

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

DISCOVERY HIGH SCHOOL, INC.

Applicant/Appellant,

v.

CASE NO.: \_\_\_\_\_

SCHOOL BOARD OF POLK COUNTY,  
FLORIDA,

School Board/Appellee.

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**NOTICE OF APPEAL OF DENIAL OF CHARTER SCHOOL APPLICATION  
FOR DISCOVERY HIGH SCHOOL**

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**Names and Addresses of Parties and Date of Denial and Denial Notice**

Applicant/Appellant

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School Board of Polk County  
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Date of School Board's Decision: October 14, 2014

Date of Denial Notice: October 24, 2014 – Attached as **EXHIBIT 1.**

### **Preliminary Statement**

Applicant/Appellant, Discovery High School, Inc., will be referred to herein as “Applicant” or “DHS.” School Board/Appellee, the School Board of Polk County, Florida, will be referred to herein as “School Board” or “School District.” All exhibits will be cited by exhibit number and page, where applicable. For example, page 4 of Exhibit 2 will be cited as “Exh. 2:4.”

### **Statement of Facts and Procedural Background**

DHS's Charter Application was developed by staff of Discovery Academy of Lake Alfred, Inc. (“DALA”) and submitted by the members of the DALA Governing Board. Exh. 2:i, 65, 68. DALA is a K-8 conversion charter school that has been successfully operating since 2001. Exh. 8:1. In Spring 2014, DALA staff met with the School District's Director of Charter Schools to discuss the idea of starting a high school. DALA Staff specifically requested whether this could be accomplished through a modification of DALA's existing charter. School District staff stated that they believed a separate charter application would need to be filed based on the School Board's Policy that separate initial charter applications must be submitted for grades PK-8 and 9-12. Exh. 8:1, 11.<sup>1</sup>

DHS submitted a Notice of Intent to submit a charter application on June 16, 2014 in accordance with School Board Policy. Exh. 2. DHS's Charter Application was submitted on

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<sup>1</sup> School District staff later implied that an amendment could have been submitted to DALA's existing charter contract to add grades 9-12. Exh. 7: page 18, line 10-12.

July 31, 2014. Exh. 3. DALA's Governing Board and its Executive Director proposed that DHS's charter contract would be held by a separate nonprofit corporation known as "Discovery High School, Inc." which would have the same governing board members as DALA. Exhs. 2:i, 65, 68, 152-168; 8:11. This is similar to the approach taken by a number of other charter schools in Polk County.

On August 21, 2014, an Applicant Interview was conducted with selected members of School District staff. Exh. 4. School District staff prepared a summary of the questions asked, and answers provided, during the Applicant Interview. Exh. 4. On August 22, 2014, DHS submitted a written clarification and answers to the questions from the Applicant Interview. Exh. 5. On September 23, 2014, the School District staff recommendation to deny the Charter Application was presented at a School Board work session. A copy of the staff recommendation is attached as Exhibit 6. A transcript of the portions of that School Board work session pertaining to the Charter Application is attached as Exhibit 7. On October 1, 2014, DHS submitted a response to School District staff's recommendation, which was forwarded to members of the School Board by the School District's Director of Charter Schools. Exh. 8. On October 14, 2014, the School Board met and voted to deny the Charter Application. Transcripts of excerpted portions of the School Board workshop and meeting from this day are attached as Exhibits 9 and 10. The final Evaluation Instrument pertaining to the Charter Application is attached as Exhibit 11. The Denial Notice, which was dated October 24, 2014, was e-mailed to, and received by, DHS on October 22, 2014. Exhs. 1, 12. Therefore, this Appeal was timely filed on November 21, 2014.

### Statement of Law

The Florida Legislature has set forth certain guiding principles for charter schools as well as both mandatory and optional requirements for charter applicants, which have been codified in Section 1002.33, Florida Statutes (2014) (referred to herein as the “Charter Statute”). “If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the charter application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education.” Fla. Stat. s. 1002.33(6)(b)3.a. (2014). The issues at the hearing are limited to those identified in the denial notice. Fla. Stat. s. 1002.33(6)(b)3. (2014); F.A.C. Ch. 6A-6.0781(1)(c) (2014).

The State Board of Education must find that the charter applicant’s appeal should be granted if it determines that there is no competent and substantial evidence in the record before the school board to support the school board’s basis for denial, based upon statutory good cause. Fla. Stat. s. 1002.33(2)(a) & (b) (2012); Imhotep-Nguzo Saba Charter School v. Department of Education, 947 So. 2d 1279, 1284-85 (Fla. 4<sup>th</sup> DCA 2007); School Board of Osceola County v. UCP of Central Florida, 905 So. 2d 909, 914-16 (Fla. 5<sup>th</sup> DCA), rev. den., 914 So. 2d 954 (Fla. 2005). The record for the appeal consists of “transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision.” F.A.C. Ch. 6A-6.0781(1)(c) (2014).

A “good cause” basis for denial of a charter application by a school board is one that is legally sufficient and based on empirical evidence, and not one that is based on unsupported assumptions or conjecture. UCP, 905 So. 2d at 914-16. A school district’s basis for denial does not constitute good cause if such denial was based on a standard not set forth in the Charter

Statute or charter application form. School Bd. of Volusia County v. Academies of Excellence, Inc., 974 So. 2d 1186, 1190-91 (Fla. 5<sup>th</sup> DCA 2008).

“Competent and substantial evidence” is such evidence that is sufficiently relevant and material to the ultimate determination that reasonable minds would rely on it to support the conclusion reached. Duval Util. Co. v. Florida Public Service Comm’n, 380 So. 2d 1028, 1031 (Fla. 1980); De Groot v. Sheffield, 95 So. 2d 912, 916 (Fla. 1957). Conclusory or generalized statements with no fact-based chain of reasoning, even when given by experts, cannot be relied upon as competent and substantial evidence. Duval Util., 380 So. 2d at 1031; City of Hialeah Gardens v. Miami-Dade Charter Foundation, Inc., 857 So. 2d 202, 204 (Fla. 3d DCA 2003). Conjecture or speculation is also not competent substantial evidence. FL Rate Conf. v. FL R.R. & Pub. Utilities Comm’n, 108 So. 2d 601, 607 (Fla. 1959). Mere opinion testimony by school board staff, without supporting evidence, is not competent substantial evidence. Academies, 974 So. 2d at 1191.

Even where an application is statutorily deficient, and the applicant recognizes the problem and is willing to correct it, Florida courts have found that such a deficiency was not good cause to deny an application. Academies at 1191. Moreover, the Charter Statute specifically allows for charter applicants to make technical or nonsubstantive corrections of errors if such errors are identified by the school board as a cause to deny the charter application. Fla. Stat. s. 1002.33(6)(b) (2014).

### **Argument and Identification of School Board’s Errors**

#### **A. EDUCATIONAL PLAN**

The School Board denied the Charter Application based on the Exceptional Student Education (“ESE”) and Student Climate and Discipline Sections of the Applicant’s Educational

Plan. With respect to the ESE Section, School District staff specifically allege that a single reference in the Student Application to the phrase “consultative services” leads to “speculation” that the Applicant may not be sincere in its assertion that it will not discriminate against students based on their disability. Exh. 11:13-14. However, the Applicant specifically explained that this phrase was a typographical error and was intended to state “inclusion services.” Exh. 8:7. Applicant is permitted to make typographical corrections if such errors are a basis for denial. Fla. Stat. s. 1002.33(6)(b). This was also clearly a typographical error because there are numerous other statements in the Application and the record to support the Applicant’s model of inclusion and level of ESE services. Exh. 3:61; 8:7. Moreover, School District staff themselves characterized this concern as “speculation.” Speculation does not constitute competent and substantial evidence and therefore, is not a valid basis for denial. FL Rate Conf., 108 So. 2d at 607.

School District staff also alleged that the staffing plan and budget proposed by the Applicant do not support the Applicant’s stated actions with respect to ESE students, particularly in the first two years of operation. Exh. 11:14. However, the staffing plan and budgets are drafts that would be updated based on actual student enrollment. Exh. 8:7. The Application includes a staff sharing agreement with DALA, so the Application evidences the Applicant’s capacity to have an ESE teacher and ESE coordination if there is a need for that based on the student population in the first two years. Exhs. 2:188; 8:7-8. In addition, as discussed below, the budget shows sufficient reserve to pay for additional positions. Exh. 2:204-234. Finally, as with all charter schools in Polk County, the School Board shares funds pursuant to the Individuals with Disabilities Education Act (“IDEA”) and in accordance with the requirements to provide such funds pursuant to Section 1002.33(17)(c), Florida Statutes. Exh. 8:7-8. Such funding could not

be requested or anticipated until the Applicant knew the actual students enrolled and the actual types of services, equipment and supplies that they would need. Therefore, there will be funds available to pay for such ESE staffing and ESE services as outlined in the ESE Section of the Application and required in Individual Education Plans (“IEP’s”). The allegation that no such positions would be filled is mere conjecture and speculation when viewed in context with the complete Application, and therefore, there is no competent and substantial evidence to support this basis for denial.

School District staff also allege a lack of specificity regarding how the Applicant proposes to coordinate with the School District to ensure appropriate placement of students. Exh. 11:15. In addition, School District staff stated they were looking for more information regarding 504 Plans. Id. These allegations ignore the fact that the Application was developed by DALA staff who have over 13 years of experience and a track record of coordination with the School District on ESE matters. This coordination would also be further defined in the charter contract. Exh. 8:8. The DHS Governing Board evidences further capacity for ESE compliance as one of its members is a former ESE Facilitator. Exh. 2:68, 184-85. Finally, the Applicant specifically states it will follow the School Board’s own 504 procedures and forms. Therefore, there was no competent and substantial evidence to support these reasons for denial.

As to School Climate and Discipline, the School Board alleged that “[t]he [A]pplicant provides conditions in which a student may be immediately dismissed from the [charter] school in violation of §1000.05(b), F.S.” Exh. 1:2. School District staff further stated in the Final Evaluation Instrument that “[t]he School may not arbitrarily dismiss a student unless he/she commits an expellable offence. If a student commits an expellable offence, the School must recommend a student for expulsion by the Polk County School Board.” Exh. 11:17.

It is established law in Florida that charter schools and other schools of choice may *dismiss* a student pursuant to established criteria and codes of conduct. Fla. Stat. s. 1002.33(7)(a)7.; FDOE GC Opinion 01-01 (Mar. 21, 2001). Even the Evaluation Criteria within the Florida Charter School Application Evaluation Instrument recognizes a distinction between *dismissal* (which is allowed for Florida schools of choice) and *expulsion* (which may only be recommended by a charter school). Exh. 11:17. There is no competent and substantial evidence in the record of this case that the Applicant proposed to *expel* students from the public school system. There is also no competent and substantial evidence in the record that Applicant proposed “arbitrary” or unreasoned actions that would violate students’ civil rights in derogation of Section 1000.05(b), Florida Statutes. Applicant modelled its dismissal policies after the School Board’s own policies for its Magnet and Choice Programs. Exh. 8:9. Applicant’s proposed dismissal policies and forms are nearly identical to the policies and forms used by DALA and which have been reviewed and accepted by the School District since DALA opened in 2001. The Applicant properly noted due process that would be afforded to students prior to their dismissal and the ability for a dismissal decision to be appealed. Exh. 2:64186; 8:9. While the Applicant did use the phrase “immediate dismissal,” in its draft Family Contract and Student Expectations, its Application and later clarification explain the progressive process that might lead to dismissal, which includes active involvement of an administrative and teacher mentor, parents, and the student, as well as a probationary period. Exhs. 2:64, 139-140; 8:9. Given that the School District has already approved DALA’s dismissal policies and forms, it cannot now say that the Applicant’s policies and forms are statutorily deficient or in violation of student civil rights.

School District staff also noted that the Applicant did not include its dismissal policy for review. Exh. 11:18. However, this is not a requirement in the Model Charter School Application or Evaluation Instrument, and is something that is required as part of the charter contract. Exh. 11:17; Fla. Stat. s. 1002.33(7)(a)7. The Applicant provided the required description of its proposed dismissal policies, which would be finalized and subject to the School District's review after the parties entered into a charter contract.

The School Board also alleges that the Applicant proposes to dismiss students if their parents fail to meet volunteer hours in violation of FDOE GC Opinion 2003-05. Exh. 11:18. However, this allegation is not supported in the record. The Applicant specifically stated that it does not intend to use parent volunteer contracts or impose a penalty on students for failure of parents to complete volunteer hours. Exh. 2:139; 8:10.

For the reasons set forth above with respect to the Student Climate and Discipline Section, this basis for denial is not supported by competent and substantial evidence.

## **B. ORGANIZATIONAL PLAN**

The School Board also denied the Charter Application based on the Governance and Management Sections of the Applicant's Organizational Plan. Exh. 1:2. Specifically as to Governance, the School Board alleged that "[t]he [A]pplicant fails to provide a cohesive description of the legal structure of the governing board in accordance to §1002.33(7)(a)(15), F.S." Exh. 1:2. As support of this allegation, School District staff state that "[i]t is unclear as to why the Discovery Academy of Lake Alfred's governing board did not submit this application." (emphasis supplied). Exh. 11:20. However, in fact, the Application was submitted by the Governing Board and staff of DALA. Exh. 2:i, 65, 68. The Application proposed to create a separate nonprofit corporation, call Discovery High School, Inc., which is the same structure

used by other charter schools that are in operation in Polk County. The Application and record in this case contain numerous statements that the members of the DALA Governing Board would also be the members of the DHS Governing Board. Exhs. 2:*i,x*, 65, 68, 152-168; 8:11. School District staff cite to some confusion about who would be on the DHS board because the records of the DALA Governing Board showed one Governing Board member who was not proposed on the Governing Board for DHS. Exh. 11:21. However, the Applicant later explained that this individual was a non-voting member who was no longer on the DALA Governing Board. Exh. 8:11. Therefore, there was no good cause statutory basis or competent and substantial evidence to support this basis for denial.

As to Governance, the School Board also alleged that “[t]he [A]pplicant fails to stipulate that it will appoint a representative to facilitate parental involvement . . . in accordance to §1002.33(7)(d)(1), F.S.” Exh. 1:2; 11:21-22. The Applicant clearly indicated that it would comply with all laws pertaining to charter schools. Exh. 8:12. In addition, there is no requirement in the Model Evaluation Instrument to discuss the parent liaison requirement set forth in Section 1002.33(7)(a)(15), Florida Statutes. Exh. 11:20. This individual is not required to be a member of the governing board and is therefore, not part of the required legal structure for a governing board. Fla. Stat. s. 1002.33(7)(a)(15) (providing that parent liaison may be a governing board member, staff member or individual contracted to the governing board). Therefore, there was no good cause statutory basis or competent and substantial evidence to support this basis for denial.

As to Management, the School Board alleged that “[t]he [A]pplicant fails to describe a viable and adequate staffing plan.” The School Board also alleged that “[t]he staffing plan and budget do not reflect the hiring of sufficient staff to support the described educational program

design and curriculum plan as described in sections three (3) and four (4) of the [C]harter [A]pplication.” Exh. 1:2. The Applicant explained that there were some typographical errors in the staffing plan and provided those corrections to the School District as permitted pursuant to Section 1002.33(6)(a), Florida Statutes. Exh. 8:12. These staffing plan corrections were clearly unintentional, typographical errors because the correct staffing numbers were shown in the budget in another part of the Application. Exh. 2:204-234. Moreover, as noted above, to the extent that the staffing plan or budget was not adequate to support the population of students who actually enrolled at DHS, such staffing plan and budget would be amended, as is customary for any charter school. Exh. 8:7,12. Given DHS’s partnership with DALA, an existing, experienced charter school, it has the capacity to be able to make these adjustments as needed to provide the level of services and obligations set forth in the Application. The staff sharing agreement with DALA would also help DHS fill any gaps in personnel. Exhs. 2:188; 8:7-8. Accordingly, the allegation that no needed modifications would be made to the staffing plan to adjust for the actual student population is mere conjecture and speculation when viewed in context with the complete Application, and therefore, there is no competent and substantial evidence to support this basis for denial.

### **C. BUSINESS PLAN**

The School Board also denied the Charter Application based on the Facilities, Food Service and Budget Sections of the Applicant’s Business Plan. Exh. 1:2-3. While the Staff Recommendation and Final Evaluation Instrument show that the Facilities Section of the Charter Application “Meets the Standard,” the Denial Notice contains the following allegation: “Pursuant to Master School Identification (MSID) Rule 6A-1.0016, F.A.C., the [A]pplicant fails to designate a principal that is not shared with another school nor does it comply with

establishing a separate location and facility not shared with another public school and therefore does not meet the criteria for the assignment of a MSID number.” Exhs. 1:3; 11:28-29.

The Florida Charter Application and Evaluation Instrument do not call for a specific demonstration that an MSID will be issued for a charter school. In fact, an MSID could not be obtained before a charter application was approved. Nevertheless, DHS would, in fact, be able to obtain an MSID under existing Florida rules. There is no legal requirement that a charter school governed by a separate nonprofit corporation, a separate charter contract and serving separate grades, must also have a separate principal and facility in order to receive an MSID number. It is common practice for charter schools to co-locate and to share resources, particularly where schools have some relation such as students who articulate from one school to another. Florida law even contemplates that charter schools will co-locate. Fla. Stat. s. 1002.33(22) (entitled “Facilities Shared by Charter Schools”). There is no evidence in the record that DHS would be denied an MSID. The rule cited by the School Board specifically states that an MSID would be issued based on a separate charter contract and clearly draws a distinction between treatment of school district and charter schools. F.A.C. s. 6A-1.0016(4)(i). Therefore, the School District’s past experience with MSID’s with respect to its own schools would not be relevant or serve as competent and substantial evidence in this appeal. Moreover, Rule 6A-1.0016(4)(i), F.A.C., is implemented by the Florida Department of Education and not by the School Board, so the School Board’s interpretation of the rule would not be given deference over interpretation of the rule by FDOE. DHS has confirmed with the Florida Department of Education as to the interpretation of its rule on MSID’s and that charter schools with separate charter contracts and serving separate grades will continue to be issued MSID’s. Therefore,

there was no good cause statutory basis nor competent and substantial evidence in the record to support this basis for denial.

As to Food Service, the School Board alleged that “[t]he Applicant fails to budget for food services. Moreover, attention was not given to the nutritional requirements for high school age students.” Exhs. 1:2; 11:31. However, all food services to DHS will be provided by DALA, which is an approved National School Lunch Program provider. Exh. 2:82; 8:13. Appropriate applications will be submitted for DHS to become a site under the sponsorship of DALA, and the Application even includes evidence that the framework for this process has already begun. Exhs. 2:201-203; 8:14. Because DALA would be providing all food service, all revenues and expenditures for food service will flow through DALA and would not be part of DHS’s budget. Id. As to DHS ensuring that the nutritional requirements for high school age students would be met, there is nothing in the record that would suggest that DHS would do otherwise. DHS stated that it will participate in the NSLP and that it would comply with the requirements for same. Exhs. 2:82; 8:14. Therefore, there was no competent and substantial evidence in the record to support this basis for denial.

As to budget, School District staff alleges that there is insufficient funding in the Applicant’s budget for professional development. Exh. 11:32-33. The Applicant explained that it would use a variety of methods for addressing the professional development needs of its staff, which do not require specific budgetary allocations such as in-house training, web-based applications training, Florida Diagnostic Learning & Resources System, Florida Charter Support Unit, CPALMS and shared training between DALA and DHS. Exh. 8:14. In addition, as is customary with all charter schools in Polk County, DHS would expect to receive Title II funding, which would cover the costs of additional external training offered as the student base extends to

grades 11 and 12 and professional development needs increase. Id. Therefore, the record shows that there would be sufficient resources to provide the necessary training for DHS's personnel, and that the funding provided in the budget is appropriate.

As noted above, the School District's budgetary concerns regarding food service are unfounded and not competent and substantial evidence because the Application and record show that food service would be provided by DALA, so food service revenues and expenses would not be part of DHS's budget. Exhs. 2:82; 8:13-14.

School District staff allege that only \$7,500 was budgeted for instructional supplies and textbooks in the first year of operation. Exh. 11:33. The Applicant shows in its budget assumptions that a combined \$150 per student for an estimated 50 students is budgeted in the first year for instructional supplies and textbooks. Exh. 2:229; 8:14. DALA staff, who developed the Application, explained that, in their experience only \$115 per student is necessary for supplies and textbooks, so this estimate is actually quite conservative and accommodates for additional costs that would come with materials for ninth grade. Exh. 8:14. Other supplies that have a useful life of more than one year are included in the line item for instructional equipment, which includes \$207,500. Therefore, the budget presents a conservative and reasonable estimate for the funds necessary for instructional supplies, textbooks and instructional equipment. School District staff do not articulate a specific reason that such budgeted funds are inadequate. Such conclusory statements, even when made by experts, cannot constitute competent and substantial evidence and do not support this basis for denial. Academies, 974 So. 2d at 1191; Duval Util., 380 So. 2d at 1031; Hiialeah Gardens, 857 at 204; FL Rate Conf., 108 So. 2d at 607.

The School District also alleges that the Applicant's budget should not include capital outlay revenues in its first year. Exh. 11:33. These revenues are only included if DHS locates

on a separate site from DALA in its first year. DHS plans to seek accreditation in its first year, thus making it eligible for capital outlay. Exh. 8:14-15. Fla. Stat. s. 1013.62. It consulted with AdvanceEd and other charter schools to determine the feasibility of this goal. Exh. 8:14-15. Therefore, the inclusion of capital outlay in the budget was appropriate, and there was no competent and substantial evidence in the record to support this basis for denial. Nevertheless, if DHS is not eligible for capital outlay, both of its budgets would still show a fund balance. Exh. 2:208, 212.

School District staff also indicate that the Applicant failed to show any repayment for services to DALA in its budget. Exh. 11:33. However, the agreement for sharing personnel in the Application explicitly states that payment will be provided by the end of the month following the payroll payment date. Exh. 2: 188; 8:15. The expenses for salaries and benefits in the DHS budget include those expenditures for personnel shared with DALA. Exh. 8:15.

School District staff reference the two budgets provided by Applicant do not include any loan repayment to DALA. Exh. 11:33-34. The Applicant presented two budgets, one assuming receipt of a Charter School Program Grant, and one assuming that no CSP Grant is received. Exh. 2:204-234. In the budget assuming no CSP grant, DHS would rely upon a loan from DALA. Id.; 8:15. However, contrary to the allegation by School District staff, the budget narrative for the budget without the CSP Grant explicitly states that the loan will be repaid to DALA over ten years, beginning in 2017-18. Exh. 2:204-234; 8:15. The annual repayments on the total loan appear in the budget beginning in 2016-17 in function code 9200, which appears at the bottom of the budget. Exh. 2:204-234; 8:15. The version of the budget that assumes a CSP Grant does not include any repayments to DALA because a start-up loan from DALA is not assumed. Exh. 8:15.

Finally, School District staff expressed “reservations” regarding the staffing plan and budgeting to support the programs proposed by Applicant, including STEM curriculum. Exh. 11:34. School District staff do not provide any particular reasons for such reservations. However, as noted above, there are sufficient funds in the budget for professional development and instructional materials. Exh. 8:14-15. In addition, the STEM curriculum will be interdisciplinary and will be infused in all content areas, not just specific classes, through the incorporation of STEM benchmarks included in Section 3 of the Application.

While Applicants believes its budget and the record meet legal requirements for charter school applicants, it is also important to note that the proposed budgets have healthy fund balances and Applicant has a unique in its partnership with DALA. DALA is an existing charter school with strong financials that were specifically referenced in the Application. DALA has committed to providing financial assistance in the form of in-kind services and loans to DHS. Therefore, to the extent that the budget does not explicitly address a particular expense, such expenses could be met through the fund balances or loans from DALA. Therefore, there is no competent and substantial evidence in the record to support a denial of the Application based on its Budget Section.

### **Conclusion**

Based on the foregoing arguments and the authorities cited herein, the Applicant respectfully requests that the Charter School Appeal Commission recommend issuance of an order by the State Board of Education: (1) finding that there is no competent and substantial evidence or statutory good cause to support the Denial Notice; (2) granting the Applicant’s appeal and (3) requiring that the Charter Application be approved.

Respectfully submitted this 21st day of November, 2014.



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Attorney for Applicant/Appellant

**CERTIFICATE OF SERVICE**

I HEREBY CERTIFY that a true and correct copy of the foregoing has been furnished this 21st day of November, 2014, by overnight delivery to:

Wes Bridges, General Counsel  
Polk County School District  
PO Box 391  
Bartow, FL 33831-0391

Polk County School Board  
c/o Kathryn LeRoy, Superintendent  
1915 South Floral Ave.  
Bartow, FL 33830



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Attorney for the Applicant/Appellant

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

DISCOVERY HIGH SCHOOL, INC.

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School Board/Appellee.

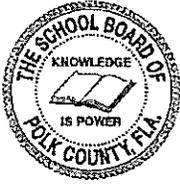
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**TABLE OF EXHIBITS**

1. Denial Notice, dated October 24, 2014
2. Notice of Intent, dated 6/16/14
3. Charter Application, submitted 7/31/14
4. School District Summary of Applicant Responses from 8/21/14 Applicant Interview
5. Clarification and Answers to Questions from 8/21/14 Applicant Interview, submitted 8/22/14
6. Review Committee Evaluation of Charter Application
7. Transcript of Excerpted Portions of School Board Work Session held 9/23/14
8. Response to Review Committee Evaluation Provided by Applicant on 9/30/14
9. Transcript of Excerpted Portions of School Board Workshop held 10/14/14
10. Transcript of Excerpted Portions of School Board Meeting held 10/14/14
11. Final Evaluation Instrument
12. Denial Notice Transmittal E-Mail, dated 10/22/14

# **Exhibit 1**

Denial Notice, dated  
October 24, 2014



# SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391  
BARTOW, FLORIDA 33831

(863) 534-0500

1915 SOUTH FLORAL AVENUE  
BARTOW, FLORIDA 33830

VIA EMAIL AND CERTIFIED MAIL

**Board Members**

BOARD CHAIR  
DICK MULLENAX  
DISTRICT 4

HUNT BERRYMAN  
DISTRICT 1

LORI CLUNNINGHAM  
DISTRICT 2

HAZEL SELLERS  
DISTRICT 3

KAY FIELDS  
DISTRICT 5

DEBRA S. WRIGHT  
DISTRICT 6

TIM HARRIS  
DISTRICT 7

C. WESLEY BRIDGES, II  
General Counsel

**Administration**  
KATHRYN M. LEROY  
Superintendent

October 24, 2014

Carol Fulks, President/Director  
Discovery Academy of Lake Alfred, Inc.  
1000 N. Buena Vista Drive  
Lake Alfred, FL 33850

Dear Ms. Fulks:

The Polk County School Board wishes to thank Discovery High School for applying to become a Polk County Charter School. The Discovery High School charter application was evaluated utilizing the Florida Charter School Application Instrument, which includes multiple sections for consideration. Please note that the application was distributed to a knowledgeable team of reviewers who independently evaluated the document utilizing the application requirements of the Florida Model Application. The Charter Application Review Team is comprised of District Assistant Superintendents, Senior Directors and Directors, as well as, a successful charter school operator from Polk County, community representatives and the Polk County School's Diversity Council, which is made up of community representatives from communities throughout Polk County. In addition, two (2) external evaluators reviewed the charter applications.. This team spent numerous hours reviewing the charter application. Moreover, the School Board members were presented with a comprehensive review of the applicant's strengths and weaknesses to assist them in making an informed decision.

On October 14, 2014, the Polk County School Board voted to deny the Discovery High School charter application based on the specific deficiencies in the application outlined herein and those outlined in the Charter Application Review Team evaluation document, which is attached hereto and incorporated by reference as is set forth in full text. These reasons unequivocally demonstrate that the School's application was appropriately judged not to have met the statutory standards for a Florida Charter School.

Pursuant to the Florida Department of Education's Charter Application Process, the Board shall approve applicants that demonstrate quality in all components of the application process. *An application cannot have significant weaknesses in some components of the application and still be judged to have met the standard for approval.*

Please accept this correspondence and any accompanying/attached documentation, which is hereby incorporated by this reference, as notice pursuant to §1002.33(6)(b)(3), F.S. of the specific reasons for denial of the charter application.

Specific reasons based on good cause for denial of the charter application include:

1. Pursuant to §1002.33(6)(b)(2), Florida Statutes, the applicant fails to adequately include an expense projection that includes full accounting of the costs of operation to ensure fiscal responsibility.
2. Pursuant to §1002.33(6)(a)(5), Florida Statutes, the applicant fails to provide an adequate annual financial plan for each year requested by the charter for operation of the school for up to 5 years.
3. Pursuant to §1002.33(16)(a)(3), Florida Statutes, the applicant shall comply to those statutes pertaining to the provision of services to students with disabilities. The applicant fails to convey the School's effectiveness in serving exceptional education students. The applicant fails to budget for staffing or contracted services for Exceptional Student Education until year three (3) of operation. The budget for year three (3) and subsequent years is not sufficient to support such services.
4. The standard for approval is set forth in the charter application evaluation instrument and Florida Statutes §1002.33. The applicant does not meet the standard for:

- Section 8: School Climate and Discipline

The applicant provides conditions in which a student may be immediately dismissed from the school, in violation of §1000.05(b), F.S.

- Section 9: Governance

The applicant fails to provide a cohesive description of the legal structure of the governing board in accordance to §1002.33(7)(a)(15), F.S.

The applicant fails to stipulate that it will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes in accordance to §1002.33(7)(d)(1), F.S.

- Section 10: Management

The applicant fails to describe a viable and adequate staffing plan.

The staffing plan and budget do not reflect the hiring of sufficient staff to support the described educational program design and curriculum plan as described in sections three (3) and four (4) of the charter application.

- Section 16: Food Service

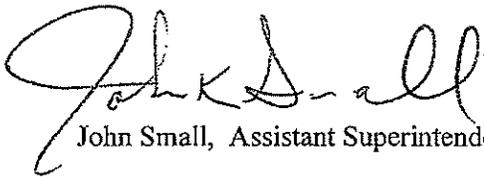
The applicant fails to budget for food services. Moreover, attention was not given to the nutritional requirements for high school age students.

5. Pursuant to Master School Identification (MSID) Rule 6A-1.0016, F.A.C., the applicant fails to designate a principal that is not shared with another school nor does it comply with establishing a separate location and facility not shared with another public school and therefore does not meet the criteria for the assignment of a MSID number.

The Polk County School Board encourages you to reconsider your application in light of these materials and to work to improve and resubmit the application during the next application cycle. However, pursuant to §1002.33(6)(c), F.S., you may appeal the School Board's decision to the State Board of Education no later than thirty (30) calendar days from the receipt of this letter.

Please address any questions regarding this matter to the Polk County School Board, Office of Career, Technical and Multiple Pathways.

Sincerely,



John Small, Assistant Superintendent

Office of Career, Technical, and Multiple Pathways

Enclosure: DOE Charter Application Evaluation Document

cc School Board Members  
Kathryn LeRoy, Superintendent  
Wes Bridges, School Board Attorney  
Charter Application Review Committee  
Florida Department of Education

# **Exhibit 2**

Notice of Intent,  
Dated 6/16/14

# Discovery Academy OF LAKE ALFRED

1000 NORTH BUENA VISTA DRIVE | LAKE ALFRED, FL 33850 | 800-295-5955 | WWW.DISCOVERYACADEMY.ORG  
CAROL FULKS, EXECUTIVE DIRECTOR | KEVIN WARREN, PRINCIPAL



June 16, 2014

Office of Magnet, Choice and Charter Schools  
Polk County School Board  
Bartow, FL

Dear Mr. Warren,

I am writing this letter of intent to notify the School Board of Polk County that the Governing Board of Discovery Academy will submit a Charter Application to start a high school.

Please send the necessary Charter Application for completion. I would also like verification that we are exempt from training required in F.S. 1002.33 (6)(f)2 to be provided by the Department of Education.

Sincerely,

A handwritten signature in cursive script that reads "Carol Fulks".

Carol Fulks,

Executive Director

# **Exhibit 3**

Charter Application,  
Submitted 7/31/14

**CHARTER SCHOOL APPLICATION**

**FOR**



**Discovery High School**

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

DISCOVERY HIGH SCHOOL, INC.

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

NAME OF CONTACT PERSON: CAROL FULKS

TITLE/RELATIONSHIP TO NONPROFIT: PRESIDENT / DIRECTOR

MAILING ADDRESS: 1000 N. BUENA VISTA DR. LAKE ALFRED, FL 33850

PRIMARY TELEPHONE: ( 863 ) 295-5955 ALTERNATE TELEPHONE: ( 863 ) 559-8241

E-MAIL ADDRESS: Carol.Fulks@discoveryacademy.org

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

NAME OF PARTNER/PARENT ORGANIZATION (if any): Discovery Academy of Lake Alfred, Inc.

Projected School Opening: 2015-2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9	50	
Second Year	9 & 10	125	
Third Year	9, 10, 11	200	
Fourth Year	9,10,11,12	300	
Fifth Year	9,10,11,12	400	

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

*Carol Fulks*  
Signature

Executive Director  
Title

Carol Fulks  
Printed Name

July 30, 2014  
Date

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## **Discovery High School Executive Summary**

Discovery High School (DHS) is a proposed charter high school for grades 9-12 that intends to serve the entire district of Polk County. DHS offers a unique approach to education that focuses on the individual learner; the school will be centered around College and Career readiness and will be designed to equip students with the skills necessary to meet the demands of a 21<sup>st</sup> century world. Students will be engaged in the learning process through continuous participation in goal setting and future planning. This is accomplished in the program of study by:

- Embedding a set of research based 21<sup>st</sup> Century skills into all content areas
- Engaging students in relevant real world experiences through participation in career based community service and/or internship experiences
- Maintaining a rigorous, engaging curriculum with a STEM focus
- Providing extensive and personalized college and career guidance
- Emphasizing student ownership of learning via student led conferences and student created academic and personal goals, guided by individualized Learning Plans
- Offering a variety of career based electives that prepare students interested in a trade to enter an area of expertise immediately following high school
- Guiding students in demonstrating mastery of the Florida Standards through completion of a student created electronic portfolio, updated annually

DHS will be centered on the unique concept of providing individualized guidance to students; this means that not only will the school aid those that are taking the more traditional college-bound route, but also those that are interested in a trade or intend to start their careers immediately following high school graduation.

Currently, only 58% of Florida college students graduate within 4 years at Florida colleges and universities. To increase timely success of Polk County high school students, DHS has partnered with Chain of Lakes Polk Collegiate High School to grant priority admission to DHS students who meet the Collegiate entrance requirements. Through the DHS Pre-Collegiate Program, we will be able to better prepare our students for the rigors of college while allowing them access to the opportunity to earn an Associate's Degree for free through the Polk Collegiate Program.

Students who do not enter the program will also receive college and career preparation through the integration of STEM, rigorous academic classes, and career based electives. They will also be offered specific guidance in future planning to ensure that they are aware of the options available to them and prepared to meet the demands of whatever path they choose post high school.

An additional unique asset of DHS will be its personalized environment. With Polk County growing expeditiously and our high schools reaching populations of over 2000 students, DHS seeks to help reduce school overcrowding, while providing its students a smaller, more personalized environment. This will allow the school to effectively implement its educational plan, while ensuring individualized future planning.

## Polk County Needs Assessment

### Discovery High School Charter Application

The information below represents the required addendum 4 showing the specific need for Discovery High School in Polk County.

#### Section 1: Statement of Need

##### *A. Why is there a need for this type of school?*

The main goal of Discovery High School is to improve and support the quality of education within Polk County. DHS fully intends to work with and comply with the PCSB to ensure the needs of both the county and its students are met. In designing our school we targeted five areas of need within Polk County that our school will help curtail within the Polk County School District. Below are the four areas and how we will target the need:

##### *1. School Overcrowding*

Polk County is one of the largest school districts in both Florida and the United States. Polk County is also one of the fastest growing. Polk County added its most recent non-charter or magnet high school in 2008 with the opening of Tenoroc High School. As the table below demonstrates, since the opening of Tenoroc in 2008 Polk County Schools have grown by over 3,000 students and show no signs of slowing:

Data Source:

Year	Enrollment Count	+/- change (number of students)
2013 – 2014	96,305.17	+ 671.67
2012 – 2013	95,633.50	+ 1,004.37
2011 – 2012	94,629.13	+ 818.59
2010 – 2011	93,810.54	+ 630.74
2009 – 2010	93,179.80	+ 76.01
2008 - 2009	93,103.79	

With student enrollment skyrocketing, the PCSB will eventually need to add additional space at existing high schools, which can lead to overcrowding or open a brand new high school, which is very costly. DHS will seek to alleviate this burden by enrolling a sizeable portion of the PCSB high school population. By absorbing these students, DHS will help eliminate and alleviate the following needs:

- With fewer students, the PCSB will be able to reduce its high school class sizes in keeping with the class size amendment.

- With smaller class sizes, better student achievement and a more personalized environment can be achieved.
- The District will be able to reduce or eliminate additional facility construction, portable, and personnel costs associated with the influx of new students to the county.
- The district will have more time to acquire additional funds for expansion.

By helping reduce class size and alleviate overcrowding, DHS will have an immediate positive impact on the District and its students.

## 2. Lack of School Choice

The Polk County School Board has made a strong effort to increase school choice within the county through the opening of several magnet schools and the approval of multiple charter schools. However, the areas in which these schools of choice, particularly at the high school level, are located are limited to certain areas within the county. While DHS will have open enrollment for the entire county, our partnership with Discovery Academy of Lake Alfred and our transportation plan found in this document will inevitably lead to higher populations of students coming from the following cities and areas of Polk County: Auburndale, Davenport, Haines City, Lake Alfred, North Lakeland, Polk City, and Winter Haven. Areas we do not expect a large enrollment include but are not limited to Central and South Lakeland, Lake Wales, and Frostproof. The chart below lists all of the schools of choice that offer standard Florida Diplomas at the high school level and their location:

School	Location	Grades Served	Special Application or Enrollment Requirements
Chain of Lakes Collegiate	Winter Haven	11-12	Yes
Gause Academy	Bartow	6-12	No
Haines City IB	Haines City	9-12	Yes
Harrison School for the Arts	Lakeland	9-12	Yes
International Baccalaureate	Bartow	9-12	Yes
Lake Wales Senior High	Lake Wales	9-12	No
McKeel Academy of Technology	Lakeland	9-12	No
New Beginnings High School	Winter Haven	9-12	Yes
Polk – Pre Collegiate	Auburndale	9-10	Yes

Polk State Collegiate High School	Lakeland	11-12	Yes
Polk State Lakeland Gateway to College Charter High School	Lakeland	11-12	Yes
Polk Virtual	All	9-12	No
Roosevelt Academy	Lake Wales	9-12	Yes
Summerlin Academy	Bartow	9-12	No

In the chart above, 14 schools were listed as schools of choice within Polk County. Of those, only 6 are located in the focus area we intend to serve. Of those 6 however, only Summerlin and Polk Virtual have application policies that allow for a wide variety of students to attend not just specific groups of students. In addition to these schools, the county also offers a wide variety of career academies at each standard public high school that all Polk County students are eligible to attend. While this is a beneficial element of school choice, it has one issue: students that are not zoned for the high school they want to attend do not receive transportation. While for many higher income families this is not an issue, lower income families are in many cases not able to send their child to a different school due to a lack of transportation. As a result of these issues multiple needs have been created in Polk County: lack of school choice in the DHS focus area population, schools of choice has too stringent enrollment policies and the lack of transportation to schools of choice in all of Polk County. DHS intends to alleviate needs by completing the following:

- Adding a new school of choice in the DHS focus zone.
- DHS will have an open enrollment process that does not limit students on the basis of ability level or grades assuming they can be accommodated under the school's ESE and ELL plan.
- Providing transportation to students within the focus zone as determined by the school's transportation plan found in this application.

### ***3. College and Career Planning***

A need that is shared not only by Polk County but also by the United States as a whole is more extensive College and Career planning at the high school level. With only 58% of Florida College students graduating after 4 years, College Preparation is essential. For those that do not attend college, career options can be limited and the proper guidance is needed at the high school level to ensure they are successful in their career field or trade. DHS intends to make College and Career Planning and Learning a core principal of the school's focus. To address this need, the school will provide the following College and Career services:

- Extensive planning from grades 9-12 on the student's future plans as demonstrated through the school's learning progression plan.
- Innovative elective offerings to include career based skills and industry certifications.
- Student created learning and professional goals
- Student creation of an electronic portfolio and resume
- A curriculum tailored to the student's future college and career goals.
- A set of 10 21<sup>st</sup> Century Learning and Job skills that will be imbedded in all content area classes.
- Completion of a community service and/or internship project that relates to the student's academic and professional goals.
- Completion of two student led conferences each year where the student will present their academic and professional learning plan and their electronic portfolio.

Through these measures, DHS will ensure our graduating students attain a high level of college and career skills and are successful at the post secondary level.

#### ***4. STEM Focus***

With many of tomorrow's jobs having not even been created yet, it will be a high need of not only Polk County but the united States to provide STEM training to students to ensure they receive the proper training for an ever changing world. To help in this effort, DHS will encompass a STEM focus. To accomplish this, DHS will employ the following strategies:

- An emphasis on technology in all content areas.
- Use of the Florida Math Practices in all areas.
- Demonstration of mastery of the Florida Math Practices through the student's electronic portfolio.
- Extensive STEM course offerings in the elective areas.
- STEM course offerings in line with college requirements.
- STEM course offerings leading to industry certifications.

With the combination of a STEM, College and career Readiness focus our students will be both productive and modern citizens in a changing world.

#### ***5. A smaller more individualized approach.***

As mentioned above a need within the county is a more individualized approach to high school education. Due to the staggering growth within the county, we recognize the PCSB has the burden of simply trying to keep up with demand let alone provide a more individualized approach within high schools. At DHS, however, we will have the ability and the resources to create this environment. By having a small but significant student

population we will be able to provide the resources for a more personalized and individualized to college and career readiness, as well as, college and career planning.

#### ***6. Parent and Student Choice within the school***

In addition to partnering with Discovery Academy, DHS has also entered into a partnership with Chain of Lakes Polk Collegiate High School that will grant priority admission to DHS students into their collegiate program allowing students to earn an Associate's Degree and High School diploma at the same time. As part of the partnership, DHS will be able to offer students a Pre – Collegiate program that will be specially designed to meet the rigors of the collegiate program. For those students who do not wish to enter the Pre – Collegiate program DHS will be able to offer a variety of courses of varying ability levels, as well as, innovative career based electives leading to industry certification.

#### ***B. Explain why the charter school model is an appropriate vehicle to address this need.***

One of the founding principals of DHS is that all students need individualized guidance through their high school years to ensure they are adequately equipped with the information and skills needed to succeed in the modern world. We feel this is a sentiment that would be shared by all school districts, including the Polk County School Board. The realization though is that at the county and district level it is difficult to provide this level of service due to financial, space and personnel limitations. The charter model however is perfect to meet the needs listed above because the school has more control over where funds are allocated allowing DHS to have more control over accomplishing its mission.

DHS can also provide more personalized service to the community it serves. As community needs change, DHS can change with them, whereas the district simply cannot be as flexible due to its size and budgetary limitations. DHS, however, will have a limited size and scope allowing us to easily make changes and improvements as needed within the community.

DHS will be able to offer courses and experiences standard county schools can't. County schools must offer a wide range of services and courses to meet the needs of an extensive population. The county can also face financial limitation to offering courses that may have greater financial obligations. Due to our partnership with Discovery Academy of Lake Alfred and our ability to shape our curriculum to meet our needs, DHS will be able to offer a variety of courses that the county may not traditionally be able to offer. This will be especially important when it comes to personalizing student schedules. With our varied curriculum offerings, we will be able to better target student interests leading to better student engagement and student learning. MORE????

## **2. School Demographics**

### ***A. Describe the community or region the school is located.***

Discovery High School intends to house its campus for the first two years on the campus of its partner Discovery Academy. By 2017 – 2018 the school intends to secure an off-site location to house its campus. The school is looking at a variety of building options in the Auburndale, Lake Alfred, and Winter Haven areas. While all students of Polk County are eligible to attend the school assuming they can be serviced under the school's ESE and ELL plan, due to the school's location we anticipate serving students in the Auburndale, Davenport, Haines City, Lake Alfred, North Lakeland, Polk City, and Winter Haven areas.

***B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?***

The location of the school was chosen for a variety of reasons. Below is a list of the school's thought process in selecting our location:

- As mentioned above, the focus area the school will serve currently has a limited number of school choice options. We feel that the addition of our school to this area will greatly improve the school choice options available to parents and students.
- The other potential areas the school could have located were Lakeland, Bartow, and Lake Wales. All of the areas listed currently have ample school choice options and while our school would be effective in these areas, we will have a greater impact on an area that has less school choice options.
- The school intends to share certain services with its partner Discovery Academy of Lake Alfred. To make this partnership more agreeable locating the school in proximity to Discovery Academy will help the school achieve its greatest potential.

**C. Describe any unique characteristics of the student population to be served, including primary languages spoken.**

Below are two tables that will help gain a greater understanding of the population we will serve. The first table is complete with demographic information from the high school our focus population will be zoned. The second table is the demographic information for our partner Discovery Academy of Lake Alfred with whom we anticipate attracting a sizeable population:

**High School Data**

This information is reflective of data listed on PCSB's website in the 2012-2013 School Public Accountability Report (SPAR):

\*Note: Numbers listed are percentages of total school population.

High School	Auburndale	Tenoroc	Winter Haven	Haines City	Ridge Community	Lake Region
White	60.1	57.9	45.6	20.2	29.1	43.6
Black or African American	18.6	16.0	33.0	28.3	20.2	21.9
Hispanic/Latino	16.5	20.8	16.0	45.5	46.3	29.4
Asian	0.7	0	1.8	2.8	1.3	1.6
American Indian and Alaska Native	0.9	1.4	0.6	1.2	0.8	1.0

**Discovery Academy Data**

**2012 – 2013 Discovery Academy Demographic Information**

\*All numbers represent percentages of the total population.

Race/Ethnicity	DALA	Polk County
White	42.4	45.1
Black	16	21.2
Hispanic/Latino	34.8	28.3
Asian	1.6	1.6
American Indian or Alaska Native	1.5	.6
Two or More Races	3.8	3.1

In comparing both sets of data, DHS anticipates that its largest populations will come from the White and Hispanic racial and ethnic designations. Due to this factor we also anticipate a large number of Spanish speaking students. To prepare for this eventuality DHS will undertake two measures:

- Creating an extensive and sound ELL plan which is contained in Section 7 of this document.
- Employing at least one support staff member capable of speaking Spanish fluently.

DHS also anticipates a unique free and reduced lunch count with its students. Currently its partner, Discovery Academy, has a count above 70%, one of the highest in the county.

As a result DHS is anticipating our free and reduced lunch count will be above 60%. To accommodate this DHS will take the following measures:

- Provide a food service program that meets the state of Florida requirements for a free and reduced lunch program.
- Provide an extensive transportation network to ensure students of all backgrounds are able to attend the school.
- Training for staff to understand the specific needs of a low-income population. Discovery Academy will provide training in the initial years of operation.

### **3. District Relations/Evidence of Support**

#### ***A. What efforts will be implemented to maintain a collaborative relationship with school districts?***

It is the intention of DHS to work side by side with the PCSB. DHS believes that collaboration and communication are the keys to success in any working relationship. In the end both the PCSB and DHS want only what is best for its students and a productive fruitful relationship between the two organizations is the only way to accomplish this. To ensure a collaborative relationship is maintained between both entities DHS will ensure the following:

- Constant and frequent communication between DHS and delegates within the county.
- DHS will attend any training offered by the county for both its administrators and teachers.
- DHS will remain up to date with any new changes to PCSB and state of Florida policies and will update its own policies as needed.
- DHS will welcome any opportunity for collaboration between the district and the school and will maintain a good relationship with the county to ensure these opportunities present themselves.
- DHS will be willing to share effective practices with the county and are also willing to adopt effective county practices.

#### ***B. Convey the scope of community backing for the proposed charter school and its founding coalition.***

Community support for Discovery High School is high. In appendix \_\_\_\_\_, several letters of support for our endeavor have been included to convey the range of support among the community. The letters include support from local community leaders, parents from our partner Discovery Academy, and others in the academic field. The appendix also includes a letter of support from the Chairperson of the Discovery Academy Governing Board lending her support for the founding of the high school.

In the end we feel that we have compiled what will be a stellar and exemplary high school. With this school, not only will the students within Polk County benefit from our

school, but the Polk County School Board and the community will also reap the benefits of our endeavor.

# I. Educational Plan

## Section 1: Mission, Guiding Principles and Purpose

### *A. Provide the mission statement for the proposed charter school.*

Discovery High School (DHS) intends to partner with Discovery Academy of Lake Alfred (DALA) and is committed to extending the learning experiences students receive there for both students who attended DALA and for those who did not. As a result, DHS will continue to employ the same mission statement as Discovery Academy and is as follows:

“We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world.”

In addition to the school’s mission statement, DHS will also employ a vision statement. This “vision statement” conveys how we will help our students become 21<sup>st</sup> Century learners in a changing world:

Our vision is that every student needs to succeed in the 21<sup>st</sup> Century with an education that is both academically rigorous and “real-world” relevant. We think of academic rigor as students being able to apply their skills and knowledge to real-world problems, to adapt solutions to an ever-changing society, and to solve problems we have yet to recognize. Teaching through application is a very effective way to engage students and ensure they can apply what they have learned.

We believe that to accomplish this each DHS student will need to be equipped with the following 21<sup>st</sup> century skill set:

1. Critical Thinking
2. Written/Verbal Communication
3. Collaboration
4. Creativity and Innovation
5. Digital Literacy
6. Life and Career Skills
7. Time Management
8. Self – Motivation
9. Negotiation and Persuasion
10. Professionalism

### *B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.*

1. Meet high standards of student achievement while providing parents flexibility.

DHS will meet the above criteria in the following ways:

- Each student will be provided the opportunity to explore college and career options
- Each student will complete the needed requirements for either college or a career through the use of innovative college and career planning tools used by the school's guidance department and integration in the core and elective classes.
- Through college and career planning, students and parents will have a variety of options at DHS from entering into a pre-collegiate program designed to gain priority entrance to Polk State Chain of Lakes Collegiate High School program, courses and experiences designed for students to ensure success and entrance into college, and courses and experiences designed to provide the skills needed to enter various career fields with or without college and the guidance needed to get there.
- Real world career experiences both inside and outside the classroom through a student community service and/or internship program component
- Emphasis on 21<sup>st</sup> Century Skills in both core and elective classes.
- An emphasis on STEM.
- Rigorous expectations for the Florida Standards for learners of all levels.
- Open enrollment to all students residing in Polk County.
- Participation in state-mandated testing, as well as, progress monitoring assessments and authentic teacher created assessments.
- Opportunities for all stakeholders to be involved in the school creating a strong school and community environment.

**2. Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.**

DHS fully intends to operate the school with financial efficiency and will comply with any specific obligations required by the state of Florida and federal guidelines in terms of financial reporting within charter schools. These obligations include the following:

- An annual financial audit
- Maintain financial records in accordance with current law
- Adopt and maintain an annual budget
- Provide the District with monthly financial and operations reports
- Requiring the governing board to maintain oversight of the school
- Provide instruction for at least the minimum number of days and hours as required by law
- Provide stakeholders the opportunity to voice concerns
- Ensure financial efficiency through documented student success and accountability reports.

**3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child has made at least a year's worth of learning for every year spent in the charter school.**

As part of the DHS educational plan, we will have a strong emphasis on parent communication and reporting reading results will be at the center of this process. In order to effectively communicate reading results with parents the following steps will be taken with parents:

- DHS will use the guidelines outlined by the Florida statutes to determine how a year's worth of learning gains is demonstrated in reading.
- The school will participate in the state's educational testing program for all subjects where a test is offered, which includes reading/ELA. The scores from this test will serve as the student's baseline score for all subjects for the following year and will be reported to parents at the conclusion of each school year. The school will send home the official DOE score report with the student's final report card.
- Students that are deemed below proficient on state testing, or do not meet the proficiency levels as determined by the PERT test, will be provided remediation in accordance to Florida statute. The teachers of these classes will maintain accurate and timely grades reported through the pinnacle grading system. Parents will have access to these grades via the Pinnacle Internet Viewer and will be able to monitor their child's daily progress. Students receiving remediation will complete progress monitoring throughout the year to provide more accurate details of the student's progress in reading. Parents will also be provided score reports of these results periodically throughout the year.
- The school will maintain a system of progress monitoring for all students in reading through the use of the Discovery Education Testing system or other comparable standards based progress-monitoring system. This system will provide results for the students to determine if they are making progress in reading as the year progresses.
- The State of Florida Guidelines and the PERT cut scores will determine proficiency levels.
- All baseline and progress monitoring testing will be recorded on the student's Learning Progression Plan document found in Appendix B. Students and counselors will disaggregate the scores and use other anecdotal data to determine the student's learning goals for the year. Parents will be invited to participate in this process and provided a copy of this report twice during the year.

*C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.*

DHS is committed to working with the PCSB to ensure our students receive the best possible education. To accomplish this DHS has created a multi-step plan found below:

1. **DHS will improve student learning and academic achievement by:**
  - a. Creating a personalized environment complete with a small student population and individualized college and career guidance
  - b. Providing varied course options including an emphasis on STEM and career based electives

- c. Employing a staff that is dedicated to continual improvement through research based practices and professional development
- d. Employing and enhance a curriculum centered in the Florida Standards
- e. Providing an educational plan centered around 21<sup>st</sup> century learning and skills, a research based lesson planning process, increased student ownership of learning, and data driven instruction
- f. Providing differentiation to all learners
- g. Increasing student ownership of learning though student led conferences, as well as, inform parents of their academic progress
- h. Using data and anecdotal information to create student-learning goals for each subject

**2. DHS will increase learning opportunities for all students, with a special emphasis on low performing students and reading by:**

- a. Ensuring innovative and varied marketing and recruitment strategies to ensure a diverse student population
- b. Ensuring the school employs a non discriminatory application and admission process
- c. Ensuring students will have an opportunity to take classes from the intensive level to the AP level
- d. Ensuring students will be provided the opportunity to develop college and career readiness skills through their core and elective classes
- e. Ensuring students will be given the opportunity to take career based elective courses leading to possible industry certifications and other advantages
- f. Ensuring students will have the opportunity to enter the school's Pre-Collegiate program which will allow students to gain the opportunity to receive priority admission into the Polk State Chain of Lakes Collegiate Program allowing students to earn both their high school and Associates Degree at the conclusion of their senior year
- g. Ensuring students who are performing below grade level specifically in reading and math will receive remediation for their subject, as well as, attend tutoring sessions to increase mastery of standards
- h. Maintaining an extensive reporting and monitoring process as described in the reading and data plan found in Sections 4 and 5 to monitor progress in all subjects but have a special emphasis on reading
- i. Requiring all teachers to teach both the Florida Literacy Standards and Florida Math Practices in all classes
- j. Ensuring teachers will provide differentiation within their classes
- k. Ensuring teachers will be required to use Kagan strategies in their daily lessons
- l. Ensuring teachers will be required to use technology in their lessons as appropriate to enhance and promote a 21<sup>st</sup> century learning environment. This will include the use of iPads in weekly lessons.
- m. Ensuring teachers will attend frequent professional development as part of DHS's philosophy that teachers are life long learners. The goal of these

professional developments will be for teachers to learn new, innovative, research-driven teaching practices to help enhance lessons for students.

3. **DHS will encourage the use of innovative learning methods by:**
  - a. Appealing to multiple intelligences and various learning styles
  - b. Implementing the DHS 21<sup>st</sup> century learning skills found in Section 3 in all classes
  - c. Discussing effective teaching and learning strategies in subject area PLC meetings
  - d. Using project based learning
  - e. Implementing cooperative learning strategies in all classes
  - f. Using a State of Florida approved evaluation system that combines the philosophies of Danielson and Marzano that is focused on student centered learning, use of high effect strategies including differentiation, formative assessment, and technology driven instruction
  - g. Providing faculty with effective coaching and professional development modules to ensure teachers implement the required elements effectively
  - h. Engaging in continual learning of new, innovative research based strategies through the school's professional development program
  
4. **DHS will measure learning outcomes through the following:**
  - a. Baseline Assessments through the State of Florida testing program (FSA/FCAT/EOC/etc.)
  - b. PERT
  - c. Progress monitoring assessments through Discovery Education or other standards based source
  - d. Innovative, standards based, teacher created summative assessments
  - e. Quarterly Report Cards

*D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F. S.*

DHS strives to provide an additional school choice in Polk County, as well as a high quality option. To aid in this, DHS will fulfill the purposes of a charter school found in F.S. 1002.33(2)(c) through the following measures:

1. **Create Innovative Measurement Tools:** DHS will strive to create innovative, original measurement methods combined with the use of progress monitoring assessments and state testing requirements. The following is a list of measurement tools the school will include, but are not limited to:
  - a. Authentic, teacher created summative and formative assessments
  - b. Student created ePortfolios
  - c. Project based assessments
  - d. Real world applications through community service and/or internships
  - e. Progress monitoring and state testing to drive instruction in addition to the above methods

- 2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools:**
  - a. Provides enrollment opportunity for all Polk County students
  - b. Adds a rigorous program of study to the Polk County High School system through the addition of a pre-collegiate program designed for students entering Polk State Chain of Lakes Collegiate High School
  - c. Adds a planning process component for all students for college and career readiness
  - d. Embodies an extensive 21<sup>st</sup> century skill set throughout its preparation program
  - e. Provides an integrated STEM focus in all content areas
  - f. Utilizes an extensive character development program through the school's use of student led conferences, academic and personal goal setting, and use of electronic portfolios
  
- 3. Expand the capacity of the public school system:**
  - a. Provides an additional school site and school choice for the students of Polk County
  - b. Provides an additional option for students who were not successful in a traditional public high school setting, as well as for students who are enrolled in home school, virtual school, and private school, who are seeking a more individualized environment
  - c. Cultivates well trained 21<sup>st</sup> century citizens for the community with an innovative approach
  
- 4. Mitigate the education impact created by the development of new residential dwelling units:**
  - a. Provides an additional school facility to help handle the more than 3,000 students added to the Polk County School District since 2008
  - b. Provides additional school choice
  - c. Helps to reduce public school class sizes
  - d. Prevents the district from having to build an additional school facility in the near future
  
- 5. Create new professional opportunities for teachers, including ownership of the learning program at the school site:**
  - a. Creates additional jobs for Florida teachers
  - b. Creates additional opportunities through the professional development program described in Section 10 D
  - c. Creates additional leadership opportunities within the school allowing teachers to further their career
  - d. Allows teachers to be involved in the education decisions of the school through participation in PLC meetings, the School Improvement Plan, MTSS, and teacher representation on the Governing Board

## Section 2: Target Population Served and Student Body

### *A. Describe the anticipated target population served.*

In accordance with Florida statute s.1002.33 (20)(a), Discovery High School (DHS) will offer an educational experience with rigorous, well-defined criteria. DHS will offer an academically challenging environment for learners of all ability levels. DHS will be committed to ensuring recruitment of a diverse population that is reflective of the surrounding communities it serves. DHS will not discriminate on the basis of race, religion, national/ethnic origin, or disability in the admission and education of students. The school will also comply with the Americans with Disabilities Act and will provide accommodations to students with disabilities. The school will not intentionally violate any antidiscrimination laws as outlined by Florida statutes and the federal government.

