptional students?

8 (No response.)

9 CHAIR BRAUN: Okay. I'm hearing no
10 questions. Does that mean that the Commission is
11 ready to make a motion? Is someone ready to make
12 a motion on this issue?

13 MS. PAULINE: I'll make a motion.

14 CHAIR BRAUN: Okay. Tiffanie.

15 MS. PAULINE: I move that the Commission
16 find that there is not competent substantial
17 evidence to conclude that the Applicant's
18 exceptional student section does not meet the
19 requirements. That's a lot.

20 CHAIR BRAUN: Yeah.

21 MS. PAULINE: Of Section 1002.33(16)(a)3,
22 Florida Statutes, and the standards set forth in
23 the evaluation instrument adopted in Rule
24 6A-6.0786, Section 6.

25 CHAIR BRAUN: Okay. So let me just repeat

1 that. The motion is that the Commission find
2 that there is not competent substantial evidence
3 to conclude that it does not meet the standard?

4 MS. PAULINE: Yes. I'm sorry.

5 CHAIR BRAUN: So, therefore, it meets the
6 standard is essentially your motion?

7 MS. PAULINE: Thank you.

8 CHAIR BRAUN: I just want to make sure I
9 have that clear. Before we vote, let's --
10 actually, I'm sorry. That's your motion.

11 Do we have a second?

12 (No response.)

13 CHAIR BRAUN: Okay. I'm hearing no second.

14 MS. PAULINE: I second it.

15 MR. MORENO: You made the motion.

16 MS. PAULINE: I made the motion. I can't
17 second it. Sorry.

18 CHAIR BRAUN: Someone else other than
19 Tiffanie?

20 (No response.)

21 CHAIR BRAUN: Okay. I'm hearing no second,
22 so I guess that motion fails at this point.

23 Do we have another motion up for
24 consideration?

25 MR. GARCIA: I will make it.

1 CHAIR BRAUN: Okay. Osvaldo.

2 MR. GARCIA: I move that the Commission find
3 that there is competent substantial evidence to
4 conclude that the Applicant's exceptional student
5 section does not meet the requirements of
6 1002.33(16)(a)3, Florida Statutes, and the
7 standards set forth in the evaluation instrument
8 adopted in Rule 6A-6.0786, Section 6.

9 CHAIR BRAUN: Okay. Do we have a second for
10 Osvaldo's motion?

11 MR. MORENO: I'll second it.

12 CHAIR BRAUN: Okay. Seconded by Richard.

13 Can we move on to discussion before we take a
14 vote? We do need to articulate on the reason
15 behind the motion.

16 MR. GARCIA: My comment would be that
17 there's a lack of understanding responsive to
18 ensure placement decisions --

19 MS. HINES-HENRY: They can't hear you.

20 CHAIR BRAUN: Can you speak up some? I
21 think we're having some issues hearing in the
22 audience.

23 MR. GARCIA: I said that there's a lack of
24 understanding in collaborating with the sponsor
25 to make sure of the placement of students who are

1 ESE.

2 CHAIR BRAUN: Any additional discussion or
3 comments?

4 (No response.)

5 CHAIR BRAUN: Okay. Hearing no more
6 discussion, the motion is that the Commission
7 find that there is competent substantial evidence
8 to conclude that the exceptional student section
9 does not meet the requirements of Florida
10 Standards and the -- does not meet the
11 requirements of Florida Statutes, and the
12 standards in the evaluation instrument.

13 Karen, can you call the roll.

14 MS. HINES-HENRY: Osvaldo?

15 MR. GARCIA: Yes.

16 MS. HINES-HENRY: Richard?

17 MR. MORENO: Yes.

18 MS. HINES-HENRY: Tiffanie?

19 MS. PAULINE: No.

20 MS. HINES-HENRY: Kia?

21 MS. SWEENEY-SCOTT: Yes.

22 CHAIR BRAUN: Okay. So that is three to
23 one, so the motion carries.

24 Because the Commission found that there is
25 competent substantial evidence to conclude that

1 the exceptional student section does not meet the
2 standards required by Florida law and rule, the
3 Commission must now vote on whether that finding
4 constitutes good cause to deny the application.

5 Can we get a motion?

6 MR. MORENO: I will make a motion.

7 CHAIR BRAUN: Motion from Richard.

8 MR. MORENO: I move that the Commission find
9 that there is competent substantial evidence to
10 conclude the Applicant's exceptional student
11 section does not meet the requirements of Section
12 1002.33, Florida Statutes, and the standards set
13 forth in the evaluation instrument adopted in
14 Rule 6A of the Florida Administrative Code.

15 CHAIR BRAUN: Okay. So we already took that
16 one. We're on part two.

17 MR. MORENO: Sorry.

18 CHAIR BRAUN: Now we're on part two, does it
19 constitute good cause to deny the application.

20 MR. MORENO: I move that the Commission find
21 that the failure to provide sufficient
22 information concerning exceptional students does
23 constitute good cause to deny the Charter
24 Application.

25 CHAIR BRAUN: Okay. Do we have a second?

1 MS. SWEENEY-SCOTT: Second.

2 CHAIR BRAUN: Second from Kia.

3 Karen, can we take a roll call vote.

4 MS. HINES-HENRY: Richard?

5 MR. MORENO: Yes.

6 MS. HINES-HENRY: Kia?

7 MS. SWEENEY-SCOTT: Yes.

8 MS. HINES-HENRY: Tiffanie?

9 MS. PAULINE: No.

10 MS. HINES-HENRY: Osvaldo?

11 MR. GARCIA: Yes.

12 CHAIR BRAUN: Okay. The motion carries.

13 We are now on to Issue 10, which is English
14 language learners, and specifically whether the
15 Applicant's English language learners section of
16 the application meets the requirements of Section
17 1002.33(10)(f), Florida Statutes, and the
18 standards set forth in the evaluation instrument
19 adopted in Rule 6A-6.0786, Florida Administrative
20 Code, Section 7.

21 Again, each side may have up to three minutes
22 to speak on the issue of English language
23 learners. Ms. Collins, for the Charter School,
24 you will go first.

25 MS. WANDA COLLINS: The application does

1 include an understanding of legal requirements,
2 instructional supports for ELL students,
3 monitoring an exit criteria, and staffing
4 alignment to satisfy the requirements for a
5 comprehensive and compliant ELL plan.

6 CHAIR BRAUN: Okay. Thank you.

7 The School Board may also have three minutes
8 on the issue of English language learners.

9 MS. MARTINEZ: Good afternoon again. This
10 is Yolanda Martinez. The application failed to
11 correctly identify the assessments that are used
12 for placement and the 20-day timeline to access
13 for initial data of registration.

14 For example, there is no mention of initial
15 screening, the home survey. There's no mention of
16 the assessment window period that we have and what
17 we need to use for that assessment and parent
18 notification.

19 In addition to that, the application also
20 failed to provide the supplemental materials that
21 we use to support our ELL population. There is a
22 description; however, it does not provide what
23 aligns with our District.

24 The application also failed to demonstrate an
25 understanding of the requirements to provide

1 extension of services to our ELL students. There
2 is no specific timeline for them to be aware that
3 it's part of state regulations and statute as
4 well.

5 There is no steps in regards of the annual
6 evaluation that is required, the ELL committee
7 meetings that are required, and the decision
8 criteria that is required, as well as the support
9 documentation. Thank you.

10 CHAIR BRAUN: Okay. Thank you.

11 Members, do we have any questions for the
12 parties on the issue of English language learners?

13 MS. SWEENEY-SCOTT: I do.

14 CHAIR BRAUN: Okay. Kia.

15 MS. SWEENEY-SCOTT: To the School District.
16 What assessment do you use? I saw WIDA was
17 mentioned in the application. But what
18 assessment do you all use?