The philosophy of DHS is to provide a valuable and rigorous educational experience for all of its students. In doing this, DHS plans to offer pre-collegiate level course work to prepare students to enter Polk State Chain of Lakes Collegiate High School. DHS will also offer rigorous college and career readiness courses for students who are seeking a more traditional college path or who are looking to enter a career field upon graduation from high school. Parents and students interested in applying will be informed of the different levels of rigor offered at DHS, the school's philosophy, and will be given a copy or summary of the policies students must abide by in order to attend. DHS's pre-collegiate program is designed to offer Algebra II Honors or Geometry Honors in the 9<sup>th</sup> grade and will offer an extremely rigorous learning plan. As a result, students wishing to enter this program must have Algebra I completed and maintained a 3.0 GPA during their middle school career. DHS plans to host informational meetings alongside Polk State Chain of Lakes Collegiate (PSC COL) High School to provide students and parents with information about DHS's pre-collegiate program so applicants and their parents can make informed choices about their education. Students will also receive guidance regarding their progression in the pre-collegiate program including completion of necessary coursework for application to PSC COL.

For students who do not meet the requirements for the pre-collegiate program or who do not wish to apply to the program will be offered courses to fulfill requirements for a standard Florida high school diploma. Students who do not enter the program will receive college and career preparation through the integration of STEM, rigorous academic classes, and career based electives. They will also be offered specific guidance in future planning to ensure that they are aware of the options available and prepared to meet their post-secondary goals.

The following is a representation of DHS's target population. This information is reflective of data listed on PCSB's website in the 2012-2013 School Public Accountability Report (SPAR):

\*Note: Numbers listed are percentages of total school population.

High School	Auburndale	Tenoroc	Winter Haven	Haines City	Ridge Community	Lake Region
White	60.1	57.9	45.6	20.2	29.1	43.6
Black or African American	18.6	16.0	33.0	28.3	20.2	21.9
Hispanic/Latino	16.5	20.8	16.0	45.5	46.3	29.4
Asian	0.7	0	1.8	2.8	1.3	1.6
American Indian and Alaska Native	0.9	1.4	0.6	1.2	0.8	1.0
Multiracial	3.0	3.6	2.9	1.9	2.2	2.5

In addition, according to recent census information listed by the Florida state government on: <http://quickfacts.census.gov/qfd/states/12/12105.html>, Polk County has the following cultural makeup:

\*Note: Numbers listed are percentages of total county population.

Polk County	2012
White- not Hispanic or Latino	63.4
Black or African American	15.6
Hispanic/ Latino	18.6
Asian	1.8
American Indian and Alaska Native	0.6
Multiracial	1.9
Native Hawaiian and Other Pacific Islander	0.1

DHS will be in compliance with all Exceptional Student Education (ESE) laws; the range of services provided will be similar to those of its partner Discovery Academy of Lake Alfred. As a result, DHS will provide accommodations based on the students' individualized educational plan.

*B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.*

#### Grades Served/ Enrollment

In the 2015-16 school year, DHS will serve students in grade 9. DHS intends to share staff with its partner, Discovery Academy. In the 2016-2017, DHS will serve students in grades 9 and 10. DHS will add additional staff, enabling the school to add additional coursework. DHS will add a variety of honors and regular courses in 2016-17. By 2019-

20, DHS will serve grades 9-12, offering students in grades 9 and 10 the option of a pre-collegiate program or a college and career readiness program.

DHS's pre-collegiate program in grades 9 and 10 will provide a course of study that will satisfy the credit requirements of PSC COL Program. Directors of PSC COL Program have agreed to grant priority admission to 25 DHS students each year who meet their standards for admission. DHS will also offer a program of study in grades 9-12 that satisfy the standard requirements for a state of Florida high school diploma.

**Projected Enrollment, 2015-2020\***

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 9	50	75	100	125	150
Grade 10	-	50	75	100	125
Grade 11	-	-	25	50	75
Grade 12	-	-	-	25	50
<b>Total student enrollment</b>	<b>50</b>	<b>125</b>	<b>200</b>	<b>275</b>	<b>400</b>

**\*The above table represents our student enrollment projections for the first five years. In subsequent years, DHS intends to increase its enrollment capacity.**

***C. Provide a description of how the student population descriptions were developed.***

DHS took into account several factors when creating enrollment projections. The first factor was the class size reduction amendment outlined by the state of Florida holding classes in grades 9-12 to an average of 25 students per class. DHS also used its budget projections and facility availability to produce a number of students that can feasibly and effectively be serviced. Finally, the projections accurately reflect results from interest surveys from the parents and community of its partner, Discovery Academy of Lake Alfred. The survey can be found in Appendix C.

**Section 3: Educational Program Design**

***A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.***

DHS intends to comply with Florida state statutes and Polk County School Board guidelines in determining its school calendar. DHS intends to employ the traditional 180-day calendar and intends to mirror the Polk County School Board's academic calendar, taking into consideration PS COL's calendar for DHS's pre-collegiate program. In keeping with the PCSB Student Progression Plan, each student will receive a minimum of 5 hours of instruction per day, and for each class equaling one credit students will receive a minimum of 135 hours of instruction.

DHS's tentative daily schedule is as follows:

Teacher Hours: 7:25a.m.-3:10p.m.

DHS will utilize block scheduling with block classes meeting every other day. The daily block will be utilized as an everyday period and only one course will be offered during that time. The schedule is subject to change pending funding and staff allocations throughout the term of the charter.

Period	Time
Advisory	7:55a.m.-8:39a.m.
Electives – p.2/3	8:41a.m.-10:11a.m.
Block p. 4/5	10:13a.m.-11:43a.m.
Daily Block p. 6	11:45a.m.-12:30p.m.
Tutoring	12:32p.m.-12:57p.m.
Lunch	12:59p.m.-1:24p.m.
Block p. 7/8	1:26p.m.-3:00p.m.

This schedule will allow students in all grades to achieve the number of hours and credits required according to statute s.1003.436 and allow each student to earn up to 7 credits each year.

DHS also intends to ensure that students are in compliance with the Polk County Student Progression Plan.

***B. Describe the proposed charter school's educational program.***

Education isn't changing; it has changed. At DHS we recognize students are facing new challenges as they move forward in the real world. The challenges and requirements of the 21<sup>st</sup> Century world are very different from those of the 20<sup>th</sup> century. At DHS, we ensure that all students have the necessary skills needed to be productive citizens in a 21<sup>st</sup> century world.

In creating the educational program, DHS had to look at several factors to ensure its mission and vision were accomplished:

1. Have well a defined standards based curriculum that imbeds the philosophies of a 21<sup>st</sup> century learning environment
2. Ensure administration and faculty have the necessary tools to create an effective, rigorous, data driven 21<sup>st</sup> century learning environment
3. Ensure the school has a sound lesson planning process and learning environment.
4. Ensure the school has a STEM focus particularly in the area of Math
5. Ensure parents are informed of their child's progress
6. Ensure students have ownership of their learning

7. Ensure students and parents are informed as to their learning options at DHS and beyond
8. Ensure parents are actively involved with their child's learning

### **Why the need for Discovery High School (DHS)?**

In designing the educational program, the founding members conducted extensive research on the struggles and needs of students entering college and careers. In an interview with Bridget Fetter, Director of the Polk State Chain of Lakes Collegiate High School, she describes the needs of the modern student. In her experience, students entering the collegiate program, college, and even career fields are sometimes unprepared for the new challenges they face. For some they lack the discipline to make informed decisions; others simply cannot or do not know how to advocate for themselves and fall behind simply because they have not been trained on how to communicate in a professional manner. According to two separate studies at Harvard University, only 56% of college students complete four-year degrees within six years. The second study determined the United States had the highest college dropout rate in the industrialized world.

At DHS we will seek to improve these skills through our Student Led Conferences, Electronic Portfolios, and our College and Career Guidance Program.

Ms. Fetter went on to explain that students are often falling behind in the STEM areas, particularly in math. When some students arrive in college they are often not prepared for the rigors of a college level math class and do not possess the skills needed to succeed. DHS is committed to improving this issue by offering a variety of STEM related courses, as well as having a central focus through our math program which will engage learners at ALL levels.

Ms. Fetter ended by saying colleges and employers are looking for candidates who possess the skills needed to survive in a 21<sup>st</sup> century environment. These skills include digital literacy, professionalism and taking pride in one's work. DHS will seek to improve this situation through our variety of programs and integration of 21<sup>st</sup> century skills both inside and outside the classroom.

### **A Standards Based 21<sup>st</sup> Century Learning Environment**

As the State of Florida continues to change its educational expectations, DHS is committed to changing with it. DHS intends to fully comply and make the basis of its educational and curriculum plan the Florida Standards or any other state mandated educational standards employed by Florida. At DHS, we intend to ensure the full intent and implications of the Florida Standards are met in the context of a 21<sup>st</sup> century learning environment. To do this, DHS has identified 10 research based career skills and 4 research based 21<sup>st</sup> Century skills used to create the DHS 21<sup>st</sup> Century Skill Set that will be imbedded in our educational plan, curriculum, and our school as a whole. Below are the skills identified and the DHS 21<sup>st</sup> Century Skills:

The National Association of Colleges and Employers define the following 10 skills as the most sought after in today's job market:

1. Ability to work on a team
2. Ability to make decisions and solve problems
3. Ability to plan, organize, and prioritize work
4. Ability to communicate with people inside and outside of an organization
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell or influence others

The Partnership for 21<sup>st</sup> Century Skills has also identified critical areas the 21<sup>st</sup> Century student must be proficient in:

1. Global Awareness
2. Financial, Economic, Business, and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy

As a result, DHS has combined these ideals and has created a program in which all students will be exposed to a 21<sup>st</sup> century foundation. At DHS we will embed the following skill set throughout our educational plan:

1. Critical Thinking
2. Written/Verbal Communication
3. Collaboration
4. Creativity and Innovation
5. Digital Literacy
6. Life and Career Skills
7. Time Management
8. Self – Motivation
9. Negotiation and Persuasion
10. Professionalism

At DHS we feel these skills are paramount to enabling our students to become 21<sup>st</sup> Century productive citizens ready for college and their career. Below DHS has outlined an educational plan designed to intertwine these skills in the school's daily operations, as well as, help teachers make informed decisions regarding their instruction.

### **Data Driven Instruction**

At DHS, we plan on ensuring that data driven instruction drives our teaching and curriculum. Teachers will use a combination of baseline assessments (State of Florida Testing Program), progress monitoring assessments, teacher created, authentic, Florida Standards based summative assessments and formative assessments to plan, implement

and revise instruction. All forms of data driven instruction will be rooted in the Florida Standards to ensure teachers are meeting the full intent of the standards. DHS will also use data from its assessments to plan Professional Development and use results to drive discussions during Professional Learning Community (PLC) Meetings. The DHS process for data driven instruction can be found in Appendix D.

At the end of the year, administration and teachers will review the data collected to revise and create new learning goals, modify and create assessments, and track student progress. Data will also be used to create school-wide goals, teachers' deliberate practice, and student learning goals. Below is the process for how data will be used to create each goal:

Type of Goal	Methodology
School-wide	<p>School Leaders will use data collected to set and monitor goals that will drive the focus for teacher professional development to ensure the school is meeting learning for students at all levels.</p> <p>Administration and teachers will disaggregate data as needed to ensure effective instruction is implemented. Both groups however will be required to disaggregate data according to proficiency level, learning gains, strengths and weaknesses by standard, and specific analysis of data acquired among the lowest 25% of students.</p>
Teacher	<p>Aside from using data to plan instruction, teachers will use data to help create their deliberate practice plan (plan to highlight a teacher's area of need).</p>
Student	<p>Administration and teachers will inform students of their data and guide students in creating their yearlong goals. These goals will be a central theme for the school's Student Learning Progression Plan. The goal will also help the student better understand his or her strengths and weaknesses and help to increase ownership of their learning.</p>

### **Disaggregation of Data and the Reporting Results**

DHS plans to monitor student data on a student, class, and grade level basis. For formative and school based summative assessments (day to day) DHS will use the PCSB's (Polk County School Board) approved grade reporting method, which is

currently the Pinnacle Grading system and Genesis. DHS plans to use Discovery Education or comparable standards based progress-monitoring system for our progress monitoring. The DHS program allows administration and teachers to effectively disaggregate progress-monitoring data and to report it to parents and students. DHS will also use the IDEAS system to disaggregate state testing to ensure effective data analysis. Teachers will use this data to plan, implement, differentiate and revise instruction, as well as professional development. Administration and teachers will also use this data to track trends within the year and on a year-to-year basis. Parents and students will also be provided access to this data to ensure both parents and students are informed of their progress in mastering the Florida Standards.

### **Lesson Planning and the Learning Environment**

As established, data is an integral part of driving the lesson planning process. However, it is not the only component. At DHS we intend to use the following components in our lesson planning process:

- Research of the Daggett System for Effective Instruction
- An evaluation system rooted in the Marzano and Danielson research
- Technology as a Learning Tool

### **The Daggett System for Effective Instruction**

At DHS we believe that in order for instruction to be effective both the administration and faculty must work in tandem in order to create the most effective learning environment. DHS has researched the work of Dr. Willard R. Daggett to create a system of support that will create an exceptional learning environment for students driven by a well-organized leadership, a knowledgeable faculty and a sound lesson planning process. In doing this, DHS has used the Daggett System for Effective Instruction as a guide to form our learning environment and our lesson planning process. The system focuses around three components: Organizational Leadership, Instructional Leadership, and teaching/lesson planning which each contain various subsections that help ensure each component is met.

### **Organizational Leadership**

1. **Create a culture of high academic expectations and positive relationships.** In this section, Daggett explains that the leadership must ensure the culture of the school enables the students, staff, and community stakeholders to understand the new generations of students are growing up in a tech-savvy digital world. All stakeholders must also realize that students are growing up in a global economy and will be reliable leaders. To accomplish this, DHS has incorporated several key components:
  - a. A mission and vision that is rooted in 21<sup>st</sup> century skills and themes.
  - b. A strong guidance program to help students and parents review post-secondary options and what qualifications are needed to achieve the student's goals.

- c. Constant and thorough communication of the importance of the student's roles in the 21<sup>st</sup> century community through community events, school events, parent and stakeholder meetings and web based media communications.
2. **Create a shared vision and communicate to all constituent groups.** Daggett views this subsection as ensuring all stakeholders of the school understand the instructional effectiveness of the school and are involved in this process. To achieve this DHS has devised the following plan to ensure all stakeholders have a shared vision of the school:
- a. DHS's mission and vision was designed with the community in mind. Our goal is to provide the community an additional choice for their children's education. DHS surveyed parents from its partner, Discovery Academy, in order to determine the greatest needs as seen through parent's eyes. DHS also compiled evidence of support for our mission. This evidence can be found in Appendix AA.
  - b. All stakeholders of the school will have representation through the school's Governing Board. All sessions of the board are open to the public and stakeholders will be encouraged to attend and speak if needed. The Board will also have a teacher representative on the board to speak on behalf of the Faculty.
    - a. The school will conduct frequent stakeholder surveys to ensure continual improvement of the school is achieved and in that improvement stakeholders have a voice.
    - b. The school's administration will employ an "open door policy" allowing all stakeholders to express their thoughts and feelings in an open and safe environment.
    - c. DHS will seek to ensure that all stakeholders are involved in the School Improvement Plan process to address needs of the school and attain stakeholder buy in.
  - c. **Build leadership capacity through an empowerment model.** Daggett describes this subsection as ensuring all employees of the school are given the opportunity to show and develop leadership capabilities. DHS is firmly committed to ensuring all staff members have ample opportunities to show leadership potential. We feel that this is an important component to ensuring buy in from all staff members and eliminating a top down system. To accomplish the empowerment model DHS will employ the following steps:
    - a. DHS will create a Leadership Team comprised of various staff members to help make decisions for the school. Opportunities will be available to all staff members and will not be simply limited to the administration.
    - b. The Leadership Team will serve as the School Improvement Team that will oversee the school improvement plan process

- and analyze data, instructional programs, and student outcomes to determine effectiveness of the educational and curriculum plans.
- c. DHS will employ the use of Subject Area leaders in conjunction with PLC meetings to ensure input from all parties is taken into consideration.
  - d. DHS will provide opportunities for staff members to run/lead events, clubs, sports teams, and other school sponsored activities.
- d. **Align Organizational structures and systems to the vision.** Daggett describes this subsection as ensuring the organizational system will be aligned correctly and that the mission, vision, and curriculum of the school will be efficiently managed. In the above three subsections, DHS has outlined a plan that will effectively support the alignment of the curriculum and the vision. While all components are vital to the success of the organizational plan, we feel the following components are especially important:
- a. Vertical alignment of the curriculum through PLC meetings and planning.
  - b. Complete integration of all staff in the school improvement process.
  - c. A wide but organized opportunity for leadership among all staff.
  - d. A culture and environment of openness that supports all stakeholders.
- e. **Align teacher/leader selection, support, and evaluation.** Daggett describes this subsection as ensuring school leaders are involved in the process of hiring teachers and then, once hired, ensuring a formative process of evaluation. To ensure DHS is meeting this element the following steps will be taken:
- a. DHS will establish a hiring team complete with both administrators and teachers to ensure proper evaluation of new teaching candidates is thorough.
  - b. All teachers will be subject to a formative evaluation process. Teachers will receive coaching from administrators and teacher coaches throughout the year. As these formative observations are conducted, teachers will receive timely feedback and follow up visits.
  - c. Administration will conduct an on going evaluation process. This will ensure teachers have multiple opportunities to meet evaluation criteria and give the administration multiple views of a teacher.

- f. **Support Decision making with relevant data systems.** Daggett describes this element as ensuring the school has an effective data collection process, teachers are trained on using data to inform instructional decisions and that teachers are held accountable for using data in their decision making process. As stated, DHS is committed to using data driven instruction and will strive to make this element a central theme in our educational plan. The school's date plan is outlined in Sections 3, 4, and 5.

## **Instructional Leadership**

1. **Use research and establish the urgent need for change to promote higher academic expectations and positive relationships.** Daggett describes this element as ensuring stakeholders are aware and are involved in the school's improvement process and that research based strategies are used to promote higher expectations and positive relationships. DHS has outlined an extensive School Improvement Plan Process that will involve all stakeholders in the improvement of the school. In selecting our strategies for improvement, DHS is committed to using only the most current and effective research based strategies. The School Improvement Plan Process is as follows:
  - a. Leadership team is formed
  - b. Leadership team holds staff wide meeting to identify barriers and resources for the school.
  - c. Staff narrows list to the most important needs
  - d. Leadership team researches and recommends strategies for improvement
  - e. Improvement plan is written
2. **Develop, implement, and monitor standards-aligned curriculum and assessments.** Daggett describes this element as ensuring the school uses both curriculum and assessments that are aligned with the state education standards. As stated, DHS will center its curriculum and assessments on the Florida Standards. Within our curriculum, we will offer courses approved by the State of Florida and follow the course codes and curriculum aligned to each course. We will also use all state mandated testing for all courses that we offer as one part of our baseline monitoring system. In addition, we will also use a comprehensive standards based progress monitoring system for each course to ensure students are making progress in the curriculum throughout the year. This data will also allow teachers to make informed instructional decisions as the year continues. Finally, the school will use authentic teacher created, standards based, summative assessments that reflect the state and progress monitoring assessments to ensure continuous progress in the curriculum is being made by students.
3. **Integrate Literacy and Math across all disciplines.** At DHS we are committed to ensuring Florida math and literacy standards are spread across all of our content areas. To accomplish this the following steps will be taken:

- a. All teachers will be required to use the appropriate math and literacy Florida Standards in their content areas.
  - b. Teacher implementation of these standards will be monitored through observations and documentation within lesson plans.
  - c. As part of the school's comprehensive evaluation plan, each teacher must include use of the Florida Literacy Standards and Math Practices during the ongoing evaluation process.
  - d. Teacher implementation of these standards will be supported through formative observations by administration and teacher coaches, PLC meetings, common planning time, and ongoing professional development.
  - e. Students will also demonstrate an additional level of competency by submitting proof of mastery of the Literacy and Math standards in their electronic portfolios submitted at the end of each year.
  - f. DHS will have a STEM focus in its core and elective classes to ensure this field is supported across the school.
4. **Facilitate data driven decision making to inform instruction.** Data driven instruction is central to both our educational and curriculum plans. Detailed information as to how DHS will use data driven instruction are laid out in Sections 3, 4, and 5 of this document.
  5. **Provide opportunities for professional learning, collaboration, and growth focused on high quality instruction and increased student learning.** As mentioned, DHS is committed to ensuring all faculty members participate in monthly PLC meetings and have common planning time to allow subject area teachers to collaborate and plan instruction. DHS will also use early release days to promote cross curricular PLC meetings can be held to ensure collaboration for math and literacy across the content areas is achieved, as well as support vertical alignment within content areas. DHS is also committed to having a sound and extensive professional development plan. The DHS professional development plan can be found in Section 10 D.

## Teaching

1. **Build effective instruction based on rigorous and relevant expectations.** The central core mission and vision of DHS is to provide our students relevant and real world 21<sup>st</sup> century learning experiences. To accomplish this DHS will employ the following plan:
  - a. DHS will follow the rigorous curriculum as determined by the Florida Standards and the State of Florida.
  - b. Teachers will be required to incorporate the DHS 21<sup>st</sup> century skill set outlined at the beginning of Section 3. Teachers will be required to document use of these skills in their lesson plans and observations by administration will ensure their usage. Usage of these elements in the content areas will ensure relevant, rigorous, and real world experiences for all students inside the classroom

- c. Teachers will be provided with professional development, common planning time, and monthly PLC meetings to collaborate and plan usage of these skills in their classes.
  - d. Students will be provided with real world experiences not only inside the classroom, but will also use both the academic and 21<sup>st</sup> century skills they have achieved at DHS outside the classroom. All students will accomplish this through field experiences, internships, and/or community service project and experiences.
2. **Create and implement an effective learner environment that is engaging and aligned to learner needs.** At DHS there are two central components that will allow us to master this element: providing rigorous and relevant learning experiences and creating positive relationships with students. Through the diverse course offerings and relevant and rigorous content DHS will offer, students will be more engaged because they will learn their content in a way that is relevant and engaging to them. From use of technology, varied elective offerings, maintenance of an electronic portfolio, extensive college and career planning and relevant and real world experiences in the core academic classes, DHS students will maintain ownership of their learning which is central to engagement.
3. **Possess and continue to develop content area knowledge and make it relevant to the learner.** In Section 10 D, DHS has outlined an extensive professional development plan that will allow our faculty and staff to continue to be lifelong learners and update their teaching strategies as new research-based strategies become available. While receiving professional development is crucial, the follow up process for professional development can be even more crucial. At DHS teachers will be required to show evidence of professional learning by implementing the strategies learned through the professional developments in class. This will be measured through observations and documentation in lesson plans. During observations, coaches and administration will look for effective use of the strategies in their classes. Teachers will then receive formative feedback on their implementation and receive follow up visits to ensure proper use of strategies.
4. **Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology.** As part of the professional development plan, teachers will receive extensive training on the use of high effect strategies, formative assessment, differentiation, reading and writing across the content areas, and Kagan cooperative learning. All of the previous teaching strategies are rooted in research and have been proven to increase student achievement and learning. DHS will also be able to provide extensive use of technology for its teachers with the availability of computer labs, iPad labs, Smartboards, projectors, and document cameras. Teachers will all receive training on how to use these technologies effectively and will be required to show ongoing proof of technology usage in the classroom by both teachers and students.

5. **Use assessment and data to guide and differentiate instruction.** DHS is committed to using data to inform instruction. DHS has outlined its plan in Sections 3, 4, and 5.
6. **Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative.** As mentioned DHS will have an extensive professional development plan. One of the most important aspects of the plan will be the school's usage of content area specific trainings and the ability to discuss how to effectively use the strategy in the teacher's PLC meetings. DHS will also employ the use of lesson studies for ongoing professional development where appropriate and available.

### **Marzano and Danielson**

The foundation of any education plan is the lesson planning process and how this process is supported and evaluated. To ensure DHS is using the most current researched based lesson planning and evaluative practices, the work of Drs. Robert Marzano and Charlotte Danielson were researched and implemented.

Dr. Marzano divides his evaluation model into four domains:

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Preparing and Planning
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

Dr. Danielson also divides her model for evaluation into four domains:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

The purpose of both models is to ensure teachers are using an effective lesson planning process complete with researched based strategies. DHS determined a Marzano-Danielson blend in lesson planning and evaluation would allow for the greatest range of effective instructional practices. When complete, DHS intends to submit a model to the state of Florida for approval that combines both the use of Marzano and Danielson ideas.

To support our evaluation and lesson planning process DHS will use the following professional development strategies:

- Training on effective lesson planning how it applies to the evaluation system components.
- Training in high effect strategies that will be needed for demonstration within the evaluation system.
- A formative coaching model where administrators and teacher coaches

observe and provide feedback on the components of the evaluation system and their use in teacher's classrooms. After providing feedback administrators and coaches will complete follow up coaching visits to ensure proper understanding of the evaluation system and use of effective research based teaching strategies.

- An ongoing evaluation system to provide multiple opportunities of professional competency.

Through this system, DHS will be able to provide effective learning for our students, better, well rounded teachers, and greater achievement on a school-wide level.

## **Technology at DHS**

### ***Blended Learning Environment***

As established, DHS is committed to ensuring that all students receive the best possible learning environment and education possible. DHS is also committed to providing its students with the best possible 21<sup>st</sup> century learning environment, which will require students to be proficient in online learning. As required by the State of Florida, all DHS students will participate in a minimum of one online class to be completed through FLVS (Florida Virtual School). The school also recognizes that it may be appropriate in some circumstances for students to be engaged, part-time, in an online learning environment. In such cases students can be enrolled part time in FLVS courses. DHS also recognizes that within our own classes we need to support and implement a blended learning model. Currently, colleges around the country are using this model as a method of instruction in both their traditional and online courses. As a result, it is imperative that DHS model this method of instruction as part of its college preparation process.

While certain students may need to complete online coursework, all students will need to be exposed to technology in the instructional program. DHS is committed to ensuring all students are exposed to technology on a consistent basis to ensure its 21<sup>st</sup> century learning mission and vision is accomplished.

### ***Technology as a Learning Tool***

Teachers will be required to blend technology into their classes on a regular basis to ensure DHS is creating an effective 21<sup>st</sup> century learning environment. DHS plans to use technology to differentiate, remediate, challenge, and enhance classroom instruction through its use in direct instruction, collaboration, and independent practice. DHS intends to provide access to teachers and students with the following technologies:

- Laptops
- iPads
- Smart boards
- Document Cameras

- Projectors
- Computer Labs
- Wireless Networking

DHS plans to use this technology in both its Core and Elective classes. To ensure teachers are using and implementing technology effectively, the administration will ensure proper professional development is provided.

### *STEM*

Recent research has shown that the United States has fallen behind many countries with regards to education and career prep in STEM fields, particularly in mathematics. At DHS, part of our core principles will be to ensure students have access both inside and outside school to STEM programs, with an emphasis on mathematics.

### *STEM at DHS*

DHS plans to offer a variety of STEM related courses within the curriculum to ensure students have exposure to STEM concepts. DHS will offer a course of study that will allow students to take their traditional math and science classes as well as career based STEM classes as electives.

While STEM is inherently imbedded in the math, science, technology, and engineering fields, its greatest benefit can be achieved when it is embedded in all content areas. The National Academy of Sciences described the following as specific STEM integration benchmarks:

- Identify the problem or objective
- Define goals and identify the constraints
- Research and gather information
- Create potential design solutions
- Analyze the viability of solutions
- Choose the most appropriate solution
- Build and implement the design
- Test and evaluate the design
- Repeat all steps as necessary
- Communicate the results

In researching these benchmarks, DHS determined that using this philosophy can support and improve our educational plan. Each benchmark above reflects elements that are crucial to success in all content areas. As a result, DHS will implement the STEM integration benchmarks in all content areas, in addition to the 21<sup>st</sup> century skills.

DHS will also place a special emphasis on math to ensure ALL learners have their mathematical needs met. For our lower learners in math, DHS will offer remediation. What will separate DHS remediation from standard intensive courses is a focus on real

world experiences, 21<sup>st</sup> century learning skills, technology, and applicability to authentic situations. The goal in having these components infused within our courses will be to help take the Mathematics Florida Standards deeper.

Based on DHS's program of study we will be able to provide pre-collegiate students with all four of their high school math credits by the end of their sophomore year allowing them to move directly into college level math coursework if they are accepted into PSC COL. If they decide to remain at DHS for their entire high school career, we will be able to provide these students college level AP classes in mathematics for their remaining years ensuring they will enter college not only with math credit, but also with the skills needed to become a high achieving math student in college and beyond.

For regular and high achieving students a similar atmosphere will be provided, but in the context of rigorous honors and AP coursework. DHS is committed to providing these students with high-level math courses to ensure they have the skills and the knowledge to enter college or a career with complete math readiness.

Generally, students have exhibited "mastery" in the STEM areas by achieving high grades or passing End of Course exams. While these are certainly important elements in STEM education, DHS is committed to taking mastery of STEM one step further. Students that remain at DHS for all four years of high school will also complete the following with regards to STEM education:

- Completion of one additional elective course in technology or engineering
- Submission of an example of a project based learning artifact in their electronic portfolio, each year they are enrolled at DHS that directly relates to STEM
- Submission of an artifact in their electronic portfolio that demonstrates learning in the area of the Florida Math Practices by the end of their senior year

DHS is confident that the added preparation in the field of STEM will not only help our students increase achievement in the STEM fields, but also help to expose and increase their interest in these areas.

### **Student Learning Progression Plan, Student Ownership of Learning, and Student Choice**

#### ***Electronic Portfolios and Student Led Conferences***

As Ms. Fetter described in her previous statements, students' pride and professionalism within their learning has been a major concern for the college and career fields. We have also seen the advent of the Florida Speaking and Listening standards, as well as, a greater emphasis on communication in the college and career worlds. To help prepare students for these demands, DHS will require all students to complete both electronic portfolios and student lead conferences.

#### ***Electronic Portfolios***

Each year a student is enrolled at DHS, he/she will be required to submit an electronic portfolio. The electronic portfolio will be managed through the Google Drive services and will be submitted as a student created private website. Students that are prohibited from using technology or the internet by signing the technology opt out form or who cannot maintain appropriate access to the Internet or other forms of technology will be able to submit a hard copy portfolio to ensure all students have equal access to achieving success with their portfolio.

The portfolio will contain the following components:

- A title page welcoming guests to view their portfolio
- A resume detailing what they have completed/achieved at DHS both inside and outside the classroom
- An example from each academic and elective class that demonstrates mastery of one or more of the Florida Standards for that content area (submissions should be project based and evaluated with a rubric)
- Competency in a STEM related field
- By the end of each student's senior year at DHS, they will submit at least one example that demonstrates understanding for each one of the Florida Mathematical Practices. These examples will be separate from the other submissions, but can be from any content area.

At the conclusion of each year, students will present their portfolios to their parents, teachers, and/or administrators and will explain how the project demonstrates mastery of their content areas. DHS is confident that the electronic portfolio will be yet another tool to ensure students maintain pride and enthusiasm in their work.

### ***Learning Style Profiles***

DHS believes that students learn in a variety of different ways. In order for students to achieve their learning goals, their learning style needs to be taken into consideration. Stephen Barkley identifies four learning styles in his book Tapping Student Effort-Increasing Student Achievement: auditory, visual, tactual, and kinesthetic. Upon entering DHS, students will complete a learning style profile to identify their dominant learning style. Teachers will incorporate these learning styles into lessons to accommodate all learners.

### ***Student Led Conferences***

Students today are struggling with communication, both articulating their thoughts and being a self-advocate. Students are also becoming disengaged and lacking ownership of their learning. To combat this, DHS will adopt a program of Student Led Conferences. Student Led Conferences will be a unique way for all students to talk about and present their yearly learning to their parents, teachers, and administrators. DHS is confident this will contribute to greater student ownership and understanding of their learning, as well

as encourage greater parental involvement in their child's learning. Below is a summary of the components and procedures for the conferences:

- At the beginning of each year students will determine their Learning Progression Plans. Within these plans are academic goals for each of their content areas, as well as, personal goals related to their plans for a career or college and career. The purpose of the student led conferences will be to monitor and explain if the student has met these goals and to provide evidence to demonstrate learning progress, in addition to state testing and academic grades.
- Students will participate in an advisory program each day to help them prepare for the conferences. The Advisory teacher will also serve as a mentor for each student they serve in their advisory class, and will be an active participant in their advisory students' conferences.
- After setting their goals and receiving preparation through the advisory program, students will complete two student led conferences with their parents, teachers, and/or administrators. The purpose of the first conference will be to explain to the committee what the student academic and personal goals are and how they plan on making progress toward each goal.
- Students will monitor their academic progress through their grades, progress monitoring assessments, and teacher feedback. Students will also monitor their progress towards their personal goals by completing either academic or personal work as described in their learning plan.
- As the year progresses, students will compile examples of artifacts that show progress towards their academic goals and mastery of the Florida Standards within all enrolled courses. Students will also compile a professional resume outlining their progress towards their personal goals. Students will place these artifacts into their electronic portfolios and present their findings at the second student led conference.
- Based on evidence, grades, and progress monitoring scores, students will determine with parents, teachers, and/or administrators whether or not they have met their goals.

The inclusion of student led conferences will be a powerful force behind ensuring students become an advocate for themselves, but also take ownership and pride in their learning.

### ***The Student Learning Progression Plan***

At DHS, we believe that student ownership of learning is paramount. We also recognize that at the high school level students are just beginning the path of determining their future and what it will look like. To ensure that students are prepared to make these important decisions, DHS has developed a unique Student Learning Plan that will ensure students have the tools needed to enter college or the career force with the needed tools. Below is a summary of our progression plan:

- At the core of the progression plan will be individualized college and career guidance. Students will be given the tools needed to meet the State of Florida requirements for graduation and the PCSB Student Progression Plan, as well as the tools needed to align their learning experiences at DHS with their college and career goals.
- To ensure all students meet the PCSB Progression Plan and their college and career goals, DHS will offer a variety of programs to ensure that the needs of all learners are met.
  - DHS plans to offer a full pre-collegiate program for those high achieving students who intend to apply and enroll in PS COL to earn their Associates Degree and High School Diplomas simultaneously.
  - DHS will offer rigorous AP, honors, regular, and innovative elective courses for those students who intend on graduating from DHS and attending college.
  - DHS will offer rigorous and intensive courses to those students who are seeking to complete the standard requirements for a Florida High School Diploma and who are seeking to enter the workforce.
  - DHS will provide career guidance and preparation to those seeking to enter a specific career field or trade instead of attending college.
- Students will, with the help of their guidance counselor and/or teacher, determine academic goals based on data collected from their previous year. Data used in grades 10, 11, and 12 will be based on data acquired at DHS through progress monitoring data, assessment data from teachers, student anecdotal reflections, and state assessment data. Students entering grades 9 or transfer students will rely on state assessment data and student anecdotal records.
  - The purpose of the academic goals is to target student areas of strength and weakness. Areas of weakness will be highlighted and will become goals and areas of focus for both the students and teachers throughout the year. Students will track their progress through their electronic portfolios and at certain times of the year, students will determine if they have made progress towards their goals. At the end of the year, students will make a determination if they have fallen behind, met, or exceeded their goals.
- Students will participate in student led conferences where they will present their electronic portfolio and academic goals a minimum of two times per year. Students will with the help of their guidance counselor and/or teacher, schedule presentation times with their parents, teachers, and a school administrator. The goal of the conference will be for students to present their portfolio and progress towards their academic goals to multiple people in order for students to reflect on their learning but to also keep their parents informed and engaged in their learning.

- Students will determine personal goals. Each year at DHS, students, with the help of their guidance counselor, will set personal goals relating to their plans for either college or a career after leaving DHS. Administrators, counselors, and teachers will then work with students to ensure they are prepared either through course offerings, extra curricular activities, or real world experiences to accomplish their personal post secondary goals. Students will also maintain an updated resume highlighting their accomplishments for post secondary use.
- Students will complete community service and/or complete an industry internship relating to their personal goals. If the student enrolls in an internship, certification or credit will be awarded using all State of Florida and PCSB guidelines, if applicable. Pre-Collegiate students will complete their internship or community service through PSC COL.

### ***Parental Involvement***

At DHS we feel that parental involvement is paramount to ensuring the success of a child's education. In order to foster parental involvement, DHS has established the following objectives:

- DHS will create an effective parent communication system.
  - Teachers will call parents at the start of the school year to make initial contact and will continually update parents through positive phone calls.
  - Administration will keep parents involved by informing parents of events and school happenings through phone calls, email, keeping an updated school website/calendar, text messages, and push notifications.
  - Teachers will maintain an up to date personal website outlining their curriculum and any classroom happenings.
  - DHS will use the Pinnacle Internet Viewer to ensure parents are updated about their child's grades and classroom progress.
  - Parents will receive information relating to their child's baseline scores as they become available.
- Parents will attend student led conferences and portfolio demonstrations.
- DHS will host school events including back to school and report card nights to ensure parental involvement on campus.
- DHS will provide opportunities for parent volunteers.
- DHS will employ use of parent surveys and feedback to help improve the quality of the school as it grows its foundation.

### ***C. Describe the research base for the educational program.***

In designing the educational plan, DHS relied on the research of a variety of sources. A complete bibliography can be found in Appendix BB. There were, however, several sources DHS relied heavily on when designing the program. They have been highlighted in this section and are as follows:

- Research from the College Board’s Eight Components of College and Career Readiness
- Research from the National Academy of Engineering in their study *STEM Integration in K–12 Education Status, Prospects, and an Agenda for Research*
- Research on Technology from a variety of sources including a study on the effectiveness of technology published by *U.S. News & World Report*
- Research on student led conferences
- Research by Marzano and Danielson to create the basis for teacher evaluation and lesson planning
- Research by the University of Chicago on parental involvement

### ***College Board’s Eight Components of College and Career Readiness***

The journey to creating our educational plan began with research completed on the College Board’s Eight Components of College and Career Readiness. The College Board is an organization that administers both the SAT and AP exams across the country. As a result they have a wealth of knowledge relating to the skills needed to be college and career ready. The eight components created by the Board’s research are the following:

1. College Aspirations
2. Academic planning for College and Career Readiness
3. Enrichment and Extracurricular Engagement
4. College and Career Exploration and Selection Process
5. College and Career Assessment Process
6. College Affordability and Planning
7. College and Career Admission Process
8. Transition from High School Graduation to College Enrollment

In our education plan, DHS highlighted components 1, 3, 4, and 6-8; components 2 and 5 were addressed in the curriculum plan. Below are the student goals outlined by the College Board’s Research for each Component and how DHS addressed each component:

#### **Component 1: College Aspirations:**

- **Engage students in conversations about academic performance** (GPA and promotion or retention) and their habits as learners (attitudes, behaviors, self-management) and how they are connected to meeting career goals.
- **Help each student implement a program of study** that connects his or her high school experience to college and career goals and that includes strategies to transition to postsecondary settings.
- **Help students who have high absentee and discipline rates** (and are at risk of dropping out) understand the consequences of their behaviors. Connect each student to a peer network and at least one adult in the school/community who can serve as a mentor.

DHS implemented strategies to address each of the above ideas in the following ways:

- At the beginning of their ninth grade year, students will set preliminary college and career goals outlining their post secondary plans. Their additional coursework will be based on their goals.
- Students will use data, grades, anecdotal information, and post secondary goals to create academic and personal goals at the beginning of each year using their Learning Progression Plans designed to help them achieve their post secondary goals.
- All students will receive guidance through the school's guidance department and each student will have an advisory teacher to help with the student led conference portions of the educational plan. For students who are in need of a more individualized mentor, DHS will develop an intervention plan complete with a student mentor who has a strong relationship with that student.

**Component 3: Enrichment and Extra Curricular Engagement:**

- **Help students develop portfolios** that include work samples, audition recordings and artwork to enhance their college and career applications.
- **Teach students how to be more competitive for college and career** by including enrichment and extracurricular engagement as well as leadership roles into résumés, essays, portfolios, and college and career application forms.
- **Advise students on researching college, career and technical schools** aligned to their interest inventories and selected majors as well as clubs, teams and interest groups that connect to their talents and abilities.

DHS implemented strategies to address each of the above ideas in the following ways:

- Students will submit an electronic portfolio complete with samples of student work in all content areas at the end of each year. In addition students will also maintain a professional resume outlining their accomplishments at the school. At the end of each year student will present their portfolios to their parents, teachers, and/or administration and determine if they have met their academic and person goals.
- DHS will offer clubs and sports as needed through student interest and post secondary goals. Students will also complete a career related internship and/or community service project outside of school.

**Component 4: College and Career Exploration Process:**

- **Help students align their college or career and technical school goals** with their program of study and their level of performance in course work and entrance testing. Encourage all students to broaden their social and cultural perspectives by actively considering all of their options, including traditional colleges, historically black colleges and universities (HBCUs), Hispanic-serving institutions, tribal colleges, and career and technical schools.

- **Help students access and review applications (paper and online)** and prepare all documentation including recommendations, personal essays, work samples that meet higher education writing standards, and portfolio materials (art, music, etc.). Incorporate updated materials periodically.
- **Help students sign up to receive mailings** join listservs and social media groups, and retrieve college, career and technical newsletters and other forms of information from institutions of interest.

#### **Component 6: College Affordability and Planning:**

- **Ensure students understand financial aid application processes**, including application completion and submission procedures, educational debt, adhering to deadlines, understanding Student Aid Reports (SARs) and financial aid award letters, federal borrowing and repayment options tailored for diverse student groups, application signatures, and communicating with financial aid offices.
- **Familiarize students with financial aid publications and applications**, including the Free Application for Federal Student Aid (FAFSA), state agency applications, scholarship and grant applications, and financial literacy glossaries.
- **Ensure that students with special and unusual circumstances (e.g., independent students, students with incarcerated or missing parents, foster care students, and wards of the court) have information** about federal, state and institutional financial aid guidelines for application and submission, including supporting documentation and verification information.

#### **Component 7: College and Career Admission Process**

- **Provide students with college application completion checklists**, calendars, application procedure forms and fact sheets, school comparison tools, and portfolios to assist them with application completion and final decision-making. Make sure students know timelines for early decision, early action and single-choice early action options.
- **Ensure that students are aware of college and career school enrollment options**, including programs that fit various lifestyles and personal and family commitments (e.g., dual and part-time enrollment, 2+2 programs and school-to-work opportunities).
- **Teach students how to access and complete admission applications**, including school-specific applications, the Common Application and the Common Black College Application. Review supporting documents such as transcripts, standardized test scores, application essays and letters of recommendation. (Special application procedures may apply for National Collegiate Athletic Association candidates and performing arts students.)

#### **Component 8: Transition from High School Graduation to College Enrollment**

- **Help students understand the importance of task completion** during the summer transition. This transition includes logistical issues, such as requesting

final transcripts, filling out forms, taking placement tests, arranging transportation to and from college or career and technical schools, and getting information for students with disabilities or who are homeless.

- **Help students understand the personal changes ahead** and develop an adjustment plan to address difficulties with leaving familiar surroundings and changing relationships with peers and family. This is especially important if the student's leaving causes a change in family financial circumstances.
- **Help students identify materials and supplies**, and develop plans that include early financial planning and shopping checklists. The list might include dorm room supplies, such as bedsheets, suitcases, clothing and toiletries; classroom materials, such as computers, calculators, notebooks and pens; and supplies for technical school, such as drafting tools or uniforms.

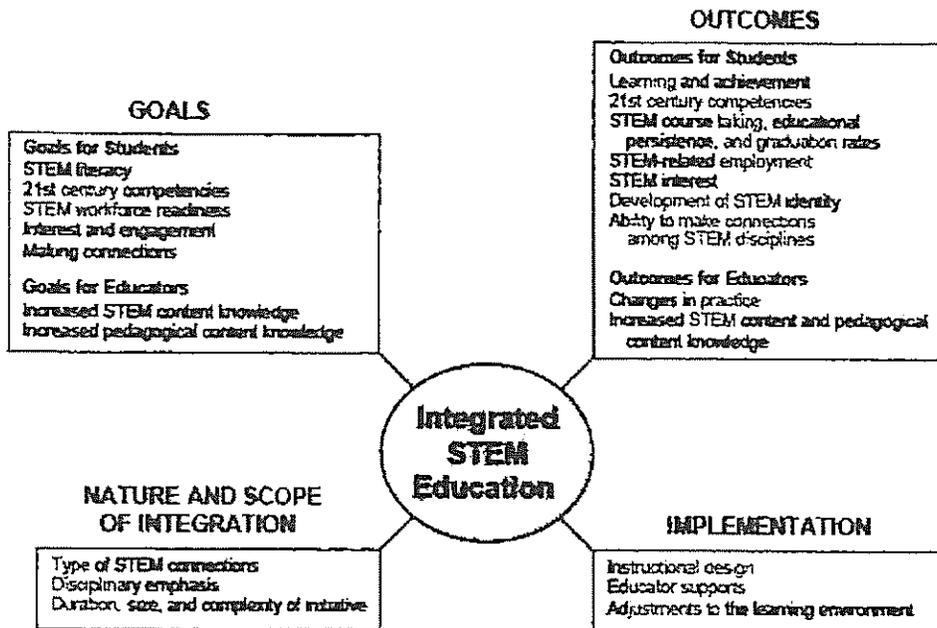
DHS implemented strategies to address Components 4 and 6-8 of the above ideas in the following ways:

- DHS will have an extensive guidance process that will take the student from their freshman to senior year and provide both college and career guidance services with all of the above listed components.
- Provide field experiences to local career sites and colleges
- Provide students opportunities to take college entrance exams and receive remediation and test taking strategies

By using these eight components as a driving force behind our educational plan; we will strive to graduate well-prepared students for a post secondary environment.

### ***Other research based components of the Educational Plan STEM***

With the basis for the educational program set, DHS sought to narrow its focus to ensure our students received the best educational experience possible. To accomplish this, DHS determined that research needed to be conducted on STEM education. After researching the importance of STEM education, DHS decided to make this a central part of our education and curriculum plans. STEM has entered our education plan through our integration strategy. DHS used the research of the National Academy of Engineering in their study "STEM Integration in K-12 Education Status, Prospects, and an Agenda for Research", to define the importance of an integrated approach to STEM. Within the study, the academy outlined a multi pronged approach to integrated STEM education. Below is the chart taken from the study:



DHS took great care to use this approach in designing its STEM curriculum. The goal for the school was to not only offer STEM courses, but integrate STEM philosophies throughout all courses, which will be addressed through our interdisciplinary units, project based learning, real world experiences, and use of the Florida Math Practices in all content areas.

In continuing further research using the document, research conducted on the effectiveness concluded that, with better integration of STEM material across all contents, students performed better within STEM. This reasoning was the central factor in developing an interdisciplinary STEM theme at DHS. This devotion to STEM education could be considered questionable if evidence did not exist to back up our reasoning. According to the New York Daily News in an article published in 2013, by the year 2020 there will be a demand for 123 million high skilled STEM employees. At the current pace, there will only be a supply of 50 million workers. The gap in these numbers is astounding and is reason enough to make STEM education a priority. Through our devotion to STEM education, DHS will be able to provide two services to our community: close the gap in lack of STEM workers and give our students an advantage in the job market of tomorrow.

***Effectiveness of technology***

Student engagement is often a struggle educators face when conveying content knowledge. Blended learning engages students meaningfully in the use of technology as a learning tool, which due to the ever-changing technological advancements, keeps students interested and motivated to learn. According to an article published by *U.S. News & World Report* titled, "Emerging Technology has a Positive Impact in the Classroom," using technology to deliver instruction allows students to embody the world

they are confronted with once they leave school. "Students inhabit a 21st century world for 18 hours a day... all too often, educators put them in a 19th century classroom for six hours of that day, and the students feel a tremendous disconnect. We have a responsibility to teach them the skills to optimize these tools." (U.S. News, 2011)

There are a variety of ways to utilize technology in a way that optimizes the technological resources educators have available. A research paper by the National Academy of Sciences suggests a few: "over the years, such technologies have included filmstrips, movies, television, videos, and learning aids such as calculators and electronic white boards." With technology continuously improving, the Internet and personal computers as well as smartphones have become a central tool for learning both in and out of the traditional classroom setting. In daily activities, productive citizens encounter a variety of scenarios that cause them to have to use technology to problem solve. The same research article stated, "...whether choosing appropriate medical care, interpreting statistical data in the latest political poll, or buying energy-saving appliances. Indeed, the arguments for general scientific and technological literacy, and for numeracy, have been well articulated (e.g., AAAS 1991; NAE and NRC 2002; NRC 1989).

The key to beneficial technology integration is an integrated approach. Advocates in the National Academy of Sciences research contend that "...teaching STEM in the context of real- world issues and challenges—and hence, in an integrated fashion—can make the subjects more relevant to students and teachers, thereby enhancing motivation for learning and improving student achievement and persistence." Many real-world contexts and problems typically involve more than one of these disciplines, thus making the learning relevant and interesting to students.

### *Student led conferences*

DHS thoroughly researched Student Led Conferences (SLC). The school used research compiled by ASCD and Education World to compile information on the effectiveness of the conferences and the work of the Washington Heights Expeditionary Learning School in New York City on the format of the Student Led Conferences. Complete bibliographical citations for these references and others used in the research of SLCs can be found in Appendix BB.

In all research sources, both parents and teachers alike gave glowing references for Student Led Conferences. One parent in the ASCD article described her child's experience as follows "I feel our child was more honest with us than most teachers would be." The article went on to explain the success of the SLCs from the teacher point of view:

"Advisors and teachers expressed full-fledged support for this format. One teacher enthusiastically said, "It builds great relationships between parents and kids and is a much more personal format." He went on to say, "There was a lot more truth to the kids' presentations. Some parents finally received a true picture of their child's performance." Another teacher, previously skeptical of the effectiveness of this format, expressed the desire to continue

it even through the high school years. “We've found that student-led conferences do a better job of meeting the needs of the young adolescent and increasing student-parent communication. They give students, parents, and teachers a better picture of who the student is, what he or she has achieved, and what the student's future goals may be.”

The Education World article went on to agree with the sentiments of the ASCD article. Education World did say that a disadvantage to SLCs was parents wanted more time with the teachers in addition to the SLC. DHS has already addressed this concern through its communication policy and scheduling of standard parent conferences when needed.

After researching the effectiveness of the program, DHS went on to research an effective design for the program. All sources researched agreed on a general format for SLCs:

- Students prepare for the conferences through an advisory program.
- Students are responsible for presenting specific information including updating their parents on their progress in each class towards their academic goals.
- Parents are responsible for asking their child specific questions related to their presentation and providing feedback to the teacher and their child on the conference.

DHS addressed each of these components through the following:

- DHS will make use of an advisory program as noted in the master schedule to prepare students for the conferences.
- DHS has created an academic and personal goal setting process as well as an electronic portfolio component for students to demonstrate progress towards their goals.
- Parents will be active participants in the conference by asking their child questions and providing feedback on the experience to the teachers and counselors involved.

### *Daggett*

As described, DHS used research completed by to help define our instructional philosophy from the Administration to the Teachers. DHS used each component of his system to carefully craft a system that would be not only effective for our students, but also our teachers and administration. A complete bibliographical source for Daggett's White paper on The Daggett System for Effective Practices- Where Research and Instructional Practices Meet can be found in Appendix BB.

### *Research by Marzano and Danielson*

In designing the education plan, DHS used the work of Drs. Robert Marzano and Charlotte Danielson to drive the lesson planning and evaluation process used to drive it. Both systems have been proven effective, and their models have been approved by the state of Florida as acceptable evaluation models. A complete bibliographical entry for the Marzano-Danielson research can be found in Appendix BB.

### *Learning Styles Profiles*

In researching the importance and design of Learning Styles Profiles, DHS used the work of Stephen Barkley and William Haggart. Barkley notes in his book, Tapping Student Effort, that 80% of dropouts were kinesthetic learners. He goes on to explain that had their teachers been aware of this fact and made changes to *their* teaching style, we may have experienced fewer dropouts. DHS intends to use the learning profiles as a way to connect with students through the way in which material is taught in the classroom. While this may not prevent students from dropping out, we believe the increase in student engagement from knowledge of the profiles can help reduce the dropout rate. A full bibliographical index of resources for the learning styles profiles can be found in Appendix BB.

### *Parental Involvement*

All schools want to make parental involvement a central part of their school. This can be a challenge for any school, and will present a unique challenge for DHS. Due to its wide target area and anticipated low SES count, parent involvement will be especially challenging. In researching the importance of parental involvement, DHS relied on the work of the NEA (National Education Association) who compiled a synthesis of a variety of research on parent involvement in schools. According to the NEA, students whose parents were involved in their education saw the following results:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education

All of these skills represent components of the mission and vision of DHS. As a result, DHS has made parental involvement a central part of its educational plan.

***D. Explain how the educational program aligns with the school's mission.***

As stated in the mission statement, DHS is committed to graduating 21<sup>st</sup> century productive citizens through rigorous and relevant learning experiences. The educational plan aligns directly with the mission statement (located in Section 1A) in the following ways:

- Embedding the 21<sup>st</sup> century skills throughout the educational plan will provide the foundation for all students to become productive 21<sup>st</sup> century citizens
- Providing a STEM, College, and Career focus will provide students relevant learning experiences for a 21<sup>st</sup> century world
- Providing students with a varying level of rigor within courses will promote the best possible learning experiences for all students
- Providing academic and personal goal setting, in addition to the school's student led conference and ePortfolio program, will increase student ownership of learning
- Offering access to career based internships and/or community service projects will provide students real world 21<sup>st</sup> century experience, which will enable them to be better prepared for the real world

At DHS our mission is to create well-rounded students and members of society who will contribute to a 21<sup>st</sup> century world.

***E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.***

DHS is employing an educational and curriculum plan rooted in the Florida Standards. DHS will use the PCSB Student Progression Plan to ensure each student achieves the needed coursework to graduate from high school. DHS will also be participating in the State's testing program, which will measure student mastery of the state standards. In addition, through the school's guidance and Advisory program, we will be able to provide personalized support.

## **Section 4: Curriculum Plan**

***A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.***

One of the central driving forces behind DHS's educational plan is the Florida Standards. DHS also intends to use the Florida Standards as the central component in designing our curriculum for student mastery of the Florida Standards. To accomplish this, DHS has created the following multi-faceted system to ensure the school's curriculum contributes to students' mastery of the Florida Standards:

- The school will offer only State of Florida approved courses and teach their respective Florida Standards as found on the State’s curriculum website CPALMS.
- The school will have a cross-curricular reading program that will service students of all ability levels.
- The school will employ an emphasis on a STEM focused curriculum.
- The school will employ an emphasis on technology.
- The school will intertwine the 21<sup>st</sup> century skills outlined in Section 3 into all courses.
- The school will require the use of Kagan cooperative strategies by all teachers in all courses.

**School course offerings**

In accordance with Florida Law, all DHS students will be enrolled in courses, which will enable all students to meet the high school credit minimum of 24 credits for graduation and will ensure students complete the necessary credits within each content area. In addition, the school will provide remediation, as needed and as required by Florida Law for students who are not proficient in the areas of math and reading and those who are below proficiency on the PERT Examination.

**Minimum Requirements by Subject Area**

Each student must complete the following course of study as outlined by Florida Law and the PCSB Progression Plan. DHS will fulfill the requirements laid out by both entities through the courses listed below. In addition to the courses listed below, DHS will also offer several Honors and Advanced Placement courses for those that qualify. DHS also intends to add more course offerings as enrollment grows. For a bank of tentative course offerings see the DHS course directory in Appendix E. All course descriptions and codes were generated using the PCSB district master course report and CPALMS.