19 MS. MARTINEZ: Yes, we use the WIDA at this
20 time.

21 MS. PAULINE: "At this time." What do you
22 mean.

23 MS. MARTINEZ: Yes, we use the WIDA
24 Assessment. I'm sorry.

25 CHAIR BRAUN: Any additional questions on

1 the issue of English language learners and the
2 plan for those students?

3 MR. GARCIA: Ms. Collins, can you describe
4 the process of identifying an ELL student?

5 MS. WANDA COLLINS: Yes.

6 MR. GARCIA: Can you go to the mic, please?

7 MS. WANDA COLLINS: The identification
8 process does -- the application does include a
9 home survey. It is stated within the application
10 on how to identify students who are ELL, as well
11 as the assessments that they are required to
12 take, as well as a portfolio.

13 MR. GARCIA: After the survey, what process,
14 what procedures do you follow to identify ELL
15 students?

16 MS. WANDA COLLINS: The same procedures as
17 Broward County. Those procedures listed in the
18 application.

19 MR. GARCIA: Which is?

20 MS. WANDA COLLINS: To the best of my
21 recollection, I don't remember right off the top
22 of my head. I know the home survey is one of
23 them, as well as the -- it starts with a W, the
24 survey assessment. It's been such a long time.

25 MR. GARCIA: All right.

1 MS. WANDA COLLINS: It's W-I something.

2 MR. GARCIA: Are you talking about WIDA?

3 MS. WANDA COLLINS: WIDA, yeah. W-I-D-A,
4 WIDA Assessment.

5 CHAIR BRAUN: Any additional questions on
6 this issue?

7 I'm sorry, the District, you can respond as
8 well.

9 MS. MARTINEZ: Can I make a correction? I
10 apologize.

11 CHAIR BRAUN: Yes.

12 MS. MARTINEZ: We use currently the IPT
13 Assessment. WIDA is something that other
14 districts use. We do not use WIDA at this point
15 when it comes to the initial screening. So I
16 just wanted to verify that information. And I
17 apologize for the confusion.

18 CHAIR BRAUN: Any additional questions on
19 this section?

20 (No response.)

21 CHAIR BRAUN: Hearing no questions, members,
22 do we have a motion on the issue of English
23 language learners?

24 MR. GARCIA: I'll make it.

25 CHAIR BRAUN: Okay. Osvaldo.

1 MR. GARCIA: I move that the Commission find
2 that there is competent substantial evidence to
3 conclude that the Applicant's English language
4 learners section does not meet the requirements
5 of Statute 1002.33(10)(f) of the Florida
6 Statutes, and the standards set forth in the
7 evaluation instrument adopted in Rule 6A-6.0786,
8 Section 7.

9 CHAIR BRAUN: Okay. Do we have a second?

10 MS. PAULINE: Second.

11 CHAIR BRAUN: Second from Tiffanie.

12 Before we vote, we need to move to discussion
13 on this issue and make sure we have our
14 justification on the record.

15 Any discussion or comments?

16 MR. GARCIA: I'll begin. The Applicant is
17 not able to demonstrate an understanding of what
18 procedures are required to identify ELL students.

19 CHAIR BRAUN: Okay. Do we have a second?

20 MR. MORENO: I second that.

21 MS. PAULINE: And, also, the Applicant does
22 not clearly demonstrate an understanding of its
23 obligations on the practices of the program.

24 CHAIR BRAUN: Hearing no more discussion,
25 the motion on the table is that the Commission

1 find that there is competent substantial evidence
2 to conclude that the English language learners
3 section of the application does not meet the
4 requirements of Florida Statutes, and the
5 standards set forth in the evaluation instrument.

6 Karen, can we call the roll.

7 MS. HINES-HENRY: Osvaldo?

8 MR. GARCIA: Yes.

9 MS. HINES-HENRY: Tiffanie?

10 MS. PAULINE: Yes.

11 MS. HINES-HENRY: Richard?

12 MR. MORENO: Yes.

13 MS. HINES-HENRY: Kia?

14 MS. SWEENEY-SCOTT: Yes.

15 CHAIR BRAUN: Okay. The motion carries.

16 We will move on to the second part. Because
17 the Commission found that there is competent
18 substantial evidence to conclude that the English
19 language learners section does not meet the
20 required standard, the Commission must now vote on
21 whether that finding constitutes good cause to
22 deny the Charter Application.