Requirement	Courses	Credit
English (4 Credits)	English 1, 2, 3, 4	4
Math (4 Credits)	Algebra I, Geometry, Algebra II, Pre - Calculus	4
Social Studies (3 Credits)	American History, World History, Economics (.5), Government (.5)	3
Science (3 Credits)	Students must complete: Biology I, Chemistry, and Physics Students will be encouraged to take a 4 <sup>th</sup> year of science as an elective. Electives to potentially include:	3
Fine and Performing Arts,	Introduction to Information	1

Speech and Debate, or Practical Arts (1 Credit)	Technology or Computing for College and Careers	
Physical Education w/integration of health (1 Credit)	Personal Fitness .5 Team Sports I .5	1
Electives (8 Credits)	Students may choose from the following electives:  Spanish I, II, III, AP Spanish, AP Spanish Literature  Intensive Reading  Reading for College Readiness  Intensive Math  Math for College Readiness  Biotechnology 1, 2, 3  Digital Design 1, 2, 3	8

Total: 24

DHS will continue to add additional core and elective options as enrollment grows., including those with career components. DHS will take into account student and community interest, as well as, school funding availability when adding new courses.

### Pre-Collegiate Program Minimums

By the end of their 10<sup>th</sup> grade year, each Pre-Collegiate student will have completed the following minimum course of study (certain students will complete additional coursework based on their middle school course of study):

Requirement	Courses	Credits
English (2 Credits)	English I Honors English II Honors	2
Math (2 Credits)	Two of the Following: Geometry Honors Algebra II Honors Pre Calculus Honors	2
Social Studies (2 credits)	World History Honors American History Honors	2

Science (2 Credits)	Two of the Following: Biology I Honors Chemistry Honors Physics Honors	2
Physical Education (1 Credit)	Personal Fitness  Team Sports I	1
Fine Arts, Speech, or Practical Arts	Introduction to Information Technology Or Computing for College and Careers	1
Foreign Language (2 Credits)	Two of the Following: Spanish I Honors Spanish II Honors Spanish III Honors AP Spanish AP Spanish Literature	2
Additional Electives (2 Credits)	Students may choose from the following electives:  Intensive Reading  Intensive Math  Biotechnology 1  Digital Design 1	2

Total: 14 Credits

### **Tutoring and Mentoring**

For many students the traditional classroom setting can be a challenge and these students can easily fall behind. DHS recognizes that in a high school setting this can be especially true. To combat this, DHS has designed an academic mentoring and tutoring program. Research by the University of Chicago has shown that the implementation of a tutoring program can lead to increased achievement and student attendance. To support our curriculum, DHS will establish tutoring times during and before or after school. DHS has devoted a specific time period in its schedule for students to receive extra tutoring in all subjects. By providing a variety of tutoring times, DHS will be able to effectively provide tutoring services to all students.

For students who are facing academic challenges such as academic probation, the school has designed an academic mentoring program. Students that fall below a 2.0 GPA or who are failing a class will be assigned a mentor who will work

individually with the student on strategies for improvement within their content areas of weakness. Mentors will also provide general skills to assist student ownership of learning such as time management and organizational strategies that can be applied to all areas.

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

DHS used several research-based components when designing its curriculum. As a result, in designing the curriculum the school used the following components:

- A curriculum designed around mastering the Florida Standards.
- A curriculum using the theories of Robert Marzano and Charlotte Danielson.
- A curriculum with a STEM focus.
- A curriculum with a college and career focus.
- A curriculum with a tutoring and mentoring component.

**The Florida Standards**

The Florida Standards were designed with many of the components of the Common Core standards in mind. As a result the central theme behind the Florida Standards are more rigorous college and career based curriculum, with specific competency in math and English. As a result, DHS designed a program of study to ensure a broad mastery of the Florida Standards through both its core and elective classes. In choosing the courses to teach, DHS used course description from CPALMS, the state's curriculum website. The school also used the most up to date course codes from PCSB in determining courses. The courses selected were also designed to promote student success on the State's testing program.

By utilizing a broad range of State approved courses and standards, DHS will be able to ensure students receive the most rigorous education possible.

**Research by Marzano and Danielson**

As stated, DHS will use research by Marzano and Danielson to create its teacher evaluation system. This system provides the foundation for the lesson planning and instructional strategies employed by the school. This research will also be use to support the curriculum plan. By employing an effective evaluation system that includes research based instructional strategies, DHS will be able to ensure it has the strongest curriculum plan possible.

**STEM Focus**

As stated in the educational plan, DHS has researched both the importance of STEM and effective STEM education models for classroom use. In the curriculum plan, however, we deepened our research to extend beyond integrating STEM in

core classes. In the article “Promoting STEM Career Starts in the K12 Classroom” published by Educational Leadership, from 2000 – 2009 there was a 12.4 % increase in college degrees in STEM related fields. This increase clearly signals a rise in the importance of STEM at the secondary level. However to meet this rise, not only does STEM need to be integrated into all classes, but separate career based STEM classes need to be interjected into the curriculum to better prepare students for college and the jobs of tomorrow. As a result, DHS will introduce its first industry related STEM course with Biotechnology, and intends to add additional courses related to STEM career fields as enrollment grows.

The Educational Leadership article also continues by explaining minorities and females need greater exposure to STEM. By providing a variety of STEM pathways, DHS will ensure all learners, regardless of race, ethnicity or gender, will have access to relevant STEM related content.

### **College and Career Focus**

DHS used the College Board’s eight components of college and career readiness in designing both its education and curriculum plans. Components 2 and 5 were addressed in the curriculum plan in the following ways:

**Component 2: Academic Planning for College and Career Readiness:** The College Board describes the student responsibilities for this component as follows:

- **“Help students plan and implement a program of study** that meets requirements for acceptance to in-state universities or leads to industry and technology licenses and certifications.
- **Help students take college, career and technology classes** while still in high school by introducing them to dual enrollment, online classes, early college, distance learning and virtual schools.
- **Help students understand and make the most of their own learning styles** as they develop skills in test taking, research, writing, speaking, debate, presentation, studying, and higher-order thinking (application, analysis, synthesis, evaluation, etc.). This will increase their academic performance and proficiency and develop their confidence to take more rigorous courses.” (College Board 2014)

DHS took great care to ensure students were given curriculum choices in all of the above areas. To accomplish these features DHS completed the following measures:

- Created a program of study that not only allows students to earn a standard diploma, but also allows students to take coursework that will gain them access to top in-state universities and colleges.
- Created a variety of options for dual enrollment, online classes, early college, college, career, and technology based classes through the following:
  - Opportunity to gain priority admission to PSC COL Collegiate program allowing students access to an Associate’s Degree for free

- Opportunity to experience a blended learning environment through online coursework completed through FLVS and blended learning in DHS classes
- College, career, and technology course offerings that will lead to industry certifications
- Created a system where students will gain ownership of their learning through the use of learning styles, embedding 21<sup>st</sup> century skills, academic and personal goal development, and development of presentation and speaking skills through student led conferences.

**Component 5: College and Career Assessments:** The College Board describes the student expectations for this component as follows:

- **“Help students know the types, importance and use of college and career assessments,** when to take them, and how to apply them to their academic and career planning.
- **Help students become test savvy** through test prep that includes overcoming test anxiety, types of test questions, how to make an educated guess, types of directions, practice tests, registration, logistics of test day, scoring and fee waivers.
- **Help students use test scores and relevant analysis** to identify skill gaps and plan strategies for skill development and course selection.”

DHS has made college and career assessments a central part of the school’s curriculum through the use of the State of Florida testing program which is rooted in college and career readiness. To address each of the student responsibilities, DHS created the following:

- The school will employ a testing program that allows students to pass the needed State of Florida tests. The school will also provide opportunities for students to gain proficiency on the PERT exam through in class strategies and remediation when needed.
- DHS will allow students to become test savvy through teacher use of strategies in their general classes. DHS will also provide access to test prep classes and remediation courses where needed.

### **Tutoring and Mentoring**

Closing achievement gaps has long been a priority and a challenge for schools. DHS has outlined several strategies for improving student achievement in both our education and curriculum plans. One of the strongest methods will be our mentoring and tutoring program. In researching the importance of tutoring and achievement, DHS used research completed by the University of Chicago. In a study conducted by the University’s Urban Education Lab, researchers discovered that through tutoring and targeted mentoring, schools were able to close the achievement gap among students in math by two-thirds and increase student attendance. This data is

powerful proof that tutoring in schools can be a significant factor in raising achievement, especially in the area of math. As a result, DHS went to great lengths to establish a strong academic mentoring and tutoring program specifically designed to target our unique population.

***C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.***

Reading competency will be a primary focus of all subject areas for students who attend DHS. In preparation for college and careers, the skills needed to be a proficient reader are mandatory. DHS's approach to reading and writing instruction will be to embed strategies that encourage proficiency in reading and writing in all content areas. Multiple genres of literature will be used to equip students with a plethora of strategies to access a variety of texts. Reading and writing will be taught through a naturally responsive method by having students read and annotate texts and utilize textual evidence to support their opinions, thoughts, and analysis of a text, as well as to support an author's perspective. Developing a grade-level appropriate vocabulary is necessary to accessing texts; students will be developing content-specific vocabulary in their core academic subjects, as well as general literature and writing terms that will be used in all subject areas. Vocabulary growth will be illustrated through verbal expression such as oral presentations and public speaking, as well as written expression through integration of grade-level appropriate and specific vocabulary in response to reading.

#### Students Reading Below Grade Level

DHS will comply with Florida statute s.1008.25, which outlines requirements for students who score below proficiency in Reading. Students who score below proficiency on the FSA (or the state mandated assessment) or score below the PERT cut score in Reading will be serviced in an intensive reading course.

Student gains will be monitored through the Discovery Education or similar progress-monitoring tool. The first assessment will provide information to be used for setting individual student learning goals, the second assessment will be given mid-year and will review what learning gains have taken place based on individualized instruction, and the final assessment will be administered at the end of the year and will provide data to display learning gains and address whether or not the student may need additional intensive instruction.

Instruction for students reading below grade level will emphasize the five components of reading, which include: phonemic awareness, phonics, fluency, vocabulary and reading comprehension. Additionally, instruction will incorporate writing fluency and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity, as

outlined by the course description for Intensive Reading. Specifically, these critical components will be addressed through the use of the READ 180 program.

According to Read 180 research, “By individualizing and adapting practice with the necessary foundational reading skills, READ 180 Next Generation is the on-ramp that allows struggling readers to access more complex texts. READ 180 instruction, aligned to Common Core, includes the critical analysis and synthesis of texts that reflect the literature found in the real world (National Governors Association Center for Best Practices (NGACBP), Council of Chief State School Officers (CCSSO), 2010). Additionally, READ 180’s instructional approach, which includes the use of data dashboards replete with student self- monitoring tools, supports the CCSS goal of having all students, even those who are struggling, become self-directed learners (NGACBP, CCSSO, 2010).”

The READ 180 program meets the demands of the Florida Standards by offering a range of quality texts, including a large variety of the highly tested area of informational texts. It also naturally integrates higher order thinking skills, which demand that the students learn to be critical and independent thinkers.

In addition, this program encourages student growth in writing. In writing, READ 180 Next Generation provides ample opportunities to develop students’ writing skills by having the students write daily, include arguments with supporting evidence, and apply what they’ve read in class to real world situations. Moreover, the oral summaries and classroom discussions meet the speaking and listening standards outlined by the Florida Standards.

#### Students Reading at Grade Level or Higher

Students scoring at or above proficiency on the FSA in Reading and students scoring above the cut score on PERT will be served through both traditional and Honors level English courses, as well as in all core academic subjects through an emphasis on reading across all content areas. In “Building a Foundation for Literacy Instruction: Respecting the Past, Embracing the Future” author Frank Serafini asserted that the foundation of literacy instruction must be authentically embedded in all content areas. Serafini (2013) stated five core beliefs to building an effective framework of literacy instruction. These core beliefs will be the centerpiece of our below grade level Reading instruction:

1. Children learn to read by reading real (authentic) texts, for real (authentic) purposes.
2. The texts students read in and out of schools have grown more complex, including images, graphic design elements, and digital and hypertextual elements in addition to written language. These complex, multimodal texts require reading strategies that extend beyond the ability of simply decoding print.
3. Teachers can help children learn to make sense of texts by demonstrating effective comprehension strategies and supporting children as they learn to use them.

4. Teachers need to be better readers and writers themselves if they want to be better teachers of reading and writing.
5. Becoming a reader and a writer has as much to do with assuming an identity as a reader and a writer as it does with acquiring a set of predetermined cognitive skills.

#### Reading and Writing in the Content Area

To meet the needs of all students, a cross-curricular approach and emphasis on Reading, Writing and Vocabulary instruction will offer a comprehensive approach to increasing student performance in Reading. Reading goals will be stated in DHS's Accountability Report and updated annually. Progress monitoring tools in addition to classroom assessments will be analyzed to make future instructional decisions.

Ultimately, DHS will strive to consistently implement the vital components of continuous improvement: data driven instructional decisions, implementation of research-based practices, and staff development that supports a commitment to literacy instruction. These ideas are supported by research by Dr. Rosemarye Taylor. According to Taylor (2006), collaboration is vital to building capacity within a staff that will lead to lasting improvements in literacy instruction. "Leadership literature supports four constructs as important for improving student achievement in reading. These constructs are a) data-driven decision making, b) a focus on continuous improvement in student achievement, c) leadership for change and innovation, and d) shared curriculum focus on standards (Gunter & Taylor, 3)." Each of these components will guide drive instructional design and professional development.

DHS will provide professional development for all teachers through the focus on continuous improvement to increase student achievement. All teachers will be provided research-based professional development based on school improvement goals. Teachers will meet in professional learning communities on a regular basis to analyze student data and discuss effective lesson design. Based on administrative observational feedback, individual teachers will be provided specific, feedback to guide their deliberate practice.

Gunter, Glenda A. & Taylor, Rosemarye T. (2006). *The K-12 Literacy Leadership Fieldbook*. Thousand Oaks, CA: Corwin.

Taylor, Rosemarye T. (2010). *Leading Learning: Change Student Achievement Today!* Thousand Oaks, CA: Corwin.

Serafini, Frank. (2013). Building a Foundation for Literacy Instruction: Respecting the Past, Embracing the Future. Retrieved from <http://www.ccira.org/pdfs/crj/CRJwint2013-serafini.pdf>.

***D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.***

The Learning Progression Plan created by each student will be specifically created to

prepare all students for success on PERT testing and FSA (or state mandated assessment).

Also, strategies used throughout the core academic curriculum are designed to prepare all students, including those who enter below grade level in reading, to build reading, writing, and critical thinking skills in order to be successful during high school and prepare them for success in college and/or their career.

DHS is also committed to ensuring meeting the learning needs of all students. Designing instruction so that it is presented in a variety of modalities and is appealing to the students is crucial to their learning gains. Focusing on what is relevant to the students and making curriculum relevant will increase student engagement and allow them to benefit the most from the subject matter being presented. As Rosemarye Taylor stated in her research, "If the culture is focused on continuous improvement of learning for both adults and students, it tends to have gains in student achievement." (Taylor, 20) Therefore, research *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum focused on continuous improvement. Additionally, data driven instructional decisions will be key to making sure that each student is having their learning needs met.

Differentiated Reading Instruction—The National Reading Panel (2000) concluded that readers of all ability levels benefit from comprehension strategy instruction. In order to be effective, however, instruction provided must be flexible and match the needs of the individual learner to allow the learner to demonstrate measureable learning gains. DHS will serve students from diverse backgrounds, and each student will have a variety of learning strengths and needs. Teachers will work with individuals as well as small groups using Kagan cooperative learning to tailor instruction to address needs identified by progress monitoring assessments.

Finally, DHS incorporates a cross-curricular approach to reading and writing to offer continuous and thorough support of the Florida Standards. Additionally, a guidance counselor will offer support to all students to ensure that individual student needs, both academic and personal, are adequately addressed, while using the Learning Progression Plan to track progress.

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

DHS used three major philosophies when choosing its elective areas:

- Provide elective offerings that allow students to achieve a standard Florida Diploma
- Ensure students have access to college and career courses that allowed students to gain industry certifications and/or coursework that would allow students to gain access to the best in-state colleges and universities
- Ensure students receive course offerings in the area of STEM

In Appendix E, DHS has provided course descriptions for its tentative course offerings. DHS will add additional courses based on available staff, funds, and student interests.

*F. Describe how the effectiveness of the curriculum will be evaluated.*

As mentioned, DHS will utilize a variety of tools to assess student learning within the curriculum plan. Both administrators and teachers will have access to state assessment, progress monitoring, and summative data. Teachers will also utilize formative assessment feedback to gauge student progress toward learning goals and adjust instructional strategies as necessary.

Administrators will use informal walk-through observations and formal evaluations to gauge the effectiveness of teachers' implementation of the state standards and curriculum plan. Ultimately, the results of Florida state assessments will evaluate the quality of the curriculum plan based on student performance.

The School Improvement Team will evaluate the curriculum plan. The committee will regularly evaluate the effectiveness of the school's curriculum and based on student data will determine any strengths and weaknesses identified. The committee will recommend strategies for improvement for the school, student groups, and individual students.

## **Section 5: Student Performance, Assessment and Evaluation**

*A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.*

DHS is committed to improving student achievement for all of its students. DHS plans on using prior years' scores on Florida State Assessments (FSA) as its baseline measurement tool for school-wide goals. DHS also recognizes that Florida is in a transition period with respect to its standards and testing. DHS is committed to adjusting its testing schedule and offerings to align with the State of Florida requirements. DHS will use the assessments to set goals in Reading/ELA, Mathematics, Science, Writing (if needed), and Social Studies. As the Florida standards and assessments change, DHS will commit itself to ensuring that school's goals are aligned to any state approved standards and assessments.

DHS went to great lengths to accurately determine acceptable goals for the school. It should be noted, however, that the state will be implementing new assessments for the 2014-2015 school year and accurate data does not yet exist for the new tests. As a result the data should be treated as estimates due to the lack of available information at the time the charter was written:

**Goal 1:** DHS students will demonstrate proficiency in English Language Arts (ELA)

**Objectives:**

- A. In 2015-2016, Discovery High School will demonstrate an equal or higher percentage of students deemed proficient (currently level 3 or higher) on the Florida State Assessment for Reading/ELA than the majority of comparable schools as evidenced by the DOE School Grades Report. Comparable schools are determined annually by the Polk County School Board.
- B. In 2015-2016, Discovery High School will demonstrate an equal or higher percentage of students making learning gains on the Florida State Assessment for Reading/ELA than the majority of comparable schools as evidenced by the DOE School Grades Report. Comparable schools are determined annually by the Polk County School Board.
- C. In the years following the 2015-2016 school year, DHS will increase learning gains in grades 9-12 on the Florida State Assessment by 2% annually from the previous year's percentage in Reading/ELA as determined by the DOE School Grades Report.

DHS expects that in subsequent years of the charter contract, we will continue to make consistent progress in proficiency and learning gains among all subgroups of our students. As mentioned, DHS will implement the Florida State Standards and any state mandated assessments. At this time, no baseline data exists for the future Florida State Standards assessments. When this data becomes available, DHS will be able to make more accurate predictions in regards to the proficiency levels and projected learning gains of our students.

**Goal 2:** DHS students will demonstrate proficiency in math.

**Objectives:**

- A. In 2015-2016, Discovery High School will demonstrate an equal or higher percentage of students deemed proficient (currently level 3 or higher) on the Florida State Assessment End of Course Exams for math than the majority of comparable schools as evidenced by the DOE School Grades Report. Comparable schools are determined annually by the Polk County School Board.
- B. In 2015-2016, Discovery High School will demonstrate an equal or higher percentage of students making learning gains on the Florida State Assessment End of Course exams for math than the majority of comparable schools as evidenced by the DOE School Grades Report. Comparable schools are determined annually by the Polk County School Board.

- C. In the years following the 2015-2016 school year, DHS will increase learning gains in grades 9-12 on the Florida State Assessment End of Course exams by 2% annually from the previous year's percentage in math as determined by the DOE School Grades Report.

DHS expects that in subsequent years of the charter contract, we will continue to make consistent progress in proficiency and learning gains among all subgroups of our students. As mentioned, DHS will implement the Florida State Standards and any state mandated assessments. At this time, no baseline data exists for the future Florida State Standards assessments. The state also has not yet determined how the new EOC assessments will change, nor defined the parameters in which to compare different assessments. When this data becomes available, DHS will be able to provide more accurate and specific future projections in regards to the proficiency levels and projected learning gains of our students.

**Goal 3:** DHS students will make measureable gains in writing. (If needed based on State testing requirements)

**2014 FCAT Writing Data**

State Results		Polk District Results	
Level 3.5 or Above		Level 3.5 or Above	
10 <sup>th</sup> grade	64%	10 <sup>th</sup> grade	54%

**Objective:**

- A. 65% of DHS students will score at or above proficiency on the Florida Writing Assessment as evidenced by the Department of Education (DOE) School Grade Accountability Report starting in the year the test is offered to students.
- B. DHS will raise its proficiency writing percentage as listed above by 1% each year.

DHS expects that in subsequent years of the charter contract, we will continue to make consistent progress in proficiency and learning gains among all subgroups of our students. As mentioned, DHS will implement the Florida State Standards and any state mandated assessments. At this time, no baseline data exists for the future Florida State Standards assessments. When this data becomes available, DHS will be able to provide more accurate and specific future projections in regards to the proficiency levels and projected learning gains of our students.

**Goal 4:** DHS students will demonstrate proficiency in science as evidenced by the Biology End of Course exam.

**2013-2014 Biology EOC Spring Administration Data**

State Results		Polk District Results	
Level 3 or Above		Level 3 or Above	

9 <sup>th</sup> grade	80%	9 <sup>th</sup> grade	84%
10 <sup>th</sup> grade	56%	10 <sup>th</sup> grade	50%

- A. In 2015-2016, at least 55% of DHS students will be proficient on the Biology EOC exam as evidenced by the Department of Education (DOE) School Grade Accountability Report.
- B. In subsequent years, the school will increase its proficiency percentage in Biology by 2% each year.

**Goal 5:** DHS students will be proficient in history as evidenced by the US History End of Course Exam.

**2013-2014 US History EOC Data**

All numbers are percentages proficient by grade level for the state of Florida and Polk County spring administrations.

Grade	Florida	Polk
9	56%	89%
10	62%	63%
11	66%	55%
12	62%	64%

**Objective:**

- A. In 2016-2017, 65% of DHS students will be proficient in history as evidenced by the US History EOC. \*DHS will not offer US History in the 2015-16 school year.
- B. In subsequent years, DHS will increase its number of proficient students by 1% each year.

***B. Describe the school's student placement procedures and promotion standards.***

**Student Placement**

DHS will use a combination of teacher recommendations, transcripts, and state testing scores to determine placement for all incoming and returning students. DHS will offer a variety of intensive, regular, honors, and AP courses to accommodate all students.

DHS will also use the Polk County School Board's (PCSB) student progression plan to ensure students are placed in the appropriate courses based on their transcripts and grade level.

**Student Promotion**

DHS will continue to employ the PCSB Student Progression Plan in determining if the student has met the needed requirements for promotion to the next grade level. The specific requirements can be found in the PCSB Student Progression Plan. DHS will employ the standard promotion requirements including maintaining a minimum 2.0 GPA and passing all required state testing needed for course credit as outlined in the PCSB Progression Plan.

### **Grading Scale**

As mentioned above, one of the primary requirements for student promotion are course grades. To ensure grading is used effectively, DHS will use the grading scale as outlined in the PCSB Student Progression Plan.

### **Probation and Retention**

#### **Academic**

While the main goal of DHS is to ensure all students are placed in a successful learning environment, we understand students may face difficulties in their academic studies. Should a student face academic difficulties, the student shall be placed on academic probation. A student will be placed on academic probation if he/she falls into one of the following categories:

- Fails a course during any quarter or semester
- Does not maintain a 2.0 GPA

If the student is placed on academic probation one or more of the following strategies for improvement will be employed:

- Placement in intensive courses
- Mandated school provided tutoring
- Opportunity for credit recovery coursework

If the student fails to meet the requirements of the academic probation within a reasonable time, the student will face potential dismissal or retention.

#### **Attendance**

If students have excessive absences, they are subject to being placed on attendance probation. If a student is placed on attendance probation, the following strategies for improvement will be used:

- Frequent parent contact
- Consistent communication with a guidance counselor
- Collaboration on strategies for improving attendance
- Restrictions on allowable absences while on probation (not including serious illness or family emergencies)

If a student fails to meet the requirements of the attendance probation, the student will face potential dismissal or retention.

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

DHS will serve high school students in grades 9-12. In order to ensure all students have attained the necessary requirements, the school will rely on the PCSB Student Progression Plan and the school's Learning Progression Plan.

DHS thoroughly reviewed the PCSB Progression Plan and it more than adequately will allow our students to meet the needed requirements. We also determined that in an effort to maintain continuity between PCSB and DHS it was important to use the PCSB Progression Plan as our method of determining progression of students.

To track the students' progression, DHS will use its Learning Progression Plan, which will serve a variety of purposes. It will first track the needed requirements for students to graduate with a standard Florida diploma. It will also help track student academic and personal goals created through the school's college and career guidance objectives. The learning plan will be available to students and parents as needed and will be sent home with the student two times per year.

*D. Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.*

#### **Establishment of Baseline Data**

At DHS we plan on using multiple measures to establish baseline data. The main data that will be used will be state FCAT/FSA data from the student's prior year. The data will be compared to the end of year state data to determine if a learning gain has been made. To track student progress and assess skills, DHS will also use Discovery Education to collect pre, mid year, and end of year data to ensure the rigor of the Florida Standards is being met throughout the year. DHS will also use teacher created grade level common summative/formative assessments to ensure all teachers are meeting the rigor of the Florida Standards, as well as monitoring student progress on an ongoing basis.

#### **Collection of Data**

DHS will establish an assessment calendar to ensure timely collection of Baseline and Progress Monitoring Data. For EOC/FSA/Other state mandated testing, assessments will be given according to the State of Florida Testing windows. Below is a tentative Baseline testing schedule for DHS for 2015-16:

Test Type	Time Given
FSA Reading	Spring
FSA Writing	Spring
State of Florida EOC Exams	Regular Administration: April – May  Retake Administration: As needed
College Placement Exams	Ongoing
Discovery Education, or other Progress Monitoring Pre-Test	August
Discovery Education, or other Progress Monitoring Mid Year	January
Discovery Education, or other Progress Monitoring Post-Test	March
CELLA	Spring
Summative/Formative Assessments	Ongoing

In assessing student-learning gains, DHS will use FSA data when available and will use the guidelines set forth by the State of Florida to determine if the appropriate learning gain has been achieved. Where FSA data is not available, DHS will rely on progress monitoring pre and post testing to determine if a learning gain has been achieved.

#### **Usage of Baseline Data**

Baseline data will serve a variety of uses at DHS. First, baseline data will be used to plan, devise, implement, and revise instruction. Second, baseline data will be used to determine the student Learning Progression Plan found in [Appendix B](#). In the plan, the data will be used to make informed decisions as to course placement for all students. Third, in conjunction with the guidance counselor and/or teacher, the student will use the data to create specific learning goals for the year and use the continued collection of that data to monitor progress towards meeting their learning goal. Students and counselors will meet a minimum of three times per year to discuss their goals and their academic progress.

*E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.*

#### **Types of Assessments**

As 21<sup>st</sup> century learners, DHS recognizes that students learn in a variety of different ways; therefore, we are committed to using a diverse and varied assessment system.

## **1. Criterion–Referenced Tests**

DHS will use the State of Florida Assessment programs as its baseline for data and measuring student progress when available. DHS is committed to ensuring our students participate in all tests required by the state. DHS will work with the state and the PCSB to ensure that all required state testing is completed in a timely manner and that all students have an opportunity to take any mandated state testing.

DHS will use the state assessment system to monitor if our students are meeting the expectations set forth by the Florida Standards and to influence and guide instruction. In determining if the student has passed or made a year's worth of learning gains, DHS will follow state mandated guidelines. At DHS our goal is also to ensure we strive to meet the high standards set forth by the Florida A+ Plan. To do this, DHS will make continued progress towards the following:

- Maintaining and improving proficiency
- Achieving learning gains for the lowest 25% of DHS students as defined by Florida A+

DHS will also use state testing to help set and monitor progress towards the student created academic goals. In conjunction with their guidance counselor and/or teachers, students will use their baseline data to determine their strengths and weaknesses in a particular subject area and together the student and facilitator will create an appropriate academic goal to lead towards improved student achievement.

In addition to monitoring student progress, state testing will also help determine student placement. Students that achieve a non–proficient score in math and/or reading/ELA state testing will receive appropriate remediation and will be provided a Progress Monitoring Plan. Students who need to pass specific state tests for graduation requirements will be given opportunities for reexamination. The school will follow the PCSB testing schedule for all reexaminations of state testing. In addition to teacher recommendations and student driven goals, state testing will also be used to determine placement in regular, honors, and AP level courses. A record of all state mandated testing will be kept in the Learning Progression Plan.

## **2. Progress Monitoring Assessments**

In addition to state testing, DHS will also employ the use of Discovery Education or other standards based progress-monitoring testing. The program will be given for all Math, Science, English, and Social Studies classes and will be given three times per year. The purpose of these assessments are to provide the administration, teachers, and students a way to monitor student progress throughout the year and to measure the effectiveness of the school's curriculum in meeting the rigorous expectations set by the Florida standards.

Students will also use this data as a way to monitor if they are meeting their academic goals. For a minimum of three times per year, students will meet with their guidance

counselors and/or teachers to review their subject area data and together determine if they are making progress towards their goal. If progress is not demonstrated, students and facilitators will determine an improved course of action. If progress is being made, strategies will be given to the student for continued success. In cases where state assessment data is unavailable to determine student learning gain and/or proficiency, the progress monitoring tests will serve as the student's baseline test scores and will be used to determine if their academic goal has been met.

### **3. Teacher Created Subject Area Common Summative/Formative Assessments**

Teachers will be given time each month to work as a subject area to create common summative and formative assessments to be given to all students in that particular subject area. In creating these assessments teachers will take the following into account: the Florida standards being assessed, the essential question or learning goal(s) being assessed, and curriculum maps. The goals of creating these tests are the following:

- Plan, devise, implement, and revise instruction
- Ensure all teachers are held to the same standard and level of rigorous teaching as outlined by the Florida Standards
- Monitor student progress on an ongoing basis
- Provide data as to whether students are meeting proficiency in specific Florida Standards
- Provide administration, teachers, students, and parents consistent monitoring of student progress
- Provide information as to whether students are making progress towards their academic goals

As mentioned, DHS recognizes that all students learn differently. As a result, DHS will employ a system of varied assessments to ensure that all students have a chance to achieve their best. The following are examples of some of the different types of assessment that will be employed at DHS:

- Student created projects
- Student created presentations with a focus on technology
- Students created writing samples
- Student created electronic portfolio

Assessments listed above will be graded according to a research based and Florida Standards driven rubric. Rubrics will contain some of the following elements when assessing student learning:

- Evidence of mastery of the Florida Standard assessed
- Evidence of methodical and productive student work
- Evidence of Critical Thinking
- Evidence of use of 21<sup>st</sup> century skills and the school's mission and vision

#### **4. Student Created Portfolios**

At the end of each year students will submit an electronic portfolio and curriculum vitae. The purpose of both is to serve as a reflection and summary of the work students have completed throughout the year and to serve as evidence of progress towards their academic goals as outlined in their student academic and learning plan. The portfolio will contain examples of student work in all classes enrolled that demonstrate mastery of specific Florida Standards for each content area.

#### **5. College Placement Tests**

Through the school's guidance department, DHS will encourage college bound students to take appropriate college placement tests including PSAT, SAT, and/or ACT. All DHS students will complete the Postsecondary Education Readiness Test (PERT). The goal for DHS is to ensure that each student is able to meet the needed cut scores for each subject. The needed cut scores are as follows: Reading 106, Writing 103 and Math 114.

The school will provide all students with the specific skills needed for these tests through their academic classes. Opportunities for remediation for these tests will also be provided to students as needed. In the course directory for the school, we have identified several options for PERT remediation that can be employed as needed.

#### ***F. Describe how student assessment and performance data will be used to evaluate and inform instruction.***

Data driven instruction is one of the foundations of the educational plan. DHS plans to use all of the assessments described above to plan, devise, implement, and revise instruction. Appendix D contains the DHS flow chart for how data will influence and inform instruction.

#### ***G. Describe how student assessment and performance information will be shared with students and with parents.***

At DHS communication is paramount. In order to keep parents and students informed of their grades and assessment results, the following measures will be taken:

- Students will receive frequent feedback from teachers regarding their grades.
- Parents will have access to the Pinnacle Internet Viewer to ensure frequent access to their child's grades.
- Teachers will inform parents of grade related issues with students early in the academic quarter and discuss steps to eliminating those issues.
- The school will send home interim grade reports every 4 ½ weeks and quarterly report cards every 9 weeks or according to the PCSB grade reporting schedule.
- Parents will be provided time to meet with the school's administration, teachers, and counselors to discuss any grade related issues or concerns.

- The school will send home yearly state testing reports to parents, as well as, updated progress monitoring results.
- All assessment and grade information will be recorded on the Learning Progression Plan and will be available to parents and students at any time.
- Students will use data and grades to create yearly student academic goals for each content area in which they are enrolled.

## Section 6: Exceptional Students

*A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.*

- *The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.*
- *The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.*
- *The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).*

In servicing students with disabilities, DHS will follow all federal, state, and local policies and procedures regarding students with disabilities including the Individuals with Disabilities Education Act. Due to space and budgetary limitations, DHS will only be able to serve those students who are seeking a standard high school diploma. We will be unable to serve any student seeking a special diploma or whose least restrictive environment is a self-contained ESE classroom. As a result students who meet the following criteria will be best served at DHS:

“The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.”

Before applying, all potential applicants will be informed of the services, staff and facilities limitations of DHS. Any DHS student entering with an IEP whose level of services meets the above criteria will be accommodated in accordance with the specifics of the plan.

In addition to accommodating IEPs, DHS will accommodate or create any necessary 504 plans in accordance with Section 504 of the Rehabilitation Act of 1973 and the PCSB

504 procedures. In the event the student has a perceived need for a 504 plan the following plan of action will be taken:

- A 504 meeting will be scheduled with the student's parents, teachers, guidance counselor, and administration. If necessary medical and outside professional personnel can be contracted and invited as needed to ensure proper evaluation of the student.
- The purpose of the meeting will be to answer the following questions:
  - What is the nature of the student's struggles?
  - Is this problem a potential disability?
  - Can reasonable accommodations be made in the classroom?
  - Is further evaluation necessary?
- The 504 Committee will also take into account any physician recommendations and any accommodations that are already in place for the student both inside and outside the classroom, making it critical that both the parents and teachers attend the meeting.
- If the result of the committee is to establish a 504 plan, DHS will use all PCSB 504 plans and documents to create the student's plan.
- In the event of the creation of a 504 plan, the student will be closely monitored to determine if the accommodations are making an impact or if additional accommodations are necessary. If it is deemed that more accommodations are needed or accommodations are no longer needed, the student's parents, current teachers, guidance counselor, and administration will review the 504 plan to determine any alterations.

If a student enters DHS with a 504 plan, the plan will continue to be accommodated as outlined and in accordance with the school's accommodation criteria. If necessary or at the request of the student's parents, DHS can convene a 504 meeting consisting of the student's parents, current teachers, administration, and guidance counselors to determine if any additional accommodations are needed or if the accommodations in place are no longer needed. In the event this meeting is needed, DHS will continue to follow the above procedures in modifying an existing 504 plan.

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

During the application process, parents will provide any necessary information regarding any disabilities their child may face. Parents will be made aware of the school's ESE accommodations and capabilities and will be encouraged to submit an application. The student's application will then be placed in the applicant pool and subject to the school's priority and random selection process.

***C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.***

DHS is committed to providing an equal opportunity to serve students with disabilities within the scope of services offered. If a student is accepted to DHS, the child's parents will be informed of these services and will respect the wishes of the parent in deciding where to send their child assuming DHS can adequately meet the needs of the student.

***D. Describe how the school will utilize the regular school facilities and adapt them to the needs of the exceptional students to maximize to the extent appropriate, including the use of supplementary aids and services.***

DHS fully intends to have a completely accessible campus allowing all students equal access to all of its facilities. DHS will provide or contract any services needed to fulfill an accepted student's IEP under the school's ESE guidelines mentioned in the above section. To ensure DHS is appropriately servicing the student the school will follow the following guidelines:

- The school will complete an annual review of all IEPs as required by law.
- The school will keep parents and students informed of goal progress through quarterly reports.
- The school will monitor goal progress through report card evaluations, progress monitoring assessments, state assessments and evaluations, and will collaborate with the district in self-assessment.
- The students will work closely with their guidance counselor and the school's ESE Facilitator to ensure they have properly mapped out the student's 4-year academic plan. It will be aligned to ensure progress towards the student's learning goals are being made and to ensure that the student is set up for success beyond high school.

Through this policy DHS is committed to ensuring all ESE students enrolled are making relevant gains in reading and math, as well as, significant progress towards meeting their IEP goals.

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

As mentioned in Section 6D, DHS will provide individualized guidance and monitoring of all ESE students. Our goal is for them to achieve their IEP goals, make learning gains in reading and math, and to have success beyond high school. To ensure the proper course has been established for the student and to evaluate the success of our ESE program the following measures will be taken:

- Baseline data will be established for the student using the prior year's FSA data. If this data is unavailable, the school will use its initial progress monitoring assessments to establish the baseline data.
- Using the baseline data and the student's IEP, the guidance counselor, the school's ESE facilitator, and the student's parents will establish a 4-year academic plan to ensure student progress towards their IEP and post-secondary goals.
- The school will monitor the student's progress using state assessments, progress monitoring, academic grades within the student's classes, and any other relevant testing.
- When the final data has been collected, the student, parents, guidance counselor, ESE Facilitator, and teachers will convene to review the IEP and determine if adequate progress has been made towards the student's goals.
- The school will also monitor and evaluate effectiveness of goals for each student.

***F. Explain how exceptional students who enter below grade level will be engaged in and benefit from the curriculum.***

One of the cornerstones of DHS will be its attention to each student. Each student, regardless of disability or standing, will receive one on one attention and guidance to maximize the effectiveness of their time at DHS to ensure success beyond high school. We feel this approach will be especially effective for ESE students because their education needs to be highly individualized. To ensure ESE students benefit from and are engaged in the curriculum the following course of action will be established:

- ESE students and their guidance counselor will review their exceptionalities, goals, and interests and establish a 4-year plan to meet their high school goals.
- DHS will offer remediation to ensure greater mastery of content. ESE students will benefit from the more personalized attention within these classes.
- DHS will closely monitor ESE progress in state assessments and progress monitoring assessments to ensure students are getting the needed support.
- ESE students will learn academic skills and will also gain personal skills to be successful in the 21<sup>st</sup> century.

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

Due to the limitations of facility and staff, DHS will be able to serve students whose Least Restrictive Environment is that of support in a regular education classroom and who are seeking a standard diploma. As a result, we are anticipating that 5% of our population will be students with disabilities. This percentage was derived from Discovery Academy of Lake Alfred's ESE count because we anticipate similar demographics to that of DALA due to our location and transportation plan.

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

DHS anticipates serving students with disabilities. Based on the DHS ESE model and the anticipated number of students with disabilities we will serve, we will hire/contract an ESE facilitator to handle all student IEPs, as well as ensure student accommodations within the IEP are met. As a result of the inclusion model the school will use, teachers at DHS will also be trained in ESE strategies and ESE teachers will be used as needed for support in the classroom depending on the services listed on the IEP.

***I. Describe how the students will serve gifted and talented students.***

Due to the high level of rigor that DHS will employ, we anticipate having a significant population of gifted and talented students. DHS will be able to offer these students honors and advanced coursework, as well as the opportunity to be enrolled in the school's pre-collegiate program offering them a path to be accepted into the PSC COL Program.

The school will also provide these students with a rigorous program of study if they wish to remain at DHS for all four years and not enter the pre-collegiate program. Through our individualized approach, students will take courses and be provided opportunities needed to achieve their EP goals.

DHS will continually monitor gifted and talented students for progression toward their EP goals.

## **Section 7: English Language Learners**

***A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.***

DHS will comply with state and federal requirements for serving English Language Learners (ELLs), to include strict observance of teacher training requirements. Instructors and administrators will have the ELL endorsement or other required ELL training, or they will be working toward that goal, as mandated by state regulations. In addition, DHS will respect the rights provided to students under the Multicultural Education and Training Advocacy (META) consent decree, including appropriate programming, accommodations, and ELL strategies.

The majority of students at DHS who qualify for ELL services will arrive with ELL identification or a plan in place already. Any modifications or accommodations noted on those plans will be observed.

If, however, an ELL student enrolls in DHS without a plan, the school will utilize the

following steps outlined by the Florida DOE for identifying and serving those ELL students:

1. **Identify potential ELL students via the Home Language Survey:** All students will be given the Home Language Survey (HLS) upon enrollment. The HLS requests information from parents/guardians regarding the language(s) spoken at home. If one or more responses indicate a home language other than English, DHS will proceed to Step 2.
2. **Screen for English language proficiency within the first twenty days of enrollment:** The initial screening instrument that will be used is the Idea Oral Language Proficiency (IPT). If a student scores Non-English Speaker (NES) or Limited English Speaker (LES), the student is placed in the ELL program and receives services equal in amount, sequence and scope, to those provided to non-LEP students. If a student is determined to be a fluent English speaker (FES), the student will also be given the English language reading and writing proficiency assessment (IPT Reading/ Writing test) within twenty days following the oral test. Any student being tested who scores at or below proficiency level will be considered to be Limited English Proficient and provided appropriate services to make curriculum accessible.
3. **Form an ELL Committee:** DHS will have an ELL committee in compliance with the definition and requirements of Rule 6A-6.0901. Any time a student who takes the initial English Language Proficiency exam and tests proficient is not making appropriate gains in a traditional classroom, they can be referred to the ELL committee for review. Additionally, students scoring at the 32<sup>nd</sup> percentile will be referred to the committee for review. This committee will include a teacher, an administrator and the child's parents, but is not limited to these individuals. The ELL Committee is the final authority for all decisions regarding the education of the ELL student.
4. **Determine the ELL student's need for instructional assistance:** Appropriate ESOL strategies will be documented in lesson plans. DHS will employ ELL instructional strategies outlined by the PCSB such as utilizing oral techniques, modeling, cueing, and allowing use of dictionaries in ELL students' native language in classrooms. Students will be graded on their progress in content areas, and not language proficiency. Standardized assessment test modifications will be provided as directed by law.
5. **Evaluate student progress by tracking performance:** ELL students are tested yearly using the CELLA to monitor progress in language proficiency. After three years, an annual ELL meeting must be held within 30 days of their ELL anniversary to discuss student progress and decide if the student should receive an extension of services or be exited from the program. (From August to October, CELLA & FCAT scores are used in ELL committee decisions; after October, the IPT test is a more accurate measurement.)
6. **Exiting the student from the ESOL program:** A student will automatically exit the ELL program if they score Proficient in all areas (listening/speaking, reading, and writing) of the CELLA and score on grade level in the state standardized test. Otherwise, the ELL committee can make the final determination to exit a student.

If a student that has exited is not being academically successful within the 2-year monitoring period (D or F on report card), an ELL committee meeting must be held to decide if the student needs to be re-entered into the ELL program.

***B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.***

Each DHS teachers will comply with state mandates regarding ELL certification. Teachers will possess an ELL endorsement on his or her teaching certificate, or have another required ELL training or state mandated number of hours completed, or will be working toward whatever requirement is state mandated for their content area. Following the strategies and instructional techniques suggested by TESOL, DHS expects that modifications and accommodations will result in ELL student success.

***C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.***

English Language Learners entering below grade level will receive individualized attention via the guidance counselor. The counselor will, alongside the student, create a Learning Progression Plan based on the number of credits earned prior to enrollment, a student's performance on the PERT, and results from any state assessments taken. Each student at DHS will have specific guidance in preparing for their future career or college choices, regardless of English proficiency. A primary goal of DHS is to immerse the student in a program of learning that continually engages them by being specifically tailored toward their future career plans.

## **Section 8: School Climate and Discipline**

***A. Describe the school's planned approach to classroom management and student discipline.***

DHS has gone to great lengths to create a personalized approach within our educational and curriculum plans. The same will extend to our classroom management and discipline system. DHS believes strongly that the key to effective classroom management and discipline is relationship building through positive reinforcement. These relationships, however, must strike a balance between remaining positive and keeping clear and consistent expectations. DHS used research from Dr. Robert Marzano to establish clear benchmarks for classroom management and discipline:

- Establish clear expectations
- Establish clear learning goals
- Show appropriate levels of cooperation
- Provide flexible learning goals
- Take a personal interest in students

- Treat students equitably
- Awareness of high need students
- Be proactive in student relationships

These benchmarks will foster positive, productive, and personalized relationships with students, and create an environment of safety and learning.

DHS will also use the PCSB Code of Conduct as a guide in dealing with classroom management and discipline issues. DHS will, however, have a separate dismissal policy. The Code of Conduct will be familiar to the students since the majority have come from Polk County Schools and provides a solid model for discipline. Combining these two factors will create a solid and well-rounded classroom management and discipline plan.

### **Behavior Probation**

DHS expects all students to abide by PCSBs Student Code of Conduct and DHS's Student Expectations. However, should a student fail to meet expectations, they will be subject to the school's discipline plan. Within this plan, students are subject to being placed on behavior probation for serious violations. The behavior probation will outline strategies for improvement that will include:

- Assignment of an administrative and teacher mentor
- Weekly meetings with mentors followed by parent contact
- Creation of goals designed to meet behavioral expectations

Should the student fail to meet the terms of the probation in a timely manner, the student is subject to dismissal.

### ***B. Describe the school's code of conduct, including the school's policies for discipline, suspension, and dismissal.***

In creating an atmosphere of safety and productivity, DHS will use the PCSB Code of Conduct as a guide, with the exception of the dismissal and expulsion procedures. All DHS parents and students will be required to read and review the PCSB Code of Conduct and sign the DHS family contract and student expectations form acknowledging that they have read and agree to abide by the PCSB Code of Conduct. Both will also outline procedures for possible dismissal and additional regulations of the school. The DHS Family Contract can be found in Appendix F, and the Student Expectations form can be found in Appendix G.

## II. Organizational Plan

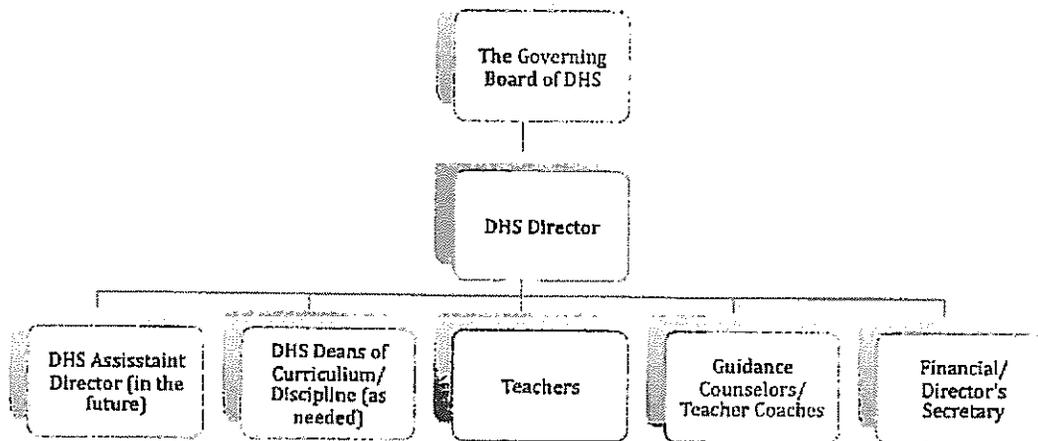
### Section 9: Governance

*A. Describe how the school will organize or be operated by a non-profit organization.*

DHS plans to file for non-profit and tax exempt status upon the approval of its charter. The school intends to operate under the name The Discovery High School, Inc. and will be operated by the school's governing board.

*B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.*

Below is an organizational chart depicting the school's organizational flow:



#### Discovery High School Governing Board

DHS will maintain a governing board consisting of four general members and a chairperson. The board will also maintain three non-voting positions: President and Treasurer of DHS, Secretary of the board, and a teacher representative voted for by the DHS faculty. The DHS Board will have the responsibilities of overseeing financial management, the effectiveness of the educational and curriculum plan, approving new hires, the addition of employee positions, and filling vacancies on the board.

#### DHS Director

The DHS Director will oversee the day-to-day operations of the school and will report directly to the governing board. As part of the Director's responsibilities, he/she will manage the budgeting, planning, facilities, and organizational structure of the school. The Director will also recommend employment, supervise, and evaluate school staff.

The Director will attend all board meetings and serve as the official liaison between the board and the school.

#### **DHS Assistant Director**

If the school evaluates and determines the need for an Assistant Director, the Director will reserve the right to hire such a position and define job responsibilities at that time. The Assistant Director will report to the Director.

#### **DHS Dean of Curriculum and/or Discipline**

If the school evaluates and determines the need for a Dean, the Director will reserve the right to hire such a position. The Dean will be charged with managing the curriculum and/or discipline for the school and will report to the Director. At the Director's discretion, the Dean may perform additional duties.

#### **DHS Guidance Counselor**

DHS intends to have a minimum of one guidance counselor at the opening of the school and will report to the Director. The guidance counselor will be in charge of maintaining the Learning Progression Plans and ensuring all students are progressing according to the PCSB Student Progression Plan. The counselor will also oversee the student led conferences. As the school continues to grow, additional guidance counselors will be hired as needed.

#### **Teacher Coaches**

To support the educational program at DHS the school will evaluate the need for teacher coaches. Should the need arise the position(s) will be created and job duties will be assigned.

#### **Teachers and Staff**

DHS will continue to maintain and recruit a highly qualified and certified staff capable of executing and supporting our educational and curriculum plans. Teachers and staff will report to the Director.

For more detailed job descriptions, see Appendix H.

*C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to::*

- *Adoption of annual budget*
- *Continuing oversight over charter school operations*

In overseeing the high school, the board will oversee and be accountable for approving all financial, academic, and operational policies of the school. In its operation, the board shall have the following specific responsibilities:

- The governing board of the charter school shall annually adopt and maintain an operating budget.
- The governing body of the charter school shall exercise continuing oversight over charter school operations.
- The governing body of the charter school shall be responsible for
  - 1) Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2), who shall submit a report to the governing board
  - 2) Reviewing and approving the audit report, including audit findings and recommendations:
    - a) Performing the duties in s. 1002.234 in monitoring a financial recovery plan and/or corrective plan if needed
- Participate in governance training approved by DOE which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility
- The governing body shall report its progress annually to its sponsor, which shall be forwarded to the Commissioner of Education.

***D. Describe the policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.***

Refer to the following: By-laws in Appendix I, Articles of Incorporation in Appendix AA, Conflict of Interest in Appendix J, and the Code of Ethics in Appendix K.

***E. Explain how the founding group for the school intends to transition to a governing board.***

Upon approval of the charter, the Governing Board of Discovery Academy will also serve as the Governing Board of DHS. A planning team will be established to maintain

oversight of the development process. The governing board will appoint a Director who will oversee the planning process. This process will include the recommendation of staff, recruitment of students, facility preparation, purchase of instructional materials, completion of charter school documents, and other preparation tasks. The governing board will meet on: January 13, March 10, and June 9, 2015 to approve items necessary for the opening of the school. The governing board will continue to meet according to the schedule in Appendix L.

*F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.*

See Appendix I for information concerning board member recruitment, development, term limits, removal and vacancies.

### **Professional Development**

All DHS board members will complete governance training and required professional development in accordance with Rule 6A-6.0784 of the Florida Administrative Code and Florida Administrative Register. Should any regulations change, DHS intends to be fully compliant. The governing board secretary shall be responsible for organizing all necessary trainings.

*G. List each of the proposed members of the school's governing board, indication any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.*

### **Voting Positions**

Charlotte Butler, Chairperson – Former educator who will be able to help monitor DHS's educational program.

Mike Jones, Member – Community member who will be able to bring community related needs and issues to the board's attention.

Kitty Walker, Member – Former educator who will be able to help monitor DHS's educational program.

John Grega, Member – Former ESE facilitator and teacher who will be able to help monitor the school's ESE program.

Aimee Diaz, Member – Community member with experience in Title I and Financial facilitation, which will allow her to provide insight in these areas if needed.

### **Non-Voting Positions**

TBA, President and Treasurer of The Discovery High School, Inc.

TBA, Secretary of the Board

TBA, DHS Teacher of the Year

Resumes, including detailed background information and descriptions, for each board member and the Director can be found in Appendix M.

*H. Outline the methods to be used for resolving disputes between a parent and the school.*

DHS will follow the procedures outlined in Appendix N for all parent/school disputes.

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

*H. Name of the partner organization.*

*I. Name of the contact person at the partner organization and that person's full contact information.*

*J. A description of the nature and purpose of the school's partnership with the organization.*

*K. An explanation of how the partner organization will be involved in the governance of the school.*

#### **Partner Organization I**

Polk State Chain of Lakes Collegiate High School

#### **Contact Person**

Bridget Fetter, Director

#### **Nature and Purpose of the school's agreement and Governance roles of the partners.**

As part of the educational experience at DHS, students will have the opportunity to enroll in the pre-collegiate program. As mentioned, this program is designed for students who wish to enter Chain of Lakes collegiate program offered at Polk State College. The official copy of the agreement can be found in Appendix O. DHS and Polk State Chain of Lakes Collegiate Winter Haven have entered into a partnership that contains the following terms:

- POLK STATE COL has agreed to give priority enrollment to 25 DHS Pre – Collegiate students who meet the requirements for acceptance into POLK STATE COL.
- POLK STATE COL will work with DHS to provide ongoing consultative services for its Pre – Collegiate program.
- POLK STATE COL and DHS faculty will collaborate to ensure continuity among the curriculum.
- POLK STATE COL will provide support for DHS Pre Collegiate student's transition into the Pre Collegiate program and transition into the POLK STATE COL program.

**Role in Governance:** Polk State Chain of Lakes Collegiate will have no role in the governance of the school.

### **Partner Organization II**

Discovery Academy of Lake Alfred

#### ***Contact Person***

Carol Fulks, Executive Director

**Nature and Purpose of the school's agreement and Governance roles of the partners.**

#### ***Discovery Academy of Lake Alfred***

Discovery Academy of Lake Alfred has joined DHS to become its partner organization. Due to the success of Discovery Academy's program, DHS will work with DALA to maintain continuity of the students who move from DALA to DHS. DHS and DALA will also share facilities, faculty, and services until DHS is able to relocate to a different location. The official agreement and list of services between Discovery Academy and DHS can be found in Appendix P.

**Role in Governance:** DHS and DALA will maintain separate administrative positions. While DHS will have the same governing board composition as its parent organization, DALA, they will maintain separate governing board meetings and agendas.

## **Section 10: Management**

***A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibility and accountability.***

The DHS Director will serve as the head administrator for the school. The Director will be chosen and report directly to the DHS Governing Board. Section 9 provided a flow chart for the organizational structure and to who each position reports.

The Director of DHS will supervise all DHS staff members. Additional positions will be added as needed. Positions will include:

Dean of Students/Curriculum  
Guidance Counselor(s)  
Teachers  
Administrative Assistant(s)/Financial Secretary

Job descriptions for each staff member position, including the Director, can be found in Appendix H.

***B. Outline the criteria and process that will be used to select the school's leader.***

The DHS Director will be appointed by the governing board. An ideal candidate will possess the following qualifications:

- An approved Master's Degree in educational administration or leadership
- Minimum of three years in school administration
- Possess a valid Florida Professional Teaching Certificate
- Florida Administrative Certification
- Experience in the management of charter schools is preferred

The Board will appoint an interview committee to complete the following measures in its hiring process:

- Advertise the position on the school's website and on internal email.
- Review resumes of prospective candidates for necessary requirements, qualifications, references and experience including those established by Florida Law
- Conduct interviews and make a final selection
- Takes recommendation to the board for approval
- Selected candidate will be fingerprinted and have a complete background check

***C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.***

A staffing plan for DHS can be found in Appendix O.

***D. Explain the school's plan for recruitment, selection, and development.***

**Recruitment and Selection of Staff**

The DHS Director will oversee the selection and recruitment of staff. The Director will use the job descriptions found in Appendix H and requirements sets forth by Florida Law when selecting candidates for specific positions. When recruiting staff members, the Director will conduct the following measures in the hiring process:

- Advertise the position on the school's website and on internal email
- Attend local and national career fairs, when available
- Advertise the job on relevant career websites
- Review resumes of prospective candidates for necessary requirements, qualifications, references and experience including those established by Florida Law
- Conduct interviews and make a final selection

- Selected candidate will be fingerprinted and have a complete background check

### **Professional Development**

As mentioned in this document education isn't changing; it has changed. Due to this factor, it is imperative that teachers are committed to life-long learning. To aid in this, the school will seek to provide on-going, quality professional development for its teachers. To accomplish this, DHS will employ a variety of strategies to ensure teachers get the support they need. Professional Development mediums will include:

- Online modules provided through PD 360
- In school trainings
- Monthly PLC meetings
- Mandatory attendance of Kagan Training for all new hires; contracting a Kagan Coach for continued development
- County or state trainings, as available
- Contracted, on-site professional development as needed.

DHS will also have a specific focus in the professional development provided. This will include training in the following:

- Formative Assessment
- Cooperative Learning
- Differentiating Instruction
- Content Specific Strategies
- STEM
- Technology including the use of iPads as a daily teaching tool
- Reading and Writing across the curriculum
- Trainings relevant to the School Improvement Plan
- Staff Requested Trainings
- ESE/ESOL Strategies
- Deliberate Practice Improvement Strategies
- Teacher Collaboration

The staff will also complete assessment trainings to include the use of data and how it drives instruction and the administration of progress monitoring, FCAT/FSA/State Mandated testing, and any other required assessments.

The professional development program will meet statutory compliance and reporting. As needed, DHS will collaborate with PCSB for professional development including development in Exceptional Student Education and English Language Learners policies and procedures. All professional development, follow up activities, and follow up points will be maintained by the DHS Director.

## Section 11: Education Service Providers

DHS, DALA, and Polk COL do not intend to contract an Education Service Provider.

## Section 12: Human Resources and Employment

*A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.*

DHS intends to hire public employees. The staff will be compensated according to the salary schedule found in Appendix R and will include the standard PCSB compensation for Master's and Doctoral Degrees.

DHS will also provide the same standard of benefits in accordance with DALA employees, and the Governing Board will retain the right to add additional benefits as needed. DHS employees will participate in the Florida Retirement System as stated in s. 121.021(34). Employees will be provided with medical and life insurance policies by DHS. Employees will have the option of purchasing dental, cancer, additional life, vision, and disability insurance. All Governing Board approved benefits will be open to all employees of Discovery High School, as well as, those provided by Florida Law. DHS will also provide supplemental compensation when needed.

DHS is an equal opportunity employer and will not discriminate for any reason on the basis of race, ethnicity, religion, age, gender, or physical condition or limitation.

As a public employer, DHS may contract for services with an individual or group who are organized as a partnership or cooperative. These individuals or groups are not public employees, such as an accountant or cleaning service.

*B. Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed, provide a clear plan, including timeline, for the development and approval by the governing board.*

All DHS employees will be subject to all policies and procedures outlined in the personnel agreement. All employees will be informed of this fact before their hire. The DHS personnel agreement can be found in Appendix V.

All DHS faculty will be required to participate in the following professional development:

- New Teacher training at the time of hire to review information on professional responsibilities, ethics, classroom management, instructional policies, the school handbook, and other relevant new hire information
- Kagan Training

- Any professional development provided relating to the school improvement plan
- Any professional development provided relating the staff member's content area
- Monthly PLC meetings
- Any other relevant opportunities provided by the school
- Any additional training mandated by the State of Florida

Faculty members will also be provided additional optional professional development opportunities and will be informed and eligible to attend.

### **Section 13: Student Recruitment and Enrollment**

*A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.*

DHS has devised a strong marketing and recruitment plan that we feel will enable parents and students within the targeted area to gain valuable information about our school, and make the determination if DHS is the right fit. Our recruitment strategy is centered around a multi-pronged plan and includes the following:

- DHS will send representatives from the school to host information sessions at various middle school campuses, including one at its partner organization Discovery Academy.
- DHS will seek to build strong community relationships in the targeted areas.
- DHS will participate in local community events such as farmer's markets, chamber of commerce meetings and events, and other events to gain word of mouth advertising.
- DHS will host community events to promote an awareness of our school, as well as promote a school or community related issue.
- DHS will host informational meetings open to students and parents in Polk County to gain valuable information about DHS.
- DHS will host annual guidance counselor meetings to provide middle school counselors valuable information about DHS to bring to their students.
- DHS will undertake a paper and media based marketing/advertising campaign to inform parents about the options at DHS.
- DHS will post information on its website.

*B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.*

DHS has a steadfast commitment to not discriminate on the basis of race or ethnicity. We anticipate the majority of our population will be students from Discovery Academy of Lake Alfred and our population will be similar to the demographics of DALA. Below are the population demographics for Discovery Academy as compared to Polk County:

2012 – 2013 Discovery Academy and Polk County Demographic Information

Race/Ethnicity	DALA	Polk County
White	42.4	45.1
Black	16	21.2
Hispanic/Latino	34.8	28.3
Asian	1.6	1.6
American Indian or Alaska Native	1.5	.6
Two or More Races	3.8	3.1

To ensure a racial/ethnic balance is achieved the following measures will be taken:

- DHS will market and advertise in a variety of communities in the Polk County area.
- DHS will employ a bilingual staff member to ensure parents have equal communication access.
- DHS will create print material in multiple languages most notably Spanish and Haitian Creole.
- DHS will distribute information using a print and media strategy that will enable a variety of communities to receive our message.
- DHS will work with its community partners from all areas of Polk County to reach out to prospective students and parents.
- DHS will use social media to engage students and parents.
- DHS will provide a curriculum and school environment that is open to all.

DHS also recognizes that demographics change. DHS is committed to maintaining accurate demographic information about the targeted areas in Polk County and is committed to maintaining a similar racial/ethnic balance. Should an imbalance occur, DHS will take measures to align our population with the demographics of our area.

***C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.***

DHS is committed to having enrollment policies that do not discriminate on the basis of race, ethnicity, sex, national origin, disability, or age. To comply with Florida Law, DHS will maintain a lottery system for grade levels whose applicant pool exceeds the number of seats available. As applications (Appendix Z) are returned during the open enrollment period, they will each be time and date stamped. From there they will be assigned a number and will be randomly selected. Parents will be notified by mail as to their child's acceptance and will have five business days from the date of the letter to notify the school if they will attend DHS. Students not chosen will be placed on the school's waiting list and will be assigned a number. As seats open, waiting list parents will be informed of the opening and will have five business days to accept or reject the acceptance offer.

As part of the school's enrollment policies, DHS will employ the following enrollment preference policies. The policies are ranked in order of preference with 1 being the highest preference:

1. Children of Board Members
2. Children of DHS faculty and staff
3. Siblings of enrolled DHS students
4. Students covered under articulation agreements entered into by DHS
5. All other applicants

As mentioned above, DHS has granted preference to students covered under approved articulation agreements. DHS has entered into an articulation agreement with Discovery Academy of Lake Alfred. This agreement can be found in Appendix Y.

***D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.***

DHS will employ the use of a family contract. The contract will outline expectations that all students will be held to while at DHS. Parents/Guardians and students will be required to sign the contract at the beginning of each year stating they agree to follow the specifics outlined in the contract. The contract can be found in Appendix F.

***E. Explain any other efforts to encourage parental and community involvement, if applicable.***

As part of the educational plan, DHS outlined a strong Parent involvement plan in Section 3. DHS will continue to monitor and evaluate the effectiveness of the plan through the School Improvement Plan committee. If the committee finds a deficiency in parent involvement it will adopt the needed measures to increase parent involvement.

### III. Business Plan

#### Section 14: Facilities

Discovery High School has a two-pronged plan for its facilities. For the first two years, DHS will be housed on its partner's campus, Discovery Academy. Beginning in the third year DHS will move to a separate location, which needs to be secured. Due to the dual nature of the plan we have gone into detail about both the acquired and not acquired sites.

If the site is acquired: (2015 – 2017)

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

Discovery Academy of Lake Alfred is located at 1000 N. Buena Vista Dr. in Lake Alfred, FL. For the first year of operation (2015 – 2016) the school's anticipated population will be 50 students. Discovery Academy will seek permission from the Polk County School Board to allow DHS to use its land for modular classroom space. DALA will also seek permission for DHS to use its computer lab, media center, multi purpose room/cafeteria, and PE space (locker room and gym). If permission is granted, DHS will lease 2 portable, modular classrooms with a minimum of 800 square feet for academic use. For the 2016-2017 school year, DHS anticipates the school to grow to 125 students and grades 9 and 10. As a result, DHS will be responsible for adding two additional portable, modular classrooms with a minimum of 800 square feet. In total by the 2016-2017 school year, DHS will have a total of four classrooms to house DHS's core academic classes on the campus of Discovery Academy. DALA will also continue to allow access to its cafeteria, media center, PE facilities and technology labs as stated above.

#### **Computer Labs and Technology**

Discovery Academy currently has four computer labs holding 25-30 computers each. All are equipped with updated technology and printing capabilities and will provide ample opportunities for students to be engaged across the curriculum in technology-based applications.

Discovery Academy has also agreed to allow DHS to use its mobile iPad labs. Each lab contains 15 iPads that can be used both inside and outside the classroom to allow technology integration and a true 21<sup>st</sup> century learning experience to take place.

The agreement for facility usage between Discovery Academy and DHS can be found in Appendix P.

DHS will move off the Discovery Academy campus by the 2017-2018 school year to a new location TBA.

***B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.***

Both the Lake Alfred Fire Marshall and the Florida DOE inspect the campus of Discovery Academy yearly. The campus is also subject to a yearly health inspection. All organizations have deemed the school up to code and are in compliance with all applicable laws. DHS will complete proper documentation for compliance with Section 504 of the Rehabilitation Act of 1973/Americans with disabilities Act, requirements for health and safety required by the Florida State Charter School Legislation and all pertinent local, state, and federal guidelines when using Discovery's location. DHS will also ensure that all leased portable modular classroom space is also in compliance with Section 504 and will complete all necessary inspections and reports needed by Florida law.

***C. Describe how the facility will meet the school's capacity needs for students to be served.***

Discovery Academy's location will be able to provide students with ample access to technology, media services, lunch services, physical education space, and shared office space for DHS administration and staff. DHS will be able to provide sufficient classroom space to adhere to the Florida Class Size Amendment through the leasing of 4 portable classrooms by the 2016 – 17 school year, which are scheduled to provide a minimum of 800 square feet of space per classroom, and will be available solely for the use of DHS students.

***D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities – related costs.***

DALA has agreed to provide use of its facilities for free. This agreement can be found in [Appendix P](#).

***E. Describe the facilities back up plan.***

If the described facilities for the 2015-2017 school years become unavailable, DHS will work with the county to rectify any issues with its initial plan. If an agreement cannot be reached, DHS will move its timetable for the acquisition of a permanent school location to the preparation year. See parts F – J for the DHS plan to acquire a permanent location. If the plan needs to be moved up to the preparation year, DHS will utilize, if needed, portable modular space until such time its permanent structure is complete. DALA will allow DHS to use its facilities as an emergency shelter as needed.

If the site is not acquired (2017 and beyond)

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

For the first two years of operation, DHS has identified a space that will be suitable for its needs. However, DHS anticipates its enrollment to expand to 200 students by the 2017-2018 school year. As a result, DHS will be seeking to identify and move into a new location by the 2017-2018 school year to accommodate the additional students. Discovery Academy of Lake Alfred has agreed to help finance the new site in order to meet this deadline. DHS will need a location in the Lake Alfred-Auburndale-Winter Haven area capable of holding approximately 500-600 students, due to its enrollment growth projections. Using the Florida charter school building guidelines, we will need a facility with at least 35,000 square feet of classroom, lab, and media space. Ideally the campus will have sufficient acreage to accommodate the school plus field and parking space. The school plans to build its facilities in two phases:

**Phase 1**

DHS will construct 35,000 square feet of space to accommodate up to 300 students. DHS anticipates this construction to be complete by the summer of 2017. The initial phase will include the construction of at least 12 basic classrooms, two science labs, two technology labs, the school's gym and locker rooms, the cafeteria and kitchen, the media center, and the school's administration building.

**Phase 2**

Phase 2 is scheduled to begin in the summer of 2018. This phase will add an additional 10,000 square feet of classrooms and other additional space as needed to accommodate approximately 400-525 students. Construction will be completed in the summer of 2019 and will be used beginning in the 2019 – 2020 school year. DHS will continue to analyze its need for space. If additional space is needed, DHS will create a Phase 3 at a later date.

Below is a breakdown of the educational space:

**Phase 1**

Usage	Number	Net Square Feet per Student (minimum)	Number of Students
Classrooms	12	32	25
Tech Labs	2	32	25
Science Labs	1	51	25
Gym/Locker Rooms/Coaches Area/2 Classrooms	1	9070 Total	
Cafeteria, Kitchen,	1	5460 Total	

Storage			
Media Center and offices	1	4000 Total	
Administrative Building	1	4300 Total	

Total: 35,305

**Phase 2**

Usage	Number	Net Square Feet per Student (minimum)	Number of Students
Classrooms	10	32	25
Tech Labs	1	32	25
Science Labs	1	51	25

Total: 10,075

***G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.***

DHS and DALA are in the process of reviewing a variety of options. Discovery Academy plans to purchase land for the construction of a new campus. Discovery Academy will also provide additional money for the down payment of a new campus. This down payment will be repaid by DHS when funds are available. Proof of available funds for the acquisition of the property and construction can be found in the DALA's 2013 annual audit found in Appendix X.

Discovery Academy is currently looking at a variety of land options ranging between \$500,000 and \$1,000,000. DHS and DALA have also received construction quotes ranging between \$50 - \$125 per square foot for the construction of the new campus. Annual costs for the new facility have been factored into the school's budget found in Appendix U and have been calculated using a cost of \$125 per square foot and a facility totaling 40,000 square feet. This will amount to an estimated \$5,000,000 in facility costs.

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

Below outlines the tentative schedule for the construction of the new campus. Appendix X shows the availability of the funds in the Discovery Academy finances to support the timeline.

Date	Action
Starting in August 2014	DALA targets several potential locations for the new school site
October 2014	DHS application is approved DALA continues land acquisition process
February 2015-May 2015	Land acquisition finalized Environmental and zoning requirements

	finalized
May 2015 – August 2015	Secure financing for facilities construction Finalize architectural design chosen
August 2015	Phase 1 Construction begins on DHS permanent location
June-August 2017	Phase 1 is completed Furniture and fixtures are added School opens
June-August 2018	Phase 2 construction begins
June-August 2019	Phase 2 construction complete Additional space used for the 2019-2020 school year
Ongoing	Determination of need for Phase 3

***I. Describe the facilities back-up plan.***

In the event DHS is unable to complete the construction plan, portable modular classrooms will be added to the property purchased. DALA will allow DHS to use its facilities as an emergency shelter as needed.

***J. Describe the plan and methods the school will employ to comply with Florida's Constitutional class size requirements class size requirements.***

In creating the school's facilities plan, DHS used the Florida charter school calculations for class size and building size in determining estimates. The space allotted to the new facility will allow each class at DHS to have a maximum class size of 25 students, while providing them at least the minimum space needed under the charter school building code.

**Section 15: Transportation Service**

***A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.***

DHS will contract with Discovery Academy to provide transportation for its students along the designated transportation route. Students may elect to use the Discovery transportation routes or may elect to provide their own transportation. The routes will service the existing zone for Discovery Academy of Lake Alfred the transportation agreement and plan can be found in Appendix S.

## Section 16: Food Service

*A. Describe the plan for the food services, including any plans for contracting services or plans to participate in the National School Lunch Program.*

DHS plans to use the Discovery Academy of Lake Alfred's food service provider. The agreement for this service can be found in Appendix T.

DHS plans to participate in the National School Lunch Program.

## Section 17: Budget

*A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.*

The school's operating budget is contained in Appendix U.

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

The school's start up budget can be found in Appendix U.

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

The budget narrative can be found in Appendix U.

*D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.*

The information below represents the steps DHS will take to monitor the budget:

### **1. Certified Public Accountant**

The School's finances will be managed by a Certified Public Accountant (CPA) who has strong financial background and experience in charter school business management. The CPA will prepare monthly financial reports to be available to the Director and the Board Chair for review. The monthly financial report shall include the statement of revenues, expenditures, and changes in fund balance and the balance sheet.

In addition, financial statements with year-to-date information and year-to-date budget comparisons will be presented at each regularly scheduled Board meeting for review by

the Board. The financial information will provide the Board information that will be critical to their oversight responsibilities in the management and operations of the school. The CPA will also be responsible for preparing any financial information required or requested by the District sponsor, FLDOE, granting agencies, and other oversight organizations.

## **2. Board Policies and Procedures**

The School will establish financial procedures to further safeguard its finances. The Board will annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements on at least a monthly basis during regularly scheduled board meetings.

The Board will focus on formulating sound financial policies and monitoring all major financial decisions, particularly during the early, formative stage of the School. The Governing Board will focus on controlling costs as the School develops. As the School matures, special focus will be given to evaluating the political and economic environment within which the charter school operates. The Board will decide how that environment affects the charter school's ability to achieve its goals. This financial oversight function consists of three main responsibilities:

- The board will determine the financial goals of the charter school and monitor management's progress in achieving those goals.
- The board will establish sound financial policies and monitor whether the charter school's activities adhere to those policies.
- The board will review the charter school's financial control systems in order to safeguard the resources of the School.

### ***a. Finance and Audit***

To provide effective financial oversight, the board will be responsible for working with the charter school administrator to create the upcoming fiscal year budget; reviewing the budget; monitoring the implementation of the approved budget on a regular basis with recommend proposed budget revisions; and establishing appropriate policies for the management of the charter school's assets.

Responsibilities:

- Prepare an annual budget for the charter school in collaboration with the charter school's Director.

- Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast in collaboration with the charter school's Director.
- Review all grant proposals, and when necessary, act.
- Review all non-budgeted expenditures over a set dollar amount and approve as needed
- Annually submit objectives as part of the planning and budgeting process.
- Arrange for an annual audit with submission of same.
- Discuss at regular meetings in a manner determined by the board.

***b. Financial Reports***

At each board meeting, the board will receive certain financial reports that detail the charter school's income, expenses, and any surplus or deficit. The reports should highlight any deviations from the budget, projected revenues, and any actions the charter school administrator takes to correct those deviations. The board will review and interpret three key financial documents:

- Cash-flow projection worksheet. Covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.
- Balance sheet. This report shows the financial position of the charter school at a particular point in time. It summarizes the School's assets, liabilities (debts or payables), and reserves (equity or fund balance), which the board can use to assess the financial stability of the organization and to see whether its liabilities can be met.
- Income statement. Also known as a profit and loss statement, this report presents an analysis of the net income or deficit of the charter school over a defined period of time. The board can use this report to assess the overall financial performance of the charter school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year.

Using this information, the board can advise the charter school administrator to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue. Capital investments also will be reviewed by the board. Capital investments accounts will be scrutinized to determine whether they are

consistent with the organization's mission and strategic plan, and whether they are financially sound.

The charter school's Director will ensure that the board, or the board's Finance & Audit Committee, receives the following information on a monthly basis:

- A report of revenue and expenses (income statement) compared to the budget, with explanations of any significant variance
- A cash flow projection update
- A balance sheet showing the financial position of the organization at that time
- A report on the number of students currently enrolled compared with the number projected, and compared with the number in same period of the previous year
- A report on fundraising activities and results
- A list of critical issues that might affect the financial stability of the charter school.

***c. Purchase Order Processing - Financial Controls***

Day-to-day management of the School's finances will be handled by the Director with the assistance of the CPA and Board Chairman, as required. The Director will be responsible for managing cash flow and expected receivables. Expense commitments will not occur without a clear indication that funds are available to pay for them.

The Director, through the Director, will be responsible for the following:

- The Director identifies needed services to maintain the instructional program and physical facility in top condition.
- Upon identifying a good or service, the Director will authorize a purchase order for procurement of a good or service within the established parameters of the Director's purchasing authority as granted by the Governing Board.
- Purchase requests in excess of the established Director authority will be referred to the Finance & Audit Committee, or full Board.
- Upon delivery and confirmation of ordered materials or the satisfactory completion of a service, the Director or his/her designee approves the packing slip, work order, or shipping bill and returns these with any invoice to the CPA firm for payment.
- The CPA confirms that the receipt of goods or services has been properly documented and the documents are forwarded to the financial secretary for payment.

- All internal funds are subject to the same level of control and a thorough record is maintained.

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

The monthly cash flow projections can be found in Appendix U.

*F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.*

Fundraising is not applicable.

### **Section 18: Financial Management and Oversight**

*A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.*

The Governing Board will have primary fiscal responsibility in the financial operations of the school. The Director and CPA will be responsible for the day-to-day operations and ensure that all internal controls are in place and implemented.

The Governing Board will make all decisions to reduce the scope of the operation and expenses if student enrollment and ultimately FEFP payments do not meet projections. The attached sensitivity analysis will provide direction to steer Board decisions.

The Board understands that it has the ultimate responsibility for the financial viability of the charter school.

A Certified Public Accountant (CPA) who has strong financial background and experience in charter school business management will manage DHS's finances. The CPA will prepare monthly financial reports to be available to the school Director and the Board Chair for review. The monthly financial report shall include the statement of revenues, expenditures, and changes in fund balance and the balance sheet.

In addition, financial statements with year-to-date information and year-to-date budget comparisons will be presented at each regularly scheduled Board meeting for review by the Board.

Finance statements will be presented to the governing Board at each Board meeting. The financial information will provide the Board information that will be critical to their

oversight responsibilities in the management and operations of the school. The CPA will also be responsible for preparing any financial information required or requested by the District sponsor, FLDOE, granting agencies, and other oversight organizations.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Director will prepare a school-site budget that will include anticipated revenues and expenditures based on student enrollment. The Board will review the budget on a monthly basis and make revisions as necessary.

With the assistance of the financial secretary, the Director will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Director will report at least quarterly to the Governing Board on the progress of the site-based budget, and make recommendations and seek approval for large expenses. The Board will oversee the Director and remain responsible for all financial matters delegated to the Director.

***B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.***

DHS, under the Board's direction, will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles.

The School, through its accountant/CPA, will develop the annual budget and present it to the Board for approval. The school and the board will review and revise its budget as needed.

The Director will be responsible for managing the daily operation of DHS and will ensure compliance with financial reporting requirements. The Director will submit an Annual Report, a Pupil and Financial End-of-Year Report, and the independent audit report that will be reviewed and approved by the Board.

The Director will have the authority and responsibility of managing the day-to-day operations of DHS including the selection of administrative, certificated, and classified personnel. All funds generated by the School will be expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP).

## 1. Internal Controls

A strong internal control policy will be guided by the following financial management principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured and inventoried, and appropriate employees bonded.

Internal accounting procedures for account receivables and accounts payables are, as follows:

- For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs.
- Disbursements will be made only to approved vendors and must be appropriately authorized.
- Disbursement voucher packages are prepared at the school site and authorized by the Director.
- Disbursement vouchers over the Director's level of authority are submitted to the board's Treasurer or Finance & Audit Committee with appropriate supporting documentation to substantiate the nature, account classification, business purpose, and amount.
- Disbursement vouchers are reviewed and approved by the Director and the Treasurer or Finance & Audit Committee.
- All checks will require dual signatures. Certain checks and checks over a certain amount will require board President or Treasurer's signature and approval.
- Authorized signatures on checks are limited to the school Director and designee, as approved by the Governing Board.
- Bank statements will be reconciled on a monthly basis.
- The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the school board in the charter school contractual agreement between the School and the Sponsor.
- The School will provide the Sponsor with annual audited financial reports as of September 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles.

DHS will utilize established procedures for cash receipts, cash disbursements, and record keeping. Some of the financial controls include:

- Only one operating bank account will be maintained by the School (others may be maintained as approved by a majority vote of the board)
- All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two (2) days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used, and voided checks will be maintained to complete the number sequence.
- Disbursements of a minor nature will be accommodated by the use of a Petty Cash fund.
- The Director, or his/her designate, will authorize all expenditures prior to any commitment being made regarding any school funds.
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Director.
- All funds associated with school-related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTO, Boosters, etc.) will conduct activities in such a way as to be clearly distinguished from school-sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by the signing officers.
- All investments will be appropriate for the School, and will remain consistent with the board approved investment policy.
- Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by the Director, and a copy kept on file. Bank reconciliation will be performed by someone not handling cash or recording cash.
- A Balance Sheet and Income Statement will be prepared monthly and a copy kept on file.

- All School property will be inventoried and clearly tagged to safeguard the controls over the assets acquired, which in the event of the charter school's termination, would be required to be returned over to the Sponsor.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

## 2. Audit Process

The Governing Board will utilize audits in carrying out its responsibility to assure the School's financial resources are properly managed. The Board understands the fiduciary responsibility it holds in using public funds to provide its students with a safe environment conducive to academic excellence. The Board will comply with all of the requirements set forth by the laws, rules and regulations at the Federal, State, and local (Sponsor) level.

The Board is fully aware of and will comply with requirements for an audit as summarized:

- An annual audit of the charter school shall be conducted by an independent public accountant licensed to practice public accounting in the State of Florida, and the charter school's independently audited financial statements shall be included in this report, which is due to the Charter Schools Office by September 30th of every year. If an annual audit conducted by a certified public accountant in accordance with s. 218.39, F.S. reveals one or more of the conditions specified in s. 218.503(1), F.S. have occurred, or will occur if action is not taken, the auditor must notify the governing board of the charter school or charter technical career center, the Board, and the Commissioner of Education within seven (7) business days. If the Commissioner determines that the charter school requires a financial emergency plan, then the school is considered to be in a state of financial emergency, and must submit a detailed financial recovery plan with the District and the Commissioner of Education within thirty (30) days.
- The Commissioner of Education shall annually report to the State Board of Education each charter school and charter technical career center that is subject to a financial recovery plan or corrective action plan. The Board may choose not to renew or to terminate a charter of the charter school or charter technical career center that fails to correct the deficiencies in the corrective action plan within one (1) year or that exhibits one (1) or more financial emergency conditions for two consecutive years.
- The Board shall be entitled to inspection of the charter school's financial and pupil records upon request. The Board has the right to review, upon request, all documentation pertaining to students in the Exceptional Student Education or

English for Speakers of Other Languages programs at the charter school. In accordance with s. 218.39 (1)(8), F.S., the charter schools' governing board must submit a copy of the annual audit to the Auditor General within forty-five (45) days after receiving the audit from the independent audit firm, but no later than twelve (12) months after the end of the entity's fiscal year.

The Board will review carefully all financial statements, budgets, and auditor's reports and will respond appropriately to any audit findings.

DHS will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes) accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the board in the Charter. See Appendix W for the audit committee and meeting dates.

The Board will establish, when Board membership grows, a Finance & Audit Committee to assist in selecting an auditor to conduct the annual financial audit. Pursuant to s. 218.391, F.S., the Finance & Audit Committee shall:

- Establish factors to use for the evaluation of audit services. Such factors shall include the ability of personnel, experience, and ability to furnish the required services.
- Compensation may be a factor; however, it may not be the sole or predominant factor used to evaluate proposals.
- Publicly announce a request for proposals. Include information on how interested firms can apply for consideration.
- Provide a request for proposal to interested firms with information on how the proposal will be evaluated.
- Evaluate proposals using the established factors.
- Rank and recommend at least three (3) proposals deemed to be the most highly qualified in order of preference.
- After the Finance & Audit committee has made its recommendations according to the procedures established in statute, the governing body shall select one of the firms and negotiate a written contract. The written contract must include, at a minimum, the following provisions:
  - The services to be provided and fees or other compensations for such services.
  - A requirement that invoices for fees be submitted in sufficient detail to demonstrate compliance with the terms of the contract.
  - The contract period, including renewals, and conditions under which the contract may be terminated or renewed.

The Governing Board will comply with all of the Sponsor requirements for submitting the annual audited financial statements and will be prepared to cooperate fully with any additional information that may be requested.

### **3. Financial Reporting**

The Governing Board will employ stringent financial reporting requirements, as follows:

- Files will be maintained for each check's history including the purchase order and signed shipping invoice authorizing payment.
- A copy of the monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) is maintained and the bank register is updated daily.
- Enrollment is monitored weekly through the Sponsor's Student Information System and the School's registrar must inform the Director before withdrawing a student to enable the Director to conduct an exit interview with the family and to stay abreast of school enrollment.
- DHS will provide an annual financial report and program cost report information in state-required formats for inclusion in the district's reporting in compliance with §1011.60(1), F.S.
- DHS will provide the Sponsor with reports showing balance sheet, income statements and any other documents as agreed to and provided in the Charter.

#### ***C. Describe the method by which accounting records will be maintained.***

DHS, under the Board's direction, will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles.

The accepted state codification of accounts for Florida schools will be used through compliant accounting software with the School's CPA. Accounting will be compliant with all federal, state, and local laws, rules, and regulations such as Florida's "Redbook," Governmental Standards Accounting, Board provisions, and applicable fund requirements.

#### ***D. Describe how the school will store student and financial records.***

DHS will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and only appropriate personnel will have access to those records. Retention schedules established by the

records and information management program of the Division of Library and Information Services of the Department of State will be followed. Permanent or archival records will be kept in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials, if feasible and in such arrangement as to be easily accessible. Financial records, including personnel files, will be maintained and kept for those periods required by law. Most contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form.

The accounting records of DHS will be maintained in accordance with "Financial and Program Cost Accounting and Reporting for Florida Schools" (The Redbook). The school's financial secretary will use accounting software, which accommodates the accounting structure of the Redbook.

The financial, educational, and other records pertaining to the charter school, whether or not generated by the School are the property of the School. All such records shall be subject to inspection and copying under the provisions of Freedom of Information Act.

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

DHS will provide evidence of insurance coverage as required by the Sponsor and in accordance with the timeframe as stated in the Charter. Insurance will only be obtained from an insurer (carrier) authorized by the Department of Insurance of the State of Florida or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage generally will be as follows, unless agreed to differently by the Sponsor and Board in the Charter Agreement:

- School Leaders Errors and Omissions Insurance.
  - \$1,000,000 per claim/annual aggregate
- Fidelity Bonds.
  - The School will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.
- Commercial General Liability Insurance.
  - \$1,000,000 per occurrence/\$3,000,000 annual aggregate. Property damage liability will be on a first-dollar basis without deductible or self-insured retention.
- Automobile Liability Insurance

- o \$1,000,000 per occurrence/\$3,000,000 annual aggregate including all owned and non-owned automobiles.
- Worker's Compensation Insurance
  - o Part I as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease(s); \$500,000 Diseases, each employee; or, as required by Florida Law.
- Fire, Property & Casualty - Bldg. & Equipment Coverage
  - o Property coverage insurance will be carried on all real and tangible property with a value greater than \$750.

DHS will provide health insurance coverage to employees. Employee dependents and spouses are eligible for coverage through the plan at the employee's expense.

### Section 19: Action Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:*
- i. Identifying and securing facility*
  - ii. Recruiting and hiring staff*
  - iii. Staff training*
  - iv. Governing Board training*
  - v. Policy Adoption by Board (if necessary)*
  - vi. Lottery, if necessary*
  - vii. Student enrollment*

*The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)*

The timetable of activities required for the start-up of DHS will include specific actions listed in the table below. The DHS Director will facilitate start-up activities.

Date	Action
August 2014	<ul style="list-style-type: none"> <li>• Submit Discovery High School (DHS) charter application to Polk County School Board (PCSB) by August 1, 2014 deadline</li> <li>• Charter application review by PCSB and Office of Magnet, Choice and Charter Schools</li> </ul>
October 2014	<ul style="list-style-type: none"> <li>• PCSB approves DHS charter application and Charter agreement</li> </ul>

	<p>is initiated</p> <ul style="list-style-type: none"> <li>Discovery Academy of Lake Alfred (DALA) Governing Board and Chain of Lakes Collegiate are notified of application approval</li> <li>Legal counsel is contracted to review charter documents and agreements between DHS and DALA</li> <li>Agreements between DHS and DALA are finalized and signed, including facility usage agreement</li> <li>Meet with DHS accountant to discuss school budget</li> </ul>
October 2014	<ul style="list-style-type: none"> <li>DHS files for Non-profit Articles of Incorporation, 501(c) (3) tax exemption, and by-laws</li> </ul>
November 2014	<ul style="list-style-type: none"> <li>Verify fingerprinting and governance training completion by Governing Board members</li> <li>Website construction begins</li> </ul>
November 2014	<p>Begin recruitment of staff and students</p> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>Advertise positions on school and career-related websites</li> </ul> <p><u>Students</u></p> <ul style="list-style-type: none"> <li>DHS will begin grassroots marketing campaign by attending local community events</li> <li>DHS, in conjunction with Chain of Lakes Collegiate, will host an informational meeting on the DALA campus</li> <li>DHS will host its first middle school guidance counselor meeting to provide information to local schools</li> <li>DHS will create and distribute an informational brochure using a mailing campaign to the community</li> <li>DHS will add additional marketing and recruitment strategies as needed</li> </ul>

December 2014	<ul style="list-style-type: none"> <li>• DHS will continue staff and student recruitment efforts</li> </ul>
January 2015	<ul style="list-style-type: none"> <li>• DHS holds first board meeting</li> <li>• Administrative Team attends career fair for prospective teachers</li> <li>• Begin to develop plans for all aspects of daily school operations and management as outlined by the charter application</li> <li>• DHS will host a second parent/student informational meeting on DALA's campus</li> <li>• Continue marketing and recruitment efforts</li> <li>• Finalize student handbook/agenda information</li> <li>• Finalize school calendar and record assessment periods</li> <li>• Begin Open Enrollment week to accept student applications</li> </ul>
March 2015	<ul style="list-style-type: none"> <li>• DHS will host a third parent/student information meeting on DALA's campus</li> <li>• Finalize employee handbook/procedures and policies with Governing Board's approval</li> <li>• Review employee applications, begin interviewing, hiring, and securing certification and employment documents from staff</li> <li>• Review student applications for completion</li> <li>• Notify students/parents of enrollment acceptance</li> </ul>
May 2015	<ul style="list-style-type: none"> <li>• If/when Start Up Funds are secured, open bank accounts</li> <li>• Begin purchasing classroom supplies, office supplies, instructional materials and equipment</li> </ul>
June 2015	<ul style="list-style-type: none"> <li>• Secure grade reporting and information system</li> <li>• Establish safety procedures and drills for students and staff</li> <li>• Obtain student records</li> <li>• PCSB conducts the pre-opening</li> </ul>

	site visit
July 2015	<ul style="list-style-type: none"><li>• Staff and operations are finalized</li></ul>
August 2015	<ul style="list-style-type: none"><li>• Teachers report to work and attend whole-group staff meeting</li><li>• Faculty is provided school policies and faculty handbook</li><li>• Faculty is given training in school procedures</li><li>• Student orientation held the week prior to school opening</li><li>• School opens</li></ul>

#### IV. STATEMENT OF ASSURANCES

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

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

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

The governing board, at its discretion, allows Carol Fulks, Director to sign as the legal correspondent for the school.

Carol Fulks  
Signature

7/28/2014  
Date

Carol Fulks  
Printed Name

**Appendix A**

**Letters of Support**



155 E. Pomelo Street  
Lake Alfred, FL 33850-2135

**CITY OF LAKE ALFRED**  
Office of the Mayor

Ph.: (863) 291-5270

Fax: (863) 291-5317

July 28, 2014

Carol Fulks, Executive Director  
Discovery Academy of Lake Alfred

Dear Ms. Fulks:

On behalf of the city commission of the City of Lake Alfred I would like to express my full support for the expansion of Discovery Academy to add high school classes. The creation of Discovery High School would be a great addition to the exemplary system of educational facilities in our city. Discovery High School would better prepare our students for the rigors of college while allowing them access to the opportunity to earn an Associate Degree (for free) through the Polk Collegiate Program.

The location of a high quality school system is a catalyst for strong economic development. The residents of Lake Alfred have for many years expressed interest in having a high school in our town. The quality of life of our citizens would certainly benefit from this expansion.

Thank you for your efforts to create Discovery High School. Please contact me if you need assistance.

Nancy Z. Daley,  
Mayor

RESOLUTION NO. 10-14

A RESOLUTION OF THE CITY OF LAKE ALFRED, FLORIDA;  
SUPPORTING THE CREATION OF DISCOVERY HIGH  
SCHOOL (DHS) AND URGING THE POLK COUNTY SCHOOL  
BOARD TO APPROVE THE APPLICATION TO START A  
DISCOVERY HIGH SCHOOL THAT WOULD BE A CHARTER  
SCHOOL IN THE CITY OF LAKE ALFRED.

WHEREAS, a good educational system is the foundation of a prosperous society; and

WHEREAS, the location of a high quality school is a catalyst for strong economic development; and

WHEREAS, people reference proximity to good schools as a top reason for selecting a place to live;  
and

WHEREAS, Lake Alfred has a great foundation of educational facilities for grades pre-K through eighth  
grade; and

WHEREAS, the students of Lake Alfred have to travel to another city for their high school education;  
and

WHEREAS, a home town high school creates a sense of unity among the residents in a successful  
town; and

WHEREAS, the residents of Lake Alfred have for many years expressed interest in having a high  
school located in Lake Alfred; and

WHEREAS, Discovery High School (DHS) is a proposed grades 9-12 charter high school that intends  
to serve the entire district of Polk County

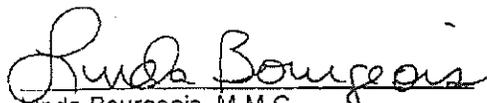
WHEREAS, the quality of life of the citizens of the City of Lake Alfred could benefit from a local high  
school; and

WHEREAS, the DHS Pre-Collegiate Program, will be able to better prepare our students for the rigors  
of college while allowing them access to the opportunity to earn an Associate Degree (for free) through  
the Polk Collegiate Program.

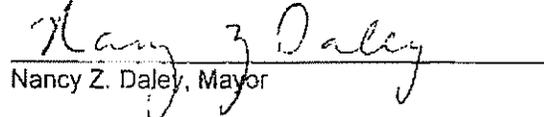
NOW THEREFORE, BE IT RESOLVED: by the City Commission of the City of Lake Alfred, Florida, that  
the City officials and staff hereby declare its support for efforts to create Discovery High School, a  
charter high school in the city of Lake Alfred.

INTRODUCED AND PASSED by the City Commission of the City of Lake Alfred, Florida, in a regular  
session this 28<sup>th</sup> day of July, 2014.

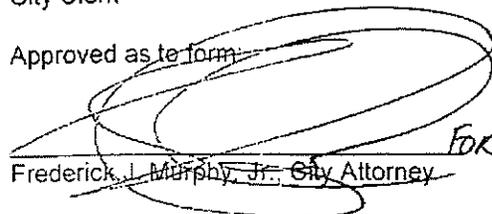
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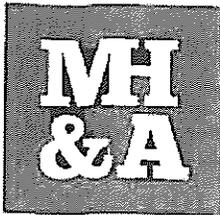
  
Linda Bourgeois, M.M.C.  
City Clerk

CITY OF LAKE ALFRED, FLORIDA  
CITY COMMISSION

  
Nancy Z. Daley, Mayor

Approved as to form:

  
Frederick J. Murphy, Jr., City Attorney



**M<sup>C</sup>CRADY | HESS**  
CERTIFIED PUBLIC ACCOUNTANTS

July 21, 2014

To whom it may concern:

I am writing this letter of support for Discovery Academy of Lake Alfred Middle School (a public charter school in Polk County). I am an independent certified audit professional. I have been the audit partner of record for more than the last ten years for Discovery of Lake Alfred Middle School. Our audit team conducts a required compliance audit responsible for documenting compliance with the laws, rules and regulations associated with several governmental regulators as well as any contract holders. Our team also conducts the annual financial statement audits as required by the Auditor General and presented in the GASB 34 Format.

As you are aware, Discovery Academy of Lake Alfred Middle School (the "school") serves over 1,000 students annually with a large Title I population. The school is ultimately evaluated by its success in educating the students as well as maintaining fiscal responsibility over governmental funds. Their continued academic success is expressed in the state's evaluation of the academic gains noted over the last decade. As their auditor of record, we provide these observations with independence and objectivity, based on experience and history with the school. The results of our audits are public record and reported on the Florida Auditor General's website. The reports indicate that the school has consistently received an unqualified opinion since its inception. They do not include any reportable conditions associated with internal controls or compliance with laws, rules and regulations. In addition, the audit reports a strong financial condition with more than a few million dollars accumulated in income earning investment income. These investments provide for the future of the students and are available in case of an emergency. This strong financial condition is a result of good and prudent financial oversight by the people responsible for the school including the executive director, board of governance and management. Based on my experience, I believe there are some prevalent attributes that lead to the school's continued success such as: strong school leadership, well defined expectations for instructional personnel with measurable results and outcomes as well as strong consistent internal control policies and procedures. The executive director has many years of experience with the school and has remained consistent with establishing aggressive goals. The culture within the school is dominated by consistency and professionalism.

Therefore, we are very proud to include Discovery of Lake Alfred Middle School on our list of audit clients. They have been a pleasure to work with for many years and consider this school an exemplary charter school. Please feel free to contact us regarding any additional questions or inquiries.

Very Best Regards,

A handwritten signature in cursive script that reads 'Stacy Z. McCrady'.

Stacy Z. McCrady, CPA

2600 Lake Lucien Drive, Suite 405 ■ Maitland, FL 32751  
Office 407-478-4020 ■ Fax 407-478-4021 ■ [cpa@mccradyhess.com](mailto:cpa@mccradyhess.com) ■ [www.mccradyhess.com](http://www.mccradyhess.com)



July 14, 2014

Dear Charter Application Review Committee Member:

Polk State Chain of Lakes Collegiate High School is pleased to agree to collaborate with Discovery Academy concerning the addition of high school grades. COL administration will be available to consult on curriculum development for Discovery High School's pre-collegiate program. COL will also advise DHS staff on best practices leading to student success in the dual enrollment environment including, but not limited to PERT preparation.

COL will work with the DHS staff to host recruitment meetings for interested 10<sup>th</sup> grade students and their parents and will agree to accept a maximum of 25 DHS students each year that are fully qualified for admission by February 1.

If you have any questions concerning this collaborative effort, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads 'Bridget Fetter'.

Bridget Fetter

Principal

Chain of Lakes Collegiate High School, Station 24 | 999 Avenue H, N.E.  
Winter Haven, FL  
33881-4299  
o (863) 298-6800  
F (863) 298-6801  
polk.edu

July 11, 2014

Dear Members of Polk County School Board,

It gives me great pleasure to recommend to you that you approve the opening of grades 9-12 at Discovery Academy. Discovery Academy Middle School has proven itself in the last 12 years to be a successful and popular option for the northeast quarter of Polk County. Parents continue to demand choice and quality in their children's education. Students and parents alike would welcome the opportunity to be able to continue the DALA experience in grades 9-12.

Discovery Academy has demonstrated accountability year after year in showing student gains, embracing best practices and attracting the local community to its doors. Part of the success of DALA is its devotion to the middle school concept that teaches the whole child and involves all stakeholders in the educational goals and achievements of each individual student. DALA in its accreditation process was lauded for its safe, secure educational climate as well as the outstanding work of the administration in leading DALA as a model school recognized by the Literacy Design Collaborative.

With the imminent opening of Florida PolyTech University in northern Polk County, the area will be embarking on a quest to attract high tech businesses and jobs to our communities. It would behoove us to support the effort with students who have an interest in and the ability to pursue the STEM education so important to the 21st Century. A portion of DHS's students will feed into the Polk State Chain of Lakes Collegiate High School with an accelerated curriculum that is challenging and demanding in knowledge and technology. DALA has proven that it is an important part of the charter experience in Polk County. It only makes sense that this opportunity be continued in grades 9-12. Since NE Polk is the fastest growing part of Polk County, this ability to choose an educational opportunity that goes beyond the typical high school should be available to any parent or student who so desires.

Having been an 8th grade teacher at DALA for 10 years, I can personally attest to the attraction and value of allowing a student to remain with the familiar and comfortable environment. By offering this continuity to students and families, the transition to high school becomes much easier and less stressful. Students respond positively to the experiences offered by DALA and will continue in 9 - 12: character education, i.e 7 Habits of Highly Effective Teens, Rachel's Challenge; technology based curriculum, i.e. computer labs, I-pads, electronic portfolios; career oriented field experiences. Students will learn faster and in greater depth with an emphasis on cross curriculum themes which reinforce learning and skills from one class to another.

The five year implementation period will allow administrators to fine tune the goals of this outstanding high school. Word will spread through the community attesting to the success of its newest charter school. The state of Florida supports the idea of charter schools and choice for students and parents. Discovery High School will be welcomed by the community it serves and hopefully by your body. Please consider this application with the seriousness it deserves. If I can be of further assistance, please don't hesitate to contact me.

Thank you and sincerely yours,

Charlotte Butler  
DALA Governing Board Chair  
[bobnchar@tampabay.rr.com](mailto:bobnchar@tampabay.rr.com)  
863-409-8483

July 20, 2014

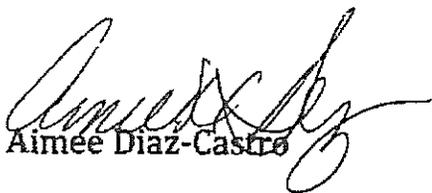
To Whom It May Concern:

As a member of this community I write to express my support for Discovery Academy's proposal to open a Charter High School program. It would be beneficial to the current students of Discovery Academy to transition into high school. Davenport is in need of more educational programs especially in the high school setting. As a parent of a former Discovery Academy's student I saw the positive education, structure, guidance, and how she grew as productive member of her community.

The faculty and staff of Discovery Academy are extremely committed and involved in the education process of each and every student and I know that this will carry to their proposed High School program. As a parent I am excited that a High School program may be offered to the Davenport community. It is my hope that you approve the application and recognize the value of this program for our community.

I look forward to seeing this program in our community and to be able to send my children to be a part of it.

Sincerely,



Aimee Diaz-Castro

DISCOVERY HIGH SCHOOL  
DISCOVERY ACADEMY OF LAKE ALFRED (DALA)  
EXPANSION PLAN

The yearbook for Discovery Academy states that “the world is ours to discover.” For more than ten years, DALA has been a successful conversion charter middle school that has assisted its students as they developed the skills necessary to discover more about the world around them and to assist them in being successful in the 21<sup>st</sup> century. It is our desire to continue this voyage as our students move into their high school years. Geographic location within our county, continuity, and an emphasis on STEM are some of the motivating factors that are driving this decision.

The population of Polk County is steadily increasing and the northeast corridor is no exception. Thus, the student population is increasing and becoming more diverse. More schools are and will continue to be needed to meet the needs of all the population. In order to give parents additional choices as to where their children attend school and choices concerning the type of education they receive, Discovery Academy seeks to expand their educational environment to include Grades 9 – 12.

The continuity provided by adding the additional grades will benefit both the students and the parents. Students moving from the middle school to the high school will better understand the expectations placed on them and will also be able to assist students new to the environment concerning those expectations. A familiar environment will make the transition from middle school to high school easier. Students will not feel as lost and overwhelmed by the high school experience. In addition, parents will be more at ease with the transition. They will appreciate having an additional choice for their child’s high school education. The continuity provided by the additional grades will help to alleviate any concerns they may have about a safe environment and a quality education.

As our world continues to change, Discovery Academy must continue to embrace 21st century learning. As a high school that will place emphasis on literacy, science, math, and technology, we will seek to prepare our students for the world in which they will be living. Emphasis will be placed on both college and careers for all students. By delving deeper into the curriculum and creating more authentic real world experiences across all subject areas, students will be exposed to career and job opportunities that will enhance their ability to be successful both in school, in the work place, and in the community in which they live.

Quality of education, continuity of expectations, and an accessible location are important reasons to consider the continuation of the educational experience at Discovery Academy. It takes all segments of the community to make the educational process successful for all of our students. Please accept Discovery Academy’s willingness to expand so both parents and students will have an additional choice as to where their educational journey will continue.

Catherine (Kitty) Walker, Member of the Governing Board of Discovery Academy of Lake Alfred

7/14/2014

Reyna Vasquez  
2362 Isle Royale Court  
Winter Haven, FL 33880

To Whom It May Concern:

My son had the privilege to attend Discovery Academy of Lake Alfred his 7<sup>th</sup> and 8<sup>th</sup> grade middle school years. He enjoyed being part of a school where he felt his team of teachers cared not only about his academics but cared for him as a person. We had not received that experience at his old middle school where he attended before being accepted into Discovery Academy. My son had the opportunity to explore new adventures being a part of the DALA family. We watched him excel academically and incorporate DALA's life skills into his daily life.

As our son begins his high school education, we've come to realize our high school choices are very limited. I feel that our local high school students deserve the opportunity to receive a quality education similar the one offered at Discovery Academy.

The transition from DALA to Discovery High School would be much easier for the students and families. Students would be accustomed to the same level of education and personal development that they received at Discovery Academy of Lake Alfred. I believe many families including my own would take advantage of this opportunity if it were available.

Thank you,



Reyna Vasquez

7/15/2014

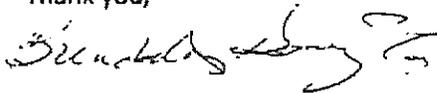
To whom it may concern:

My name is Brendaliz Gonzalez, I am the mother of Christopher and Christina Colon. Both of my children attended school at Discovery Academy of Lake Alfred for the 2013-2014 school year. Christopher was in 6<sup>th</sup> grade and Christina in 8<sup>th</sup> grade, they both excelled academically, socially and emotionally. Both my children are in the ELL Program and Christopher is in ESE as well. The support we have received from Discovery is unbelievable. Teachers, support staff, and administrators are always so helpful and concerned when it comes to our children's education. We feel welcome and very much apart of the family at DALA.

My daughter Christina completed her last year at Discovery and now is zoned for Winter Haven High School. After reviewing our options for high schools she decided to apply at the Summerlin Academy in Bartow. We feel like Polk County is in need of more academy high school choices for parents to have an option on what school would best meet the needs of the child.

I would gladly, with joy send my children to a Discovery Academy High School. If the option were available for students to move from Discovery Academy of Lake Alfred directly to a Discovery Academy High School, the transition from middle school to high school would be a much easier for the students and parents. I would love to see this come to be and for the families of Polk County to have an option of being a part of a high school that mirrors what Discovery Academy is today.

Thank you,

A handwritten signature in black ink, appearing to read 'Brendaliz Gonzalez', with a stylized flourish at the end.

Brendaliz Gonzalez

07/15/2014

A quien le interese:

Mi nombre es Brendaliz González, soy la madre de Cristóbal Colón y Christina. Mis dos hijos asistieron a la escuela en Discovery Academia de Lake Alfred para el año escolar 2013-2014. Christopher estaba en sexto grado y Christina en el 8vo grado, ambos destacaron académica, social y emocionalmente. Mis dos hijos están en el programa de ELL y Christopher es en ESE también. El apoyo que hemos recibido de Discovery es increíble. Los maestros, personal de apoyo y administradores son siempre tan atento y preocupado cuando se trata de la educación de nuestros hijos. Nos hicieron sentir bienvenidos y muy aparte de la familia en la DALA. Mi hija Christina ella completó el año pasado en el Discovery y ahora se divide en zonas de Winter Haven High School. Después de revisar nuestras opciones de escuelas secundarias que decidió aplicar en la Academia Summerlin en Bartow. Sentimos que el Condado de Polk está en necesidad de más opciones de la academia de la escuela secundaria para que los padres tienen la opción de lo que la escuela podría satisfacer mejor las necesidades del niño. Con mucho gusto, con alegría enviar a mis hijos a una escuela secundaria de Discovery Academy. Si la opción estuviera disponible para que los estudiantes pasan de Descubrimiento Academia de Lake Alfred directamente a una escuela secundaria de Discovery Academy, la transición de la escuela media a la escuela sería un lugar mucho más fácil para los estudiantes y padres de familia. Me encantaría ver esto vienen a ser y para las familias del condado de Polk para tener una opción de ser parte de una escuela secundaria que refleja lo Descubrimiento Academia es hoy.

Gracias,



Brendaliz González

Cheryl L. Smith  
1065 N. 12<sup>th</sup> Street  
Fagle Lake, FL 33829  
cherylojsmith@gmail.com

July 14, 2014

Carol Fulks, Executive Director  
Discovery Academy  
1000 N Buena Vista Dr.  
Lake Alfred, FL 33850

Dear Ms. Fulks:

I believe the proposed Discovery Academy High School will greatly benefit our community and am writing to express my full support.

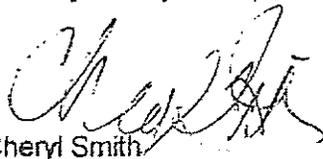
As a parent of a former Discovery Academy Middle School student, I believe the board, teachers and administration of the school have created a well-balanced yet challenging academic environment that could be successfully translated and adapted to the High School level.

My child flourished at DALA and we couldn't be more pleased. He not was not only successful academically throughout his years at DALA, but he also developed character traits and learned leadership skills that I firmly believe he would not have learned at another school. He was a member of the school's leadership team, National Junior Honor Society and maintained a 4.0 GPA. Most importantly, DALA was a school where my son truly enjoyed going each day. DALA has created a safe, fair, challenging environment that provides adequate stimulation to advanced learners, which is often hard to find in a traditional setting. I look forward to my daughter starting 6<sup>th</sup> Grade at DALA this fall semester; it was an easy choice to send her there!

Having the choice to continue my son's education at DALA for High School would have been a blessing. While he is off to Haines City IB this fall and I am sure he will take all he learned at DALA with him and be successful once again, it would have been wonderful to have the option to have some continuity and have him remain at DALA. When choosing a high school we found the district lacking in serious options for high schools focused in the college and career readiness areas of Leadership, Business, Entrepreneurialism, STEM and Technology. It is my hope that DALA High School could help fill those needs.

I have every confidence in your success in developing a new High School and look forward to assisting in any way I can.

Thank you very much,

  
Cheryl Smith

July 19, 2014.

My name is Leydy Olivera mother of Lianet and Lilitiana Torres.

My daughters have had the opportunity to study in Discovery Academy Lake Alfred. Lilitiana is now in High School but Lianet continues in Discovery.

I'm very satisfied with this excellent school because of its discipline, organization, teaching methods and safety.

I think that Polk County needs another High school where students could go without interfering their address and so they can continue with the same educational level.

If you have any questions about this request, please contact me. 863 709 4284.

Sincerely,

Leydy Olivera.

# **Appendix B**

## **Learning Progression Plan**

### Student Learning Progression Plan

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Student ID# \_\_\_\_\_

Teacher Advisor \_\_\_\_\_

Grade \_\_\_\_\_

Directions: This form should be completed electronically. Students will complete pages 1 - 7 annually as separate documents. Pages 8 - 11 will serve as the student's graduation check document and will be updated each year electronically.

**Assessment Data (Subject to change according to State of Florida testing guidelines):**

Assessment	Year Taken	Level Achieved	Learning Gain from Previous Year (if applicable)
FCAT/FSA Reading/ELA (8 <sup>th</sup> )			
FCAT/FSA Reading/ELA (9 <sup>th</sup> )			
FCAT/FSA Reading (10 <sup>th</sup> )			
FCAT/FSA Reading/ELA (11 <sup>th</sup> )			
FCAT/FSA Writes (8 <sup>th</sup> )			
FCAT/FSA Writes (9 <sup>th</sup> )			
FCAT/FSA Writes (10 <sup>th</sup> )			
FCAT/FSA Writes (11 <sup>th</sup> )			
Algebra I EOC			
Geometry EOC			
Algebra II EOC			
Biology EOC			
US History EOC			
Intensive Reading			

Progress Monitoring			
PERT Reading			
PERT Math			
PERT Writing			

### Course Enrollment

For each category, list the course the student will be enrolled in. Additionally, list any prerequisite courses/testing that may be needed. Every student must be enrolled in a Math, English, and Science class regardless of academic level. Pre-Collegiate students must be enrolled in a Social Studies course each year they are enrolled; all other students must have a minimum of 3 years of Social Studies credits.

Student Grade Level \_\_\_\_\_

Is this student enrolled in the Pre-Collegiate Program? (If yes, student must be enrolled in a Math, Science, English, and Social Studies Honors course if available.)  
 \_\_\_\_\_yes \_\_\_\_\_no

Subject	Course	Required Prerequisites (coursework/testing)	Required Course Testing	Testing Achievement Level	Semester 1 Grade	Semester 2 Grade
English						
Math						
Science						
Social Studies						
Elective 1						
Elective 2						
Reading (only for Level 1 and 2 Reading students)						



For Seniors ONLY: Target Internship/Community Service Project (should be related to college and career goals):

Is the Internship/Community Service Project needed for any industry related certification? If yes, explain below.

**Section 1: Academic Goals**

Based on testing data, student grades, teacher input (if available), and student reflection, what are the student's perceived strengths and weaknesses in each subject area? (List according to topic or subtopic and include data driven support for reasoning)

*Math*

Strengths	Data	Weaknesses	Data

Mathematics Goal:

Progress Monitoring:

*English*

Strengths	Data	Weaknesses	Data

Mathematics Goal:

Progress Monitoring:

*Science*

Strengths	Data	Weaknesses	Data

Mathematics Goal:

Progress Monitoring:

*Social Studies*

Strengths	Data	Weaknesses	Data

Social Studies Goal:

Progress Monitoring:

*Electives and Career Education*

Strengths	Data	Weaknesses	Data

Electives/Career Goal:

Progress Monitoring:

**Personal Goals**

Extracurricular Activities:

Outside of school jobs:

Extracurricular(s) needed for college or career:

Based on the above information, determine three personal goals for the upcoming year:

Student should attach an updated education vitae and an electronic portfolio to the Academic Plan.

Graduation Check and Tracking Form

The following form should be used to track student's requirements for graduation and should be kept in their permanent record for access.

Requirements for a Standard Florida Diploma

- 4 Credits English
  - 4 Credits Math
  - 3 Credits Science
  - 3 Credits Social Studies
  - 1 Credit Fine Arts
  - 1 Credit PE with a health component
  - 8 Electives
- 1 of the above credits must be from an approved online course (DHS students will use Florida Virtual to complete this requirement.)