23 Can I get a motion?

24 MR. MORENO: I move that the Commission find
25 that the failure to provide a sufficient plan for

1 English language learners does constitute good
2 cause to deny the Charter Application.

3 CHAIR BRAUN: Okay. Is there a second.

4 MS. PAULINE: Second.

5 CHAIR BRAUN: Okay. Karen, can we call the
6 roll.

7 MS. HINES-HENRY: Richard?

8 MR. MORENO: Yes.

9 MS. HINES-HENRY: Tiffanie?

10 MS. PAULINE: Yes.

11 MS. HINES-HENRY: Kia?

12 MS. SWEENEY-SCOTT: Yes.

13 MS. HINES-HENRY: Osvaldo?

14 MR. GARCIA: Yes.

15 CHAIR BRAUN: All right. The motion
16 carries.

17 We will now move on to the last substantive
18 issue on the table today, which is Issue 11,
19 specifically whether the Applicant's school,
20 culture and discipline section of the application
21 meets the requirements of Section 1002.33,
22 Subsection (7)(a)7 and 1002.33 (7)(a)11, Florida
23 Statutes, and the standards set forth in the
24 evaluation instrument adopted in Rule 6A-6.0786,
25 Florida Administrative Code, specifically

1 Section 8.

2 Again, each section may have up to three
3 minutes to speak on the issue of school culture
4 and discipline.

5 Ms. Collins, on the Applicant's side, you may
6 go first.

7 MS. WANDA COLLINS: (Shaking head
8 negatively.)

9 CHAIR BRAUN: Ms. Collins has waived her
10 three minutes.

11 For the District, you may have three minutes.

12 MS. DONTE COLLINS: Donte Collins again.
13 For this particular section, as it relates to
14 school culture and discipline, the Applicant
15 failed to convey a plan of school culture that
16 was consistent with the school's mission.

17 And on page 128, you can see that the
18 Applicant did spend about -- excuse me -- the
19 Applicant did restate the mission statement for
20 the school in the particular section, and then
21 copied and pasted the District's eight character
22 traits.

23 There was no correlation or relation as to
24 how the District's eight character traits related
25 to the school's mission in that particular

1 section.

2 Also, the Applicant failed to understand or
3 recognize the legal obligation as it relates to
4 special needs students. The Applicant did
5 identify students with 504 plans, but did not
6 include all ESE students.

7 In addition to that, the Applicant does not
8 understand or did not display an understanding of
9 the role of the school as it relates to the
10 Student Code of Conduct. The Applicant did state
11 that they would be following the District's
12 Student Code of Conduct, but does not have an
13 understanding of that as it related to the Charter
14 School's obligation.

15 And also on page 129 of the application, the
16 Applicant does reference that the Governing Board
17 will communicate or convey to the superintendent
18 for the School Board of Broward County, Florida
19 any issues of concern or matters as it relates to
20 suspension of students.

21 We all know that or we do understand in this
22 particular case that is a local decision that has
23 to be made by the school. That does not reside
24 within the School Board of Broward County,
25 Florida.

1 The Applicant does allude to expulsions being
2 handled by the District, so there was some
3 understanding of that part. But as it relates to
4 the localized disciplinary actions that should be
5 conveyed and handled at the school level, there's
6 no understanding.

7 CHAIR BRAUN: Okay. Thank you.

8 Members, do we have any questions for the
9 parties on the issue of school culture or
10 discipline?

11 MS. PAULINE: Ms. Collins, I'm curious to
12 hear your response to what the District just said
13 about suspensions being handled by the District
14 and not at the school.

15 What is the rationale? I'm just curious as
16 well. You're following the District Code of
17 Conduct, but you would relegate the behavior or
18 the penalty to the District instead of the school
19 for suspensions?