The matrix below should be completed at the end of each year to determine the student's progress towards the standard diploma requirements:

Subject	Course	Date Completed	Required EOC?	Passing Score on EOC Needed for Course Credit?	Student EOC Score
Freshman Math (Algebra I or Higher)					
Sophomore Math (Geometry or Higher)					
Junior Math (Algebra II or Higher)					
Senior Math (Course Higher than Algebra II)					
Freshman English (English I or Higher)					

Sophomore English (English II or Higher)					
Junior English (English III or Higher)					
Senior English (English IV or Higher)					
Freshman Science (Biology or Higher)					
Sophomore Science (Chemistry or Higher)					
Junior or Senior Science (Physics or Higher)					
Freshman Social Studies					
Sophomore Social Studies					
Junior Social Studies					
Senior Social Studies					
Fine Arts					
Physical Education w/Health Component					
Online Course					
Elective 1					

Elective 2					
Elective 3					
Elective 4					
Elective 5					
Elective 6					
Elective 7					
Elective 8					

**Community Service/Internship Project**

As part of the DHS program of study, all students will complete a community service and/or internship project. In the space below record the details of the student project:

Describe the nature and expectations of the Community or Internship Project:

Name of location for the Community or Internship Project:

Is this project needed for industry certification? Yes\_\_\_\_\_ No\_\_\_\_\_

Industry\_\_\_\_\_

Date range for the completion of the project

Electronic Portfolio

The matrix below will document the submission of the required yearly electronic portfolio and student resume:

Subject	Date Submitted	Date Presented
Freshman Portfolio and Resume		
Sophomore Portfolio and Resume		
Junior Portfolio and Resume		
Senior Portfolio and Resume		
Completion of Math Practices Documentation (To be completed by Senior Year)		

# **Appendix C**

## **Parent Survey**

## *Discovery Academy Parent Interest Survey*

We are in the process of considering the addition of a High School to our middle school (possibly to open in the 2015-16 school year) and would like your input. Our vision would be to start with grade 9 and the following year have both grades 9 and 10. At that time, we will have prepared students to attend Polk Collegiate High School where they can earn an AA degree upon completion of grades 11 and 12. We would also create another path for students who do not choose that option where they could obtain skills more conducive to a career option.

When students attend a charter high school, they are allowed to participate in extracurricular activities at their zoned school. Florida statute states: **PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES.**—A charter school student is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend pursuant to s. 1006.15(3)(d).

Directions: Please choose either “Yes” or “No” for each question by placing a checkmark next to your answer selection or providing a response to the question.

1. Would you like additional school choices for your child for High School?  
 Yes     No

2. If Discovery Academy were to expand and open a high school, would you consider sending your child to Discovery’s High School?  Yes     No

3. If you could choose a special feature or offering for a Discovery High School, what would it be?

- Rigorous college level classes
- STEM (Science/Technology/Engineering/Math) focus
- Career preparation
- Real World Experiences
- Other (Explain)

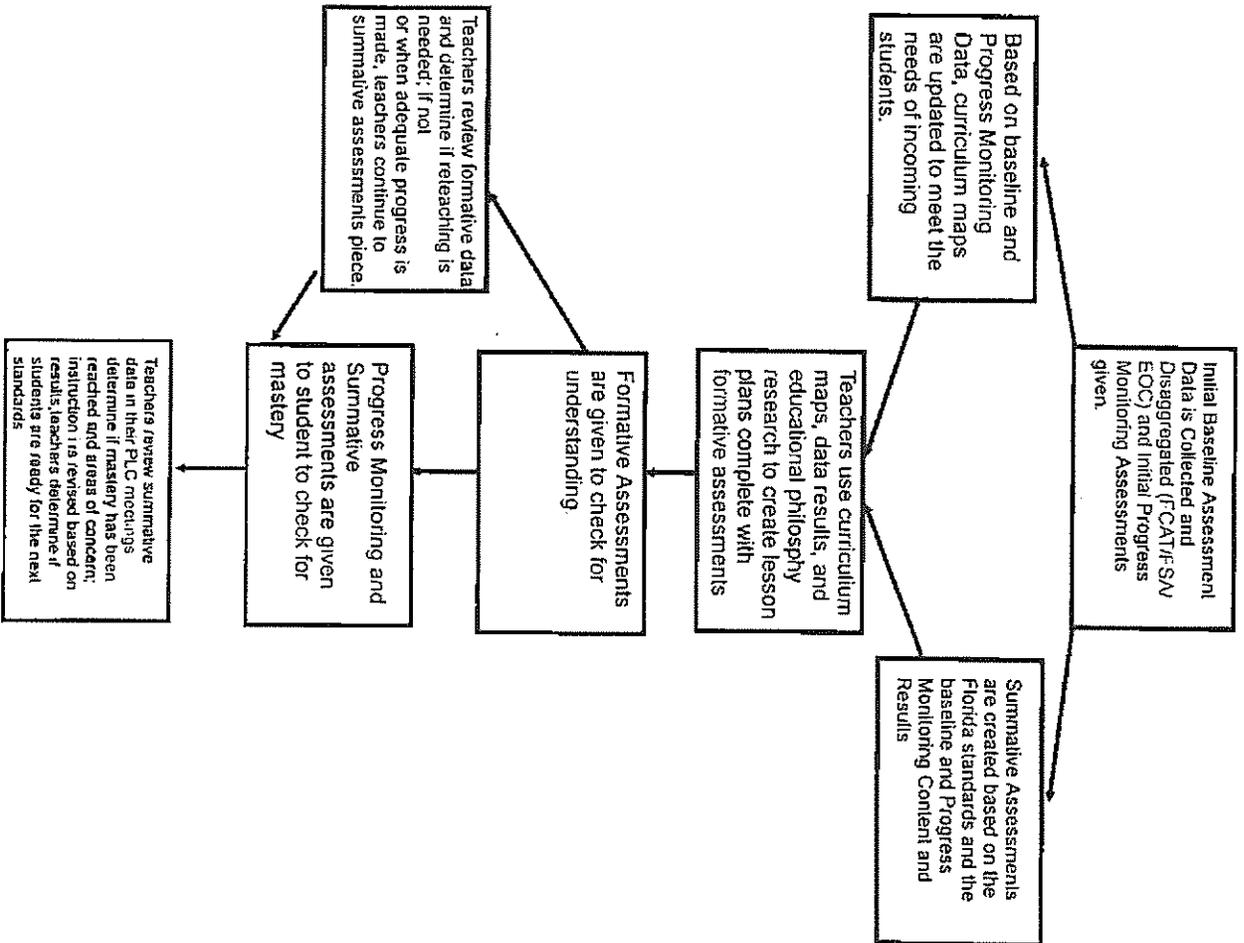
4. Please leave any relevant comments about a Discovery High School below:

Thank you for your support of our school.

# **Appendix D**

## **Data Driven Instruction**

DHS Data Driven Instruction Model



# DISCOVERY ACADEMY OF LAKE ALFRED

EXECUTIVE DIRECTOR – CAROL FULKS, PRINCIPAL – KEVIN WARREN

## 2014 – 2015 TIME SCHEDULE

### 6<sup>th</sup> GRADE

#### BLOCK 1

Tardy Bell: 7:55

Disco Live: 8:00 – 8:05

ADV: 8:05 - 8:37

2)	8:39 – 9:24
BLOCK	
3)	9:24 - 10:09

DAILY 4)	10:11 – 10:56
----------	---------------

SAIL: 10:56 – 11:21

LUNCH: 11:21 – 11:46

<del>ESE Math</del>	
5)	11:48 - 12:33
BLOCK	
6)	12:33 – 1:18
<del>ESE LA Alpha</del>	

7)	1:20 – 2:05
PLAN	
8)	2:05 – 3:00

### 7<sup>th</sup> GRADE

#### BLOCK 1

Tardy Bell: 7:55

Disco Live: 8:00 – 8:05

ADV: 8:05 - 8:41

<del>ESE LA Alpha</del>	
2)	8:43 – 9:28
BLOCK	
3)	9:28 - 10:13
<del>ESE Math</del>	

5) 10:15 - 11:00	
PLAN	
6) 11:00 - 11:45	

SAIL: 11:47 – 12:12

LUNCH: 12:12 - 12:37

DAILY 4)	12:39 – 1:24
----------	--------------

7)	1:26 – 2:13
BLOCK	
8)	2:13 – 3:00

### 8<sup>th</sup> GRADE

#### BLOCK 1

Tardy Bell: 7:55

Disco Live: 8:00 – 8:05

ADV: 8:05 - 8:39

2)	8:41 – 9:26
PLAN	
3)	9:26 - 10:11

5) 10:13 - 10:59	
BLOCK	
6) 10:59 - 11:43	

SAIL: 12:32-12:57

DAILY 4)	11:45 – 12:30
----------	---------------

LUNCH: 12:59-1:24

<del>ESE Math</del>	
7)	1:26 – 2:13
BLOCK	
8)	2:13 – 3:00
<del>ESE LA Alpha</del>	

7:52  
7:55  
3:00

1<sup>st</sup> BELL  
TARDY BELL  
DISMISSAL

7/29/14

TEACHER HOUR  
7:25 – 3:10

# DISCOVERY ACADEMY OF LAKE ALFRED

EXECUTIVE DIRECTOR – CAROL FULKS, PRINCIPAL – KEVIN WARREN

## 2014 – 2015 TIME SCHEDULE

### 6<sup>th</sup> GRADE

#### BLOCK 1

Tardy Bell: 7:55

Disco Live: 8:00 – 8:05

ADV: 8:05 - 8:37

2)	8:39 – 9:24
<b>BLOCK</b>	
3)	9:24 - 10:09

<b>DAILY 4)</b>	10:11 – 10:56
-----------------	---------------

SAIL: 10:56 – 11:21

LUNCH: 11:21 – 11:46

	<u>ESE Math</u>
5)	11:48 - 12:33
<b>BLOCK</b>	
6)	12:33 – 1:18
	<u>ESE LA Alpha</u>

<b>PLAN</b>	7)	1:20 – 2:05
	8)	2:05 – 3:00

### 7<sup>th</sup> GRADE

#### BLOCK 1

Tardy Bell: 7:55

Disco Live: 8:00 – 8:05

ADV: 8:05 - 8:41

	<u>ESE LA Alpha</u>
2)	8:43 – 9:28
<b>BLOCK</b>	
3)	9:28 - 10:13
	<u>ESE Math</u>

<b>PLAN</b>	5)	10:15 - 11:00
	6)	11:00 - 11:45

SAIL: 11:47 – 12:12

LUNCH: 12:12 - 12:37

<b>DAILY 4)</b>	12:39 – 1:24
-----------------	--------------

<b>BLOCK</b>	7)	1:26 – 2:13
	8)	2:13 – 3:00

### 8<sup>th</sup> GRADE

#### BLOCK 1

Tardy Bell: 7:55

Disco Live: 8:00 – 8:05

ADV: 8:05 - 8:39

	2)	8:41 – 9:26
<b>PLAN</b>		
	3)	9:26 - 10:11

<b>BLOCK</b>	5)	10:13 - 10:59
	6)	10:59 - 11:43

SAIL: 12:32-12:57

<b>DAILY 4)</b>	11:45 – 12:30
-----------------	---------------

LUNCH: 12:59-1:24

	<u>ESE Math</u>
7)	1:26 – 2:13
<b>BLOCK</b>	
8)	2:13 – 3:00
	<u>ESE LA Alpha</u>

7:52  
7:55  
3:00

1<sup>st</sup> BELL  
TARDY BELL  
DISMISSAL

7/29/14

TEACHER HOUR  
7:25 – 3:10

# **Appendix E**

## **Course Descriptions**

## **School Course Offerings**

In accordance with Florida Law, all DHS students will be enrolled in courses, which will enable all students to meet the high school credit minimum of 24 credits for graduation and will ensure students complete the necessary credits within each content area. In addition, the school will provide remediation, as needed and as required by Florida Law for students who are not proficient in the areas of math and reading and those who are below proficiency on the PERT Examination. The following represents the tentative course offerings as needed at DHS:

**Note: Each of the following course codes utilized came from the PCSB's District Master Course Report 14-15. The descriptions are listed as they appear on the CPALMS website: [www.cpalms.org](http://www.cpalms.org).**

### **Core Course Descriptions**

#### **English I (#10013100)**

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

#### **English Honors I (#10013200)**

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### **English II (#10013401)**

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class

- discussions, and extended text discussions
- collaboration amongst peers

### **English Honors II (#10013502)**

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### **Intensive Reading (#10004100)**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors' structures, word choices, styles, etc.

#### **Reading for College Success (#10083500)**

This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores, indicating that they are not "college-ready" in reading. This course incorporates reading and analysis of informational selections to develop critical reading skills necessary for success in college courses. This course prepares students for successful completion of Florida college English language arts courses requiring extensive grade-level reading. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 standards.

#### **Algebra I (#12003100)**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

#### **Algebra I Honors (#12003200)**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend

understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Geometry (#12063103)**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.

### **Geometry Honors (#12063200)**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Algebra II Honors (#12003401)**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.<sup>2</sup> Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Pre-Calculus Honors (#12023404)**

This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college algebra or college pre-calculus class.

**Intensive Mathematics (#12004000)**

For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

**Math for College Success (#12004100)**

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (P.E.R.T.) are below the established cut scores for mathematics, indicating that they are not yet "college ready" in mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Ratios and Proportional Relationships, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

**Biology (#20003100)**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

**Biology I Honors (#20003200)**

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include

the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **Chemistry I (#20033400)**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **Chemistry I Honors (#20033500)**

While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot

equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

#### **Physics I Honors (#2003390W)**

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

#### **World History (#21093101)**

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

#### **World History Honors (#21093202)**

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

#### **United States History Honors (#21003200)**

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from

Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events, which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events, which occurred before the end of Reconstruction.

### **Elective Course Descriptions**

#### **Biotechnology 1 (#30270100)**

Biotechnology 1 is a course designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Students attain knowledge about the field of biotechnology and deeper understanding of the biological concepts used. In addition, students develop the laboratory, critical thinking, and communication skills currently used in the biotechnology industry.

#### **Biotechnology 2 (#30270200)**

Biotechnology 2 is a course designed to allow students to explore the fundamental principles of biotechnology, career pathways and biotechnology business applications (medical, pharmaceutical, and agricultural). Students will build upon the skills attained in Biotechnology 1. Laboratory activities reinforce concepts and principles presented. Furthermore, students will explore and evaluate career opportunities in the field of biotechnology through extensive readings, laboratory experiments, class discussions, and research projects.

#### **Biotechnology 3 (#87360300)**

Biotechnology 3 is a course designed to provide students with intense laboratory and research skills in preparation for continued education and/or entry into the biotechnology industry. Students will build upon the skills attained in Biotechnology 1 and Biotechnology 2 as they design and conduct experiments relevant to current biotechnology. A close association with local industry and postsecondary institutions will provide additional opportunities for development and application of biotechnology practices.

#### **Computing for College and Careers (#82090200)**

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

After successful completion of this core course, students will have met Occupational Completion Point A, SOC Code 151151, Computer User Support Specialist and 15-1121, Computer Systems Analyst.

**Digital Design 1 (#82095100)**

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. After successful completion of Digital Publishing 1 students will have met Occupational Completion Point C, Desktop Publisher, SOC Code 43-9031.

**Digital Design 2 (#82095200)**

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 2 and 3, students will have met occupational completion point -C, Digital Assistant Designer - SOC Code 43-9031.

**Digital Design 3 (#82095300)**

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 3, students will have met occupational completion point -C, Digital Assistant Designer - SOC Code 43-90331.

**Introduction to Information Technology (#82073100)**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design. After successful completion of Introduction to Information Technology, students will have met Occupational Completion Point A, Information Technology Assistant, SOC Code 15-1041.

**Spanish I (#07083400)**

Spanish I introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**Spanish 2 (#07083500)**

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**Spanish 3 Honors (#07083600)**

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities, which are important to the everyday life of the target language-speaking people.

**AP Spanish (#07084000)**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**AP Spanish Literature (#07084100)**

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

**Personal Fitness (#1501300)**

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses

both the health and skill-related components of physical fitness, which are critical for students' success.

**Team Sports 1 (#15033500)**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

# **Appendix F**

## **Family Contract**

# Discovery High School

## FAMILY CONTRACT

1000 North Buena Vista Drive – Lake Alfred, FL 33850 – (863) 295-5955  
Carol Fulks, Executive Director

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### CONTRACT FOR PARENTS/GUARDIANS

By choosing to enroll a student at Discovery High School, parents provide their child with an exciting, enriching educational opportunity. Registration of a student indicates that parents or guardians have accepted the responsibility to provide the guidance, encouragement and home environment to foster the best possible learning situation. Discovery High School expects the family to comply with the requirements of the school. Please read the following expectations carefully.

1. My child is expected to attend school every day, to arrive promptly and to remain throughout the scheduled hours. I agree to schedule medical appointments outside school hours. There will be no checkouts during the last hour of the school day. On the day the student returns from an absence they must bring a note from their parent / doctor explaining the reason for the absence. Excessive tardiness, checkouts and/or unexcused absences may result in my child being placed on attendance probation and/or immediate dismissal from Discovery High School.
2. I understand that my child is subject to the laws, rules, regulations and policies of the State Board of Education and Discovery High School anytime they are being transported to or from school, when they are attending school and when they are on school property or participating in a school sponsored event.
3. I understand that as a parent or guardian I must be supportive of my child and his/her school. I also understand that I am required to attend parent conferences, school meetings and other activities sponsored by the school.
4. My child is expected to adhere to the strict uniform dress code and discipline policy. My child will take responsibility for his/her own behavior and will seek adult assistance when necessary. I understand that it is my responsibility as a parent to reinforce school expectations and communicate any concerns with school staff. Failure to follow school expectations may result in my child being placed on behavioral probation and/or immediate dismissal from Discovery High School.
5. I understand that my child is participating in a rigorous academic program and will maintain continuous academic progress and desirable work habits. Failure to maintain academic requirements may result in being placed on probation and/or immediate dismissal from Discovery High School.
6. I understand that my child could be placed on attendance, behavior or academic probation for not meeting expectations of Discovery High School. If my child is placed on probation, my presence as a parent or guardian is mandatory at a scheduled intervention conference to help develop strategies that address the issue. Lack of parent involvement may result in immediate dismissal from Discovery High School.
7. I further understand that repeated offenses or failure to fulfill stipulations of the Discovery High School Family Contract will result in my child being exited from Discovery High School. If a recommendation is made to dismiss my child, I understand that I may appeal this recommendation according to the governing board's approved Appeal Procedures Guidelines. Dismissal will preclude my child from priority status if reapplying.
8. Cell phones are not to be on or used during the school day or on the bus. Mp3 players, cd players & portable gaming systems are not allowed on campus. If your child should bring an electronic device to school, it will be confiscated, a consequence given and a parent will have to pick up the device. Repeated offenses will be dealt with as insubordination and could lead to dismissal.
9. I understand that it is my responsibility as a parent/guardian to provide current emergency contact information throughout the school year.

I understand and agree to all of the above statements.

Student Name (Please Print) \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name (Please Print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# **Appendix G**

## **Student Expectations**

**DISCOVERY HIGH SCHOOL'S  
EXPECTATIONS**

**Academic Expectations:**

Each student is expected to maintain a 2.0 grade point average and pass all of his/her classes. If a student is unable to meet this expectation, the student may be placed on probation, at which point parental involvement is **MANDATORY**.

**Behavior Expectations:**

**Exemplary behavior is expected of all Discovery High School students.**

An important objective of Discovery High School is the creation of a safe and non-disruptive environment in which an equal educational offering can be extended to each student. **Discovery High School will use the "Polk County School Board: Student Code of Conduct" as a guide for any discipline issues or incidents.** Acceptable student behavior is a key element in the creation and maintenance of such an environment. Discovery High School adheres to a strict dress code and discipline policy.

**Important Reminders:**

**SERIOUS BREACHES OF CONDUCT MAY RESULT IN IMMEDIATE DISMISSAL FROM DISCOVERY HIGH SCHOOL.**

**Continuous misconduct will result in a student being placed on probation.**

**Attendance Expectations:**

Students are expected to be at school every day. If a student has excessive tardies and/or unexcused absences throughout the school year, they will be placed on "Attendance Probation" and/or considered for withdrawal from Discovery High School.

**PROBATION:**

Any student not meeting Discovery High School's policies or procedures will be considered for "Probation."

If a student is placed on probation for academic, behavior, or attendance reasons:

- Parental involvement is **MANDATORY**.
- Intervention conferences will be scheduled to develop strategies to assist the student.
- Students who do NOT meet the school's expectations after interventions are in place will be dismissed from Discovery High School.

Discovery High School's administration reserves the right to dismiss students for serious breaches of conduct.

Appeal procedures are conducted through Discovery High School's administration and/or Governing Board.

**INTERNET AGREEMENT**

**\*I understand that my child will be held accountable for all INTERNET activities and must use the INTERNET for educational purposes only. I agree not to hold Discovery High School responsible for the content of any material accessed through the INTERNET. I further understand that network access is a privilege designed solely for educational purposes and any violation of Discovery High School's network use policy, (see Image and Technology Consent Form) may result in suspension or termination of access privileges, school disciplinary actions and / or appropriate legal action.**

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

\_\_\_\_\_  
Student Signature

**(Student must have a completed network application on file.)**  
.....

# **Appendix H**

## **Job Descriptions**

# Discovery High School

## Job Description

### Director

#### Primary Function:

The head of the school shall be titled the Director / CEO and will report to the Governing Board. The job responsibilities shall be to oversee the total operation of the corporation, finances, legal issues, personnel, contracts, facilities and organizational structure of the school. The Director shall provide leadership for the professional staff of the school in the development, implementation, and evaluation of a comprehensive educational program, and to administer the program in accordance with board policies and administrative rules and regulations.

Responsibilities would also be to direct and coordinate educational mandates from the state and work with the district regarding charter compliance. The Director will be responsible for the supervision and evaluation of all staff.

#### Qualifications:

- Masters of Science Degree and / or certified in Educational Leadership
- Valid State of Florida Professional Teaching Certificate.
- Demonstrated leadership qualities and personal characteristics necessary for working effectively with students, teachers, and parents.
- Minimum three years of successful experience in public school administration and supervision.
- Minimum two years of successful experience as a classroom teacher.

**Reports to:** Governing Board or Designee

#### Performance Responsibilities:

- Fosters the success of all students by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects excellence.
- Communicates a clear vision of excellence and continuous improvement consistent with division goals.
- Supervises the alignment, coordination and delivery of assigned programs and / or curricular areas.
- Provides professional learning programs consistent with student needs, assessment and program evaluation.
- Communicates high standards for teaching and learning.

- Employs a variety of processes for gathering, analyzing and using data for decision making.
- Works with the Board or Executive Director to develop and implement a school improvement plan as needed.
- Develops an effective plan for allocation of fiscal resources.
- Plans, implements, supports and enhances teaching and student achievement.
- Monitors division, state and federal requirements.
- Promotes the development of specific and measurable goals for student achievement.
- Collaborate with teachers and instructional support personnel.
- Ensures content alignment with curriculum standards.
- Ensures that staff meetings and professional development activities are focused on student outcomes.
- Uses data to make clear, observable changes in teaching.
- Promotes effective communications and interpersonal relations among staff, parents, students and community members.
- Maintains effective discipline and fosters a safe learning environment.
- Models high expectations of students and staff.
- Selects, inducts, supports, evaluates, and retains high quality instructional and support staff.
- Ensures professional development programs aligned with instructional needs.
- Other duties as assigned.

*Discovery High School prohibits and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.*

# Discovery High School

## Job Description

### **Guidance Counselor**

#### **Major Function**

Provides leadership in all aspects of the guidance and counseling program throughout the school and reports directly to the Executive Director / Principal for accountability in the guidance program.

#### **Illustrative Duties**

- Organizes, coordinates and administers all aspects of school guidance program with all other areas of the school.
- Will work collaboratively with Polk State College programs counselors regarding course selections and transitions to collegiate high school.
- Attends community informational meetings hosted by Polk State College Collegiate Programs to inform community about DHS's program.
- Develops, in cooperation with other school personnel, an understanding of the guidance function and supporting services for students, teachers, and parents.
- Communicates with middle school guidance counselors regarding the educational options DHS can provide their students.
- Works collaboratively with ESE Facilitator to serve students in non-gifted and gifted program.
- Oversees processes for establishing student 504 plans.
- Participates in Professional Development for Counselors.
- Serves as a liaison between school guidance and community agencies.
- Assists school-based personnel with the Response to Intervention initiative and the referral process for students.
- Integrates guidance services with credit recovery initiatives.
- Develops programs and services to assist students with transition to high school.
- Provides scholarship information, planning and resources to students an parents.
- Knowledgeable of changes in federal, state, and School regulations which effect placement of students.
- Extensive knowledge of evaluation instruments / procedures and the correlation to eligibility criteria and curriculum.
- Monitors and maintains the Student Learning Plans and ensures all students are progressing according to graduation requirements.
- Responsible for overseeing the student led conferences.

#### **Minimum Qualifications**

##### *Knowledge Abilities and Skills:*

Considerable knowledge of Board Policy

Specific knowledge and experience of the operation of a school-based guidance program.

##### *Training and Experience:*

Graduated from an accredited college or university with a M. Ed. In Guidance and Counseling or Counselor Education, and certification in guidance and counseling.

*Discovery High School prohibits and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, or disability or other basis prohibited by law in any of its programs, services, activities or employment.*

# Discovery High School

## Job Description

### Teacher

#### Qualifications:

- Bachelor's Degree from an accredited education institution.
- Certified by the State of Florida.

#### Knowledge, Skills, and Abilities

##### *Knowledge of:*

- Child growth and development, especially of characteristics of children in the age group assigned
- Prescribed curriculum
- Current educational research
- Learning styles and skilled in using varied teaching methods to address student learning styles

##### *Skilled in:*

- Oral and written communication with students, parents, and others
- Ability to plan and implement activities for maximum effectiveness
- Assessing levels of student achievement, analyzing test results, and prescribing actions for improvement
- Maintaining appropriate student supervision so that students have a safe and orderly environment in which to learn
- Ability to work effectively with peers, administrators, and others

#### Reports To:

Director or Designee

#### Job Goal

To provide an education atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with DHS mission, vision, goals and objectives.

#### Performance Responsibilities:

##### Planning / Preparation

- Establish short and long-range plans based on goals that support student needs, the Board, and the Florida Standards.
- Plan and prepare lessons and strategies that support the School Improvement Plan.

- Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- Identify, select, and modify instructional materials to meet the needs of students with varying backgrounds, learning styles, and special needs.

### **Instructional Management:**

- Maintain an organized and safe learning environment.
- Manage time, materials, and equipment.
- Establish and maintain accurate and efficient record keeping procedures.
- Establish and maintain effective management of student behavior.
- Assist in enforcement of school rules, administrative regulations, and Board policies.
- Instruct and supervise the work of volunteers and / or assistants, when applicable.

### **Assessment / Evaluation**

- Develop effective assessment strategies to assist the continuous development of students.
- Interpret data for diagnosis, instructional planning, and program evaluation.
- Ensure appropriate testing environment, test security, and test procedures.

### **Direct Services**

- Demonstrate knowledge and understanding of subject matter content.
- Use appropriate strategies and techniques to enhance critical thinking skills in students.
- Apply appropriate instructional modifications for students with special needs.
- Provide work for students that is relevant to the Florida Standards.
- Use appropriate materials, technology, and resources to help meet learning needs of all students.

### **Collaboration**

- Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.
- Collaborate with peers to enhance the instructional environment.

### **Professional Development**

- Engage in continuing professional growth and keep abreast of recent developments in education through in-service, classes, and / or research.
- Develop and implement a Deliberate Practice Plan

### **Professional Responsibilities**

- Model professional and ethical standards consistent with the Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida.

- Perform and fulfill all professional responsibilities.
- Support school improvement initiatives.
- Recognize overt indicators of student distress or abuse and take stipulated action based on school procedures and law.

**Student Growth / Achievement**

- Ensure that student growth and achievement are continuous and appropriate for age group.

**Physical Requirements:**

Light Work: Exerting up to 20 pounds of force occasionally, and / or up to 10 pounds of force as frequently as needed to move objects.

**Terms of Employment:**

All teachers are on an annual contract; salary and benefits shall be paid consistent with the Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

**Evaluation:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

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## Discovery High School

### Job Description

### **Dean of Students (Curriculum / Discipline)**

The Dean of Students is expected to provide leadership in the areas of curriculum, student behavior and parent involvement. The goals of the position are to encourage and support teachers and students regarding curriculum and positive student behavior. The dean will also engage parents in the success of their children. The dean will report to the Director.

#### **Responsibilities**

- Shape school culture by collaborating with teachers and administration in the implementation of an engaging and rigorous curriculum and coordinate positive student behavior and attendance plans.
- Work closely with the Director to ensure consistency in policies and procedures across the school.
- Problem-solve with teachers working with challenging students or behaviors and assist in implementing plans including probationary and attendance contracts to positively support these students.
- Demonstrate the persistence, insistence, and consistence necessary to inspire positive relationships with staff, students and parents.
- Assist in the development of duty schedules and supervise daily morning, lunch and afternoon duties.
- Observe classes and provide feedback to teachers in the areas of curriculum delivery and student management.
- Work with Director to schedule professional development opportunities for teachers areas of need.
- Recognize and celebrate student achievement and staff professional growth and success.
- Support teachers in creating a positive, disciplined, achievement-oriented school culture.

#### **Proactively and positively engage parents in furthering their child's education and the success of the school, including:**

- Developing a plan for parent involvement, including specific goals and strategies.
- Communicating with parents frequently
- Addressing parent concerns as they arise.

### **Knowledge Requirements**

- Principles, methods, strategies, goals, and objectives of quality education
- Knowledge of school policies
- Curriculum standards, highly effective teaching strategies, and data analysis
- Program and activity evaluation processes of strategies and procedures

### **Necessary Skills**

- Plan, organize, and coordinate activities of a secondary school operation.
- Keep and use accurate information / data regarding academic learning, attendance, and behavior.
- Communicate effectively in oral and written form with individuals of varied cultural and educational backgrounds.
- Make independent judgments, keep and maintain accurate records and meet deadlines.
- Establish and maintain effective organizational, public, and community relationships.
- Be a positive instructional leader.
- 

### **Experience and Education**

- Three years successful teaching or prior job related experience with increasing levels of responsibilities in school setting
- Valid State of Florida Professional Teaching Certificate

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# Discovery High School

## Job Description

### **Administrative Assistant**

**Position Title:** Building Secretary

**Purpose:** To perform general secretarial duties.

**Reports to:** Director or designee

**Essential Functions:**

- Type reports, letters, memoranda, requisitions, and forms using applicable word processing/data base/spreadsheet.
- Assist in the preparation of various reports, budgets as assigned.
- Screen and monitor telephone calls insuring that messages are forwarded in a timely fashion.
- Maintain and appointment calendar and a daily schedule. Remind administrator of appropriate deadliness and /or due dates.
- Arranged appointments and meetings as appropriate. Schedule room(s) and arrange for room set-up per instructions.
- Open, sort mail and handle routine request for information.
- Maintain various records using data base technology as appropriate.
- Develop and maintain an efficient comprehensive filing system.
- Assist with workshop enrollment and registration as assigned. Prepare hand-outs and visual aides as assigned.
- Maintain up-to-date mailing and telephone lists.
- Prepare and process purchase orders as appropriate.
- Maintain a positive working relationship with Board Members, parents, staff, and a wide variety of service agencies.
- Respond to routine requests for information.
- Prepare mailings as assigned.
- Maintain payroll information as appropriate.
- Maintain attendance information as appropriate.

**Physical Demands:** Frequent bending, stooping, twisting, reaching, grasping light lifting – up to 40 pounds. Frequent carrying-up to 15 pounds. Manual dexterity to prepare mailings and use office equipment. Repetitive movement of fingers and hands for keyboarding.

**Sensory Abilities:** Visual acuity to read correspondence, computer screen. Auditory acuity to be able to use telephone and greet visitors. Ability to speak clearly and distinctly.

**Work Environment:** Inside year round – office setting.

**Temperament:** Ability to work as a member of a team. Must be courteous and able to deal effectively with people. Must be cooperative, congenial, and service-oriented. Ability to work in an environment with frequent interruptions.

**Cognitive Ability:**

- Ability to follow written and verbal directions.
- Ability to complete assigned tasks with minimal supervision.
- Ability to read, write, and do simple computation.
- Ability to use correct grammar, sentence structure and spelling.
- Ability to compose clear, concise sentences and paragraphs.
- Ability to organize office setting to efficiently accomplish task.
- Ability to work independently and make work-related decisions.
- Ability to exercise good judgment in prioritizing tasks.
- Ability to communicate effectively.
- Ability to use a variety of computer programs and prepare working documents.

**Education Level:** High School Diploma or GED

Must be computer literate.

**License:** Valid Drivers License

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# Discovery High School

## Job Description

### **Financial Secretary – 12 Month**

#### **Custom Job Purpose:**

This position exists to perform highly responsible and advanced secretarial work in administratively supporting the supervisor of a large operating unit.

#### **Essential Functions of this job:**

Receives telephone and personal callers and when the supervisor is busy, screens those which in the secretary's judgment can be transferred to subordinates. Personally takes care of many matters and questions, including answering substantive questions not requiring extensive research or technical knowledge. Assures that the supervisor is fully briefed on matters to be considered.

Receives requests for statistical or informative material concerning supervisor's program. Advises when material can be furnished; prepares it personally or follows up to see that it is prepared within the specified time. Monitors telephone calls for the purpose of preparing summaries of conversations and commitments made, and reminds supervisor of same. Makes necessary arrangements for conferences, including space, time, people, etc. Assembles background material for supervisor. Attends meetings and prepares reports of the proceedings.

Operates office copy machines. Processes purchase orders. Processes documents requiring various procedural knowledge. Maintains files. Reviews document for sufficiency, obtains necessary signatures and routes appropriately, maintaining follow-up. Provides information and assistance to teachers, administration, and vendors, in person or by telephone, applying significant knowledge of school finance. Prepares requisitions for supplies and equipment. May maintain property records.

#### **Knowledge, Skills and Abilities:**

Knowledge of the operation and program of the school. Considerable knowledge of procedures related to finance and business correspondence. Considerable knowledge of organizational rules, regulations, procedures, functions and personnel. Ability to apply these to complex work problems and situations. Working knowledge of principles of office management and supervision. Ability to promote a harmonious atmosphere and smooth flow of business into and out of superior's office. Ability to meet and deal with the public in an effective and courteous manner.

#### **Education, Experience and / or Certification / License Requirements:**

Graduation from an accredited high school or completion of GED. Clerical and secretarial office experience, or an equivalent combination of training and experience. Considerable experience in responsible secretarial and clerical work.

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**Appendix I**

**By Laws and  
Articles of Incorporation**

# THE DISCOVERY HIGH SCHOOL, INC.

## BYLAWS

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### ARTICLE I - DEFINITIONS

When used in these Bylaws, the terms set forth in the Articles shall have the following meaning:

1. "*Corporation*" shall mean THE DISCOVERY HIGH SCHOOL, INC., a Florida not for profit.
2. "*Corporation Board*" or "*Board*" shall mean the Board of Trustees of the Corporation.
3. "*Chairperson*" shall mean the Chairperson of the Board of Trustees.
4. "*Parent Organization*" shall mean Discovery Academy of Lake Alfred, Inc. as an auxiliary organization associated with the Corporation.
5. "*Director/Executive Director*" - Any reference to "Director" or Executive Director in the bylaws shall refer to the chief executive officer of the Corporation regardless of the title used. As long as the Executive Director position is filled, the individual holding this position is intended to be the chief executive officer of the Corporation. The Director is intended to assume the chief executive officer duties when the Executive Officer position does not exist or is not filled.

### ARTICLE II - CORPORATION

#### Section A - Purpose

This corporation is organized and is to operate exclusively not for profit as a charter school to provide an education to individuals without regard to sex, race, color, creed, or ethnic and national origin and such other purposes as the Trustees shall deem appropriate and which is lawful under the Florida Not for Profit Corporation Act.

## Section B - Membership in the Corporation

1. Members Membership in the Corporation shall consist solely of members of the parent organization, Discovery Academy of Lake Alfred, Inc. Board of Trustees.
2. Procedures of Membership Election of any person to the Corporate Board of Discover Academy of Lake Alfred, Inc. at any regular or special meeting of the their Board shall automatically qualify such person to membership in the Corporation.
3. Termination of Membership Termination of membership on the Corporation Board of the parent organization, Discovery Academy of Lake Alfred, Inc. either through resignation or by action of the Board will terminate membership in the Corporation.
4. Term of Office All Members of the Corporation may succeed themselves.

## Section C - Rights and Duties of Membership

1. Voting Each member designated as a voting member will be entitled to one vote on all matters brought before any annual meeting or other meeting of the members of the Corporation. Such votes may be given in person or members of the Board of Directors may participate in a meeting of the Board by means of a conference telephone or similar communication equipment by means of which all persons participating in the meting can hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.
2. Information All members of the Corporation shall have the right to obtain information concerning the Corporation's operations upon request to the Corporation Board at a regularly convened meeting or upon request to an executive of the Corporation.

## Section D - Annual Meeting

1. Time of Meeting The annual meeting of the members of the Corporation shall be held at the parent corporation's school address

in October of each year, or such other date or place as may be fixed by the majority of the Corporation Board at least ten days prior to the aforesaid date.

2. Agenda A formal agenda shall be mailed or emailed to all Members at least five (5) days prior to the annual meeting.

3. Reports and Elections In addition to new and old business, the agenda of the annual meeting shall include:

a) The annual financial audit report

b) The election of Members of the Corporation Board  
(If there are no changes to the offices of Chairperson, President, Secretary, Treasurer and sitting members of the Board of Directors, the Board will vote to keep the Membership and Officers for the upcoming year.)

4. Quorum The quorum necessary for the legal transaction of business at any annual/regular meeting of the Corporation shall consist of one-half (1/2) of the duly constituted voting members

### ARTICLES III - BOARD OF TRUSTEES

#### Section A - Composition

The Governing Board of the Corporation shall be known as the Corporation Board of Trustees and shall initially consist of between three (3) and ten (10) voting Trustees. Teacher of the Year of Discovery High School, who shall be designated as the Teacher Representative, the President of Discovery Academy of Lake Alfred, Inc., the Executive Director/Director of Discovery High School, and the Secretary shall be non-voting members of the Board of Trustees. The Teacher Representative on the Board shall serve for a one (1) year term commencing on the 1<sup>st</sup> day of July following their selection as Teacher of the Year. The remaining voting Trustees shall be elected to serve a minimum of two (2) years.

Officers The officers of the corporation shall consist of a chairperson, a president, a secretary and a treasurer, each of whom shall be elected annually by the Board of Directors at the annual meeting. Each officer shall hold office until his/her successor shall have been elected or until his/her resignation, removal from office, or death. The office of Treasurer may be held by one of the other officers. The Secretary and Treasurer need not be Corporate Board members. The failure to elect a chairperson, president, secretary or treasurer shall not affect the existence of this corporation.

1 Chair of the Board The *Chair of the Board* shall preside at meetings of the Corporation Board and shall consult with the President concerning operations, business, and affairs of the Corporation.

2 President The *President* shall be the chief executive officer of the corporation and will be a non-voting member of the Corporation Board. The president shall actively manage the general and business affairs of the Corporation subject to the directions of the Board of Directors, and shall preside at all meetings of the Board of Directors in the absence of the Chair of the Board.

3 Secretary The *Secretary* shall act as Secretary of both the Corporation and Corporation Board. The Secretary shall have custody of, and maintain all of the corporate records except the financial records; shall record the minutes of all meetings of the Board of Directors, send all notices of meetings, and perform such other duties as may be prescribed by the Directors or the President. The Secretary shall have the custody of the Seal of the Corporation.

4 Treasurer The *Treasurer* shall have custody of all corporate funds and financial records, shall keep full and accurate account of receipts and disbursements. The Treasurer shall keep bank accounts in the name of the Corporation and shall render a financial statement at each regular meeting of the Board of Directors and whatever else required by the Board of Directors or the President.

## Section B – Powers and Duties

### 1. Administrative Powers

The administrative powers of the Corporation shall be vested in the Corporation Board who have charge, control, and management of the

operation, property, affairs, and funds of the Corporation. They shall have the power and authority to do and perform all acts and functions not inconsistent with these bylaws.

2. Management Property

The management of all real and personal property and trust funds owned by the Corporation shall be the responsibility of the Corporation Board who shall have authority with regard to purchases, sales, improvement, improvement and maintenance and for the disposal of all real and personal property and trust funds held by or acquired for the Corporation.

3. Policies

It shall be the duty of the Corporation Board to approve policies necessary for the efficient operation of the Corporation and rules and regulations governing the use of the corporate facilities. The Board shall adopt such rules and regulations as required by the State Board and such rules and regulations to supplement those required as the Board deems appropriate.

4. Election of Officers

At the annual meeting of the Corporation, it shall be the duty of the Corporation Board to elect the officers of the Corporation.

5. Personnel Positions

The Board shall provide for the appointment, compensation, promotion, suspension, and dismissal of employees as necessary upon the recommendation of the Executive Director/Director.

6. Charter Objectives

The Trustees shall be responsible for seeing that the objectives specified in the Charter are attained.

7. School Program

The Trustees shall:

- a. Establish the school calendar
- b. Adopt rules and consequences for discipline
- c. Establish criteria for the promotion and retention of  
Discovery High School students
- d. Approve courses of study

- e. Assure necessary student transportation
- f. Assure coordination of school activities
- g. Other as deemed necessary

### Section C – Membership

1. Persons Eligible Any person is eligible for election in the Corporate Board pending background check and fingerprints.
  
2. Selection / Election of Board When a vacancy occurs, the Executive Director/ Director will accept recommendations of individuals to be considered for Board membership. After receiving the recommendations, the Executive Director/Director will select up to three individuals to present to the Board for approval. The Board, by majority vote, will elect the new member(s).

The teacher representative on the Board will be the teacher selected as Discovery High School's Teacher of the Year.

3. Vacancy/Appointment When a vacancy occurs before the expiration of a board member's term, the Executive Director/Director may appoint a replacement until such time as the procedures above are implemented for a period not to exceed ninety (90) days.

### Section D – Meeting of the Corporation Board

1. Regular Meetings
  - a.) The Cooperation Board shall hold a regular meeting at least once each year. Any regular meeting may be adjourned by the members present to any other time and to such place as they shall determine. The date and time of said regular meeting shall be determined by the President. The Secretary shall mail or email notice of annual and regular scheduled meetings to all members of the Corporation Board at least five days before the date thereof.
  
  - b) Members unable to attend meetings shall so notify the Secretary in advance.

c) The quorum necessary for the legal transaction of business at regular meetings of the Corporation Board shall be a majority of the duly constituted voting members of the Corporation Board.

2. Special Meetings Special meetings of the Corporation Board may be called at any time by:

a) The Chair or President

b) The majority of the duly constituted Corporation Board, if the Chair or President fails to call a meeting after having been requested to do so in writing by not less than a majority of the Corporation Board.

c) Five days written notice in advance of any Special Meeting shall be given to all members by the Secretary.

d) The quorum necessary for the legal transaction of business at Special Meetings of the Corporation Board shall be one-half (1/2) of the duly constituted voting members of the Corporation Board.

3. Telephone Meetings Trustees may participate in meetings of the Corporation Board of Trustees by means of a conference telephone or similar communications equipment by which all persons participating can hear each other at the same time, and participation by such means shall constitute presence in person at such a meeting.

4. Action without a Meeting Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the Board individually or collectively consent in writing to the action. The consent in writing may be via email.

Written consent(s) shall be filed with the minutes of the proceedings of the Board, and any action by written consent shall have the same force and effect as if taken by unanimous vote of the Directors. Any certificate or other document filed under any provision of law that relates to action taken in this matter shall state the action was taken by unanimous written consent of the Board of Directors without a meeting and that the Bylaws of this

Corporation authorize the Directors to act in this manner. This statement shall be prima facie evidence of the Directors' authority.

5. Attendance Attendance at Board meetings is extremely important for the success of Discovery High School. While understanding that emergencies and job responsibilities may interfere with attendance, each Director should evaluate their commitment to their role at Discovery High School. With this in mind, the Board of Directors may vote to replace any Board member who misses four (4) consecutive meetings during a school year. The procedure for replacing a board member under this provision will follow the vacancy policy.
6. Minutes Minutes shall be prepared and mailed or emailed by the Secretary to all Corporation Board members at least forty eight (48) hours prior to the next Corporation Board meeting.

#### Section E - Finances

1. The Corporation Board shall keep an accurate and careful account of All investments.
2. The Board shall approve the combined annual budget which consists of operating fund budget, federal fund(s) budget, and budgets for any other fund created by the Corporation. Amendments may be approved as necessary during the fiscal year.
3. The combined annual budget and the individual fund budgets shall be monitored at each regular and annual Corporate Board meeting by the members present or attending via conference call or other electronic means.
4. The Executive Director/Director must approve all purchases and expenditures for all funds. The Executive Director/Director shall develop procedures for the ordering of materials and supplies.
5. The Board must approve any amendments to the combined annual budget if those changes affect the total revenues, expenditures or budgeted surplus/deficit for any individual fund budget. The

Executive Director/Director may adjust the individual fund budgets for revenue or expenditure transfers.

6. The Executive Director/Director shall not approve any expenditures that places any individual fund in a total fund deficit position with the exception of the capital assets fund.
7. All federal fund expenditures must be in accordance with applicable federal guidelines for the federal monies being expended.
8. The Corporate Board shall participate in the raising of new or additional funds as may be necessary.
9. The Corporate Board shall determine fiscal policy, including depreciation and other revenues.
10. The Corporation Board shall determine the investment of funds received by bequest or gift unless the donor specifies their investment.
11. The Corporation Board shall review the insurance portfolio pertaining to insurance of any type.

#### ARTICLE IV – INDEMNIFICATION

1. The members of the Board and officers of the Corporation shall be indemnified by the Corporation against all liability and expenses not otherwise compensable by the insurance maintained by such person or the Corporation relating to an action if (a) there is a final judgment in the action that there was no negligence or misconduct on his or her part or (b) the Corporation received a written opinion of independent counsel that (1) the conduct of the person was in good faith for a purpose which he or she reasonably believed to be in the best interest of the Corporation and, in any criminal action, that the person had no reasonable cause to believe that his or her conduct was unlawful and (2) indemnification hereunder may be legally and validly made.

2. The termination of an action by judgment, settlement (with or without court approval), or conviction upon a plea of guilty or of not contendere or its equivalent shall not be deemed a determination that a person has not met the standards of conduct stated in (b)(1) of this section.
3. Expense incurred by a person in any action may be advanced by the Corporation before final disposition thereof if the person agrees in writing to repay such amount unless he or she is entitled to indemnification under this section. The fees and expenses shall be paid by the Corporation.
4. The rights of indemnification in this section shall be in addition to any rights to which a person may otherwise be entitled by contract or law.

#### ARTICLE V – POLICY OF HIRING EMPLOYEES

It shall be the policy of this Corporation not to discriminate in the hiring of employees because of race, color, creed, sex, ethnic and national origin.

#### ARTICLE VI – FISCAL YEAR

The fiscal year of the Corporation shall be from the first day of July of each year and shall close with the last day of June each year.

#### ARTICLE VII – AUDIT

The Corporation Board shall select an independent firm of certified public accountants to audit the books and accounts of the Corporation for each fiscal year.

#### ARTICLE VIII – PARLIAMENTARY AUTHORITY

Roberts Rules of Order shall be recognized as the parliamentary authority in all meetings of the Corporation or the Corporation Board insofar as the provisions thereof do not conflict with the Charter and Bylaws of the Corporation.

ARTICLE IX - AMENDMENTS

Except as otherwise provided herein, power to amend the Bylaws shall be vested in the Corporation Board by a majority of voting members thereof at a regular or special meeting called for that purpose providing notice be given at least five (5) days in advance and said notice shall contain a copy of the proposed amendments.

ARTICLE X - ADOPTION

These Bylaws shall be adopted at any regular meeting of the Corporation Board and shall become effective upon adoption.

Dated \_\_\_\_\_

\_\_\_\_\_  
Chair

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

ARTICLES OF INCORPORATION  
OF  
THE DISCOVERY HIGH SCHOOL, INC.  
A FLORIDA NOT-FOR-PROFIT CORPORATION

We, the undersigned, hereby associate ourselves together for the purpose of becoming incorporated under Chapter 617 of the laws of the State of Florida, applicable to incorporations not for profit under the following proposed charter.

ARTICLE I

The complete legal name of the Corporation is The Discovery High School, Inc. and the street address of the principal office shall be located at 1000 N. Buena Vista Drive, Lake Alfred, FL 33850.

ARTICLE II

The term of existence of the Corporation is perpetual. The Corporation existence will commence with the signing of these Articles of Incorporation.

ARTICLE III

The corporation has not been formed for pecuniary profit or financial gain, and no part of the assets, income or profits of the Corporation are distributable to, or inure to the benefit of, its directors or officers; provided however, reasonable compensation as set by the Board of Directors may be paid for services rendered to or for the corporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the Corporation shall not participate in, or intervene in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this certificate, the Corporation shall not carry on

any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

#### ARTICLE IV

The Corporation is organized and is to operate exclusively not for profit as a charter school to provide education to individuals without regard to sex, race, color, creed or ethnic and national origin and such other purposes as the Board of Directors shall deem appropriate and which is lawful under the Florida Not for Profit Corporation Act.

#### ARTICLE V

For such purposes, and operating without profit, and in the manner herein stated, the Corporation shall have the power to:

- A. Engage in any and all activities which may be deemed necessary or appropriate for the proper and successful attainment of the objects and purposes for which this corporation was created.
- B. Solicit, accept, hold and administer contributions received by deed, gift, will, ordinance, statute or otherwise, either in trust or otherwise; to own, hold, operate and administer or dispose of real and personal property, both in this state and all other states, territories and dependencies of the United States and generally to do all things necessary and proper to accomplish the purposes herein stated and permitted to like non-profit corporations by law.

C. Provided further, that:

1. Assets or property held in trust for the Corporation or by the Corporation purposes as herein stated shall be segregated and identified as being so held, and shall not be held without disclosure of the fiduciary capacity in which they are held.
2. The Corporation shall not engage in any transaction prohibited by Section 503(c)(3) of the United States Internal Revenue Code as now enacted or as it may hereafter be amended.
3. The Corporation shall not apply accumulation of income in any manner which may subject it to denial of exemption as provided in Section 504 of the United States Revenue Code as now enacted, or as it may hereafter be amended.
4. In the event of the dissolution of this corporation, any assets of said corporation then remaining shall be distributed to the parent organization, Discovery Academy of Lake Alfred, Inc.

#### ARTICLE VI

Except as otherwise provided therein, the Bylaws of this Corporation shall be made, altered and rescinded by one-half (1/2) of the duly constituted voting members at any regular Board of Directors meeting or at a special meeting called for that purpose.

#### ARTICLE VII

The name and residence of the incorporator is as follows:

Carol Fulks  
1000 N. Buena Vista Drive  
Lake Alfred, FL 33850

#### ARTICLE VIII

The Governing Board shall be the composition of the Board of the parent organization, Discovery Academy of Lake Alfred, Inc., and shall serve from time to time. The Director of The Discovery High School will hold a non-voting seat on the Governing Board. In the case of a tie, the Director will cast the deciding vote.

When a Board of Director is replaced, the Director of The Discovery High School will recommend name(s) to the parent organization, Governing Board of Directors. The Governing Board will vote the new elect by majority.

No two Governing Board of Directors shall be related. The Governing Board of Directors may succeed themselves until a letter of resignation is submitted.

The Teacher of the Year from The Discovery High School will represent the staff at Board meetings in the school year following their selection.

### ARTICLE IX

The affairs of this Corporation shall be managed y a President, Secretary, and a Board of not less than three (3) voting Directors and no more than ten (10) voting Directors and by such other officers of the Corporation as the Corporation may hereafter see fit to name and designate. The number of Directors may be increased from time to time by the Bylaws of the Corporation, but shall never be less than three (3) voting members or more than ten (10) voting members. The initial Board of Directors shall consist of five (5) voting Directors of the parent organization and the President, Secretary, Treasurer and Teacher of the Year of The Discovery High School, Inc., who shall be non-voting members of the Board of Directors. The initial Board consisting of five (5) voting Directors of the parent organization and three (3) non-voting Directors shall be composed of those persons hereinafter named:

Voting Members:

Charlotte Butler,  
Chair  
418 Somerset Drive  
Auburndale, FL 33823

Non-voting Members:

Cheryl Wilkinson, Secretary  
Notary Seal  
1902 S. 9<sup>th</sup> Street  
Haines City, FL 33844

Mike Jones  
155 S. Glenn Avenue  
Lake Alfred, FL 33850

Carol Fulks, President/Treasurer  
905 Giant Oak Rd.  
Lakeland, FL 33810

Catherine Walker  
380 Greenfield Road  
Winter Haven, FL 33884

Teacher of the Year  
(TBA)

Aimee Diaz  
608 Milford Street  
Davenport, FL 33897

John Grega  
517 Pearsons Path  
Auburndale, FL 33823

ARTICLE X

The name and street address of the initial registered agent are:

Carol Fulks  
1000 N. Buena Vista Drive  
Lake Alfred, FL 33850

IN WITNESS WHEREOF, we have hereunto executed the foregoing Articles of  
Incorporation this \_\_\_\_\_ day of \_\_\_\_\_, 2014.

Witnesses:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

Carol Fulks

\_\_\_\_\_  
Signature

\_\_\_\_\_

Print Name  
STATE OF FLORIDA  
COUNTY OF POLK

The foregoing instrument was acknowledged before me this \_\_\_\_\_ day  
of \_\_\_\_\_ 2014, by CAROL FULKS, who is personally known to me or who  
has produced \_\_\_\_\_ as identification, and who did  
take an oath, and acknowledged that he/she executed the same for the purposes contained  
in the instrument.

IN WITNESS WHEREOF, I sign here and set my official seal.

\_\_\_\_\_  
NOTARY PUBLIC  
Print Name:

My commission expires: \_\_\_\_\_

ACCEPTANCE BY REGISTERED AGENT

The undersigned accepts the appoint as The Discovery High School, Inc.,  
which is contained in the foregoing Articles of Incorporation.

DATED on this \_\_\_\_\_ day of \_\_\_\_\_, 2014.

\_\_\_\_\_  
CAROL FULKS  
Registered Agent

# **Appendix J**

## **Conflict of Interest**

www.discoveryhighschool.org



# Discovery High School

## Conflict of Interest Policy

### Article I

#### Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### Article II

#### Definitions

##### 1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

##### 2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

### Article III

#### Procedures

##### 1. Duty to Disclose

The chairman of the meeting is expected to make inquiry if a conflict of interest appears to exist. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

## 2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

## 3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

## 4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

c. Any violation of this policy shall not affect the validity or enforceability of transactions entered into by the corporation.

## Article IV

### Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## Article V

### Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI  
Statements

Each director, principal officer and member of a committee with governing board delegated powers shall sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is tax-exempt and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

This statement shall be signed by each board member upon adoption of the Conflict of Interest policy and by new board members when replacement of existing boards occurs.

Article VII  
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or in an excess benefit transaction.

Article VIII  
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

\_\_\_\_\_  
Signature of Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Secretary

\_\_\_\_\_  
Date



# **Appendix K**

## **Code of Ethics**

## Discovery High School Board Members' *Code of Ethics* Commitment

*Board members of Discovery High School (DHS) will at all times conduct themselves in a manner that:*

- Supports the objectives of the Corporation
- Serves the overall best interests of the Corporation, rather than any particular constituency
- Brings credibility and good will to the Corporation
- Respects the principle of due process
- Demonstrates respect for individuals in all manifestations of their culture and linguistic diversity
- Respects and gives fair consideration to diverse and opposing viewpoints
- Demonstrates due diligence and dedication in preparations for and attendance at meetings, and in all other activities on behalf of the Corporation
- Ensures that the financial affairs of the Corporation are conducted in a responsible manner with due regard for their fiduciary responsibilities and public trust
- Conforms with the bylaws and policies approved by the Board
- Demonstrates good faith, prudent judgment, honesty, and openness in their activities on behalf of the Corporation
- Publicly demonstrates acceptance, respect and support for decisions taken in transaction of the Corporation's business

**Appendix L**

**Governing Board  
Meeting Dates**

DISCOVERY HIGH SCHOOL  
Proposed Board Meeting Dates

*All meetings will be held in the Media Center at Discovery  
Academy of Lake Alfred at 8:30 AM.*

2015-2016

August 4, 2015  
October 13, 2015 \*Annual Mtg.  
January 12, 2016  
March 8, 2016  
June 14, 2016

Open Enrollment  
January 11-26, 2016

2016-2017

August 2, 2016  
October 11, 2016 \*Annual Mtg.  
January 10, 2017  
March 7, 2017  
June 14, 2017

Open Enrollment  
January 16-31, 2017

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2017-2018

August 8, 2017  
October 10, 2017 \*Annual Mtg.  
January 16, 2018  
March 13, 2018  
June 12, 2018

Open Enrollment  
January 15-30, 2018

2018-2019

August 7, 2018  
October 16, 2018 \*Annual Mtg.  
January 15, 2019  
March 12, 2019  
June 11, 2019

Open Enrollment  
January 14-29, 2019

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2019-2020

August 6, 2019  
October 15, 2019 \*Annual Mtg.  
January 14, 2020  
March 10, 2020  
June 9, 2020

Open Enrollment  
January 13-28, 2020

2020-2021

August 4, 2020  
October 13, 2020 \*Annual Mtg.  
January 12, 2021  
March 9, 2021  
June 8, 2021

Open Enrollment  
January 11-26, 2020

# **Appendix M**

## **Resumes**

## Education

Florida Southern College – Bachelor’s Degree with a Double Major  
in Elementary Education and Early Childhood

Master’s Degree – Administration and Supervision K-12

Additional Areas of Florida Certification

School Principal (All Levels)

Middle School English 5-9

Middle School Math 5-9

Middle School Social Studies 5-9

ESOL Endorsement

## Experience

President / Treasurer

Discovery Academy of Lake Alfred, Inc.