20 MS. WANDA COLLINS: Please repeat your
21 question.

22 MS. PAULINE: So the District has put on the
23 record that in your application you indicated
24 that specifically for suspensions, you're going
25 to follow the District's Code of Conduct, which

1 is fine, you'll adopt it.

2 But then in terms of the penalties related to
3 the infractions in the Code of Conduct, you would
4 refer that to the District. And I was just
5 curious as to the rationale for that.

6 MS. WANDA COLLINS: Because teacher --

7 CHAIR BRAUN: Can you please step over to
8 the mic so we can hear you.

9 MS. WANDA COLLINS: I'm more comfortable
10 leaning.

11 CHAIR BRAUN: Just turn the mic.

12 MS. WANDA COLLINS: Oh, thank you.

13 CHAIR BRAUN: There we go.

14 MS. WANDA COLLINS: Only because my teacher
15 experience and working with the District and
16 their suspension policy, I'm just comfortable
17 using their suspension policy system.

18 MS. PAULINE: But you would leave it to the
19 District to determine --

20 MS. WANDA COLLINS: What should be the
21 consequence of their actions?

22 MS. PAULINE: Yes. That's what the District
23 just said was in your application.

24 MS. WANDA COLLINS: Yes.

25 MS. PAULINE: Okay.

1 MS. WANDA COLLINS: Like I said, I'm
2 comfortable with that.

3 MS. PAULINE: So if an incident happens in
4 your school, you're going to call the District
5 and say, District, this is what happened with X,
6 Y and Z, you tell me what to do with that
7 student?

8 MS. WANDA COLLINS: Well, give me like a
9 suggestion.

10 MS. PAULINE: Okay. So you lean to them?

11 MS. WANDA COLLINS: Correct.

12 MS. PAULINE: Okay.

13 MS. SWEENEY-SCOTT: Just to clarify,
14 Ms. Collins, is the intent to -- when you say you
15 will utilize the district, is it to follow what
16 their Code of Conduct says as far as what the
17 consequence should be or will you rely on talking
18 to someone in the discipline office?

19 MS. WANDA COLLINS: I would rather rely on
20 talking to someone.

21 MS. SWEENEY-SCOTT: Okay.

22 MS. WANDA COLLINS: She explained it --
23 Miss Tiffanie explained it exactly how the
24 process would work.

25 MS. SWEENEY-SCOTT: Okay.

1 CHAIR BRAUN: Ms. Collins, if you would stay
2 up there, it will prevent you from having to go
3 back and forth.

4 Additional questions, and then we'll let the
5 District respond?

6 MR. GARCIA: I wonder if you're getting
7 confused between the day-to-day discipline versus
8 the Level 4 violations that we do have to, you
9 know, run by the District.

10 MS. WANDA COLLINS: No matter what the
11 infraction is, we would rely on the District to
12 provide us with input on what we should do.

13 MR. GARCIA: Okay. So the principal is not
14 capable or able to enforce consequences; is that
15 what you're saying?

16 MS. WANDA COLLINS: No. By no means
17 necessary am I saying the principal is not
18 capable of making a decision pertaining to
19 suspension. I would just rather use that
20 process.

21 MR. GARCIA: So how is that procedure -- how
22 is it different than applying --

23 MS. WANDA COLLINS: The principal would be
24 the one calling.

25 MR. GARCIA: But cannot enforce the

1 consequences without District input?

2 MS. WANDA COLLINS: Well, they will be the
3 one enforcing it, but it would just be getting
4 the suggestion of what to do.

5 Of course, they're going to be the ones that
6 have to have the conversation with the parent or
7 guardian or whomever about what consequence was
8 given and how they were going to enforce the
9 consequence.

10 MR. GARCIA: So how would you then handle a
11 Level 4 violation?

12 MS. WANDA COLLINS: The District would
13 handle the Level 4 violation, and the principal
14 enforces whatever the District suggests.