2001 - present

Executive Director / CEO

Discovery Academy of Lake Alfred

2001 - present

Principal

Lake Alfred Middle School

1996 – 2001

Assistant Principal

McLaughlin Middle School

1988 - 1996

### Areas of Expertise

Executive Director / CEO of a successful charter school

Extensive experience is Charter Law, Federal Programs, finance, budgeting,

Supervising and mentoring administrators, teachers and over 100 employees

Extensive knowledge of curriculum, data driven decisions, classroom management, standards  
driven instruction and effective instructional strategies

Previous small business owner

## Certified Trainer

Kagan & Kagan Cooperative Learning

Multiple Intelligence

Love and Logic (Jim Fay)

Seven Habits of Highly Effective People (Stephen Covey)

Positive Classroom Discipline (Fred Jones)

Brain Based Teaching and Learning (Eric Jensen)

Consultant for the National Resource Center for Middle Grades Education  
at the University of South Florida

## Leadership Activities

- Partnered with the National Literacy Council to participate in LDC (Literacy Design Collaborative)
- Hosted DOE Training for Teacher and Leadership Evaluations
- Member of the Task Force for Charter Schools working with the Office of School Choice
- Presenter at FASA Conference in Orlando
- Partnered with Bill Daggett at The International Center for Leadership in Education
- Facilitated conversion of Lake Alfred Middle School to a Charter School
- Hosted partnership with Danish University Teacher Interns for 4 week Mentorship to focus on Kagan Cooperative Learning and Effective Teaching Strategies
- Designed and implemented pilot "School Within a School" at McLaughlin Middle School using hands-on, thematic, integrated curriculum
- Department Head for the South East Adult School (GED, Dual Enrollees, etc.)
- Participated in the filming and technical writing of the *Middle School Awareness Video* for Polk County
- Developed a partnership with community Lions Club to raise money for teacher training and student materials for advisory program
- Conducted Middle School Awareness Training for Polk County Administrators and Area Superintendents
- Chaired the committee responsible for writing Polk County's *Middle School Handbook*
- Conducted parent workshops – *Skills for Adolescents*
- Presenter at the Florida Staff Development Conference in Tampa

## Professional Training

- MFAS – Math Formative Assessment System sponsored by DOE (training at DALA)
- DOE – FL. Charter School – Technical Assistance Workshop
- Literacy Design Collaborative – Florida Academic Literacy Network
- Math Design Collaborative – Changing How Students Learn and Teachers Teach (SREB)
- Instructional Strategies – How to Teach for Rigor and Relevance (Daggett)
- Leadership for Rigor, Relevance and Relationships (Daggett)
- Learning-Focused EngagED – Increase Teacher Effectiveness and Accelerate Learning
- Comprehensive Instructional Sequence Module
- Creating Independence through Student-owned Strategies (CRISS)
- Understanding Poverty – Ruby Payne
- Integrated Thematic Instruction (Susan Kovalic)
- Quality in Learning (Richard Langford)
- FEMA Emergency Management Institute
- Facilitative Leadership

## Charlotte Butler

\* 418 Somerset Drive Auburndale, FL 33829  
Phone: 863-409-8463 charlotte.butler@discoveryacademy.org

### Education

Associate Degree, Cum Laude  
Concordia Lutheran Junior College, Ann Arbor, Michigan

Bachelor's of Education in English / Social Studies  
Wisconsin State University, Whitewater, Wisconsin

### Experience

Discovery Academy of Lake Alfred, Inc. Board of Directors and Chair  
2008 – present

Teacher – Lake Alfred Middle School and Discovery Academy  
2000 – 2008

Teacher – Polk Correctional Institute  
1997 – 1998

Teacher – North Stafford High School, Stafford, Virginia  
1985 – 1993

Teacher – Pembroke High School, Hampton, Virginia  
1970 - 1975

### Accomplishments

Teacher of the Year – Discovery Academy of Lake Alfred

Team Leader and English Department Chair

Created "DALA's Closet", a thrift shop for uniforms at Discovery Academy

Founder of "Leadership Discovery Team", a program for 8<sup>th</sup> graders to visit businesses in their community and experience leadership in action at the venues visited

Volunteers at Winter Haven Theater and supervises props and costumes for plays

# Mike Jones

155 Glenn Avenue, Lake Alfred, FL 33850  
(863) 412 - 4380 revmikejones@gmail.com

## Experience

First Baptist Church Lake Alfred - Lake Alfred, Florida December 1997 - Present

- Currently serving as Lead Pastor since October 1, 2009. Responsible for preaching, congregational care, leadership, vision casting, staff leadership, funerals, weddings, baptisms, counseling, etc.
- Served as Associate Pastor/Minister with Students from December 1997 - October 2009. Was responsible for maintaining ministry to students and their families; teaching, counseling, planning, coordinating with other church leaders, etc.

Bunn Company - Lakeland, Florida June 1997- December 1997

- Sales with a family owned business. John Bunn Owner/President was my supervisor.
- Traveled central Florida calling on current customers and fulfilling orders for machines and supplies
- Worked to acquire new customers for their product.

Big Oaks Buick-Pontiac-GMC - Bartow, Florida July 1994 - June 1997

- New and used auto sales.
- Assistant Finance Manager in 1996-1997

Crestview Baptist Church - Lakeland, Florida January 1993 - July 1994

- Responsible for meeting the needs of youth and their families. Planning and coordinating activities and teaching for all middle & high school students.

Lakewood Baptist Church - Louisville, Kentucky 1987 - 1993

- Served as Minister to Youth-Children and Families
- Began in volunteer position. Became part-time and then developed into a full-time position.
- Responsible for meeting the needs of youth and their families. Planning and coordinating activities and teaching for all middle & high school students.
- Filled in for most duties for one year in the absence of a senior pastor.

Eastern Heights Baptist Church - Statesboro, Georgia 1984-1985

- Youth Director. Responsible for meeting the needs of youth and their families. Planning and coordinating activities and teaching for all middle & high school students.

## Ordination

Ordained to the gospel ministry on June 25, 1989 by Lakewood Baptist Church, Louisville, Kentucky.

## Education

The Southern Baptist Theological Seminary - Louisville, Kentucky	1986 - 1990
Masters of Divinity in Christian Education (MDiv ) degree - Minor in Family Ministry. Completed 92 hour program.	
Georgia Southern University (College) - Statesboro, Georgia	1981 - 1985
Bachelor of Science (BS) in Communication Arts (Journalism). Minor in Psychology	
Effingham County High School - Springfield, Georgia	1980-1981
High School diploma	
Henry County High School - New Castle, Kentucky	1977-1980
Completed first three years of high school education before transferring to Georgia.	

## Personal

- Born: January 14, 1963 - Hawkinsville, Georgia to Rev. Shuford and Ann Jones
- Married: July 18, 1998 - Tawn Prior Jones (1 daughter, 2 step-daughters)
- Governing Board - Discovery Academy of Lake Alfred - January 2005 - Present
- Parks and Recreation Board for City of Lake Alfred 2014 - Present
- Lake Alfred Ministerial Association - 1998 - Present - work with all area churches to unite Christians in service, worship, fellowship and community.
- Ridge Baptist Association - Missions Team. 2012 - Present. Help work with all the churches of the RBA to promote, plan, coordinate and implement mission efforts in eastern Polk County and the world.
- Ridge Baptist Association - Vice-Moderator. 2014 - Present. Assist in the workings of our Association, provide leadership, serve on the Administrative Team and assist the Moderator and Director of Missions.
- Volunteered and served as president (2011-2013) of the Imperial Sound of Auburndale Band Boosters of Auburndale High School, Auburndale, Florida 2009-2013
- Coached and chaplain sports teams at Auburndale High School, Auburndale, Florida 2000-2009 - AHS Girls basketball, AHS football

Catherine (Kitty) B. Walker  
380 Greenfield Road  
Winter Haven, Florida 33884  
E-mail: [wa2lk@hotmail.com](mailto:wa2lk@hotmail.com) Phone: 863-326-5523

### WORK EXPERIENCE

2000 – 2010 – Discovery Academy of Lake Alfred. Lake Alfred, Florida. Taught all content areas to Exceptional Education Students.

1992 – 2000 – Key Largo Middle School. Key Largo, Florida. Taught all content areas to Exceptional Education Students.

1990 – 1992 – Immokalee Middle School. Taught Language Arts, Math, and Reading to Exceptional Education Students.

1987 – 1990 - Southwest Senior High School. Miami, Florida. Taught Language Arts, Math, American History, and American Government to Exceptional Education Students working for a regular High School Diploma.

### EDUCATIONAL BACKGROUND

1997 – Master of Science in Educational Leadership. Nova Southeastern University. Miami, Florida.

1987 – Bachelor of Arts in Special Education. Florida International University. Miami, Florida.

1966 – Bachelor of Arts in Psychology. Greensboro College. Greensboro, North Carolina.

### COMMUNITY INVOLVEMENT

2013 – Present – Member of the Governing Board of Discovery Academy of Lake Alfred.

2010 – Present – Member of the Bouquet Garden Club, Winter Haven, Florida.

2012 – Present – Member of the Wednesday Book Club, Haines City, Florida.

2000 – Present – Member of St. John's United Methodist Church, Winter Haven, Florida.

2000 – Present – Member of the Women's Guild of Theatre Winter Haven.

1996 – 2007 – Member of the Florida League of Teachers.

## **Education**

Polk State College, Winter Haven, FL -- 2012-Present

- Enrolled to obtain an A.A. in Elementary Education

Monroe College, Bronx, NY --2001-2002

- Enrolled to obtain an Associate Degree in Health Information Technology

Monsignor Scanlan High School, Bronx, NY --1994-1996

- High School Diploma

## **Experience**

### **Principal Secretary**

Lakeland Montessori Schools, Lakeland, FL 2012-Present

Types letters, memoranda, reports, cards, statements, purchase orders, tabulations and other materials. Sorts and files correspondence, reports, vouchers or other materials numerically, alphabetically, or by other established classifications; sorts and distributes mail. Receives, verifies, catalogs and prepares library materials for distribution. Meets the public and gives nontechnical information and explains well-defined rules; screens and refers office callers; takes telephone messages. Provided enrollment and withdrawal process for all students. Prepares and processes routine forms or form letters. Posts data manually or by machine from forms or form letters to cards or other records, based on well-established procedures. Computes data from listings, reports or other records; assembles data in appropriate form for use in completing required reports.

### **Title I/Parent Involvement Coordinator**

Discovery Academy of Lake Alfred, Lake Alfred, FL 2009-2012

Served as the facilitator of the Title One Program at the school. Maintained the TASK box for the Title I program and uploaded all necessary information needed by the district office. Selected 5-9 members (teachers, parents and community members) to be involved in the PIT (Parent Involvement Team) and develop One Year Plan. Coordinate and conduct a minimum of 4 PIT meetings per school year at the school. Complete and turn in agendas, sign-in sheets, and minutes for all meetings. Facilitate, along with the principal and TOP Team, the development of the school's Parent Involvement Plan and the School-Parent Compact. Distribute and collect each item, revise if necessary. Act as a liaison for parents and teachers in providing services that assist both parents and teachers in providing support and assistance for students. Represent the school at conferences that involve parenting and parent involvement at the District Office. Coordinated school's Family/Literacy Night: Set up table representing your school's parent center with information and resources to be handed out at one or more Family Night or Literacy Night event. Facilitate any planned Parent Involvement Event, collecting contact information where appropriate. Distribute and collect parent surveys, return survey results to the Title I Office.

**Office/Store Manager**

MouseSurplus, Haines City, FL 2008-2009

Responsible for updating all daily reports of store sales. Update all information regarding new prices and inventory for the store. Typing of all reports, letters, memorandums. Faxing, answering phones, filling. Keep all records of payroll. Handle all word processing and data entry. . Responsible for ordering office supplies. Designed and implemented office policies. Organized office operations and procedures. Supervise office staff. Prepare time sheets. Liaise with other agencies and organizations. Recruit and select staff. Orient and train new employees. Provide on the job training as procedures changed. Evaluate staff performances. Coaching and disciplining staff. Ensure filling systems are maintained and up to date. Ensured that personnel records and files are up to date and secure. Responsible for all staff schedules and time off. Responsible for all store shipping and deliveries. Package and printed all shipping labels for all on-line sales. Other duties as needed.

**Administrative Assistant,**

PJ's Contractors, Orlando, FL 2003-2008

Responsible for accounts payable and accounts receivable. Schedule appointments for contracts. Prepare all documentation for payment. Ensure all payrolls are process and completed. Make and receive orders for materials. Prepare and log all information for documentation, work activities and contracts in to the computer. Type and proofread letters, memos and reports.

**Front Desk Agent**

Orange Lake Country Club, Kissimmee, FL 2006

Greets, registers, and assigns rooms to guests. Issues room key and assist guests with directions and an overview of property and amenities. Transmits and receives telephone messages and entry gates. Answers inquiries pertaining to hotel services; registration of guests; and shopping, dining, entertainment, and travel directions. Keeps records of room availability and guests' accounts. Computes bill, collects payment, and makes change for guests. Other duties as assigned.

**Extended Day Program**

Metro West Elementary, Orlando, Fl 2002-2003

Responsible for Indoor/outdoor play, creative projects, videos, supervised and homework help. Responsible for separation of nutritional snack are for this program. Responsible for daily reports, and weekly deposits into the programs account. Responsible for checking in and out the children into the programs database. Help with the coordination of summer programs, and activities. Other duties as assigned.

**Community Liaison**

Morris Heights Health Center, Bronx, NY 2001-2002

Conducted monthly supervision with facilitated enrollees. Generated weekly, monthly and quarterly reports. Generated and provided outreach activities with sub-contractors. Reviewed and assure completion and accuracy of the "Growing Up Healthy: application and enrollment activity as completed and submitted by the sub-contractors. Prepared and logged all information as it pertains to the documentation of applications, work activities and contracts. Keep accurate and completed records of all activities. Submitted and delivered completed applications to the Medicaid office and appropriate manage care plans. Provided training to facilitated enrollers. Provided presentations to service providers about the importance of health insurance. Data entry into Health Provided Network (HPN). Made all the arrangements for any corporate events needed for the program.

**Programs Administrative Assistant /Community Liaison**

Bronx Perinatal Consortium, Bronx, NY 1997-2001

Responsible for the Central Intake and assessment activity for the Case Management division. Handle all word processing and data entry for the Case Management division. Plan and organized company functions. Maintain centralized intake system for all clients' referrals to the program using Microsoft Access. Answered all telephone and represented the company in a business like manner. Conducted all telephonic outreach to service providers. Responsible for accounts payable. Made all shipping arrangements through courier services. Responsible for ordering office supplies. Reviewed and assured completion and accuracy of the "Growing Up Healthy" application and enrollment activity as completed and submitted by the sub-contractors. Prepared and logged all information as it pertains to the documentation of applications, work activities, and contracts. Answer phone calls in regards to the program and services provided. Provided training to staff regarding the programs. Various administrative duties as needed by the Program Coordinator.

**Skills**

Proficient in Windows XP and OS X, Microsoft Office, Microsoft Works, IWorks, Ilife, WordPerfect, HealthPro, FileMaker, Microsoft Outlook, and various Web browsers. Fluent in English and Spanish, Excellent organizational skills and strong customer service. Valid drivers license.

# John Michael Grega

517 Pearsons Path  
Auburndale, FL 33823

## ***Education***

Bachelor of Science in Biology Education  
Lock Haven State College  
Lock Haven, Pennsylvania

Masters of Education in Guidance and Counseling  
Western Maryland College  
Westminster, Maryland

## ***Experience***

Governing Board Director  
Discovery Academy of Lake Alfred  
2010 - present

ESE Facilitator (retired)  
Discovery Academy  
Lake Alfred, FL

Guidance Counselor  
Page High School  
Page, AZ

Guidance Counselor  
Lake Alfred Middle School  
Lake Alfred, FL

Guidance Counselor  
BEST Program  
Polk Co. Schools

Life Science and Earth Science Teacher / Guidance Counselor  
Southwest Junior High School  
Lakeland, FL

Guidance Counselor  
Stambaugh Middle School  
Auburndale, FL

Biology Teacher  
Spring-Ford Senior High School  
Royersford, Pennsylvania

***Interests***

Interests include reading, motorcycle riding, outdoor activities in general and especially enjoying time with his children and grandchildren.

# **Appendix N**

## **Appeal Process**



# Discovery High School

1000 N. Buena Vista Dr.  
Lake Alfred, FL 33850  
Phone (863) 295-5955 FAX (863) 295-5978  
Carol Fulks, Director

## APPENDIX 17B Appeal Procedures Guidelines

If loss of bus privileges from a Discovery High School bus, or dismissal from Discovery High School has been recommended and the parent does not agree with the decision, the parent may appeal as follows:

### DIRECTOR'S HEARING

1. Request: The parent may request a hearing to be conducted by the Director. Such request should be directed to the Director and must be received within five (5) days of the disciplinary action.
2. Notice of Hearing: Upon receipt of such request, the Director or designee shall contact the parent and arrange a time and date for said hearing, which shall be conducted within five (5) days of the date of such request.
3. Written Recommendation: The Director shall review the appeal and shall affirm, cancel or modify the disciplinary action. Such decision shall be documented in written form and provided to the parent. If the parent does not agree with the decision from the Director's Hearing, an appeal may be made to the Governing Board.

### GOVERNING BOARD APPEAL REVIEW

1. Written Request: The parent may request an appeal hearing to the Governing Board. Such request should be in writing, directed to the Governing Board Chairperson, and must be received within three (3) days of the Director's hearing.
2. Notice of Hearing: Upon receipt of such request, the Governing Board Chairperson or designee shall contact the parent to coordinate a time and date for said hearing. Such notice shall be confirmed in writing and provided to the parent.
3. Appeal Hearing: The Governing Board shall review all records of the prior proceeding(s) by the administration, student and parent.
4. Notice of Final Action: Action taken by the Governing Board shall constitute the final appeal. A copy of the final action adopted by the Governing Board shall be forwarded to the parent.

**The Governing Board Review shall constitute the final decision for all appeals.**

**Appendix O**

**Agreement with  
PSC COL**

Articulation Agreement between Polk State College and Discovery High School

Discovery High School will operate a charter school beginning in 2015-16 with 9<sup>th</sup> grade and a grade being added each year until a configuration of all grades 9-12 is achieved. Through this articulation, DHS will collaborate with the Chain of Lakes Collegiate High School to prepare interested and qualified students to transition into grade 11 at Chain of Lakes Collegiate High School. The goal of Discovery High School is to improve the college readiness levels of students by facilitating a rigorous college preparatory curriculum infused with STEM academics, an array of educational supports within a small learning environment, and preparing students with 21<sup>st</sup> century global skills.

Beginning with the January, 2017 recruit class, Polk State College agrees to admit up to 25 incoming 11<sup>th</sup> grade students at Chain of Lakes Collegiate High School from Discovery High School provided they are fully qualified and have submitted a completed application prior to the published COL lottery application deadline. Fully qualified is defined as follows:

1. Student has an unweighted cumulative grade point average of 3.0 or higher.
2. Student has demonstrated college ready cut scores on all portions of one of Polk State's accepted college placement exams.
3. Student has enough credits to be admitted as a junior in high school.

DHS students may apply to Chain of Lakes Collegiate High School by submitting the appropriate application by the lottery deadline.

In November of each year of this agreement, DHS will notify Polk State College of the names and the preferences of the current fully qualified Sophomores. Polk State Chain of Lakes Collegiate agrees to guarantee acceptance of 25 fully qualified students for the 2017-2018, 2018-2019, and 2019-2020 acceptance years. The administration of the two schools will agree to facilitate the admission process for these students.

This agreement can be extended beyond the 2019-2020 school year with written consent of both parties.

Polk State Chain of Lakes Collegiate

Discovery High School

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Signature

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Signature

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Title

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Title

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Date

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Date

# **Appendix P**

## **Agreement between DALA and DHS**

**AGREEMENT BETWEEN**  
**DISCOVERY HIGH SCHOOL AND DISCOVERY ACADEMY OF LAKE ALFRED, INC.**  
**2015 – 2017 TWO YEAR TERM**

Discovery Academy of Lake Alfred (DALA) hereby agrees to provide facilities, supplies and services to Discovery High School (DHS) as follows. The exchange of facilities, supplies, and services is to be provided from July 1, 2015 through June 30, 2017.

DALA will provide:

1. Staff as needed to operate the school the cost of which is to be reimbursed by DHS.
2. Use of all facilities and land space as needed.
3. Programs and services designed in collaboration with the DHS staff as deemed reasonable, necessary, and appropriate.
4. DALA facilities to accommodate the required teaching schedules and calendar year. These spaces will be granted as "full-service" (electric, water, phone, and computer access technologies) under this contract.
5. Custodial staff who will empty trash daily and perform other custodial duties as deemed necessary to keep all facilities safe and attractive for use.
6. Paper products for the classroom sinks, restrooms, and other areas as needed.
7. Office space for the DHS staff assigned.
8. Access to computer classrooms, labs, gymnasium, cafeteria, media center, and all other facilities as needed for all students and staff of DHS as coordinated with DALA.

Additional Provisions

1. DALA salaries, taxes and benefits used will be reimbursed by DHS for each payroll period by the end of the month following each respective payroll period.
2. DHS will set schedules for the use of facilities and land for each semester in coordination with the DALA course of study and calendar.
3. DHA is responsible for bearing the cost of all portables needed for the operation of the school.

Discovery Academy of Lake Alfred, Inc.

Discovery High School

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date

\_\_\_\_\_

Date

# Appendix Q

## Staffing Plan

# DISCOVERY HIGH SCHOOL

# STAFFING PLAN ESTIMATE

Year	Grades	# of Students	Location	Projected Staff
2015-16	Grade 9 (8/9 Combo)	50	DALA	.125 x 1 = Director
				.25 x 4 = Core Academic Teachers
				.125 x 4 = Elective Teachers
				Reading, as needed
				Supplements - Admin Sec, Financial Sec, Guidance
2016-17	Grade 9	75	DALA	.125 x 1 = Director
	Grade 10	50	DALA	.25 x 4 = Core Academic Teachers
				.125 x 5 = Elective Teachers
				Reading, as needed
		Total - 125		Supplements - Admin Sec, Financial Sec, Guidance Network Mgr., Media Specialist
2017-18	Grade 9	100	New Site	8 Core Academic Teachers as needed
	Grade 10	75		2 Elective Teachers
	Grade 11	25	(25 Collegiate)	Reading as needed
				.25 Director
		Total - 200		1 Sec, .5 Financial Sec
				.5 Dean .5 Guidance
				.25 Network Mgr.
				1 Media Para .25 ESE Teacher
2018-19	Grade 9	125	New Site	12 Core Academic Teachers as needed
	Grade 10	100		3 Elective Teachers as needed
	Grade 11	50	(25 Collegiate)	Reading as needed
	Grade 12	25		.50 Director
		Total - 300		1 Sec, .5 Financial Sec
				.5 Dean
				.25 Literacy Coach
				.25 Math Coach 1 Guidance .25 Network Mgr. 1 Media Para .375 ESE Teacher
2019-20	Grade 9	150	New Site	16 Core Academic Teachers as needed
	Grade 10	125		4 Elective Teachers as needed
	Grade 11	75	(25 Collegiate)	Reading as needed
	Grade 12	50		1 Director
		Total - 400		1 Sec, .5 Financial Sec
				.5 Dean
				.5 Literacy Coach
				.5 Math Coach 2 Guidance .25 Network Mgr. 1 Media Para .5 ESE Teacher

2020-21	Grade 9	150	New Site	20 Core Academic Teachers as needed
	Grade 10	150		5 Elective Teachers as needed
	Grade 11	100	(25 Collegiate)	Reading as needed
	Grade 12	75		1 Director
	Total - 475			1 Sec, 1 Financial Sec
				1 Dean
				1 Literacy Coach
				1 Math Coach
				2 Guidance
				.25 Network Mgr.
				1 Media Para
				.75 ESE Teacher

2021-22	Grade 9	150	New Site	20 Core Academic Teachers as needed
	Grade 10	150		5.5 Elective Teachers as needed
	Grade 11	125	(25 Collegiate)	Reading as needed
	Grade 12	100		1 Director
	Total - 525			1 Adm. Sec, 1 Financial Sec
				1 Dean
				1 Literacy Coach
				1 Math Coach
				2 Guidance
				.25 Network Manager
				1 Media Para
				1 ESE Teacher

2022-23	Grade 9	150	New Site	20 Core Academic Teachers as needed
	Grade 10	150		5.5 Elective Teachers as needed
	Grade 11	125	(25 Collegiate)	Reading as needed
	Grade 12	125		1 Director
	Total - 550			1 Adm. Sec, 1 Financial Sec.
				1 Dean
				1 Literacy Coach
				1 Math Coach
				2 Guidance
				.5 Network Manager
				1 Media Para
				1 ESE Teacher

# **Appendix R**

## **Salary Schedule**



# Discovery High School

## Salary Schedules

Discovery High School salary schedule will mirror or exceed the Polk County Public School's schedule for salaries for administration, secretaries, and teachers.



# Discovery High School

## Teacher Pay Scale

Years of Experience	Salary
0	\$37,750
1	\$38,350
2	\$38,950
3	\$39,550
4	\$40,150
5	\$40,750
6	\$41,350
7	\$41,950
8	\$42,550
9	\$43,150
10	\$43,750
11	\$44,350
12	\$44,950
13	\$45,550
14	\$46,150
15	\$46,750
16	\$47,350
17	\$47,950
18	\$48,550
19	\$49,150
20	\$49,750
21	\$51,000
22	\$52,250
23	\$53,550
24	\$55,500
25	\$58,175

Beginning teachers and teachers with less than 1 year experience will be on Step 0.  
Teachers with advanced degrees in field will receive a supplement.

# Appendix S

## Transportation

## CONTRACT FOR TRANSPORTATION SERVICES

### Discovery High School

#### Transportation Agreement

THIS TRANSPORTATION AGREEMENT, as set forth herein between Discovery High School, hereinafter referred to as "DHS," and Discovery Academy of Lake Alfred, hereinafter referred to as "DALA,") represents a mutual understanding and agreement whereby DALA will provide to DHS transportation services as set forth below.

- I. **PURPOSE** The purpose of this Agreement is to provide efficient and effective specialized transportation for the clients of DHS within and as part of the DALA transportation services and system.
- II. **DEFINITION OF TERMS**
  - 2.1 DALA should mean the Discovery Academy of Lake Alfred whose address for notices is:  
Discovery Academy of Lake Alfred  
Mr. Mark Whitehead  
1000 N. Buena Vista Dr.  
Lake Alfred, Fl. 33850
  - 2.2 DHS shall mean Discovery High School whose temporary address for notices is:  
Discovery High School  
Mrs. Carol Fulks  
1000 N. Buena Vista Dr.  
Lake Alfred, Fl. 33850
  - 2.3 SCHOOL BUS or BUS shall mean a school bus body and chassis which is licensed by the State of Florida (the "State) to operate as a school bus or as an activity bus and meets all applicable State requirements.
  - 2.4 SCHOOL BUS DRIVER or DRIVER shall mean a legally qualified school bus operator, licensed by the State.
  - 2.5 REGULAR DAILY RUN or REGULAR RUN shall mean any scheduled routes which are established for the purpose of transporting students to and from school on a daily basis based on the terms of this agreement.
  - 2.6 VEHICLE may refer to a School Bus or other vehicle used by DHS.
  - 2.7 BELL TIME shall mean the times designated by the Administration of DHS when the school takes in the A.M. and dismisses in the P.M.
  - 2.8 ROUTE shall mean the designated bus stops and pick up and drop off times as agreed to by the parties in this agreement.

- 2.9 BUS DAY shall mean the sum total of the A.M., mid-day and P.M. trips exclusive of permitted trips when requested.
- 2.10 TRIP shall mean a completed route, in which a vehicle may make more than one trip in a day.
- 2.11 STUDENT (S), unless otherwise identified, shall mean a student currently enrolled at DHS, who appears on a roster of students identified by DHS administration as a student who will be utilizing the transportation provided by this agreement.
- 2.12 FEFP shall mean the Florida Education Finance Plan.

### **III. SCOPE OF SERVICES**

- 3.1 DURING THE SCHOOL YEAR. DALA hereby agrees to provide the students of DHS with School Bus transportation during the term of this Agreement. Services will commence beginning with the 2015-2016 school year pending approval of the charter application for DHS. ALL student transportation services provided by DALA hereunder shall comply with and be in accordance with all requirements of any applicable municipal, State, and federal laws, ordinances, rules and regulations and the terms and conditions of this Agreement. DALA shall provided the student transportation services in a safe, reasonable and prudent manner.

### **IV. BUS ROUTES AND SCHEDULES**

- 4.1 DALA shall have the authority and responsibility for determining routes that the vehicles utilized by DHS to pick up the designated students. DALA shall deliver proposed routes (providing the specific location of each stop, arrival and departure time, and the estimated number of passengers) to DHS administration on or before August 1st of each year.
- 4.2 DALA shall require its bus drivers to adhere to routes and time scheduled as established and agreed upon in this Agreement. Bus drivers who discover cause for route or time adjustment will report it to DALA, who will bring the matter up with the DHS administration for consideration.
- 4.3 In the event a change is requested in routes or times established by DALA, a written request should be presented to DALA administration for consideration. In no event will a route or time be changed without prior approval.
- 4.4 DALA shall have sole responsibility of altering, delaying or canceling bus service during inclement weather conditions. However, in the event DALA should desire

to coordinate any weather related changes, DHS shall designate a specific person who shall remain readily available to DALA for consultation on a daily basis.

- 4.5 Pursuant to 1002.33(20) (c), Florida Statutes, DALA will provide transportation under this Agreement to DHS students within a “reasonable distance” of the school.

## V. INSURANCE

- 5.1 DALA agrees to comply with all State vehicle liability laws and workers’ compensation reporting requirements that are applicable to DALA.
- 5.2 DALA agrees to maintain insurance to include at a minimum the following:
- (A) Workers’ Compensation coverage on all employees as required by statute.
  - (B) Commercial General Liability coverage in the minimum amount of \$3,000,000.
  - (C) Automobile Liability coverage equal to \$1,000,000 per person and \$1,000,000 per incident.
  - (D) Any insurance required by State or federal law or regulations.
- 5.3 Conditions:
- (A) DALA shall provide certificates of insurance to DHS upon request.
  - (B) All insurance policies will be written with insurance companies licensed to do business in the State of Florida.
  - (C) DALA shall cause DHS to be listed as an “additional insured” party on insurance policies insuring Vehicles used in the transportation of DHS students.

## VI. VEHICLES

- 6.1 DALA shall furnish the buses and transportation equipment for DHS.
- 6.2 DALA shall only use buses, which shall meet applicable state inspection requirements, if any. DALA shall be responsible for all repairs and maintenance on all buses during the life of this Agreement.
- 6.3 DALA shall maintain all Vehicles in a clean and sanitary condition.
- 6.4 All buses shall have available to the Driver, some form of communication device capable of making contact with authorities in the event of an emergency.

**VII. PERSONNEL**

- 7.1 DALA bus drivers must meet all applicable District, State and Federal requirements.
- 7.2 DALA shall be responsible for providing all regular and substitute Drivers. Any complaints related to a Driver's performance should be directed in writing to DALA administration for review.
- 7.3 No unauthorized personnel or riders shall be allowed on any vehicles being used in the performance of this Agreement unless specific written authorization by DALA administration is provided.
- 7.4 DALA agrees to make supervisory personnel and other staff available for reasonable transportation related inquires upon reasonable request.

**VIII. DALA's AND DHS's RESPONSIBILITIES AS TO BUS OPERATIONS AND SUPERVISION OF STUDENTS**

- 8.1 DALA agrees not to overload buses beyond recommended capacities. DALA reserves the right to make any adjustments to routes or units to avoid any potentially hazardous situations. All students at all times should be seated in such a manner as to benefit from the compartmentalization safety features.
- 8.2 DALA agrees that a Driver shall not leave a Bus unattended at any time when students are on board.
- 8.3 DALA drivers are required to report student misconduct occurring on the bus. ALL drivers will be instructed and shall comply with DHS disciplinary policy for student misconduct and the procedures for disciplining students.
- 8.4 DHS shall instruct all students regarding Bus regulations and expectations as determined by DALA. DHS shall be responsible for all discipline of DHS students related to incidents occurring during the transportation of students daily.
- 8.5 DALA agrees that eligible students shall not be refused transportation. Any matters, which may necessitate a withdrawal of eligibility for a student to ride a bus, will be reported to, and handled through, DHS administration. DHS reserves the right to cancel transportation privileged for any student that has repeated discipline referrals or has created an unsafe atmosphere for other students riding the bus.

**IX. COSTS AND REIMBURSEMENT**

- 9.1 DHS shall complete all required FEFP documents accurately and distribute them in advance of the FEFP deadline to receive transportation funds.
- 9.2 DHS shall provide to DALA, all FEFP transportation funds received by DHS in December and May of the current school year.
- 9.3 DHS shall be responsible for all costs incurred for transportation outside of the Regular Daily Runs. Costs shall include the payment of a Driver, the mileage and overnight charges when applicable.

**X. GENERAL TERMS AND PROVISIONS**

- 10.1 This Agreement shall take effect on and shall be effective through the end of DALA's fiscal year, June 2016. This agreement will be automatically renewed for successive one-year terms unless terminated in writing by either party in accordance with Section 11.3 below.
- 10.2 Any modification or amendments to this Agreement shall be in writing and when signed by all parties shall be made a part hereof.
- 10.3 This Agreement may be terminated by either party upon given a thirty (30) day written notice to the other.
- 10.4 DHS agrees to indemnify DALA and hold it harmless from any liability arising out of accidents, injuries or any other matters and claims arising out of or in any way relating to the conduct of the DALA employees, officers, agents and or persons operating under its direction and control related to matters covered under this Agreement. Nothing herein is intended to act as a waiver of either parties' sovereign immunity and/or limits of liability as set forth in Section 768.28, Florida Statutes (2011).

- 10.5 All notices and other communications pertaining to this Agreement shall be in writing and shall be deemed to have duly given if personally delivered or if sent by United States mail, to the parties at the following addresses:

TO: Discovery Academy of Lake Alfred  
Attention:  
Mr. Mark Whitehead  
1000 N Buena Vista Dr.  
Lake Alfred, Florida 33850

TO: Discovery High School  
Attention:  
Mrs. Carol Fulks  
1000 N Buena Vista Dr.  
Lake Alfred, Florida 33850

- 10.6 Failure to enforce any provision of this Contract shall not be construed as waiver of such provision or otherwise affect the validity of this Contract.
- 10.7 If any court of competent jurisdiction adjudicates any provision of this Contract invalid, such invalidity will not affect the remainder of this Contract.
- 10.8 Authorization: It is agreed and warranted by the parties that the individuals signing this document on behalf of the respective parties are duly authorized to execute such an Agreement. No further proof of authorization is or shall be required.

*[Continued on next page]*

IN WITNESS WHEREOF, the parties hereto being duly authorized execute this Agreement, intending to be a legally bound hereby, the day and year first above written. DALA and DHS each represents the individual signing this Agreement and that this Agreement constitutes a valid and binding obligation of each party.

Executed this the day of \_\_\_\_\_, 20\_\_.

DALA: \_\_\_\_\_

DHS: \_\_\_\_\_

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Notary Signature

(CORPORATE SEAL)

# **Appendix T**

## **Food Service**



FSMC AGREEMENT TO SUPPLY FOOD SERVICE MANAGEMENT COMPANY SERVICES  
FOR ADDITIONAL SITES ADDED BY DISCOVERY ACADEMY

July 10, 2014

Carol Fulks  
Discovery Academy of Lake Alfred  
1000 N Buena Vista Drive  
Lake Alfred, FL 33850

Dear Carol:

It is the intent of SLA Management, in the course of operating as Discovery Academy's Food Service Management Company, to offer additional requested services to school sites added by Discovery Academy, upon mutual review and acceptance of terms, as allowed by the Contract for Food Service.

Sincerely,

Michael Jestus  
SLA Management

Sponsor Name: Discovery Academy of Lake Alfred Sponsor Number 01-0554

**PROPOSAL SUMMARY**

**Request for Proposal and Contract  
Nonprofit School Food Service**

This document contains a proposal solicitation for the furnishing of management services for the operation of the nonprofit food service programs for the period beginning July 1, 2014 and ending June 30, 2015 and sets forth the terms and conditions applicable to the procurement. Upon acceptance, this document shall constitute the Contract between the FSMC and the SFA. The FSMC shall not plead misunderstanding or deception because of such estimate of quantities, or of the character, location, or other conditions pertaining to the proposal solicitation/Contract.

**MEAL RATES AND FEES MUST BE QUOTED AS IF NO USDA FOODS WILL BE RECEIVED**

1. All proposals must be calculated based on the menu(s) in Exhibit B. All proposals shall be submitted using the Proposal Summary form attached herein. The proposed price(s) must not include the use of USDA Foods or any alternate pricing structure. Proposals must be written in ink or typed in the blank space(s) provided.
2. Fixed Meal Prices for Reimbursable Meals and Meal Equivalents. FSMC shall be paid a fixed meal price (Fixed Meal Price) for each Reimbursable Meal and Meal Equivalent provided by the FSMC under this Agreement as follows:

<u>Reimbursable Meals and Meal Equivalents</u>	<u>Fixed Meal Price</u>
All Reimbursable Meals and Meal Equivalents	\$ 2.80

3. The total cost includes direct pay items that must be funded from Food Service Program revenues, but are included in the Fixed Meal Price paid per meal to FSMC, such as SFA's salary and benefits, indirect cost, commodity and other SFA costs.
4. A meal or meal equivalent shall be calculated as follows:  
 A lunch equivalent includes student reimbursable lunches and full-paid adult lunches, counted as one meal equivalent for each lunch served.  
 A breakfast equivalent includes student reimbursable breakfasts and full-paid adult breakfasts, counted as (.50) meal equivalents for each breakfast served. An afterschool snack includes student reimbursable snacks, counted as (0.25) meal equivalents. A la carte food sales are converted to meal equivalents by dividing the total dollars of a la carte sales by three dollars (3.00).

(All totals must be carried out to the second decimal place and must not be rounded.)

SIA Management

Name of FSMC

3217 Corrine Drive

COPY

Street Address

Orlando

Florida

32825

City

State

Zip Code

By submission of this proposal, the FSMC certifies that, in the event the FSMC receives an award under this solicitation, the FSMC shall operate in accordance with all applicable current program regulations. This agreement shall be in effect for one year and may be renewed by mutual agreement for four additional one-year renewal terms.

Brian Albertson

Manager/Member

Authorized FSMC Name

Title

Authorized FSMC Signature

Date

*[Handwritten Signature]*

6/19/2014

ACCEPTANCE OF CONTRACT

554

Discovery Academy of Lake Alfred, Inc.

Sponsor Number

Safford Food Authority (SFA)

*[Handwritten Signature]*

Executive Director

Signature of Authorized SFA Representative

Title

Date

6/30/2014

COPY

# **Appendix U**

## **Budget**

THE DISCOVERY HIGH SCHOOL, INC.  
 PROJECTED FUND BASIS BALANCE SHEETS WITHOUT START UP FUNDING  
 2015-2020 (7-28-14 REVISION)

		Preopening	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>ASSETS</b>							
Cash	ACCT NO.	FTE	FTE	FTE	FTE	FTE	FTE
Accounts Receivable	1111000	0	50	125	200	300	400
Prepaid Expenses	1220000	-	80,320.00	253,380.00	184,283.50	231,787.25	273,554.25
	1230000	-	1,500.00	4,000.00	6,000.00	9,000.00	12,000.00
<b>TOTAL ASSETS</b>		-	81,820.00	257,380.00	190,283.50	240,787.25	285,554.25
<b>LIABILITIES</b>							
Accounts Payable	ACCT NO.	Preopening	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Accrued Salaries and Benefits	2120000	-	6,000.00	15,000.00	24,000.00	36,000.00	48,000.00
	2110000	-	9,239.00	24,953.00	52,711.00	79,239.00	108,897.00
<b>TOTAL LIABILITIES</b>		-	15,239.00	39,953.00	76,711.00	115,239.00	156,897.00
<b>FUND BALANCE</b>		-	66,581.00	217,427.00	113,572.50	125,548.25	128,657.25
<b>TOTAL LIABILITIES AND FUND BALANCE</b>		-	81,820.00	257,380.00	190,283.50	240,787.25	285,554.25

THE DISCOVERY HIGH SCHOOL, INC.  
 PROJECTED OPERATING BUDGET WITH START UP FUNDING  
 2015-2020 (7-28-14 REVISION)

BEG. FUND BALANCE 7/01	ACCT NO.	Preopening	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	12769000	-	-	58,785.00	247,881.00	160,376.50	188,702.25
		FTE	FTE	FTE	FTE	FTE	FTE
		0	50	125	200	300	400
		25,000.00	286,750.00	3,125.00	5,000.00	7,500.00	10,000.00
REVENUE	ACCT NO.						
FEDERAL START-UP GRANT	43290000						
TITLE II GRANT	43225000						
IDEA GRANT	43290000						
FL EDUC FINANCE PROGRAM	13310000		283,333.00	709,370.00	1,136,160.00	1,704,250.00	2,272,339.00
FLORIDA LEAD TEACHER	13334000		500.00	1,250.00	2,562.50	3,843.75	5,125.00
TRANSPORTATION - FEFP	13364000		15,040.00	37,500.00	60,160.00	90,240.00	120,320.00
CAPITAL OUTLAY	13397000		15,000.00	37,500.00	60,000.00	90,000.00	120,000.00
INTEREST	13430000		100.00	100.00	100.00	100.00	100.00
IN-KIND/DONATED SERVICES	13490000		-	-	-	-	-
LOAN PROCEEDS	13700000		-	-	-	-	-
TOTAL REVENUE		25,000.00	601,973.00	827,195.00	1,263,982.50	1,895,933.75	2,527,884.00
TOTAL FUNDS AVAILABLE		25,000.00	601,973.00	885,980.00	1,511,863.50	2,056,310.25	2,716,586.25

OPERATING EXPENSES	ACCT NO.	Preopening	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
AGGOUNT NAME	ACCT NO.						
Salaries-Teachers	15100120	-	90,000.00	228,750.00	465,000.00	708,750.00	960,000.00
Retirement-Instructional	15100210	-	6,633.00	16,859.00	34,271.00	52,235.00	70,752.00
Soc Sec/Medicare-Instructional	15100220	-	7,036.00	17,884.00	36,355.00	55,412.00	75,056.00
Medical Insurance-Instructional	15100230	-	14,400.00	36,520.00	82,433.00	132,305.00	188,755.00
Workers Comp -Instructional	15100240	-	690.00	1,753.00	3,564.00	5,433.00	7,358.00
Travel-Instructional	15100330	-	-	-	-	-	-
Repair & Maintenance	15100350	-	-	-	-	-	-
Other Purchased Services	15100390	-	-	-	-	-	-
Supplies-Instructional	15100510	-	4,500.00	11,475.00	18,727.00	28,653.00	38,968.00
Textbooks-Instructional	15100520	-	3,000.00	7,650.00	12,485.00	19,102.00	25,979.00
Equipment-Instructional	15100640	-	207,500.00	11,475.00	11,475.00	15,000.00	15,000.00
Software-Instructional	15100690	-	750.00	1,913.00	3,121.00	4,775.00	6,495.00
Dues & Fees-Instructional	15100730	-	-	-	-	-	-
Substitute Teachers-Instructional	15100750	-	1,980.00	5,033.00	10,230.00	15,593.00	21,120.00
Salaries-Teachers-ESE	15200120	-	-	-	11,625.00	17,719.00	24,000.00
Retirement-Instructional-ESE	15200210	-	-	-	857.00	1,306.00	1,769.00
Soc Sec/Medicare-Instructional-ESE	15200220	-	-	-	889.00	1,366.00	1,836.00
Medical Insurance-Instructional-ESE	15200230	-	-	-	2,061.00	3,308.00	4,719.00
Workers Camp -Instructional-ESE	15200240	-	-	-	87.00	133.00	180.00
Contracted Services-Instructional-ESE	15200310	-	306,489.00	341,312.00	683,186.00	1,061,080.00	1,441,986.00
INSTRUCTIONAL		-	306,489.00	341,312.00	683,186.00	1,061,080.00	1,441,986.00

<u>OPERATING EXPENSES</u>										
<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>Preopening</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>			
Salaries-Dean	16100110	-	-	-	-	-	-	-	-	-
Salaries-Guidance	16100130	-	5,625.00	22,375.00	14,125.00	14,313.00	14,500.00			
Salaries-Technology and Clinic	16100150	-	-	6,656.00	23,250.00	47,250.00	96,000.00			
Retirement-Pupil Personnel	16100210	-	415.00	2,178.00	13,500.00	13,875.00	13,875.00			
Social Security-Pupil Personnel	16100220	-	430.00	2,259.00	3,892.00	5,565.00	9,166.00			
Medical Insurance-Pupil Personnel	16100230	-	900.00	4,815.00	8,243.00	13,230.00	23,594.00			
Workers Comp-Pupil Personnel	16100240	-	42.00	221.00	382.00	564.00	933.00			
Supplies-Clinic and Guidance	16100510	-	-	-	1,000.00	1,530.00	2,081.00			
Equipment-Pupil Personnel	16100540	-	-	-	-	-	-			
<b>PUPIL PERSONNEL SERVICES</b>			<b>7,412.00</b>	<b>39,002.00</b>	<b>68,141.00</b>	<b>101,878.00</b>	<b>159,664.00</b>			
Salaries-Media	16200130	-	-	-	-	-	-			
Salaries-Media Paras	16200150	-	-	-	17,700.00	18,050.00	18,400.00			
Retirement-Media	16200210	-	-	-	1,304.00	1,330.00	1,356.00			
Social Security-Media	16200220	-	-	-	1,354.00	1,381.00	1,408.00			
Medical Insurance-Media	16200230	-	-	-	-	2,205.00	2,359.00			
Workers Comp-Media	16200240	-	-	-	133.00	138.00	138.00			
Other Purchased Service	16200390	-	-	-	500.00	510.00	520.00			
Supplies-Media	16200510	-	-	-	500.00	510.00	520.00			
Periodicals	16200530	-	-	-	250.00	255.00	260.00			
Library Books-Media	16200610	-	-	-	15,000.00	7,500.00	5,000.00			
Audiot-Visual-Media	16200620	-	-	-	2,500.00	2,550.00	2,601.00			
Software - Media	16200650	-	-	-	2,000.00	2,040.00	2,081.00			
<b>INSTRUCTIONAL MEDIA SVCS</b>					<b>41,241.00</b>	<b>36,466.00</b>	<b>34,643.00</b>			
Salaries-Staff Training	16400130	-	-	-	-	11,813.00	12,000.00			
Retirement-Staff Training	16400210	-	-	-	871.00	884.00	894.00			
Social Security-Staff Training	16400220	-	-	-	916.00	916.00	916.00			
Medical Insurance-Staff Training	16400230	-	-	-	2,205.00	2,205.00	2,359.00			
Workers Comp-Staff Training	16400240	-	-	-	89.00	89.00	90.00			
Contracted Services-Staff Training	16400310	-	-	-	5,500.00	8,552.00	11,564.00			
Travel-Staff Training	16400330	-	-	-	2,500.00	3,887.00	5,285.00			
<b>INSTR STAFF TRNG SVCS</b>					<b>8,000.00</b>	<b>28,321.00</b>	<b>33,100.00</b>			
Contracted Services-Governance	17100310	-	-	-	-	-	-			
Contracted Services-Legal	17100311	-	5,000.00	-	-	-	-			
Liability Insurance-Charter Board	17100320	-	4,200.00	4,494.00	4,809.00	5,146.00	5,506.00			
Student Insurance-Charter Board	17100321	-	150.00	401.00	880.00	1,435.00	2,039.00			
Travel-Charter Board	17100330	-	-	-	-	-	-			
Postage Board	17100370	-	-	-	-	-	-			
Other Services - Board	17100390	-	5,000.00	-	-	-	-			
Supplies - Board	17100510	-	-	-	-	-	-			
Dues & Fees-Board	17100730	-	2,000.00	102.00	104.00	106.00	108.00			
<b>BOARD</b>			<b>16,350.00</b>	<b>4,997.00</b>	<b>5,793.00</b>	<b>6,687.00</b>	<b>7,693.00</b>			
District Admin Cost	17200791	-	14,919.00	37,349.00	59,816.00	74,770.00	74,771.00			
<b>GENERAL ADMINISTRATION</b>			<b>14,919.00</b>	<b>37,349.00</b>	<b>59,816.00</b>	<b>74,770.00</b>	<b>74,771.00</b>			

OPERATING EXPENSES		ACCT NO.	Preopening	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
SALARIES-Administration		17300110	1,687.00	10,000.00	10,250.00	21,013.00	43,076.00	88,305.00
Salaries-Admin Para		17300150	2,167.00	13,000.00	13,750.00	43,500.00	45,750.00	48,000.00
Salaries-Admin Sec		17300160	283.00	1,695.00	1,769.00	4,755.00	6,546.00	10,046.00
Retirement-Admin		17300210	293.00	1,760.00	1,836.00	4,935.00	6,795.00	10,427.00
Sec. Sec./Medicare-Admin		17300220	750.00	4,500.00	4,815.00	14,426.00	17,641.00	23,594.00
Medical Insurance-Admin		17300230	29.00	173.00	180.00	484.00	666.00	1,022.00
Workers Comp-Admin		17300240	-	-	-	-	-	-
Contracted Services-Admin		17300310	-	-	-	500.00	510.00	520.00
Travel-Admin		17300330	-	-	-	260.00	265.00	270.00
Postage		17300370	1,500.00	250.00	255.00	260.00	265.00	270.00
Other Purchased Svcs-Admin		17300380	-	-	-	-	-	-
Supplies-Admin		17300510	1,104.00	-	1,126.00	1,149.00	1,172.00	1,195.00
Equipment-Admin		17300840	-	70,000.00	-	5,000.00	1,000.00	1,020.00
Software-Admin		17300690	-	-	-	-	-	-
Dues & Fees-Admin		17300730	-	200.00	204.00	208.00	212.00	216.00
Misc Expense		17300790	-	-	-	-	-	-
SCHOOL ADM (OFFICE OF PRIN)			7,793.00	101,578.00	34,185.00	96,230.00	123,633.00	184,615.00
Rentals/Mortgage - Facilities		17400360	-	50,000.00	100,000.00	242,859.00	242,859.00	312,049.00
FACILITIES ACQUISITION			-	50,000.00	100,000.00	242,859.00	242,859.00	312,049.00
Contracted Services-Fiscal		17500310	-	8,000.00	19,000.00	19,000.00	22,000.00	26,000.00
Contracted Services-Payroll Processing		17500311	-	3,450.00	3,519.00	3,589.00	3,661.00	3,734.00
Contracted Services - Commissioner/FLEX		17500312	-	9,450.00	22,519.00	22,589.00	25,661.00	29,734.00
FISCAL SERVICES			-	9,450.00	22,519.00	22,589.00	25,661.00	29,734.00
Salaries-Food Service		17600160	-	-	-	-	-	-
Retirement-Food Service		17600210	-	-	-	-	-	-
Soc. Sec.-Food Service		17600220	-	-	-	-	-	-
Medical Insurance-Food Service		17600230	-	-	-	-	-	-
Workers Comp-Food Service		17600240	-	-	-	-	-	-
Unemployment-Food Service		17600250	-	-	-	-	-	-
Insurance-Food Service		17600320	-	-	-	-	-	-
Repair & Maintenance-Food Service		17600350	-	-	-	-	-	-
Food-Food Service		17600370	-	-	-	-	-	-
FOOD SERVICE			-	-	-	-	-	-
Salaries-Transportation		17800160	-	-	-	-	-	-
Retirement-Transportation		17800210	-	-	-	-	-	-
Soc. Sec.-Transportation		17800220	-	-	-	-	-	-
Medical Insurance-Transportation		17800230	-	-	-	-	-	-
Workers Comp-Transportation		17800240	-	-	-	-	-	-
Unemployment-Transportation		17800250	-	-	-	-	-	-
Vehicle Insurance-Transportation		17800320	-	-	-	-	-	-
Repair & Maintenance-Transportation		17800350	-	15,040.00	37,600.00	60,160.00	90,240.00	120,320.00
Contracted Services-Transportation		17800390	-	-	-	-	-	-
Gasoline		17800450	-	-	-	-	-	-
Bus Vehicles		17800851	-	-	-	-	-	-
TRANSPORTATION			-	15,040.00	37,600.00	60,160.00	90,240.00	120,320.00

OPERATING EXPENSES		ACCT NO.	Preopening	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ACCOUNT NAME								
Salaries-Custodial	17900160	-	-	-	-	-	-	-
Retirement-Custodian	17900210	-	-	-	-	-	-	-
Soc Sec -Custodian	17900220	-	-	-	-	-	-	-
Medical Insurance-Custodian	17900230	-	-	-	-	-	-	-
Workers Comp-Custodian	17900240	-	-	-	-	-	-	-
Bldg Insurance-Operations	17900320	-	1,800.00	4,915.00	8,243.00	13,230.00	18,875.00	-
Repair & Maintenance-Operations	17900350	-	400.00	1,020.00	1,655.00	2,547.00	3,464.00	-
Telephone	17900370	-	-	-	6,600.00	6,732.00	6,867.00	-
Water, Sewage and Garbage	17900380	-	-	-	6,000.00	9,180.00	12,485.00	-
Contracted Services-Grounds	17900390	-	-	-	6,000.00	6,120.00	6,242.00	-
Utilities	17900400	-	-	5,000.00	12,750.00	20,808.00	31,836.00	43,297.00
Supplies-Operations	17900510	-	-	1,000.00	2,550.00	4,162.00	6,368.00	8,660.00
Equipment-Operations	17900540	-	-	-	-	-	-	-
Motor Vehicles	17900550	-	-	-	-	-	-	-
Misc Exp	17900790	-	-	-	-	-	-	-
OPERATION OF PLANT								
Principal - Debt	19200710	-	-	8,200.00	21,135.00	53,478.00	76,013.00	99,890.00
Interest - Debt	19200720	-	-	-	-	-	-	-
DEBT SERVICE								
TOTAL OPERATING EXPENSES								
CURRENT YEAR NET INCOME(LOSS)			24,143.00	543,108.00	638,095.00	1,351,487.00	1,867,608.00	2,508,425.00
ENDING FUND BALANCE 6/30			957.00	58,785.00	189,096.00	(87,504.50)	28,325.75	19,459.00
Reserve %				19.7%	33.1%	13.4%	10.5%	8.7%
Certified Teachers				2	5	10	16	21
Students per Teacher				25.00	25.00	19.51	19.20	19.28



<u>OPERATING EXPENSES</u>		<u>ACCT NO.</u>	<u>Preopening</u>	<u>2016-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
<u>ACCOUNT NAME</u>								
<u>SALARIES-DEAN</u>								
Salaries-Guidance	16100110	-	5,625.00	22,875.00	14,125.00	14,313.00	14,500.00	
Salaries-Technology and Clinic	18100130	-	-	6,656.00	23,290.00	47,250.00	96,000.00	
Retirement-Pupil Personnel	16100160	-	415.00	2,178.00	13,500.00	13,688.00	13,875.00	
Social Security-Pupil Personnel	16100210	-	430.00	2,259.00	3,749.00	5,546.00	9,166.00	
Medical Insurance-Pupil Personnel	16100220	-	900.00	4,815.00	8,243.00	13,230.00	23,594.00	
Workers Comp-Pupil Personnel	16100230	-	42.00	221.00	382.00	564.00	933.00	
Supplies-Clinic and Guidance	18100510	-	-	-	1,000.00	1,530.00	2,081.00	
Equipment-Pupil Personnel	16100640	-	-	-	-	-	-	
<u>PUPIL PERSONNEL SERVICES</u>			<u>7,412.00</u>	<u>39,002.00</u>	<u>68,141.00</u>	<u>101,878.00</u>	<u>169,664.00</u>	
<u>SALARIES-MEDIA</u>								
Salaries-Media Paras	16200130	-	-	-	-	-	-	
Retirement-Media	16200150	-	-	-	17,700.00	18,050.00	18,400.00	
Social Security-Media	16200210	-	-	-	1,304.00	1,330.00	1,356.00	
Medical Insurance-Media	16200220	-	-	-	1,354.00	1,381.00	1,408.00	
Workers Comp-Media	16200230	-	-	-	-	2,205.00	2,359.00	
Other Purchased Service	16200240	-	-	-	133.00	198.00	138.00	
Supplies-Media	16200390	-	-	-	500.00	510.00	520.00	
Periodicals	16200510	-	-	-	500.00	510.00	520.00	
Library Books-Media	16200530	-	-	-	250.00	255.00	260.00	
Audio-Visual-Media	16200810	-	-	-	15,000.00	7,500.00	5,000.00	
Software - Media	16200620	-	-	-	2,500.00	2,550.00	2,601.00	
<u>INSTRUCTIONAL MEDIA SVCS</u>	16200690	-	-	-	2,000.00	2,040.00	2,091.00	
					<u>41,241.00</u>	<u>36,466.00</u>	<u>34,643.00</u>	
<u>SALARIES-STAFF TRAINING</u>								
Retirement-Staff Training	16400130	-	-	-	-	11,813.00	12,000.00	
Social Security-Staff Training	16400210	-	-	-	871.00	904.00	918.00	
Medical Insurance-Staff Training	16400220	-	-	-	2,205.00	2,205.00	2,359.00	
Workers Comp-Staff Training	16400230	-	-	-	89.00	89.00	90.00	
Contracted Services-Staff Training	16400240	-	-	-	5,500.00	8,552.00	11,584.00	
Travel-Staff Training	16400310	-	-	-	2,500.00	3,897.00	5,265.00	
<u>INST STAFF TRNG SVCS</u>	16400330	-	-	-	8,000.00	28,321.00	33,100.00	
<u>CONTRACTED SERVICES-GOVERNANCE</u>								
Contracted Services-Legal	17100310	-	5,000.00	-	-	-	-	
Liability Insurance-Charter Board	17100311	-	-	4,484.00	4,809.00	5,146.00	5,506.00	
Student Insurance-Charter Board	17100320	-	4,200.00	401.00	880.00	1,435.00	2,039.00	
Travel-Charter Board	17100321	-	150.00	-	-	-	-	
Postage Board	17100330	-	-	-	-	-	-	
Other Services - Board	17100370	-	5,000.00	-	-	-	-	
Supplies - Board	17100390	-	-	-	-	-	-	
Dues & Fees-Board	17100510	-	2,000.00	102.00	104.00	106.00	108.00	
<u>BOARD</u>	17100730	-	<u>12,000.00</u>	<u>4,987.00</u>	<u>5,793.00</u>	<u>6,687.00</u>	<u>7,653.00</u>	
<u>District Admin Cost</u>								
<u>GENERAL ADMINISTRATION</u>	17200791	-	14,919.00	37,349.00	59,816.00	74,770.00	74,771.00	
			<u>14,919.00</u>	<u>37,349.00</u>	<u>59,816.00</u>	<u>74,770.00</u>	<u>74,771.00</u>	

OPERATING EXPENSES								
ACCOUNT NAME	ACCT NO.	Preparning	2015-2015	2016-2017	2017-2018	2018-2019	2019-2020	
Salaries-Administration	17300110	1,667.00	10,000.00	10,250.00	21,013.00	43,076.00	88,305.00	
Salaries-Admn. Para	17300150	-	-	-	-	-	-	
Salaries-Admn. Sec	17300160	2,167.00	13,000.00	13,750.00	43,500.00	45,750.00	48,000.00	
Retirement-Admn	17300210	283.00	1,695.00	1,769.00	4,755.00	6,546.00	10,046.00	
Soc Sec Medicare-Admn	17300220	293.00	1,760.00	1,836.00	4,935.00	6,795.00	10,427.00	
Medical Insurance-Admn	17300230	750.00	4,500.00	4,815.00	14,426.00	17,541.00	23,594.00	
Workers Comp-Admn	17300240	29.00	173.00	180.00	484.00	666.00	1,022.00	
Contracted Services-Admn	17300310	-	-	-	500.00	510.00	520.00	
Travel-Admn	17300330	-	-	-	260.00	265.00	270.00	
Postage	17300370	1,500.00	250.00	255.00	260.00	265.00	270.00	
Other Purchased Svcs-Admn	17300380	-	-	-	-	-	-	
Supplies-Admn	17300510	-	1,104.00	1,126.00	1,149.00	1,172.00	1,195.00	
Equipment-Admn	17300640	-	20,000.00	-	5,000.00	1,000.00	1,020.00	
Software-Admn	17300690	-	-	-	-	-	-	
Dues & Fees-Admn	17300730	-	200.00	204.00	208.00	212.00	216.00	
Misc Expense	17300790	-	-	-	-	-	-	
SCHOOL ADM (OFFICE OF PRIN)		-	-	-	-	-	-	
Rentals - Facilities	17400360	6,689.00	52,682.00	34,185.00	96,230.00	123,633.00	184,615.00	
FACILITIES ACQUISITION		-	50,000.00	100,000.00	242,859.00	242,859.00	312,049.00	
Contracted Services-Fiscal	17500310	-	6,000.00	19,000.00	19,000.00	22,000.00	26,000.00	
Contracted Services-Payroll Processing	17500311	-	3,450.00	3,519.00	3,589.00	3,661.00	3,734.00	
Contracted Services - Cornerstone/FLEX	17500312	-	-	-	-	-	-	
FISCAL SERVICES		-	9,450.00	22,519.00	22,589.00	25,661.00	29,734.00	
Salaries-Food Service	17600160	-	-	-	-	-	-	
Retirement-Food Service	17600210	-	-	-	-	-	-	
Soc Sec -Food Service	17600220	-	-	-	-	-	-	
Medical Insurance-Food Service	17600230	-	-	-	-	-	-	
Workers Comp-Food Service	17600240	-	-	-	-	-	-	
Unemployment-Food Service	17600250	-	-	-	-	-	-	
Insurance-Food Service	17600320	-	-	-	-	-	-	
Repair & Maintenance-Food Service	17600350	-	-	-	-	-	-	
Contracted Services-Food Service	17600390	-	-	-	-	-	-	
FOOD SERVICE		-	-	-	-	-	-	
Salaries-Transportation	17800160	-	-	-	-	-	-	
Retirement-Transportation	17800210	-	-	-	-	-	-	
Soc Sec -Transportation	17800220	-	-	-	-	-	-	
Insurance-Transportation	17800230	-	-	-	-	-	-	
Workers Comp-Transportation	17800240	-	-	-	-	-	-	
Unemployment-Transportation	17800250	-	-	-	-	-	-	
Vehicle Insurance-Transportation	17800320	-	-	-	-	-	-	
Repair & Maintenance-Transportation	17800350	-	-	-	-	-	-	
Contracted Services-Transportation	17800390	-	15,040.00	37,600.00	60,160.00	90,240.00	120,320.00	
Gasoline	17800460	-	-	-	-	-	-	
Bus Vehicles	17800651	-	-	-	-	-	-	
TRANSPORTATION		-	15,040.00	37,600.00	60,160.00	90,240.00	120,320.00	

OPERATING EXPENSES		ACCT NO.	Preopening	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ACCOUNT NAME								
Salaries-Custodial	17900160	-	-	-	-	-	-	-
Retirement-Custodian	17900210	-	-	-	-	-	-	-
Soc. Sec -Custodian	17900220	-	-	-	-	-	-	-
Insurance-Custodian	17900230	-	-	-	-	-	-	-
Workers Comp-Custodian	17900240	-	-	-	-	-	-	-
Bldg Insurance-Operations	17900320	-	1,800.00	4,015.00	8,243.00	13,230.00	18,875.00	
Repair & Maintenance-Operations	17900350	-	400.00	1,020.00	1,665.00	2,547.00	3,464.00	
Telephone	17900370	-	-	-	-	-	-	-
Water, Sewage and Garbage	17900390	-	-	-	6,600.00	6,732.00	6,867.00	
Contracted Services-Grounds	17900390	-	-	-	6,000.00	9,188.00	12,485.00	
Utilities	17900400	-	-	-	6,000.00	6,120.00	6,242.00	
Supplies-Operations	17900510	-	5,000.00	12,750.00	20,808.00	31,836.00	43,297.00	
Equipment -Operations	17900540	-	1,000.00	2,550.00	4,162.00	6,368.00	8,660.00	
Motor Vehicles	17900650	-	-	-	-	-	-	
Misc Exp	17900790	-	-	-	-	-	-	
OPERATION OF PLANT		-	8,200.00	21,135.00	53,478.00	76,013.00	99,890.00	
Principal - Debt	19200710	-	-	-	16,350.00	16,350.00	16,350.00	
Interest - Debt	19200720	-	-	-	-	-	-	
DEBT SERVICE		-	-	-	16,350.00	16,350.00	16,350.00	
TOTAL OPERATING EXPENSES		19,689.00	398,642.00	638,099.00	1,367,837.00	1,883,958.00	2,524,775.00	
CURRENT YEAR NET INCOME(LOSS)		-	66,581.00	150,846.00	(103,854.50)	11,976.75	3,109.00	
ENDING FUND BALANCE 6/30		-	66,581.00	217,427.00	113,572.50	126,548.25	129,657.25	
Reserve %			22.3%	29.1%	9.5%	7.0%	5.4%	
Certified Teachers			2	5	10	16	21	
Students per Teacher			25.00	25.00	19.51	19.20	19.28	

THE DISCOVERY HIGH SCHOOL, INC.  
 MONTHLY CASH FLOW PROJECTION - PREOPENING (NO START-UP GRANT)  
 2014-2015

BEG. FUND BALANCE 7/01	ACCT NO.	July 2014	August 2014	September 2014	October 2014	November 2014	December 2014	January 2015
	12769000	-	-	-	-	-	-	-

REVENUE/CASH INFLOWS	ACCT NO.	FTE						
FEDERAL START-UP GRANT	43290000	0	0	0	0	0	0	0
TITLE # GRANT	43225000	-	-	-	-	-	-	-
IDEA GRANT	43230000	-	-	-	-	-	-	-
FL EDUC FINANCE PROGRAM	13310000	-	-	-	-	-	-	-
FLORIDA LEAD TEACHER	13334000	-	-	-	-	-	-	-
TRANSPORTATION - FEFP	13354000	-	-	-	-	-	-	-
CAPITAL OUTLAY	13397000	-	-	-	-	-	-	-
INTEREST	13430000	-	-	-	-	-	-	-
IN-KIND/DONATED SERVICES	13490000	-	-	-	-	-	-	-
LOAN PROCEEDS	13700000	-	-	-	-	-	-	3,500.00

TOTAL REVENUE	TOTAL FUNDS AVAILABLE
3,500.00	3,500.00

EXPENSES/CASH OUTFLOWS	ACCT NO.	July 2014	August 2014	September 2014	October 2014	November 2014	December 2014	January 2015
Salaries-Teachers	15100120	-	-	-	-	-	-	-
Retirement-Instructional	15100210	-	-	-	-	-	-	-
Soc Sec/Medicare-Instructional	15100220	-	-	-	-	-	-	-
Medical Insurance-Instructional	15100230	-	-	-	-	-	-	-
Workers Comp -Instructional	15100240	-	-	-	-	-	-	-
Travel-Instructional	15100330	-	-	-	-	-	-	-
Repair & Maintenance	15100350	-	-	-	-	-	-	-
Other Purchased Services	15100390	-	-	-	-	-	-	-
Supplies-Instructional	15100510	-	-	-	-	-	-	-
Textbooks-Instructional	15100520	-	-	-	-	-	-	-
Equipment-Instructional	15100640	-	-	-	-	-	-	-
Software-Instructional	15100690	-	-	-	-	-	-	-
Dues & Fees-Instructional	15100730	-	-	-	-	-	-	-
Substitute Teachers-Instructional	15100750	-	-	-	-	-	-	-
Salaries-Teachers-ESE	15500120	-	-	-	-	-	-	-
Retirement-Instructional-ESE	15500210	-	-	-	-	-	-	-
Soc Sec/Medicare-Instructional-ESE	15500220	-	-	-	-	-	-	-
Medical Insurance-Instructional-ESE	15500230	-	-	-	-	-	-	-
Workers Comp -Instructional-ESE	15500240	-	-	-	-	-	-	-
Contracted Services-Instructional-ESE	15500310	-	-	-	-	-	-	-

THE DISCOVERY HIGH SCHOOL, INC.  
MONTHLY CASH FLOW PROJECTION - PREO  
2014-2015

BEG. FUND BALANCE 7/01 ACCT NO. 12769000

	February 2015	March 2015	April 2015	May 2015	June 2015
REVENUE/CASH INFLOWS					
FEDERAL START-UP GRANT					
TITLE II GRANT					
IDEA GRANT					
FL EDUC FINANCE PROGRAM					
FLORIDA LEAD TEACHER					
TRANSPORTATION - FEPP					
CAPITAL OUTLAY					
INTEREST					
IN-KIND/DONATED SERVICES					
LOAN PROCEEDS					
TOTAL REVENUE				2,594.50	10,000.00
TOTAL FUNDS AVAILABLE				2,594.50	12,594.50

EXPENSES/CASH OUTFLOWS	ACCT NO.	February 2015	March 2015	April 2015	May 2015	June 2015
Salaries-Teachers	15100120					
Retirement-Instructional	15100210					
Soc. Sec/Medicare-Instructional	15100220					
Medical Insurance-Instructional	15100230					
Workers Comp -Instructional	15100240					
Travel-Instructional	15100330					
Repair & Maintenance	15100350					
Other Purchased Services	15100390					
Supplies-Instructional	15100510					
Textbooks-Instructional	15100520					
Equipment-Instructional	15100640					
Software-Instructional	15100690					
Dues & Fees-Instructional	15100730					
Substitute Teachers-Instructional	15100750					
Salaries-Teachers-ESE	15500120					
Retirement-Instructional-ESE	15500210					
Soc. Sec/Medicare-Instructional-ESE	15500220					
Medical Insurance-Instructional-ESE	15500230					
Workers Comp -Instructional-ESE	15500240					
Contracted Services-Instructional-ESE	15500310					
INSTRUCTIONAL						

**EXPENSE/CASH OUTFLOWS**

<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>July 2014</u>	<u>August 2014</u>	<u>September 2014</u>	<u>October 2014</u>	<u>November 2014</u>	<u>December 2014</u>	<u>January 2015</u>
<b>SALARIES-DEAN</b>								
Salaries-Dean	16100110	-	-	-	-	-	-	-
Salaries-Guidance	16100130	-	-	-	-	-	-	-
Salaries-Technology and Clinic	16100160	-	-	-	-	-	-	-
Retirement-Pupil Personnel	16100210	-	-	-	-	-	-	-
Social Security-Pupil Personnel	16100220	-	-	-	-	-	-	-
Medical Insurance-Pupil Personnel	16100230	-	-	-	-	-	-	-
Workers Comp-Pupil Personnel	16100240	-	-	-	-	-	-	-
Supplies Clinic and Guidance	16100510	-	-	-	-	-	-	-
Equipment-Pupil Personnel	16100540	-	-	-	-	-	-	-
<b>PUPIL PERSONNEL SERVICES</b>								
<b>SALARIES-MEDIA</b>								
Salaries-Media Paras	16200130	-	-	-	-	-	-	-
Retirement-Media	16200210	-	-	-	-	-	-	-
Social Security-Media	16200220	-	-	-	-	-	-	-
Medical Insurance-Media	16200230	-	-	-	-	-	-	-
Workers Comp-Media	16200240	-	-	-	-	-	-	-
Other Purchased Service	16200390	-	-	-	-	-	-	-
Supplies-Media	16200510	-	-	-	-	-	-	-
Periodicals	16200530	-	-	-	-	-	-	-
Library Books-Media	16200610	-	-	-	-	-	-	-
Audio-Visual-Media	16200620	-	-	-	-	-	-	-
Software - Media	16200690	-	-	-	-	-	-	-
<b>INSTRUCTIONAL MEDIA SVCS</b>								
<b>SALARIES-STAFF TRAINING</b>								
Retirement-Staff Training	16400130	-	-	-	-	-	-	-
Social Security-Staff Training	16400220	-	-	-	-	-	-	-
Medical Insurance-Staff Training	16400230	-	-	-	-	-	-	-
Workers Comp-Staff Training	16400240	-	-	-	-	-	-	-
Contracted Services-Staff Training	16400310	-	-	-	-	-	-	-
Travel-Staff Training	16400330	-	-	-	-	-	-	-
<b>INSTR STAFF TRNG SVCS</b>								
<b>CONTRACTED SERVICES-GOVERNANCE</b>								
Contracted Services-Legal	17100310	-	-	-	-	-	-	-
Liability Insurance-Charter Board	17100320	-	-	-	-	-	-	-
Student Insurance-Charter Board	17100321	-	-	-	-	-	-	-
Travel-Charter Board	17100330	-	-	-	-	-	-	-
Postage Board	17100370	-	-	-	-	-	-	-
Other Services - Board	17100390	-	-	-	-	-	-	-
Supplies - Board	17100510	-	-	-	-	-	-	-
Dues & Fees-Board	17100730	-	-	-	-	-	-	-
<b>BOARD</b>								
District Admin Cost	17200791	-	-	-	-	-	-	-
<b>GENERAL ADMINISTRATION</b>								
								2,560.00
								3,500.00
								1,000.00
								3,500.00

<u>EXPENSES/CASH OUTFLOWS</u>						
<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>February 2015</u>	<u>March 2015</u>	<u>April 2015</u>	<u>May 2015</u>	<u>June 2015</u>
Salaries-Dean	16100110	-	-	-	-	-
Salaries-Guidance	16100130	-	-	-	-	-
Salaries-Technology and Clinic	16100160	-	-	-	-	-
Retirement-Pupil Personnel	16100210	-	-	-	-	-
Social Security-Pupil Personnel	16100220	-	-	-	-	-
Medical Insurance-Pupil Personnel	18100230	-	-	-	-	-
Workers Comp-Pupil Personnel	16100240	-	-	-	-	-
Supplies-Clinic and Guidance	16100510	-	-	-	-	-
Equipment-Pupil Personnel	16100640	-	-	-	-	-
<b>PUPIL PERSONNEL SERVICES</b>		-	-	-	-	-
Salaries-Media	16200130	-	-	-	-	-
Salaries-Media Paras	16200150	-	-	-	-	-
Retirement-Media	16200210	-	-	-	-	-
Social Security-Media	16200220	-	-	-	-	-
Medical Insurance-Media	16200230	-	-	-	-	-
Workers Comp-Media	16200240	-	-	-	-	-
Other Purchased Service	16200390	-	-	-	-	-
Supplies-Media	16200510	-	-	-	-	-
Periodicals	16200530	-	-	-	-	-
Library Books-Media	16200610	-	-	-	-	-
Audio-Visual-Media	16200620	-	-	-	-	-
Software - Media	16200650	-	-	-	-	-
<b>INSTRUCTIONAL MEDIA SVCS</b>		-	-	-	-	-
Salaries-Staff Training	16400130	-	-	-	-	-
Retirement-Staff Training	16400210	-	-	-	-	-
Social Security-Staff Training	16400220	-	-	-	-	-
Medical Insurance-Staff Training	18400230	-	-	-	-	-
Workers Comp-Staff Training	16400240	-	-	-	-	-
Contracted Services-Staff Training	16400310	-	-	-	-	5,000.00
Travel-Staff Training	16400310	-	-	-	-	-
<b>INSTR STAFF TRNG SVCS</b>		-	-	-	-	5,000.00
Contracted Services-Governance	17100310	-	-	-	-	-
Contracted Services-Legal	17100311	-	-	-	-	-
Liability Insurance-Charter Board	17400320	-	-	-	-	2,500.00
Student Insurance-Charter Board	17100321	-	-	-	-	-
Travel-Charter Board	17100330	-	-	-	-	-
Postage Board	17100370	-	-	-	-	-
Other Services - Board	17100390	-	-	-	-	-
Supplies - Board	17100510	-	-	-	-	1,000.00
Dues & Fees-Board	17100730	-	-	-	-	3,500.00
<b>BOARD</b>		-	-	-	-	4,500.00
District Admna Cost	17200791	-	-	-	-	-
<b>GENERAL ADMINISTRATION</b>		-	-	-	-	-

**EXPENSES/CASH OUTFLOWS**

<u>ACCT UNIT NAME</u>	<u>ACCT NO.</u>	<u>July</u> <u>2014</u>	<u>August</u> <u>2014</u>	<u>September</u> <u>2014</u>	<u>October</u> <u>2014</u>	<u>November</u> <u>2014</u>	<u>December</u> <u>2014</u>	<u>January</u> <u>2015</u>
Salaries-Administration	17300110	-	-	-	-	-	-	-
Salaries-Admin Para	17300150	-	-	-	-	-	-	-
Salaries-Admin. Sec	17300160	-	-	-	-	-	-	-
Retirement-Admin	17300210	-	-	-	-	-	-	-
Soc. Sec Medicare-Admin	17300220	-	-	-	-	-	-	-
Medical Insurance-Admin	17300230	-	-	-	-	-	-	-
Workers Comp-Admin	17300240	-	-	-	-	-	-	-
Contracted Services-Admin	17300310	-	-	-	-	-	-	-
Travel-Admin	17300330	-	-	-	-	-	-	-
Postage	17300370	-	-	-	-	-	-	-
Other Purchased Svcs-Admin	17300390	-	-	-	-	-	-	-
Supplies-Admin	17300510	-	-	-	-	-	-	-
Equipment-Admin	17300540	-	-	-	-	-	-	-
Software-Admin	17300590	-	-	-	-	-	-	-
Dues & Fees-Admin	17300730	-	-	-	-	-	-	-
Misc. Expense	17300790	-	-	-	-	-	-	-
<b>SCHOOL ADM (OFFICE OF PRIN)</b>								
Rentals - Facilities	17400360	-	-	-	-	-	-	-
<b>FACILITIES ACQUISITION</b>								
Contracted Services-Fiscal	17500310	-	-	-	-	-	-	-
Contracted Services-Payroll Processing	17500311	-	-	-	-	-	-	-
Contracted Services - Conversions/FLEX	17500312	-	-	-	-	-	-	-
<b>FISCAL SERVICES</b>								
Salaries-Food Service	17600160	-	-	-	-	-	-	-
Retirement-Food Service	17600210	-	-	-	-	-	-	-
Soc. Sec -Food Service	17600220	-	-	-	-	-	-	-
Medical Insurance-Food Service	17600230	-	-	-	-	-	-	-
Workers Comp-Food Service	17600240	-	-	-	-	-	-	-
Unemployment-Food Service	17600250	-	-	-	-	-	-	-
Insurance-Food Service	17600320	-	-	-	-	-	-	-
Repair & Maintenance-Food Service	17600350	-	-	-	-	-	-	-
Contracted Services-Food Service	17600390	-	-	-	-	-	-	-
<b>FOOD SERVICE</b>								
Salaries-Transportation	17800160	-	-	-	-	-	-	-
Retirement-Transportation	17800210	-	-	-	-	-	-	-
Soc. Sec -Transportation	17800220	-	-	-	-	-	-	-
Insurance-Transportation	17800230	-	-	-	-	-	-	-
Workers Comp-Transportation	17800240	-	-	-	-	-	-	-
Unemployment-Transportation	17800250	-	-	-	-	-	-	-
Vehicle Insurance-Transportation	17800320	-	-	-	-	-	-	-
Repair & Maintenance-Transportation	17800350	-	-	-	-	-	-	-
Contracted Services-Transportation	17800390	-	-	-	-	-	-	-
Gasoline	17800450	-	-	-	-	-	-	-
Bus Vehicles	17800551	-	-	-	-	-	-	-
<b>TRANSPORTATION</b>								

**EXPENSES/CASH OUTFLOWS**

ACCOUNT NAME	ACCT NO.	February 2015	March 2015	April 2015	May 2015	June 2015
Salaries-Administration	17300110	-	-	-	833.50	833.50
Salaries-Admn Para	17300150	-	-	-	-	-
Salaries-Admn Sec	17300160	-	-	-	1,083.50	1,083.50
Retirement-Admn	17300210	-	-	-	141.50	141.50
Soc Sec Medicare-Admn	17300220	-	-	-	146.50	146.50
Medical Insurance-Admn	17300230	-	-	-	375.00	375.00
Workers Comp-Admn	17300240	-	-	-	14.50	14.50
Contracted Services-Admn	17300310	-	-	-	-	-
Travel-Admn	17300330	-	-	-	-	-
Postage	17300370	-	-	-	-	1,500.00
Other Purchased Svcs-Admn	17300390	-	-	-	-	-
Supplies-Admn	17300510	-	-	-	-	-
Equipment-Admn	17300640	-	-	-	-	-
Software-Admn	17300690	-	-	-	-	-
Dues & Fees-Admn	17500730	-	-	-	-	-
Misc Expense	17500790	-	-	-	-	-
SCHOOL ADM (OFFICE OF PRIN)		-	-	-	2,594.50	4,094.50
Rentals - Facilities	17400360	-	-	-	-	-
FACILITIES ACQUISITION		-	-	-	-	-
Contracted Services-Fiscal	17500310	-	-	-	-	-
Contracted Services-Payroll Processing	17500311	-	-	-	-	-
Contracted Services - Comersional/FLEX	17500312	-	-	-	-	-
FISCAL SERVICES		-	-	-	-	-
Salaries-Food Service	17600160	-	-	-	-	-
Retirement-Food Service	17600210	-	-	-	-	-
Soc Sec -Food Service	17600220	-	-	-	-	-
Medical Insurance-Food Service	17600230	-	-	-	-	-
Workers Comp-Food Service	17600240	-	-	-	-	-
Unemployment-Food Service	17600250	-	-	-	-	-
Insurance-Food Service	17600320	-	-	-	-	-
Repair & Maintenance-Food Service	17600350	-	-	-	-	-
Contracted Services-Food Service	17600390	-	-	-	-	-
FOOD SERVICE		-	-	-	-	-
Salaries-Transportation	17800160	-	-	-	-	-
Retirement-Transportation	17800210	-	-	-	-	-
Soc Sec -Transportation	17800220	-	-	-	-	-
Insurance-Transportation	17800230	-	-	-	-	-
Workers Comp-Transportation	17800240	-	-	-	-	-
Unemployment-Transportation	17900250	-	-	-	-	-
Vehicle Insurance-Transportation	17800320	-	-	-	-	-
Repair & Maintenance-Transportation	17800350	-	-	-	-	-
Contracted Services-Transportation	17800390	-	-	-	-	-
Gasoline	17800450	-	-	-	-	-
Bus Vehicles	17800651	-	-	-	-	-
TRANSPORTATION		-	-	-	-	-

EXPENSE/CASH OUTFLOWS	ACCT NO.	July 2014	August 2014	September 2014	October 2014	November 2014	December 2014	January 2015
Salaries-Custodial	17900160	-	-	-	-	-	-	-
Retirement-Custodian	17900210	-	-	-	-	-	-	-
Soc. Sec -Custodian	17900220	-	-	-	-	-	-	-
Insurance-Custodian	17900230	-	-	-	-	-	-	-
Workers Comp-Custodian	17900240	-	-	-	-	-	-	-
Bldg Insurance-Operations	17900320	-	-	-	-	-	-	-
Repair & Maintenance-Operations	17900350	-	-	-	-	-	-	-
Telephone	17900370	-	-	-	-	-	-	-
Water, Sewage and Garbage	17900380	-	-	-	-	-	-	-
Contracted Services-Grounds	17900390	-	-	-	-	-	-	-
Utilities	17900400	-	-	-	-	-	-	-
Supplies-Operations	17900510	-	-	-	-	-	-	-
Equipment -Operations	17900540	-	-	-	-	-	-	-
Motor Vehicles	17900650	-	-	-	-	-	-	-
Misc Exp	17900790	-	-	-	-	-	-	-
OPERATION OF PLANT		-	-	-	-	-	-	-
Principal - Debt		-	-	-	-	-	-	-
Interest - Debt		19200710	-	-	-	-	-	-
DEBT SERVICE		-	-	-	-	-	-	-
		-	-	-	-	-	-	-
TOTAL OPERATING EXPENSES		-	-	-	-	-	-	3,500.00
CURRENT MONTH NET INCOME(LOSS)		-	-	-	-	-	-	-
ENDING FUND BALANCE 6/30		-	-	-	-	-	-	-

**EXPENSES/CASH OUTFLOWS**

ACCOUNT NAME	ACCT NO.	February 2015	March 2015	April 2015	May 2015	June 2015
Salaries-Custodial	17900180	-	-	-	-	-
Retirement-Custodian	17900210	-	-	-	-	-
Soc. Sec.-Custodian	17900220	-	-	-	-	-
Insurance-Custodian	17900230	-	-	-	-	-
Workers Comp-Custodian	17900240	-	-	-	-	-
Bldg Insurance-Operations	17900320	-	-	-	-	-
Repair & Maintenance-Operations	17900350	-	-	-	-	-
Telephone	17960370	-	-	-	-	-
Water, Sewage and Garbage	17900390	-	-	-	-	-
Contracted Services-Grounds	17900390	-	-	-	-	-
Utilities	17900400	-	-	-	-	-
Supplies-Operations	17900510	-	-	-	-	-
Equipment -Operations	17900640	-	-	-	-	-
Motor Vehicles	17900650	-	-	-	-	-
Misc Exp	17900780	-	-	-	-	-
<b>OPERATION OF PLANT</b>						
Principal - Debt	19200710	-	-	-	-	-
Interest - Debt	19200720	-	-	-	-	-
<b>DEBT SERVICE</b>						
<b>TOTAL OPERATING EXPENSES</b>						
CURRENT MONTH NET INCOME(LOSS)		-	-	-	2,594.50	12,594.50
ENDING FUND BALANCE 6/30		-	-	-	-	-



THE DISCOVERY HIGH SCHOOL, INC.  
MONTHLY CASH FLOW PROJECTION - YEAR  
2015-2016

BEG. FUND BALANCE 7/01	ACCT NO.	February 2015	March 2015	April 2015	May 2015	June 2015	July (Holdback) 2015
	12769000	69,397.57	75,273.61	81,649.66	87,525.70	93,836.75	75,020.25

REVENUE/CASH INFLOWS	ACCT NO.	FTE 50	FTE 50	FTE 50	FTE 50	FTE 50	FTE 50
FEDERAL START-UP GRANT	43290000	-	-	-	-	-	-
TITLE II GRANT	43225000	-	-	-	-	-	-
IDEA GRANT	43230000	-	-	-	-	1,250.00	-
FL EDUC FINANCE PROGRAM	13310000	25,757.55	25,757.55	25,757.55	25,757.55	-	-
FLORIDA LEAD TEACHER	13334000	-	600.00	-	-	-	-
TRANSFERRATION - FERF	13354000	1,367.27	1,367.27	1,367.27	1,367.27	-	-
CAPITAL OUTLAY	13397000	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	-
INTEREST	13430000	8.33	8.33	8.33	8.33	8.33	-
IN-KIND/DONATED SERVICES	13490000	-	-	-	-	-	-
LOAN PROCEEDS	13700000	-	-	-	-	-	-

TOTAL REVENUE	TOTAL FUNDS AVAILABLE
28,383.15	97,780.72
28,883.15	104,156.77
28,383.15	110,032.81
28,383.15	115,908.86
2,508.33	96,345.08
-	75,820.25

EXPENSES/CASH OUTFLOWS	ACCT NO.	February 2015	March 2015	April 2015	May 2015	June 2015	July (Holdback) 2015
Salaries-Teachers	15100120	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
Retirement-Instructional	15100210	552.75	552.75	552.75	552.75	552.75	552.75
Soc Sec/Medicare-Instructional	15100220	586.33	586.33	586.33	586.33	586.33	586.33
Medical Insurance-Instructional	15100230	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	-
Workers Comp -Instructional	15100240	57.50	57.50	57.50	57.50	57.50	57.50
Travel-Instructional	15100330	-	-	-	-	-	-
Repair & Maintenance	15100350	-	-	-	-	-	-
Other Purchased Services	15100390	-	-	-	-	-	-
Supplies-Instructional	15100510	375.00	375.00	375.00	375.00	375.00	-
Textbooks-Instructional	15100520	-	-	-	-	-	-
Equipment-Instructional	15100640	-	-	-	-	-	-
Software-Instructional	15100690	-	-	-	-	-	-
Dues & Fees-Instructional	15100730	-	-	-	-	-	-
Substitute Teachers-Instructional	15100750	198.00	198.00	198.00	198.00	198.00	-
Salaries-Teachers-ESE	15500120	-	-	-	-	-	-
Retirement-Instructional-ESE	15500210	-	-	-	-	-	-
Soc Sec/Medicare-Instructional-ESE	15500220	-	-	-	-	-	-
Medical Insurance-Instructional-ESE	15500230	-	-	-	-	-	-
Workers Comp -Instructional-ESE	15500240	-	-	-	-	-	-
Contracted Services-Instructional-ESE	15500310	-	-	-	-	-	-
INSTRUCTIONAL		10,469.58	10,469.58	10,469.58	10,469.58	10,469.58	8,696.58

<u>EXPENSE/CASH OUTFLOWS</u>													
<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>					
		<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2016</u>			
Salaries-Dean	16100110	-	-	-	-	-	-	-	-	-	-	-	
Salaries-Guidance	16100130	-	468.75	468.75	468.75	468.75	468.75	468.75	468.75	468.75	468.75	468.75	
Salaries-Technology and Clinic	16100160	-	-	-	-	-	-	-	-	-	-	-	
Retirement-Pupil Personnel	16100210	-	34.58	34.58	34.58	34.58	34.58	34.58	34.58	34.58	34.58	34.58	
Social Security-Pupil Personnel	16100220	-	35.83	35.83	35.83	35.83	35.83	35.83	35.83	35.83	35.83	35.83	
Medical Insurance-Pupil Personnel	16100230	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	
Workers Comp-Pupil Personnel	16100240	-	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	3.50	
Supplies-Clinic and Guidance	16100510	-	-	-	-	-	-	-	-	-	-	-	
Equipment-Pupil Personnel	16100640	-	-	-	-	-	-	-	-	-	-	-	
<b>PUPIL PERSONNEL SERVICES</b>		<b>75.00</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	
Salaries-Media	16200130	-	-	-	-	-	-	-	-	-	-	-	
Salaries-Media Paras	16200150	-	-	-	-	-	-	-	-	-	-	-	
Retirement-Media	16200210	-	-	-	-	-	-	-	-	-	-	-	
Social Security-Media	16200220	-	-	-	-	-	-	-	-	-	-	-	
Medical Insurance-Media	16200230	-	-	-	-	-	-	-	-	-	-	-	
Workers Comp-Media	16200240	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased Service	16200390	-	-	-	-	-	-	-	-	-	-	-	
Supplies-Media	16200510	-	-	-	-	-	-	-	-	-	-	-	
Periodicals	16200530	-	-	-	-	-	-	-	-	-	-	-	
Library Books-Media	16200610	-	-	-	-	-	-	-	-	-	-	-	
Audio-Visual-Media	16200620	-	-	-	-	-	-	-	-	-	-	-	
Software - Media	16200690	-	-	-	-	-	-	-	-	-	-	-	
<b>INSTRUCTIONAL MEDIA SVCS</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Salaries-Staff Training	16400130	-	-	-	-	-	-	-	-	-	-	-	
Retirement-Staff Training	16400210	-	-	-	-	-	-	-	-	-	-	-	
Social Security-Staff Training	16400220	-	-	-	-	-	-	-	-	-	-	-	
Medical Insurance-Staff Training	16400230	-	-	-	-	-	-	-	-	-	-	-	
Workers Comp-Staff Training	16400240	-	-	-	-	-	-	-	-	-	-	-	
Contracted Services-Staff Training	16400310	-	-	-	-	-	-	-	-	-	-	-	
Travel-Staff Training	16400330	-	-	-	-	-	-	-	-	-	-	-	
<b>INSTR STAFF TRNG SVCS</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Contracted Services-Governance	17100310	-	-	-	-	-	-	-	-	-	-	-	
Contracted Services-Legal	17100311	-	-	-	-	-	-	-	-	-	-	-	
Liability Insurance-Charter Board	17100320	420.00	420.00	420.00	420.00	420.00	420.00	420.00	420.00	420.00	420.00	420.00	
Student Insurance-Charter Board	17100321	15.00	15.00	15.00	15.00	15.00	15.00	15.00	15.00	15.00	15.00	15.00	
Travel-Charter Board	17100330	-	-	-	-	-	-	-	-	-	-	-	
Postage Board	17100370	-	-	-	-	-	-	-	-	-	-	-	
Other Services - Board	17100390	-	-	-	-	-	-	-	-	-	-	-	
Supplies - Board	17100510	-	-	-	-	-	-	-	-	-	-	-	
Dues & Fees-Board	17100730	100.00	-	-	-	-	-	-	-	-	-	-	
<b>BOARD</b>		<b>535.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	
District Admin Cost	17200791	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	
<b>GENERAL ADMINISTRATION</b>		<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	

<b>EXPENSES/CASH OUTFLOWS</b>								
<b>ACCOUNT NAME</b>	<b>ACCT NO.</b>	<b>February 2016</b>	<b>March 2016</b>	<b>April 2016</b>	<b>May 2016</b>	<b>June 2016</b>	<b>July (Holdback) 2016</b>	
Salaries-Dean	16100110	-	-	-	-	-	-	
Salaries-Guidance	16100130	468.75	468.75	468.75	468.75	468.75	468.75	
Salaries-Technology and Clinic	16100160	-	-	-	-	-	-	
Retirement-Pupil Personnel	16100210	34.58	34.58	34.58	34.58	34.58	34.58	
Social Security-Pupil Personnel	16100220	35.83	35.83	35.83	35.83	35.83	35.83	
Medical Insurance-Pupil Personnel	16100230	75.00	75.00	75.00	75.00	75.00	75.00	
Workers Comp-Pupil Personnel	16100240	3.50	3.50	3.50	3.50	3.50	3.50	
Supplies-Clinic and Guidance	16100510	-	-	-	-	-	-	
Equipment-Pupil Personnel	16100540	-	-	-	-	-	-	
<b>PUPIL PERSONNEL SERVICES</b>		<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	
Salaries-Media	16200130	-	-	-	-	-	-	
Salaries-Media Paras	16200150	-	-	-	-	-	-	
Retirement-Media	16200210	-	-	-	-	-	-	
Social Security-Media	16200220	-	-	-	-	-	-	
Medical Insurance-Media	16200230	-	-	-	-	-	-	
Workers Comp-Media	16200240	-	-	-	-	-	-	
Other Purchased Service	16200390	-	-	-	-	-	-	
Supplies-Media	16200510	-	-	-	-	-	-	
Periodicals	16200530	-	-	-	-	-	-	
Library Books-Media	16200610	-	-	-	-	-	-	
Audio-Visual-Media	16200620	-	-	-	-	-	-	
Software - Media	16200690	-	-	-	-	-	-	
<b>INSTRUCTIONAL MEDIA SVCS</b>		<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	<b>617.67</b>	
Salaries-Staff Training	16400130	-	-	-	-	-	-	
Retirement-Staff Training	16400210	-	-	-	-	-	-	
Social Security-Staff Training	16400220	-	-	-	-	-	-	
Medical Insurance-Staff Training	16400230	-	-	-	-	-	-	
Workers Comp-Staff Training	16400240	-	-	-	-	-	-	
Contracted Services-Staff Training	16400310	-	-	-	-	-	-	
Travel-Staff Training	16400330	-	-	-	-	-	-	
<b>INSTR STAFF TRNG SVCS</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Contracted Services-Governance	17100310	-	-	-	-	-	-	
Contracted Services-Legal	17100311	-	-	-	-	-	-	
Liability Insurance-Charter Board	17100320	420.00	420.00	420.00	420.00	420.00	420.00	
Student Insurance-Charter Board	17100321	15.00	15.00	15.00	15.00	15.00	15.00	
Travel-Charter Board	17100330	-	-	-	-	-	-	
Postage Board	17100370	-	-	-	-	-	-	
Other Services - Board	17100390	-	-	-	-	-	-	
Supplies - Board	17100510	-	-	-	-	-	-	
Dues & Fees-Board	17100730	-	-	-	-	-	-	
<b>BOARD</b>		<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	<b>435.00</b>	
Distnct Admn Cost	17200791	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	1,243.25	
<b>GENERAL ADMINISTRATION</b>		<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	<b>1,243.25</b>	

EXPENSE/CASH OUTFLOWS															
ACCOUNT NAME	ACCT NO.	July 2015		August 2015		September 2015		October 2015		November 2015		December 2015		January 2016	
Salaries-Administration	17300110	833.33		833.33		833.33		833.33		833.33		833.33		833.33	
Salaries-Admin Para	17300150														
Salaries-Admin Sec	17300160	1,083.33		1,083.33		1,083.33		1,083.33		1,083.33		1,083.33		1,083.33	
Retirement-Admin	17300210	141.25		141.25		141.25		141.25		141.25		141.25		141.25	
Soc Sec Medicare-Admin	17300220	146.67		146.67		146.67		146.67		146.67		146.67		146.67	
Medical Insurance-Admin	17300230	375.00		375.00		375.00		375.00		375.00		375.00		375.00	
Workers Comp-Admin	17300240	14.42		14.42		14.42		14.42		14.42		14.42		14.42	
Contracted Services-Admin	17300310	-		-		-		-		-		-		-	
Travel-Admin	17300330	-		-		-		-		-		-		-	
Postage	17300370	20.83		20.83		20.83		20.83		20.83		20.83		20.83	
Other Purchased Svcs-Admin	17300390	-		-		-		-		-		-		-	
Supplies-Admin	17300510	92.00		92.00		92.00		92.00		92.00		92.00		92.00	
Equipment-Admin	17300640	20,000.00		-		-		-		-		-		-	
Software-Admin	17300890	-		-		-		-		-		-		-	
Dues & Fees-Admin	17300730	200.00		-		-		-		-		-		-	
Misc Expense	17300790	-		-		-		-		-		-		-	
SCHOOL ADM (OFFICE OF PRIN)		22,906.83		2,706.83		2,706.83		2,706.83		2,706.83		2,706.83		2,706.83	
Rentals - Facilities															
FACILITIES ACQUISITION	17400360	4,166.67		4,166.67		4,166.67		4,166.67		4,166.67		4,166.67		4,166.67	
Contracted Services-Fiscal	17500310	500.00		500.00		500.00		500.00		500.00		500.00		500.00	
Contracted Services-Payroll Processing	17500311	287.50		287.50		287.50		287.50		287.50		287.50		287.50	
Contracted Services - Conersione/FLEX	17500312	787.50		787.50		787.50		787.50		787.50		787.50		787.50	
Salaries-Food Service	17600160	-		-		-		-		-		-		-	
Retirement-Food Service	17600210	-		-		-		-		-		-		-	
Soc Sec -Food Service	17600220	-		-		-		-		-		-		-	
Medical Insurance-Food Service	17600230	-		-		-		-		-		-		-	
Workers Comp-Food Service	17600240	-		-		-		-		-		-		-	
Unemployment-Food Service	17600250	-		-		-		-		-		-		-	
Insurance-Food Service	17600320	-		-		-		-		-		-		-	
Repair & Maintenance-Food Service	17600350	-		-		-		-		-		-		-	
Contracted Services-Food Service	17600390	-		-		-		-		-		-		-	
FOOD SERVICE		-		-		-		-		-		-		-	
Salaries-Transportation	17800160	-		-		-		-		-		-		-	
Retirement-Transportation	17800210	-		-		-		-		-		-		-	
Soc Sec -Transportation	17800220	-		-		-		-		-		-		-	
Insurance-Transportation	17800230	-		-		-		-		-		-		-	
Workers Comp-Transportation	17800240	-		-		-		-		-		-		-	
Unemployment-Transportation	17800250	-		-		-		-		-		-		-	
Vehicle Insurance-Transportation	17800320	-		-		-		-		-		-		-	
Repair & Maintenance-Transportation	17800350	1,367.27		1,367.27		1,367.27		1,367.27		1,367.27		1,367.27		1,367.27	
Contracted Services-Transportation	17800390	-		-		-		-		-		-		-	
Gasoline	17800450	-		-		-		-		-		-		-	
Bus Vehicles	17800851	-		-		-		-		-		-		-	
TRANSPORTATION		1,367.27		1,367.27		1,367.27		1,367.27		1,367.27		1,367.27		1,367.27	

<b>EXPENSES/CASH OUTFLOWS</b>								
<b>ACCOUNT NAME</b>	<b>ACCT NO.</b>	<b>February 2016</b>	<b>March 2016</b>	<b>April 2016</b>	<b>May 2016</b>	<b>June 2016</b>	<b>July (Holdback) 2016</b>	
Salaries-Administration	17300110	833.33	833.33	833.33	833.33	833.33	-	
Salaries-Admn Para	17300150	-	-	-	-	-	-	
Salaries-Admn Sec	17300160	1,083.33	1,083.33	1,083.33	1,083.33	1,083.33	-	
Retirement-Admn	17300210	141.25	141.25	141.25	141.25	141.25	-	
Soc. Sec Medicare-Admn	17300220	146.67	146.67	146.67	146.67	146.67	-	
Medical Insurance-Admn	17300230	375.00	375.00	375.00	375.00	375.00	-	
Workers Comp-Admn	17300240	14.42	14.42	14.42	14.42	14.42	-	
Contracted Services-Admn	17300310	-	-	-	-	-	-	
Travel-Admn	17300330	-	-	-	-	-	-	
Postage	17300370	20.83	20.83	20.83	20.83	20.83	-	
Other Purchased Svcs-Admn	17300390	-	-	-	-	-	-	
Supplies-Admn	17300510	92.00	92.00	92.00	92.00	92.00	-	
Equipment-Admn	17300540	-	-	-	-	-	-	
Software-Admn	17300590	-	-	-	-	-	-	
Dues & Fees-Admn	17300730	-	-	-	-	-	-	
Misc Expense	17300790	-	-	-	-	-	-	
<b>SCHOOL ADM (OFFICE OF PRIN)</b>		<b>2,706.83</b>	<b>2,706.83</b>	<b>2,706.83</b>	<b>2,706.83</b>	<b>2,706.83</b>	<b>-</b>	
<b>Rentals - Facilities</b>		<b>4,166.67</b>	<b>4,166.67</b>	<b>4,166.67</b>	<b>4,166.67</b>	<b>4,166.67</b>	<b>-</b>	
<b>FACILITIES ACQUISITION</b>		<b>4,166.67</b>	<b>4,166.67</b>	<b>4,166.67</b>	<b>4,166.67</b>	<b>4,166.67</b>	<b>-</b>	
Contracted Services-Fiscal	17500310	500.00	500.00	500.00	500.00	500.00	-	
Contracted Services-Payroll Processing	17500311	287.50	287.50	287.50	287.50	287.50	-	
Contracted Services - Comersione/FLEX	17500312	-	-	-	-	-	-	
<b>FISCAL SERVICES</b>		<b>787.50</b>	<b>787.50</b>	<b>787.50</b>	<b>787.50</b>	<b>787.50</b>	<b>-</b>	
Salaries-Food Service	17500160	-	-	-	-	-	-	
Retirement-Food Service	17500210	-	-	-	-	-	-	
Soc. Sec -Food Service	17500220	-	-	-	-	-	-	
Medical Insurance-Food Service	17500230	-	-	-	-	-	-	
Workers Comp-Food Service	17500240	-	-	-	-	-	-	
Unemployment-Food Service	17500250	-	-	-	-	-	-	
Insurance-Food Service	17500320	-	-	-	-	-	-	
Repair & Maintenance-Food Service	17500350	-	-	-	-	-	-	
Contracted Services-Food Service	17500390	-	-	-	-	-	-	
<b>FOOD SERVICE</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Salaries-Transportation	17800160	-	-	-	-	-	-	
Retirement-Transportation	17800210	-	-	-	-	-	-	
Soc. Sec -Transportation	17800220	-	-	-	-	-	-	
Insurance-Transportation	17800230	-	-	-	-	-	-	
Workers Comp-Transportation	17800240	-	-	-	-	-	-	
Unemployment-Transportation	17800250	-	-	-	-	-	-	
Vehicle Insurance-Transportation	17800320	-	-	-	-	-	-	
Repair & Maintenance-Transportation	17800350	-	-	-	-	-	-	
Contracted Services-Transportation	17800390	1,367.27	1,367.27	1,367.27	1,367.27	1,367.27	-	
Gasoline	17800450	-	-	-	-	-	-	
Bus Vehicles	17800651	-	-	-	-	-	-	
<b>TRANSPORTATION</b>		<b>1,367.27</b>	<b>1,367.27</b>	<b>1,367.27</b>	<b>1,367.27</b>	<b>1,367.27</b>	<b>-</b>	

<u>EXPENSES/CASH OUTFLOWS</u>		July	August	September	October	November	December	January
<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2015</u>	<u>2016</u>
Saberes-Custodial	17900160	-	-	-	-	-	-	-
Retirement-Custodian	17900210	-	-	-	-	-	-	-
Soc. Sec.-Custodian	17900220	-	-	-	-	-	-	-
Insurance-Custodian	17900230	-	-	-	-	-	-	-
Workers Comp-Custodian	17900240	-	-	-	-	-	-	-
Bldg Insurance-Operations	17900320	-	180.00	180.00	180.00	180.00	180.00	180.00
Repair & Maintenance-Operations	17900350	33.33	33.33	33.33	33.33	33.33	33.33	33.33
Telephone	17900370	-	-	-	-	-	-	-
Water, Sewage and Garbage	17900380	-	-	-	-	-	-	-
Contracted Services-Grounds	17900390	-	-	-	-	-	-	-
Utilities	17900400	416.67	416.67	416.67	416.67	416.67	416.67	416.67
Supplies-Operations	17900510	83.33	83.33	83.33	83.33	83.33	83.33	83.33
Equipment-Operations	17900640	-	-	-	-	-	-	-
Motor Vehicles	17900650	-	-	-	-	-	-	-
Misc Exp	17900790	-	-	-	-	-	-	-
<b>OPERATION OF PLANT</b>		<b>533.33</b>	<b>713.33</b>	<b>713.33</b>	<b>713.33</b>	<b>713.33</b>	<b>713.33</b>	<b>713.33</b>
Principal - Debt	18200710	-	-	-	-	-	-	-
Interest - Debt	19200720	-	-	-	-	-	-	-
<b>DEBT SERVICE</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL OPERATING EXPENSES</b>		<b>144,439.86</b>	<b>22,209.11</b>	<b>22,507.11</b>	<b>22,507.11</b>	<b>22,507.11</b>	<b>22,507.11</b>	<b>22,507.11</b>
<b>CURRENT MONTH NET INCOME(LOSS)</b>		<b>33,943.30</b>	<b>6,074.05</b>	<b>5,876.05</b>	<b>5,876.05</b>	<b>5,876.05</b>	<b>5,876.05</b>	<b>5,876.05</b>
<b>ENDING FUND BALANCE 6/30</b>		<b>33,943.30</b>	<b>40,017.34</b>	<b>45,893.39</b>	<b>51,769.43</b>	<b>57,645.48</b>	<b>63,521.52</b>	<b>69,397.57</b>

<b>EXPENSES/CASH OUTFLOWS</b>							
<b>ACCOUNT NAME</b>	<b>ACCT NO.</b>	<b>February 2016</b>	<b>March 2016</b>	<b>April 2016</b>	<b>May 2016</b>	<b>June 2016</b>	<b>July (Holdback) 2016</b>
Salaries-Custodial	17900160	-	-	-	-	-	-
Retirement-Custodian	17900210	-	-	-	-	-	-
Soc. Sec. Custodian	17900220	-	-	-	-	-	-
Insurance-Custodian	17900230	-	-	-	-	-	-
Workers Comp-Custodian	17900240	-	-	-	-	-	-
Bldg Insurance-Operations	17900320	180.00	180.00	180.00	180.00	-	-
Repair & Maintenance-Operations	17900350	33.33	33.33	33.33	33.33	33.33	-
Telephone	17900370	-	-	-	-	-	-
Water, Sewage and Garbage	17900380	-	-	-	-	-	-
Contracted Services-Grounds	17900390	-	-	-	-	-	-
Utilities	17900400	416.67	416.67	416.67	416.67	416.67	-
Supplies-Operations	17900510	83.33	83.33	83.33	83.33	83.33	-
Equipment -Operations	17900640	-	-	-	-	-	-
Motor Vehicles	17900650	-	-	-	-	-	-
Misc Exp	17900790	-	-	-	-	-	-
<b>OPERATION OF PLANT</b>		<b>713.33</b>	<b>713.33</b>	<b>713.33</b>	<b>713.33</b>	<b>533.33</b>	<b>-</b>
Principal - Debt	19200710	-	-	-	-	-	-
Interest - Debt	19200720	-	-	-	-	-	-
<b>DEBT SERVICE</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL OPERATING EXPENSES</b>		<b>22,507.11</b>	<b>22,507.11</b>	<b>22,507.11</b>	<b>22,072.11</b>	<b>20,524.83</b>	<b>9,239.25</b>
<b>CURRENT MONTH NET INCOME(LOSS)</b>		<b>5,876.05</b>	<b>6,376.05</b>	<b>5,876.05</b>	<b>6,311.05</b>	<b>(18,016.50)</b>	<b>(9,239.25)</b>
<b>ENDING FUND BALANCE 6/30</b>		<b>75,273.51</b>	<b>81,649.56</b>	<b>87,525.70</b>	<b>93,836.75</b>	<b>75,620.25</b>	<b>66,581.00</b>

THE DISCOVERY HIGH SCHOOL, INC.  
 ASSUMPTIONS IN DEVELOPING THE BUDGET  
 2015-2020 (7-28-14 REVISION)

REVENUE	ACCT NO.	
FEDERAL START-UP GRANT	43290000	Maximum utilization of start up grant for years 1-2 based upon amount and type of expenditures generated
TITLE II GRANT	43225000	Title II funding based upon the 2014 rate awarded per student
IDEA GRANT	43230000	Assume no IDEA funding until enrollment is set.
FL EDUC FINANCE PROGRAM	13310000	Per the attached FEFP spreadsheets
FLORIDA LEAD TEACHER	13334000	Teacher supplies allocation provided by the school district of \$250 per certified teacher
TRANSPORTATION - FEFP	13364000	Per the attached FEFP spreadsheets.
CAPITAL OUTLAY	13397000	Capital outlay funding starts in year 1 with accreditation
INTEREST	13430000	Estimated bank account interest
UNDONATED SERVICES	13490000	Services donated by Discovery Academy executive director for start up
LOAN PROCEEDS	13700000	Loans from Discovery Academy to supplement start up

OPERATING EXPENSES	ACCT NO.	
Salaries-Teachers	15100120	Salaries based upon teacher count on the enrollment projection per salary matrix
Retirement-Instructional	15100210	Retirement of 7.37% of salaries
Soc Sec/Medicare-Instructional	15100220	Payroll taxes for teachers @ 7.65%
Medical Insurance-Instructional	15100230	Medical insurance of \$7,200 per full time employee. 7% increase per year
Workers Comp -Instructional	15100240	Workers' compensation insurance for teachers @ 0.75%
Travel-Instructional	15100330	
Repair & Maintenance	15100350	
Other Purchased Services	15100390	
Supplies-Instructional	15100510	Supplies estimated at \$90 per student
Textbooks-Instructional	15100520	Textbooks estimated at \$60 per student
Equipment-Instructional	15100640	New classroom equipment.
Software-Instructional	15100690	Cost of software for student computers and testing devices
Dues & Fees-Instructional	15100730	
Substitute Teachers-Instructional	15100750	Substitutes for classroom teachers
Salaries-Teachers-ESE	15200120	Salary for ESE teachers per salary matrix
Retirement-Instructional-ESE	15200210	Retirement of 7.37% of salaries
Soc Sec/Medicare-Instructional-ESE	15200220	Payroll taxes for ESE teachers @ 7.65%
Medical Insurance-Instructional-ESE	15200230	Medical insurance of \$7,200 per full time employee. 7% increase per year
Workers Comp -Instructional-ESE	15200240	Workers' compensation insurance for ESE teachers @ 0.75%
Contracted Services-Instructional-ESE	15200310	

**OPERATING EXPENSES**

<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	
Salaries-Dean	16100110	Dean salary per salary matrix
Salaries-Guidance	16100130	Guidance counselor salary per salary matrix
Salaries-Technology and Clinic	16100160	Technology salaries per salary matrix
Retirement-Pupil Personnel	16100210	Retirement of 7.37% of salaries
Social Security-Pupil Personnel	16100220	Payroll taxes for pupil personnel @ 7.65%
Medical Insurance-Pupil Personnel	16100230	Medical insurance of \$7,200 per full time employee. 7% increase per year
Workers Comp-Pupil Personnel	16100240	Workers' compensation insurance for pupil personnel @ 0.75%
Supplies-Clinic and Guidance	16100510	Supplies for technology and guidance office
Equipment-Pupil Personnel	16100540	Misc. equipment for technology and guidance office
Salaries-Media	16200130	Paraprofessional for media center per salary matrix
Salaries-Media Paras	16200150	Retirement of 7.37% of salaries
Retirement-Media	16200210	Payroll taxes for media personnel @ 7.65%
Social Security-Media	16200220	Medical insurance of \$7,200 per full time employee. 7% increase per year
Medical Insurance-Media	16200230	Workers' compensation insurance for media personnel @ 0.75%
Workers Comp-Media	16200240	Media services from District
Other Purchased Service	16200390	Media/library supplies
Supplies-Media	16200510	Periodicals and subscriptions
Periodicals	16200530	Media center reference materials and books
Library Books-Media	16200510	Media AV materials
Audio-Visual-Media	16200520	Media reference software.
Software - Media	16200590	
Salaries-Staff Training	16400130	Literacy and math coach per salary matrix
Retirement-Staff Training	16400210	Retirement of 7.37% of salaries
Social Security-Staff Training	16400220	Payroll taxes for staff training personnel @ 7.65%
Medical Insurance-Staff Training	16400230	Medical insurance of \$7,200 per full time employee. 7% increase per year
Workers Comp-Staff Training	16400240	Workers' compensation insurance for staff training personnel @ 0.75%
Contracted Services-Staff Training	16400310	Teacher training offered, increases as teacher FTE increases
Travel-Staff Training	16400330	Teacher training offered, increases as teacher FTE increases
Contracted Services-Governance	17100310	Governance training provided by Discovery Academy
Contracted Services-Legal	17100311	Charter review and other legal
Liability Insurance-Charter Board	17100320	Directors & officers (errors and omissions) insurance, increase of 7% per year
Student Insurance-Charter Board	17100321	Student accident insurance @ \$3 per student; increase of 7% per year
Travel-Charter Board	17100330	
Postage Board	17100370	
Other Services - Board	17100390	Incorporation, Form 1023 and annual report fees
Supplies - Board	17100510	
Dues & Fees-Board	17100730	
District Admin Cost	17200791	District 5% admin fee

OPERATING EXPENSES

<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	
Salaries-Administration	17300110	Principal salary per salary matrix
Salaries-Admn. Para	17300150	Admin assistants salaries per salary matrix
Salaries-Admn. Sec.	17300160	Retirement of 7.37% of salaries
Retirement-Admin	17300210	Payroll taxes for admin staff @ 7.65%
Soc Sec/Medicare-Admin	17300220	Medical insurance of \$7,200 per full time employee. 7% increase per year
Medical Insurance-Admin	17300230	Workers' compensation for admin staff @ 0.75%
Workers Comp-Admin	17300240	
Contracted Services-Admin	17300310	Travel for admin staff
Travel-Admin	17300330	Postage for parent mailings, checks, etc
Postage	17300370	
Other Purchased Svcs-Admin	17300390	
Supplier-Admin	17300510	Office supplies
Equipment-Admin	17300640	Computers and office equipment
Software-Admin	17300690	
Dues & Fees-Admin	17300730	Administrative fees, bank fees
Misc Expense	17300790	
<b>Rentals/Mortgage - Facilities</b>	<b>17400360</b>	<b>Rental of portables for first two years</b>
<b>Contracted Services-Fiscal</b>	<b>17500310</b>	<b>Contract accountant and auditing services</b>
Contracted Services-Payroll Processing	17500311	ADP payroll processing fees
Contracted Services - Cornerstone/FLEX	17500312	
<b>Salaries-Food Service</b>	<b>17600160</b>	<b>Food service operated by Discovery Academy</b>
Retirement-Food Service	17600210	
Soc Sec -Food Service	17600220	
Medical Insurance-Food Service	17600230	
Workers Comp-Food Service	17600240	
Unemployment-Food Service	17600250	
Insurance-Food Service	17600320	
Repair & Maintenance-Food Service	17600350	
Food-Food Service	17600570	
<b>Salaries-Transportation</b>	<b>17800160</b>	<b>Bus service is provided by Discovery Academy</b>
Retirement-Transportation	17800210	
Soc Sec -Transportation	17800220	
Medical Insurance-Transportation	17800230	
Workers Comp-Transportation	17800240	
Unemployment-Transportation	17800250	
Vehicle Insurance-Transportation	17800320	
Repair & Maintenance-Transportation	17800350	
Contracted Services-Transportation	17800390	
Gasoline	17800450	Funding for FEFP transportation is paid to Discovery Academy.
Bus Vehicles	17800551	

OPERATING EXPENSES

<u>ACCOUNT NAME</u>	<u>ACCT NO.</u>	
Salaries-Custodial	17900160	Custodial salary per salary matrix.
Retirement-Custodian	17900210	Retirement of 7.37% of salaries
Soc Sec -Custodian	17900220	Payroll taxes for custodians @ 7.65%
Medical Insurance-Custodian	17900230	Medical insurance of \$7,200 per full time employee, 7% increase per year
Workers Comp-Custodian	17900240	Workers' compensation insurance for custodians @ 5.25%
Blgd Insurance-Operations	17900320	Liability and property insurance based upon size of facility and property contained within
Repair & Maintenance-Operations	17900350	Maintenance on buildings and grounds
Telephone	17900370	Telephone service for new facility starting in year 3
Water, Sewage and Garbage	17900380	Water and sewer usage for new facility starting in year 3 Ramped up as enrollment increases.
Contracted Services-Grounds	17900390	Groundkeeping expenses for new facility starting in year 3
Utilities	17900400	Electricity usage Ramped up as enrollment increases
Supplies-Operations	17900510	Operations supplies usage Ramped up as enrollment increases.
Equipment -Operations	17900640	Equipment for operations and grounds maintenance for new facility starting in year 3
Motor Vehicles	17900650	
Misc Exp	17900790	
Principal - Debit	19200710	Loan payments to Discovery Academy, 10-year amortization, interest free
Interest - Debit	19200720	

THE DISCOVERY HIGH SCHOOL, INC.  
CHANGES TO BUDGET TO ACCOMMODATE NO START-UP GRANT  
2015-2020 (7-28-14 REVISION)

Adjustments for No Start Up Funding.