15 MR. GARCIA: Okay.

16 CHAIR BRAUN: Any additional questions for
17 Ms. Collins while she's up there?

18 (No response.)

19 CHAIR BRAUN: Okay. I will let the District
20 respond, if you would like to.

21 MS. NYKIEL: Morgan Nykiel, safety and
22 security. I just wanted to also take a moment to
23 reference here one of the portions of the -- the
24 safety and security section actually is a
25 question in relation to how the school will

1 accurately and timely report incidents related to
2 school safety and discipline as required by
3 statute.

4 And this was also a place where we found that
5 there was failure to recognize how this accurate
6 and timely reporting would occur with no reference
7 to any training requirements or training
8 expectations and who would take on that
9 responsibility, as well as any type of review or
10 consultation locally with taking on that role.

11 And there was also a significant
12 misunderstanding with the required reporting
13 events. Whereas, notification to parents is
14 clearly stated in the statute, which is what was
15 referenced throughout that portion of the
16 application, the actual school environmental
17 safety instant reporting disciplinary incidents, a
18 lot of them are associated with, was not really
19 referenced in any clear capacity.

20 CHAIR BRAUN: Okay. Any questions for the
21 District or additional questions at all on school
22 culture and discipline?

23 (No response.)

24 CHAIR BRAUN: Okay. Hearing no more
25 questions, do we have motion? Is anyone ready to

1 make a motion on the issue of school culture and
2 discipline?

3 MS. SWEENEY-SCOTT: I'll make a motion.

4 CHAIR BRAUN: Kia.

5 MS. SWEENEY-SCOTT: I move that the
6 Commission find that there is competent
7 substantial evidence to conclude the Applicant's
8 school culture and discipline section does not
9 meet the requirements of Statute 1002.33 (7)(a)7
10 and (7)(a), Florida Statutes, and standards set
11 forth in the evaluation instrument adopted in
12 Rule 6A-6.0786, Section 8.

13 CHAIR BRAUN: Okay. Do we have a second?

14 MR. GARCIA: Second.

15 CHAIR BRAUN: Second from Osvaldo.

16 All right. Before we vote, do we have any
17 discussion on this issue and the rationale behind
18 the motion?

19 MS. PAULINE: There seems to be an absence
20 of understanding of the role and responsibility
21 of the Charter School and the Charter School
22 employees as it relates to disciplinary matters
23 and how that could impact compliance with legal
24 obligations.

25 CHAIR BRAUN: Any additional discussion?

1 MR. MORENO: I think it goes to the
2 overarching review today. It's just a
3 fundamental understanding of the responsibilities
4 and what you need to be doing to be operating a
5 charter school.

6 It requires a lot more knowledge, a lot more
7 in-depth on the responsibilities that are
8 required. The District is there for support, but
9 it's not in control.

10 CHAIR BRAUN: All right. Hearing no more
11 discussion, the motion is that the Commission
12 find that there is competent substantial evidence
13 to conclude that the school culture and
14 discipline section does not meet the requirements
15 of Florida Statutes, and the standards set forth
16 in the evaluation instrument.

17 Karen, can we call the roll.

18 MS. HINES-HENRY: Kia?

19 MS. SWEENEY-SCOTT: Yes.

20 MS. HINES-HENRY: Osvaldo?

21 MR. GARCIA: Yes.

22 MS. HINES-HENRY: Richard?

23 MR. MORENO: Yes.

24 MS. HINES-HENRY: Tiffanie?

25 MS. PAULINE: Yes.

1 CHAIR BRAUN: All right. The motion
2 carries.

3 We will go on to part two because the
4 Commission has found that there is competent
5 substantial evidence to conclude that the school
6 culture and discipline section does not meet the
7 standards required by Florida law and rule. The
8 Commission will now vote on whether that finding
9 constitutes good cause to deny the Charter School
10 Application.

11 Do I have a motion?

12 MR. GARCIA: Yes.

13 CHAIR BRAUN: Motion from Osvaldo.

14 MR. GARCIA: I move that the Commission find
15 that the failure to provide sufficient
16 information regarding school culture and
17 discipline does constitute good cause to deny the
18 Charter Application.

19 CHAIR BRAUN: Do we have a second?

20 MS. PAULINE: Second.

21 CHAIR BRAUN: Second from Tiffanie.

22 All right. Karen, can you call roll one more
23 time.

24 MS. HINES-HENRY: Osvaldo?

25 MR. GARCIA: Yes.

1 MS. HINES-HENRY: Tiffanie?

2 MS. PAULINE: Yes.

3 MS. HINES-HENRY: Richard?

4 MR. MORENO: Yes.

5 MS. HINES-HENRY: Kia?

6 MS. SWEENEY-SCOTT: Yes.

7 CHAIR BRAUN: All right. We have made it to
8 the end of the substantive issues. We do still
9 need to vote on the overall recommendations to
10 the State Board.

11 So I will ask will someone please make a
12 motion, just an overall motion on whether or not
13 the Commission recommends to grant or deny the
14 appeal.

15 Again, granting the appeal means the
16 recommendation to the State Board would be for the
17 appeal, the Applicant's appeal to be granted,
18 which would result in the -- if the State Board
19 agreed, it would result in the application being
20 granted. Denying the appeal would uphold the
21 denial by the School District and result in the
22 application being denied.

23 Can I get a motion?

24 MR. GARCIA: Yes.

25 CHAIR BRAUN: Osvaldo.

1 MR. GARCIA: I move that the Commission
2 recommend that the State Board deny the appeal.

3 CHAIR BRAUN: Do I have a second?

4 MS. PAULINE: I second that.

5 CHAIR BRAUN: Second from Tiffanie.

6 Karen, can we call the roll.

7 MS. HINES-HENRY: Osvaldo?

8 MR. GARCIA: Yes.

9 MS. HINES-HENRY: Tiffanie?

10 MS. PAULINE: Yes.

11 MS. HINES-HENRY: Richard?

12 MR. MORENO: Yes.

13 MS. HINES-HENRY: Kia.

14 MS. SWEENEY-SCOTT: Yes.

15 CHAIR BRAUN: All right. The motion
16 carries.

17 At this point, we are done with the
18 substantive discussion and voting. Staff will
19 work to draft a written fact-based justification
20 and recommendation based on today's meeting.

21 As soon as we have a projected date, we will
22 obtain availability from the members for a short
23 telephone conference meeting for the Commission to
24 vote on the written recommendation as prepared by
25 staff.

1 When it is approved, the written
2 recommendation, along with the record on appeal
3 and transcript from today's meeting will all be
4 sent to the State Board of Education for
5 consideration.

6 When that is placed on the State Board
7 agenda, the parties will be invited to appear in
8 person and can give a short presentation before
9 the State Board and answer any questions that the
10 Board may have for you before they make their
11 official vote on this issue.

12 Are there any other issues that we may have
13 missed before we conclude today's meeting?

14 (No response.)

15 CHAIR BRAUN: Okay. Hearing nothing, thank
16 you, everyone, for your time. And that concludes
17 today's meeting.

18 We are off the record.

19 (Whereupon, proceedings were concluded at
20 1:14 p.m.)

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1 CERTIFICATE OF REPORTER

2 STATE OF FLORIDA)
3 COUNTY OF LEON)

4 I, MICHELLE SUBIA, Registered Professional
5 Reporter, certify that the foregoing proceedings were
6 taken before me at the time and place therein
7 designated; that my shorthand notes were thereafter
8 translated under my supervision; and the foregoing
9 pages, numbered 1 through 148, are a true and correct
10 record of the aforesaid proceedings.

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 attorney or counsel connected with the action, nor am
15 I financially interested in the action.

16 DATED this 7th day of May, 2026.

17
18
19 

20 _____
21 MICHELLE SUBIA, CCR, RPR
22 NOTARY PUBLIC
23 COMMISSION #HH252438
24 EXPIRES JUNE 7, 2026
25