Preopening:

- > A loan of \$13,500 will be taken from Discovery Academy to cover preopening expenses
- > Administrative supplies will be purchased starting in July 2015.
- > Board and student insurance will be purchased starting in July 2015.

Year 1:

- > A loan of \$150,000 will be taken from Discovery Academy to be repaid over 10 years from 2017-2031
- > Used equipment will be purchased for the classrooms and offices.

THE DISCOVERY HIGH SCHOOL, INC.  
 SALARY MATRIX  
 2015-2020

Position	Account	Units/Avg. Salary				
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teachers	15100120	2,000 45,000.00	5,000 45,750.00	10,000 46,500.00	15,000 47,250.00	20,000 48,000.00
ESE Teachers	15200120	- 45,000.00	- 45,750.00	0.250 46,500.00	0.375 47,250.00	0.500 48,000.00
Dean	16100110	- 55,000.00	- 55,750.00	0.250 56,500.00	0.250 57,250.00	0.250 58,000.00
Guidance	16100130	0.125 45,000.00	0.500 45,750.00	0.500 46,500.00	1.000 47,250.00	2.000 48,000.00
Network Mgr	16100160	- 52,500.00	0.125 53,250.00	0.250 54,000.00	0.250 54,750.00	0.250 55,500.00
Media Para	16200150	- 17,000.00	- 17,350.00	1.00 17,700.00	1.00 18,050.00	1.00 18,400.00
Coaches	16400130	- 45,000.00	- 45,750.00	- 46,500.00	0.250 47,250.00	0.250 48,000.00
Administration	17300110	0.125 80,000.00	0.125 82,000.00	0.250 84,050.00	0.500 86,151.00	1.000 88,305.00
Admin. Assistants	17300160	0.500 26,000.00	0.500 27,500.00	1.500 29,000.00	1.500 30,500.00	1.500 32,000.00

### Revenue Estimate Worksheet for Discovery High School 2015-2016

Based on the 2014-15 Conference Report

School District: Polk

1. 2014-15 FEFY State and Local Funding

Base Student Allocation \$4,031,777 District Cost Differential: 0.9854

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding W/FTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000 \$	-
111 Basic K-3 with ESE Services		1.126	0.0000 \$	-
102 Basic 4-8		1.000	0.0000 \$	-
112 Basic 4-8 with ESE Services		1.000	0.0000 \$	-
103 Basic 9-12	47.00	1.004	47.1880 \$	187,473
113 Basic 9-12 with ESE Services	3.00	1.004	3.0120 \$	11,966
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000 \$	-
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000 \$	-
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000 \$	-
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000 \$	-
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000 \$	-
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000 \$	-
130 ESOL (Grade Level PK-3)		1.147	0.0000 \$	-
130 ESOL (Grade Level 4-8)		1.147	0.0000 \$	-
130 ESOL (Grade Level 9-12)		1.147	0.0000 \$	-
300 Career Education (Grades 9-12)		1.004	0.0000 \$	-
<b>Totals</b>	<b>50.00</b>		<b>50.2000 \$</b>	<b>199,439</b>

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE	PK-3	251	\$ 978 \$ -
Guaranteed Allocation Enter the	PK-3	252	\$ 3,159 \$ -
FTE from 111, 112, & 113 by	PK-3	253	\$ 6,446 \$ -
grade and matrix level. Students	4-8	251	\$ 1,897 \$ -
who do not have a matrix level	4-8	252	\$ 3,278 \$ -
should be considered 251. This	4-8	253	\$ 6,565 \$ -
total should equal all FTE from	9-12	251	\$ 781 \$ 2,343
programs 111, 112 & 113 above	9-12	252	\$ 2,961 \$ -
	9-12	253	\$ 6,249 \$ -
<b>Total FTE with ESE Services</b>			<b>Total from ESE Guarantee \$ 2,343</b>

3. Supplemental Academic Instruction:

District SAI Allocation	#####	
divided by district FTE	96,333.32	Per Student
(with eligible services)		\$ 234 \$ 11,700

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI \$ 213,462

5. Class size Reduction Funds:

Weighted FTE (From Section 1)	X	DCD	X Allocation Factors	=	0
PK-3	0.0000	0.9854	1325.01	=	0
4-8	0.0000	0.9854	903.80	=	0
9-12	50.2000	0.9854	905.98	=	44,816
<b>Total *</b>	<b>50.2000</b>		<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>44,816</b>

(\*Total FTE should equal total in Section 1 column (d))

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	<u>50.2000</u>	by district's WFTE:	<u>103,426.60</u>		
to obtain school's WFTE share,				0.0485%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (h) above:	<u>50.00</u>	by district's UFTE:	<u>96,333.32</u>		
to obtain school's UFTE share,				0.0519%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,942,229</u>	x	0.0485%	<u>\$ 942</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,942,229			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>19,789,701</u>	x	0.0485%	<u>\$ 9,598</u>
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	<u>18,732,977</u>	x	0.0519%	<u>\$ 9,722</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.0485%	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>933,065</u>	x	0.0485%	<u>\$ 453</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>7,295,607</u>	x	0.0519%	<u>\$ 3,766</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>40,000</u>	x	#####	<u>\$ 15,040</u>
Enter ESE Student Rider			x	#####	<u>\$ -</u>
14. Digital Classrooms Allocation (UFTE share)	(c)	<u>1,029,138</u>	x	0.0519%	<u>\$ 534</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
					<u>Total \$ 298,373</u>

17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)  
If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocation: multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
  - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(4)(f), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 3 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 3%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

### Revenue Estimate Worksheet for Discovery High School 2016-2017

Based on the 2014-15 Conference Report

School District:

Polk

**1. 2014-15 FEFP State and Local Funding**

Base Student Allocation

\$4,031.77

District Cost Differential: 0.9854

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	119.00	1.004	119.4760	\$ 474,667
113 Basic 9-12 with ESE Services	6.00	1.004	6.0240	\$ 23,933
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
<b>Totals</b>	<b>125.00</b>		<b>125.5000</b>	<b>\$ 498,600</b>

**2. ESE Guaranteed Allocation:**

FTE	Grade Level	Matrix Level	Guarantee Per Student
	PK-3	251	\$ 978
	PK-3	252	\$ 3,159
	PK-3	253	\$ 6,446
	4-8	251	\$ 1,097
	4-8	252	\$ 3,278
	4-8	253	\$ 6,565
5.00	9-12	251	\$ 781
1.00	9-12	252	\$ 2,961
	9-12	253	\$ 6,249
<b>Total FTE with ESE Services</b>			<b>Total from ESE Guarantee</b>
<b>6.00</b>			<b>\$ 6,866</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	#####	Per Student
divided by district FTE	96,333.32	\$ 234
(with eligible services)		\$ 29,250

**4. Reading Allocation:**

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI \$ 534,716

**5. Class size Reduction Funds:**

Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	
PK-3	0.0000	0.9854	1325.01	=	0
4-8	0.0000	0.9854	903.80	=	0
9-12	125.5000	0.9854	905.98	=	112,040
<b>Total *</b>	<b>125.5000</b>		<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>112,040</b>

(\*Total FTE should equal total in Section 1, column (d))

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	125,5000	by district's WFTE:	103,426.60		
to obtain school's WFTE share.				0.1213%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	125,00	by district's UFTE:	96,333.32		
to obtain school's UFTE share.				0.1298%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	1,942,229	x	0.1213%	\$ 2,356
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,942,229			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	19,789,701	x	0.1213%	\$ 24,005
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	18,732,977	x	0.1298%	\$ 24,315
10. Proration to Funds Available (WFTE share)	(a)	0	x	0.1213%	\$ -
11. Discretionary Lottery (WFTE share)	(a)	933,065	x	0.1213%	\$ 1,132
12. Instructional Materials Allocation (UFTE share)	(b)	7,295,607	x	0.1298%	\$ 9,470
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds					
13. Student Transportation	(d)				
Enter All Riders		100,00	x	#####	\$ 37,600
Enter ESE Student Riders			=	#####	\$ -
14. Digital Classrooms Allocation (UFTE share)	(e)	1,029,138	x	0.1298%	\$ 1,336
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ 746,970

17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)  
 If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions, Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
  - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

### Revenue Estimate Worksheet for Discovery High School 2017-2018

Based on the 2014-15 Conference Report

School District: Polk

1. 2014-15 FTEP State and Local Funding

Base Student Allocation \$4,031.77 District Cost Differential: 0.9854

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	190.00	1.004	190.7600	\$ 757,872
113 Basic 9-12 with ESE Services	10.00	1.004	10.0400	\$ 39,888
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
<b>Totals</b>	<b>200.00</b>		<b>200.8000</b>	<b>\$ 797,760</b>

2. ESE Guaranteed Allocation:

FTE	Grade Level	Matrix Level	Guarantee Per Student
	PK-3	251	\$ 978
	PK-3	252	\$ 3,159
	PK-3	253	\$ 6,446
	4-8	251	\$ 1,097
	4-8	252	\$ 3,278
	4-8	253	\$ 6,565
8.00	9-12	251	\$ 781
2.00	9-12	252	\$ 2,961
	9-12	253	\$ 6,249
<b>Total FTE with ESE Services</b>	<b>10.00</b>		<b>Total from ESE Guarantee</b>
			<b>\$ 12,170</b>

3. Supplemental Academic Instruction:

District SAI Allocation	#####	
divided by district FTE	96.333.32	
(with eligible services)		Per Student
		\$ 234 \$ 46,800

4. Reading Allocation:  
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI \$ 856,730

5. Class size Reduction Funds:

Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	Total
PK-3	0.0000	0.9854	1325.01		0
4-8	0.0000	0.9854	903.80		0
9-12	200.8000	0.9854	905.98		179,265
<b>Total *</b>	<b>200.8000</b>				<b>Total Class Size Reduction Funds</b>
					<b>\$ 179,265</b>

(\*Total FTE should equal total in Section 1, column (b))

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	<u>200.8000</u>	by district's WFTE:	<u>103,426.60</u>		
to obtain school's WFTE share.				0.1941%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	<u>200.00</u>	by district's UFTE:	<u>96,333.32</u>		
to obtain school's UFTE share.				0.2076%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,942,229</u>	x	0.1941%	<u>\$ 3,770</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	1,942,229				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(c)	<u>19,789,701</u>	x	0.1941%	<u>\$ 38,412</u>
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	<u>18,732,977</u>	x	0.2076%	<u>\$ 38,890</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1941%	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>933,065</u>	x	0.1941%	<u>\$ 1,811</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>7,295,607</u>	x	0.2076%	<u>\$ 15,146</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>160.00</u>	x	#####	<u>\$ 60,160</u>
Enter ESE Student Riders			x	#####	<u>\$ -</u>
14. Digital Classrooms Allocation (UFTE share)	(f)	<u>1,029,138</u>	x	0.2076%	<u>\$ 2,136</u>
15. Florida Teachers Classroom Supply Assistance Program	(i)				
16. Food Service Allocation	(g)				
				Total	<u>\$ 1,196,320</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(h), Florida Statutes) multiplied by percentage from item 6A.
  - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
  - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(l), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

### Revenue Estimate Worksheet for Discovery High School 2018-2019

Based on the 2014-15 Conference Report

School District: Polk

**1. 2014-15 FEPP State and Local Funding**

Base Student Allocation      \$4,031.77      District Cost Differential    0.9854

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000 \$	-
111 Basic K-3 with ESE Services		1.126	0.0000 \$	-
102 Basic 4-8		1.000	0.0000 \$	-
112 Basic 4-8 with ESE Services		1.000	0.0000 \$	-
103 Basic 9-12	285.00	1.004	286.1400 \$	1,136,807
113 Basic 9-12 with ESE Services	15.00	1.004	15.0600 \$	59,832
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000 \$	-
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000 \$	-
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000 \$	-
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000 \$	-
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000 \$	-
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000 \$	-
130 ESOL (Grade Level PK-3)		1.147	0.0000 \$	-
130 ESOL (Grade Level 4-8)		1.147	0.0000 \$	-
130 ESOL (Grade Level 9-12)		1.147	0.0000 \$	-
300 Career Education (Grades 9-12)		1.004	0.0000 \$	-
<b>Totals</b>	<b>300.00</b>		<b>301.2000 \$</b>	<b>1,196,639</b>

**2. ESE Guaranteed Allocation:**

FTE	Grade Level	Matrix Level	Guarantee Per Student
	PK-3	251	\$ 978 \$ -
	PK-3	252	\$ 3,159 \$ -
	PK-3	253	\$ 6,446 \$ -
	4-8	251	\$ 1,097 \$ -
	4-8	252	\$ 3,278 \$ -
	4-8	253	\$ 6,565 \$ -
	9-12	251	\$ 781 \$ 9,372
	9-12	252	\$ 2,961 \$ 8,883
	9-12	253	\$ 6,249 \$ -
<b>Total FTE with ESE Services</b>	<b>15.00</b>		<b>Total from ESE Guarantee \$ 18,255</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	#####		
divided by district FTE	96,333.32		
(with eligible services)		Per Student	
		\$ 234 \$	70,200

**4. Reading Allocation:**  
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI    \$    1,285,094

**5. Class size Reduction Funds:**

Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	Total
PK - 3	0.0000	0.9854	1325.01	=	0
4-8	0.0000	0.9854	903.80	=	0
9-12	301.2000	0.9854	905.98	=	268,897
<b>Total *</b>	<b>301.2000</b>				<b>Total Class Size Reduction Funds \$ 268,897</b>

(\*Total FTE should equal total in Section 1, column (d) )

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	<u>301.2000</u>	by district's WFTE:	<u>103,426.60</u>		
to obtain school's WFTE share.				0.2912%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	<u>300.00</u>	by district's UFTE:	<u>96,333.32</u>		
to obtain school's UFTE share.				0.3114%	
Letters Refer to Notes A1 Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,942,229</u>	x	0.2912%	<u>\$ 5,656</u>
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	1,942,229				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(c)	<u>19,789,701</u>	x	0.2912%	<u>\$ 57,628</u>
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	<u>18,732,977</u>	x	0.3114%	<u>\$ 58,334</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.2912%	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>933,065</u>	x	0.2912%	<u>\$ 2,717</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>7,295,607</u>	x	0.3114%	<u>\$ 22,719</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds					
13. Student Transportation	(d)				
Enter All Riders		<u>240,000</u>	x	#####	<u>\$ 90,240</u>
Enter ESE Student Riders			x	#####	<u>\$ -</u>
14. Digital Classrooms Allocation (UFTE share)	(c)	<u>1,029,138</u>	x	0.3114%	<u>\$ 3,205</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	<u>\$ 1,794,490</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:					<u>\$ -</u>

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.  
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.

(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	<u>401.6000</u>	by district's WFTE:	<u>103,426.60</u>		
to obtain school's WFTE share.				0.3883%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	<u>400.00</u>	by district's UFTE:	<u>96,333.32</u>		
to obtain school's UFTE share.				0.4152%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,942,229</u>	x	0.3883%	<u>\$ 7,542</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,942,229			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>19,789,701</u>	x	0.3883%	<u>\$ 76,843</u>
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	<u>18,732,977</u>	x	0.4152%	<u>\$ 77,779</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.3883%	<u>\$ -</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>933,065</u>	x	0.3883%	<u>\$ 3,623</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>7,295,607</u>	x	0.4152%	<u>\$ 30,291</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>320,00</u>	x	#####	<u>\$ 120,320</u>
Enter ESE Student Riders			x	#####	<u>\$ -</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>1,029,138</u>	x	0.4152%	<u>\$ 4,273</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	<u>\$ 2,392,659</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
  - (b) District allocations multiplied by percentage from item 6B.
  - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
  - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions, Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
  - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
  - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
  - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
  - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
  - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow in districts from state sources and from county tax collectors on various distribution schedules.*

### Revenue Estimate Worksheet for Discovery High School 2019-2020

Based on the 2014-15 Conference Report

School District: **Polk**

**1. 2014-15 FFP State and Local Funding**

Base Student Allocation **\$4,031,77** District Cost Differential: **0.9854**

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTEx RSA x DCD (e)
101 Basic K-3		1.126	0.0000	\$ -
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	381.00	1.004	381.5200	\$ 1,515,743
113 Basic 9-12 with ESE Services	20.00	1.004	20.0800	\$ 79,776
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.147	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.147	0.0000	\$ -
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -
<b>Totals</b>	<b>400.00</b>		<b>401.6000</b>	<b>\$ 1,595,519</b>

**2. ESE Guaranteed Allocation:**

FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE Guaranteed Allocation	PK-3	251	\$ 978
Enter the FTE from 111, 112, & 113 by grade and matrix level	PK-3	252	\$ 3,159
Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above	PK-3	253	\$ 6,446
	4-8	251	\$ 1,097
	4-8	252	\$ 3,278
	4-8	253	\$ 6,565
	9-12	251	\$ 781
	9-12	252	\$ 2,961
	9-12	253	\$ 6,249
<b>Total FTE with ESE Services</b>		<b>20.00</b>	<b>Total from ESE Guarantee \$ 24,340</b>

**3. Supplemental Academic Instruction:**

District SAI Allocation	#####	
divided by district FTE (with eligible services)	96,333.32	Per Student \$ 234 \$ 93,600

**4. Reading Allocation:**  
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI **\$ 1,713,459**

**5. Class size Reduction Funds:**

Weighted FTE (From Section 1)	X	DCD	X Allocation factors	=	Total
PK - 3	0.0000	0.9854	1325.01	=	0
4-8	0.0000	0.9854	903.80	=	0
9-12	401.6000	0.9854	905.98	=	358,529
<b>Total *</b>	<b>401.6000</b>		<b>Total Class Size Reduction Funds</b>	<b>\$</b>	<b>358,529</b>

(\* Total FTE should equal total in Section 1, column (d) )

**Appendix V**

**Personnel Agreement**

## **DHS PERSONNEL AGREEMENT**

This agreement is made between the instructional staff, secretarial staff, and paraprofessionals and the Governing Board of The Discovery High School.

Any item not specifically covered by this agreement, but of concern for both parties may be brought up for consideration at the annual contract discussions / meetings.

### **TEACHER RIGHTS AND RESPONSIBILITIES**

Teachers on leave from Polk County School Board will continue to accrue years of experience, salary steps, and experience towards Florida Retirement System. They will have access to the transfer list and may return to a Polk County school with 60 day notice.

Teachers on leave may NOT participate in PCSB sick leave bank, but may re-enter the bank upon returning to the PCSB.

Teachers will remain on leave to teach at Discovery High School for as long as they choose to teach at this public Charter school.

Newly employed instructional personnel have a 97 day probationary period, during which time the employee's contract may be terminated without cause, or the employee may resign without breach of contract in accordance with Florida Statute.

In as much as teachers are role models for students, each teacher shall maintain a neat, professional appearance appropriate for his / her teaching assignment.

Teachers are to maintain proper classroom decorum essential for the learning process.

Teachers shall be included in the process to determine textbook and curriculum needs.

A teacher may be requested, but not required, to substitute during his / her planning time for another teacher.

Teachers shall conform to Board rules and regulations. It is the duty of the director/director and his / her designee to inform teachers of all duties and responsibilities for which they are accountable. The "DHS Handbook" will include policies and procedures to be followed by the teaching staff. The "Resource Kit" will include the prescribed instructional materials and methods of instruction to be used in the classroom. A copy of these policies, procedures, and instructional expectations will be given to all teachers.

As a part of teachers' professional responsibilities, they are expected to attend parent-teacher meetings held at school. The board recognizes that teachers have obligations outside their professional responsibilities and agree that schedules for such meetings will be provided as early as possible.

**DPA 1**

A teacher shall have the right to have present any representative of his / her choice during any disciplinary or investigatory conference regarding the teacher's infraction of rules or delinquency in the performance of his / her professional duties.

When an employee fails to obtain prior approval for absence from work or fails to notify his / her immediate supervisor of his / her need to be absent and is absent for three consecutive workdays, the employee shall be considered to have abandoned his / her position and resigned as an employee of the Board. Special consideration will be given in case of emergencies.

## **PROGRESSIVE DISCIPLINE**

Progressive discipline shall be followed, except in cases where the course of conduct or the severity of the offense justifies otherwise. Progressive discipline shall be administered in the following steps:

- 1) verbal warning in a conference with the teacher. (A written confirmation of a verbal warning is not a written reprimand.)
- 2) dated written reprimand following a conference
- 3) suspension with or without pay for up to five days
- 4) termination

## **TEACHING CONDITIONS**

The workday for all teachers shall be no more than 7 3/4 hours except when mutually agreed upon by the faculty and the director. Teachers' time shall be spent in the following areas: student instruction, classroom management, classroom/program planning, and other such duties which may be assigned by the director/director/supervisor including faculty meetings and regularly scheduled duty.

Scheduled school inservice days must relate to legislative mandates, school improvement, accountability activities, effective schools, or SACS accreditation. On non-student days there shall be a one hour lunch break.

Teachers are to make arrangements with the director or designee prior to leaving school grounds during the school day.

High School teachers shall have not less than 300 minutes per week of scheduled duty free planning time. This planning shall include an uninterrupted, continuous block of time of no fewer than 30 minutes per day. In a 7 or 8 period day, the normal teaching load will be six classes per day. Advisory instruction will count as a teaching period.

## DPA 2

There shall be, insofar as possible, a fair and equitable distribution of non-instructional duties and responsibilities among all teachers and staff. When a problem with planning or distribution of non-instructional duties and responsibilities becomes apparent, a committee of teachers and administrators will make appropriate recommendations that will not adversely affect the educational process or student control.

Teachers shall have a duty free lunch period equivalent to that of the students.

Arrangements for classroom visits made during the prescribed teaching day shall be made by the teacher with the approval of the director. Visits to a teacher's classroom by persons not connected with DHS shall be conducted only with the teacher's prior approval. Such access to public school classrooms shall not be unreasonably denied. Teacher approval is not required for visits by the Education Practices Commission or for special open house visitation planned by the faculty and administration.

### TEACHER AUTHORITY AND PROTECTION

The Board and the Personnel agree that proper classroom decorum is essential to the learning process.

The teacher shall observe all rules to maintain student discipline and shall have the right to take whatever action necessary to maintain student discipline within the bounds of the board policies, state statutes, and school policies. The Board shall give support and / or assistance to any teacher acting in the line of duty with respect to maintenance of control of discipline in the classroom or any other school activity.

A teacher may use such force as necessary in protection from attack or to prevent injury to students and / or school personnel.

Individual records shall be maintained on student discipline in a separate file and shall be made available to any teacher who has responsibility for that student and who requests such information.

Any case of assault or threat upon a teacher in the proper performance of his / her duties shall be promptly reported to the director or designee. A thorough investigation will be conducted and appropriate action shall be taken. The Board will secure appropriate legal assistance for the teacher provided all policies were followed. The Board agrees to follow the provisions of Florida Statute 231.41 in regard to duty leave if any loss of time is involved.

## DPA 3

Except for required confidential references, all material placed in the teacher's file and originating within the school, shall be available to the teacher at his / her request for inspection. Material that is derogatory to the teacher's conduct, service, character, or personality, shall not be placed in the teacher's file unless the teacher has had an opportunity to read it and receive a copy. The teacher shall acknowledge that he / she has read such materials and received a copy by affixing his / her signature to the actual copy to be filed. Such signature in no way indicates agreement with the content of such material.

When statements are made against a teacher, no written copies or related materials will be placed in the teacher's individual file nor any disciplinary action taken against a teacher until the matter is discussed with the teacher and the teacher has received a copy. If the director finds that the statements or accusations are false, no record shall be maintained. Before disciplinary action is taken, the teacher shall be made aware of the person making the accusation and that teacher, at the discretion of the director, shall be given opportunity to confront the accuser. The teacher may respond in writing to such complaints and have same placed in his / her personnel file.

### CALENDAR

Discovery High School will follow the regular Polk County School Board Calendar. In the event Discovery would want to look at other calendar options, an employee representative would serve on any committee to help develop an alternative calendar.

### ACADEMIC FREEDOM

Teachers shall have all reasonable freedom within the limitations imposed by law, the State Board of Education Regulations, and the Board policies in the development and implementation of the curriculum. However, this does not exclude the right and obligation of the director or supervisor to reasonably question, consult with the teacher about same, and direct, whenever necessary, within limitations imposed by law, State Board of Education Regulations, and Board policies.

Teachers shall notify the administration when they intend to inject or have had injected into units subject matter which might reasonably be anticipated to be controversial.

### POLITICAL ACTIVITY

All teachers shall have freedom of political action to work for the party and candidates of their choice during off-duty hours, provided such action is within the laws of the United States of America and the state of Florida.

Political domination or coercion shall not be used to exact money or other things of value or required participation in political activity against the wishes of the teacher under the threat that failure to do so shall affect their status as employees of the school.

## **EMPLOYMENT PRACTICES**

As the Board is a fair and equal opportunity employer, marital status, race, creed, religion, sex, age, national origin or number of years teaching experience shall not be made a condition of employment.

Employees shall self-report within 48 hours to the director any arrest other than a traffic violation. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, teachers shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, the school shall comply with the confidentiality provisions of Florida Statutes.

The director shall determine assignments considering seniority (defined as experience in the supplemental area or related experience), efficiency, and capacity to meet the needs of the program for all qualified applicants.

All teachers shall be given written notice of their tentative teaching assignment for the first semester of the following year no later than the last teacher work day of the current year. If there is a change in the tentative teaching assignment, the teacher shall be notified as soon as possible. Teachers shall be given written notice of a change in assignment for the second semester no later than the last student contact day of the first semester, except in cases of emergency.

Every reasonable effort shall be made to have teachers teaching within their field of certification.

## **TEACHER ASSESSMENT**

Teachers will be assessed annually according to the essential performance criteria described in the Board adopted DHS Faculty Handbook.

The assessor shall be the director, director or an assistant director designated by the director/director. If a teacher so requests, he / she shall be evaluated by the director.

Teachers in the Educational Competence Documentation Program (PEC) shall be assessed according to the requirements of the Florida Performance Measurement System as outlined in the program requirements.

The process for assessing teachers will be ongoing during the school year. Teachers will be fully informed of the criteria, timeline, and procedures associated with the assessment process as outlined in the DHS Faculty Handbook.

The written assessment report will be discussed by the assessor and the teacher and a copy of that report will be given to the teacher. Teachers have the right to make a written response to the assessment and have it put in their personnel file.

Guidance counselors, media specialists and other support personnel will be assessed using appropriate assessment forms.

## TRANSFERS AND CHANGES IN ASSIGNMENTS

Sponsor teachers who are on charter leave shall give the sponsor 60 days written notice prior to the beginning of the next semester of their intent to return to the sponsor.

In the event a vacancy occurs within the school, the vacancy will be posted for any staff that might want to be considered for the vacant position.

## REDUCTION OF STAFF / LAYOFF

In the event it is necessary to reduce the number of teachers teaching at Discovery, the director and the Board will consider seniority, certification, educational qualification, classroom efficiency, compatibility, and capacity to meet the educational needs of the students.

Seniority is defined as service which begins with the effective date of employment with Discovery High School.

A teacher whose job is being eliminated shall be notified in writing.

Any teacher who has been laid off shall be recalled in inverse order within the term of his / her contract, to the first vacancy in the school for which said teacher is qualified and / or certified to teach.

Within five (5) days of the receipt of a certified letter of recall, a teacher shall notify the director in writing whether he / she will accept reemployment. Failure to respond to the letter of recall within the time required terminates the teacher's right of recall.

## PTO TIME(Paid Time Off)

Teachers who are employed on a full time basis and who are unable to perform their duties because of their own illness, or because of the illness or death of father, mother, brother, sister, husband, wife, child, or other close relative or member of their own household, shall be entitled to Paid Time Off Leave. PTO time shall be credited as follows:

Each member of the instructional staff employed on a full-time basis shall be entitled to four (4) days of PTO as of the first day of employment of each contract year and shall thereafter earn one (1) day of PTO for each month of employment, which shall be credited to the member at the end of that month and which shall not be used prior to the time it is earned and credited to the member. However, the member shall be entitled to a total of no more than one (1) day of PTO leave times the number of months of employment during the year of employment. The maximum number of PTO leave days that can be earned is twelve (12) annually. Such PTO leave shall be cumulative from year to year.

PTO leave may be taken when necessary for illness of the employee or family member, doctor's appointments, or personal reasons.

DPA 6

PTO leave used for personal reasons by **any staff member** may not be used during the first five (5) days or the last (5) days in which the students are in attendance, or immediately before or after the scheduled holidays of Labor Day, Thanksgiving, Winter Break, Spring Break, and Memorial Day. If leave time is taken for personal reasons during this time, the time off would be without pay.

The Board shall provide terminal pay for accumulated sick leave to any employee who has worked for the Board at least one year or to the employee's beneficiary without regard to length of service if service is terminated by death. Such terminal pay shall be in the amount determined by the daily rate of pay of the employee at the time of termination and the number of years of service at Discovery High School. Calculations shall be made as follows:

- a) During the second and third years of service, the daily rate of pay multiplied by 35% times the number of days of accumulated PTO leave;
- b) During the fourth, fifth, and sixth years of service, the daily rate of pay multiplied by 40% times the number of days of accumulated PTO leave;
- c) During the seventh, eighth, and ninth years of service, the daily rate of pay multiplied by 45% times the number of days of accumulated PTO leave;
- d) During and after ten years of service with Discovery, the daily rate of pay multiplied by 50% times the number of days of accumulated PTO leave.

### PAID LEAVE

Illness in the Line of Duty is granted up a maximum of ten (10 ) days per year when any teacher is absent from his / her duties because of personal injury received in the discharge of his / her duties or because of illness from any contagious or infectious diseases contracted in school work. Any personal injury received while on duty will be considered as a qualifying injury under this policy, provided the injury is reported to the director within twenty-four hours or by the end of the next workday. Any employee who has claim for compensation while absent because of illness / injury incurred on the job shall file a claim within five (5) working days following his / her return from such absence. Contagious or infectious diseases refer to those normally related to children such as measles, chicken pox, and mumps. Additional emergency sick leave may be granted for such terms and under such conditions as the Board shall deem proper.

Any staff who is called for jury duty, subpoenaed as a witness in a case not involving personal litigation, subpoenaed by a court as a result of job related incidents, or as a witness on behalf of the Board shall be given leave and paid his / her full salary. The staff must return to assigned duties if he / she is dismissed from their jury duty by 11:00.

Any staff who is a member of a national military reserve unit or the National Guard shall be allowed up to seventeen (17) days without loss of pay or other accumulated leave when ordered to active duty by the appropriate unit during the regular school term.

## UNPAID LEAVE

Unless otherwise specifically provided by law, the granting of leave shall be at the discretion of the Board. When it is granted by the Board, it shall be allowed on the basis of policies designed to protect the operation of the school against undue interruption because of absence of personnel,

Leave granted on the request of a teacher shall be for particular purposes or causes which shall be set forth in a written application for leave.

No leave, except military leave, shall be granted beyond July 1 of the fiscal year.

Military leave will be granted without pay to teachers who are required to serve or volunteer to serve in the armed forces of the United States. At the termination of service, employees must indicate intent to return to work within six (6) months following the date of discharge or release from active duty. Such teacher shall be offered his / her former position or a similar position for which he / she is qualified and certified.

Up to one (1) year of educational leave may be granted teachers who are on a continuing contract or professional services contract. This leave is for the purpose of engaging in full-time activities as a student which will result in his / her professional benefit or advancement. Application for such leave shall be submitted to the director in a timely manner to allow the director to secure a qualified replacement. Upon return from such leave, the teacher shall be offered his / her former position or a similar position for which he / she is qualified.

Staff may be granted up to one (1) year of medical leave for illness of themselves or members of their household. A statement of medical justification from a licensed physician must accompany the application for leave, and a licensed physician's statement may be required for reinstatement from leave.

Staff who have been employed for at least twelve (12) consecutive months may apply for a leave of absence under the Family and Medical Leave Act for up to twelve (12) weeks during a school year for eligible reasons. Staff granted this leave who are eligible and receive insurance shall maintain this coverage for the duration of the leave, paid for as it was prior to initiating leave. Use of sick leave is not required to be eligible for this leave. The Board shall require medical certification from the employee returning from medical leave, and the employee will be restored to the same position held prior to the start of the leave.

A parental leave of absence may be granted to a teacher for the purpose of child rearing to commence at the birth of a child or the date of the adoption of a child and may continue for up to twelve (12) months.

A staff member, upon annual application, may be granted a leave of absence without pay for the duration of the elected term(s) to serve in public office. Upon return from such leave, the teacher shall be offered a position for which he / she is certified and qualified.

Up to a year's extended personal leave may be granted one time only for teachers who are on professional services contract or continuing contract and have seven (7) years service to include all approved leaves except leave for public office. In extenuating circumstances, additional leave may be requested of the director. All requests for extended personal leave must be approved by the director before being submitted to the Board. All extended personal leave shall be without pay. Upon return from such leave, the teacher shall be guaranteed a teaching position.

Any staff member granted a leave of absence as provided in this section shall have the option to remain on active participation in all insurance programs for the duration of the leave, provided that the premiums for insurance programs be paid by the teacher on a monthly basis in advance of the month due. During the period of the leave, the teacher shall maintain the following at the same level as when leave commenced:

- credit on the salary schedule
- credit for seniority
- credit for accumulated sick leave

Any staff member who is appointed to a civic board shall be granted personal leave without pay to attend meetings, not to exceed ten (10) days per school year. Teachers duly elected to City Commissions will be granted personal leave without pay to attend authorized meetings.

### PROFESSIONAL COMPENSATION

All full-time teachers, with the exception of guidance counselors, will be paid for 196 days according to the Instructional Salary Schedule.

Teachers who were previously classroom paraprofessionals in Polk County will be given (1) year credit on the teacher salary schedule for each two (2) years of service as a classroom paraprofessional up to a maximum of ten (10) years. Request for credit shall be submitted in writing to the director no later than ninety (90) calendar days after the first working day of the school year.

Guidance Counselors shall receive 1/196 additional salary for up to 20 days based on the 196 day teacher salary schedule.

#### **National Board Certification:**

Teachers with National Board Certification will be guaranteed a supplement from the State. If the State funding of this supplement falls below \$1,000, the Board will make up the difference up to a \$1,000 maximum.

In order to be compensated for advanced degrees, all requirements must be completed and officially verified in writing to the director by September 1 to receive credit for the first semester; by February 1 for the second semester.

**Advanced Degrees:**

Master's Degrees	\$2159	
Specialist's Degrees	\$2184	(A)
	\$2811	(B)
	\$2870	(C)
Doctorate Degrees	\$3188	

**Supplemental Hourly Rates**

Bachelor	\$18.09
Master	\$19.42
Specialist / Doctorate	\$21.00

\*Note: The above numbers reflect the 2006-2007 figures. These may change through negotiations and will be changed to reflect any changes.

Salaries for teachers hired for a full school year shall be paid in twelve equal payments. Said payments shall be made on the last workday of each month during the school term and the last weekday of each month during June and July.

Upon appropriate written authorization by the teacher, the Board shall deduct for annuities, credit union, direct deposits, insurance, or other plans or programs jointly approved by the board and the employee. The Board agrees to promptly disburse said sums.

In the event of a payroll error resulting in an underpayment or non-payment to a teacher, the teacher shall be compensated as soon as practical. In cases of overpayment to a teacher, the teacher shall be notified upon discovery of the error and a repayment schedule will be devised.

The Board agrees to provide the teachers with six (6) paid holidays per school year for the duration of this agreement.

**INSURANCE**

DHS agrees to pay the health and life insurance premiums for all personnel.

DHS agrees to offer supplemental life insurance, disability insurance, dental and vision insurance for employees, premiums to be paid by the employee. DHS agrees to offer health, dental and vision insurance coverage for employee dependents, premiums to be paid by employee.

The effective date of health plan insurance coverage for newly hired employees shall commence on the first of the month following 30 (thirty) days from the date of hire. Upon termination of employment, insurance coverage will stop the last day of the final work month.

Upon termination of employment, employees are given Cobra insurance coverage information. They may elect to enroll at the time of their termination.

#### **MISCELLANEOUS PROVISIONS:**

If a disagreement arises from this contract with the Board and a member of personnel, it is hoped that the parties shall try and settle the problem informally.

The affected personnel and representative (if they choose to have one present) shall meet with the director and discuss concerns informally in an effort to resolve the problem.

In the event the problem was not resolved through this informal process, the affected personnel and representative (if they choose to have one present) shall meet formally with the director and discuss and resolve if possible. The affected personnel will receive a formal written resolution from the director within 10 business days.

In the event the problem can not be resolved to the satisfaction of the employee, the employee may address the Board at the next scheduled meeting to express his / her concerns to see if the situation can be resolved.

#### **BOARD RIGHTS**

The Board has the right to determine the purpose of its organization, set standards of service to be offered to the public, and exercise control and discretion over its operations.

The Board may direct its employees, take disciplinary action for just cause, and relieve its employees from duty because of lack of work, or other legitimate reasons.

**DPA 11**

**Appendix W**

**Audit Committee  
Information**



# Discovery High School

## Audit Committee Members

Carol Fulks  
905 Giant Oak Road  
Lakeland, FL 33810 (863) 559-8241

George Miarecki  
3208 East Colonial Drive #204  
Orlando, FL 32803 (321) 662.6356

Cheryl Wilkinson  
1902 S. 9<sup>th</sup> Street  
Haines City, FL 33844 (863) 422-8491

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## Scheduled Meeting Dates

All meetings will be held at Discovery Academy of Lake Alfred at 10:30am on the proposed dates below.

2015-2016	2016-2017	2017-2018
October 13, 2015	October 11, 2016	October 10, 2017
January 12, 2016	January 10, 2017	January 16, 2018

**Appendix X**

**DALA Audit  
Information**

DISCOVERY ACADEMY OF LAKE ALFRED, INC.

A Charter School and Component Unit of the  
District School Board of Polk County, Florida

Balance Sheet - Governmental Funds

June 30, 2013

	General Fund	Special Revenue Fund	Total Governmental Funds
<b>ASSETS</b>			
Cash and cash equivalents	\$ 2,485,556	\$ 120,154	\$ 2,605,710
Investments	1,367,145	-	1,367,145
Due from other agencies	69,537	-	69,537
Other current assets	15,275	-	15,275
Due from special revenue fund	30,516	-	30,516
<b>Total assets</b>	<b>\$ 3,968,029</b>	<b>\$ 120,154</b>	<b>\$ 4,088,183</b>
<b>LIABILITIES</b>			
Accounts payable and accrued expenses	\$ 294,242	\$ 13,479	\$ 307,721
Due to general fund	-	30,516	30,516
<b>Total liabilities</b>	<b>294,242</b>	<b>43,995</b>	<b>338,237</b>
<b>FUND BALANCES</b>			
Nonspendable:			
Other current assets	15,275	-	15,275
Assigned:			
Designated for School-based student activity organizations	92,212	-	92,212
Food services	-	76,159	76,159
Spendable:			
Unassigned	3,566,300	-	3,566,300
<b>Total fund balances</b>	<b>3,673,787</b>	<b>76,159</b>	<b>3,749,946</b>
<b>Total liabilities and fund balances</b>	<b>\$ 3,968,029</b>	<b>\$ 120,154</b>	<b>\$ 4,088,183</b>

The accompanying notes to financial statements are an integral part of this statement.

**Appendix Y**

**Articulation Agreement  
with DALA**

# Request for an Articulation Agreement

Between

Discovery Academy of Lake Alfred and Discovery High School

We would like to establish an articulation agreement between Discovery Academy of Lake Alfred and Discovery High School beginning in the 2015-2016 school year. This agreement between the two charter schools would allow the eighth graders at Discovery Academy to have priority acceptance for enrollment at Discovery High School beginning with the child's ninth grade year.

This agreement was requested by the parents of Discovery Academy students and the principal, Kevin Warren.

## **PURPOSE**

Charter law allows charter schools to form articulation agreements. Discovery Academy of Lake Alfred and Discovery High School have requested an articulation agreement that allows 8<sup>th</sup> graders at Discovery Academy to have priority admittance to 9<sup>th</sup> grade at Discovery High School.

**Charter School Statute: s1002.33, Section 10 Eligible Students (d)** A charter school may give enrollment preference to the following student populations: 6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

## **FUNDING SOURCE**

Costs to implement this articulation agreement would come from existing funds generated by these charter schools. There would be no additional cost to the district.

# **Appendix Z**

## **Student Application**



# Discovery High School

Student Application for 2015-2016 School Year

1000 N. Buena Vista Dr.  
Lake Alfred, FL 33850  
Telephone (863) 295-5955 Fax (863) 295-5978  
Carol Fulks, Director

FOR OFFICE  
USE ONLY

Date Stamp Received

ESE \_\_\_\_\_ 504 \_\_\_\_\_  
Verified on Genesis \_\_\_\_\_

Priorities: Employee \_\_\_\_\_  
Articulation \_\_\_\_\_  
Transportation \_\_\_\_\_

Application to Grade \_\_\_\_\_

## Instructions

Complete one application for each prospective student. Please print legibly with a # 2 pencil, blue or black pen.

1. All students applying from outside the Polk County School system must supply additional information in order for the application to be processed. Please contact the enrollment secretary immediately.
2. To be valid, each application must be complete, signed and dated by a parent or guardian.
3. Proof of Residency must be provided with this application.
4. Incomplete applications will be returned for re-submission.

## Important Information

1. Enrollments are limited for each grade level and special programs.
2. Are you applying for the pre-collegiate program? \_\_\_\_\_ \*Yes \_\_\_\_\_ No

If the answer above is "Yes", you must provide documentation of the following requirements:

- Must have completed Algebra I while in middle school
- Must have a cumulative GPA of 3.0 for their middle school career

3. Charter schools are open to all Polk County residents, although transportation is limited.
4. It is your responsibility to advise the school if you have a change of address and/or phone number.
5. Change of address could effect your transportation status.

## Student Information

Student ID Number  Application is for  9<sup>th</sup>

Student's Last Name	First Name	Middle Name
Last Four Digits of Social Security Number	Date of Birth-Month/Day/Year	Previous School Enrolled (in Polk County)

Home (Residential) Address		City
State	Zip Code	Name of Subdivision (If applicable)

Email Address \_\_\_\_\_

With whom does the student live? \_\_\_\_\_

Is your mailing address different from your home address? No  If Yes, provide mailing address.

Mailing Address	City	State	Zip Code
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**Demographic Information**

Ethnicity: (Circle one)    1. Hispanic or Latino    2. Not Hispanic or Latino

Race: (Circle one or more) 1. American Indian or Alaskan Native (Including North, South & Central America)

   2. Asian    3. Black or African American    4. Native Hawaiian or Other Pacific Islander    5. White

Gender: (Circle one)    Male    Female

**Contact Information**

Parent/Guardian living in the same household as the student: \_\_\_\_\_

Parent/Guardian Legal Last Name	First Name	Relationship to applicant
Home Telephone Number	Work Telephone Number	Cell Telephone Number

**Exceptional Student Education (ESE) Information**

Does your child participate in any ESE classes?    Yes\*     No

\*All students not attending a Polk county public school must include a copy of the most current Individual Education Plan (IEP) to complete the application process.

\*DHS only provides consultative services.

**Commitment Statement**

I have read and agree to the conditions of the Family Contract for Discovery High School. I understand that both my child and myself will be required to sign the contract on the day he or she is enrolled.

Parent/Guardian Name (please print)	Date-Month/Day/Year
Parent/Guardian Signature	Name of student applying (please print)

# **Appendix AA**

## **Signed Cover Sheet**

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

DISCOVERY HIGH SCHOOL, INC.

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

NAME OF CONTACT PERSON: CAROL FULKS

TITLE/RELATIONSHIP TO NONPROFIT: PRESIDENT / DIRECTOR

MAILING ADDRESS: 1000 N. BUENA VISTA DR. LAKE ALFRED, FL 33850

PRIMARY TELEPHONE: ( 863 ) 295-5955 ALTERNATE TELEPHONE: ( 863 ) 559-8241

E-MAIL ADDRESS: Carol.Fulks@discoveryacademy.org

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

NAME OF PARTNER/PARENT ORGANIZATION (if any): Discovery Academy of Lake Alfred, Inc.

Projected School Opening: 2015-2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9	50	
Second Year	9 & 10	125	
Third Year	9, 10, 11	200	
Fourth Year	9,10,11,12	300	
Fifth Year	9,10,11,12	400	

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

*Carol Fulks*  
Signature

Executive Director  
Title

Carol Fulks  
Printed Name

July 30, 2014  
Date

# **Appendix BB**

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# **Exhibit 4**

School District Summary of  
Applicant Responses from  
8/21/14 Applicant Interview



# Polk County Public Schools

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## Interview Questions for Charter Applicants:

The purpose of this interview is to determine your working knowledge of the charter process and the requirements of successfully running an independent public school. The questions are open ended, so it is not a quiz of right or wrong answers; rather, it is an opportunity for you to demonstrate your knowledge of the academics, accountability, finance, and governance responsibilities as they relate to charter schools.

We have a number of questions to go through, so I would ask that your responses be brief and to the point. If an answer is longer than the time allotted, I may ask you to move on to the next question so that we can answer each of the questions. If time allows, you may use the remaining minutes in your interview to summarize or further clarify your responses.

We have a member of our team who will be taking notes on your responses. These responses will be shared with members of the charter review committee, the superintendent and the school board. Members of the review process will be given copies of the summary of your responses.

Do you have any questions about the process? If not, let's go ahead and get started.

Applicant: Discovery High School  
August 21, 2014

### Attendees:

- Wes Bridges, School Board Attorney
- Brian Warren, PCSB Director of Charter Schools
- Carla Guerrero, PCSB Office of Charter Schools
- John Small, PCSB Assistant Superintendent of CTE, Adult & Multiple Pathways Education
- Carol Fulks – Director of Discovery Academy
- George Miarecki – CPA
- Mark Hastings – Lead Designer

- 1) Page 8 addresses grades served and says that DHS intends to share staff with its partner, Discovery Academy. Please explain how this will work with respect to staff certifications. Some high school courses require specific certifications that middle school staff potentially may not possess.  
Answer: Our 8<sup>th</sup> grade teachers are certified 9<sup>th</sup> and most have 6-12 certification. Some are 5-9.

## Interview Questions

8/22/13

Page 2 *Continued*

- 2) Page 9 explains that there will be a build out of freshman classes over the years; 50-75-100-125-150. The current 8<sup>th</sup> grade at Discovery Academy is approximately 300 students. Appendix Y outlines a preference for current 8<sup>th</sup> graders of DALA that apply to DHS to be accepted. Please discuss this priority and its relation or impact on the possibility of a new applicant not presently enrolled at DALA having a chance to be accepted. Furthermore, please discuss how this priority and the proposed diversity of the school connect.

Answer: We strategically planned for the enrollment to increase over the years. Not starting with a large class, but working our way up to increase enrollment. First year will be limited, but after that should grow pretty steadily.

- 3) Page 76 outlines five preferences in rank order for student enrollment. How will you discriminate which 8<sup>th</sup> graders receive the priority if more students apply than seats are available?

Answer: It is kind of two handed. We don't want to go too big and then not get our enrollment. I think there is not going to be a large population of wanting to come, will be very unique in what we are offering. Some may want to go to their traditional high school. Priority would be based on staff members, board members and siblings.

- 4) Page 77 addresses a relationship where DALA will allow DHS to use its media center. DALA, serving grades 6-8, has its media center established with resources for that level. How will the use of this media center be on level for high school reading, research, periodicals, etc.

Answer: We do have a lot of periodicals, books, etc that extend above the middle school grade levels.

- 5) Similarly, on page 77, DALA has agreed to allow DHS to use its mobil iPad labs. This would appear to be removing access and opportunity from DALA instructional personnel and students. Please explain.

Answer: The governing board is going to assist us with the iPads. There is actually down times in this area right now and should not have much stress on sharing.

- 6) Appendix P is an agreement between DHS and DALA. Can you please quantify some of the provisions listed in this appendix?

- a. "staff as needed to operate the school the cost of which is to be reimbursed by DHS" Staff will be a direct reimbursement back to DALA. First year will be a combo team 8/9.
- b. "programs and services designed in collaboration with the DHS staff as deemed reasonable, necessary and appropriate"
- c. "DALA facilities to accommodate the required teaching schedules"

- 7) How will DHS have a student assignment plan that ensures that a racial balance and diversity reflective of the community the school serves is achieved?

Answer: In the needs assessment section. Please note: Discovery High School sent a clarification page to Office of Charter Schools after the interview process.

- 8) Page 82 explains that food service will be provided by the current vendor of DALA and a preliminary offer to provide that service and negotiate terms is provided in Appendix T. Please account for this contracted service in your budget?

Answer: That would be provided much like the district provides the food service to the charter schools. No income nor expense on the charter school side the money collection would be handled by DALA.

**Interview Questions**

8/22/13

Page 3 *Continued*

- 9) In your budget calculations, why has the FTE been calculated for year four for 300 students when the application says you will have 275 for that year?

Answer: Should be 300.

- 10) Page 26 says that AP courses will be offered. Explain how sharing middle school staff and the certification requirements for courses such as this will be addressed?

Answer: At the point where we are offering that it will not be a shared staff, but we do have staff that have the certification. No AP courses would be offered during the first two years.

- 11) Please show me in the budget where the tutoring that is spoken to on page 39 is addressed?

Answer: This is part of the standard salary. Teacher will provide tutoring within their contract time.

# **Exhibit 5**

Clarification and Answers to  
Questions from 8/21/14 Applicant  
Interview, submitted 8/22/14

At the meeting on August 21, 2014, questions were raised with regards to certain portions of the Discovery High School (DHS) charter application. The information below is meant to clarify and address questions raised in the meeting.

#### 1. Diversity

DHS is committed to having a population that is diverse. On page 75 of our application we noted our commitment to maintaining a diverse demographic population and our plan to ensure an ethnic and racial balance:

“To ensure a racial/ethnic balance is achieved the following measures will be taken:

- DHS will market and advertise in a variety of communities in the Polk County area.
- DHS will employ a bilingual staff member to ensure parents have equal communication access.
- DHS will create print material in multiple languages most notably Spanish and Haitian Creole.
- DHS will distribute information using a print and media strategy that will enable a variety of communities to receive our message.
- DHS will work with its community partners from all areas of Polk County to reach out to prospective students and parents.
- DHS will use social media to engage students and parents.
- DHS will provide a curriculum and school environment that is open to all.”

On the same page we also noted a comparison between the student population of our partner, Discovery Academy (DALA), and the Polk County student population, which is found below. This comparison should be consulted in conjunction with the high school demographic data found on page 8 of the charter when considering the possible demographics of DHS:

2012 – 2013 Discovery Academy and Polk County Demographic Information

Race/Ethnicity	DALA	Polk County
White	42.4	45.1
Black	16	21.2
Hispanic/Latino	34.8	28.3
Asian	1.6	1.6
American Indian or Alaska Native	1.5	.6
Two or More Races	3.8	3.1

The comparison of the two demographics shows that the population of DALA is reflective of the county’s demographics and has a balance among ethnic and racial groups. As a result, we anticipate our demographics to closely reflect those of Discovery Academy.

**2. Limited access for Polk County students and students new to Polk County**

Another concern that was brought forth was the potential for limited admittance for Polk County students and students new to Polk County based on DHS's enrollment preferences. To address this issue, DHS is willing to alter its preference to ensure all students in Polk County have an opportunity to attend DHS. The new preference order is as follows:

As part of the school's enrollment policies, DHS will employ the following enrollment preference policies. The policies are ranked in order of preference with 1 being the highest preference:

1. Children of Board Members
2. Children of DHS/DALA faculty and staff
3. Siblings of enrolled DHS students
4. 20% of available seats reserved for students new to Polk County or students who attend Polk County Schools
5. Students covered under articulation agreement entered into by DHS
6. All other applicants

**3. Inconsistency regarding the projected enrollment when compared to the budget**

On page 9 of our application we provided our projected five-year enrollment. The school year 2018-2019 contained an error in the total student enrollment. Below is the corrected chart:

**Corrected Chart:**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 9	50	75	100	125	150
Grade 10	-	50	75	100	125
Grade 11	-	-	25	50	75
Grade 12	-	-	-	25	50
Total student enrollment	50	125	200	300	400

4. Question regarding repayment of loan from Discovery Academy. It is addressed in Appendix U – Budget under the section titled “Changed to Budget to accommodate No Start-Up Grant – page 1/1

5. Below is the chart in Appendix Q – Staffing Plan that has the correction regarding the core academic teaching units for the year 2016-2017.

**DISCOVERY  
HIGH  
SCHOOL**

**STAFFING PLAN  
ESTIMATE**

Year	Grades	# of Students	Location	Projected Staff
2015-16	Grade 9 (8/9 Combo)	50	DALA	.125 x 1 = Director
				.25 x 4 = Core Academic Teachers
				.125 x 4 = Elective Teachers
				Reading, as needed
				Supplements - Admin Sec, Financial Sec, Guidance
2016-17	Grade 9	75	DALA	.125 x 1 = Director
	Grade 10	50	DALA	.50 x 4 = Core Academic Teachers
				.125 x 5 = Elective Teachers
		Total - 125		Reading, as needed
				Supplements - Admin Sec, Financial Sec, Guidance
				Network Mgr., Media Specialist
2017-18	Grade 9	100	New Site	8 Core Academic Teachers as needed
	Grade 10	75		2 Elective Teachers
			(25 Collegiate)	Reading as needed
	Grade 11	25		.25 Director
		Total - 200		1 Sec, .5 Financial Sec
				.5 Dean .5 Guidance
				.25 Network Mgr.
				1 Media Para .25 ESE Teacher
2018-19	Grade 9	125	New Site	12 Core Academic Teachers as needed
	Grade 10	100		3 Elective Teachers as needed
	Grade 11	50	(25 Collegiate)	Reading as needed
	Grade 12	25		.50 Director

		Total - 300		1 Sec, .5 Financial Sec
				.5 Dean
				.25 Literacy Coach
				.25 Math Coach
				1 Guidance
				.25 Network Mgr.
				1 Media Para
				.375 ESE Teacher

2019-20	Grade 9	150	New Site	16 Core Academic Teachers as needed
	Grade 10	125		4 Elective Teachers as needed
	Grade 11	75	(25 Collegiate)	Reading as needed
	Grade 12	50		1 Director
		Total - 400		1 Sec, .5 Financial Sec
				.5 Dean
				.5 Literacy Coach
				.5 Math Coach
				2 Guidance
				.25 Network Mgr.
				1 Media Para
				.5 ESE Teacher

2020-21	Grade 9	150	New Site	20 Core Academic Teachers as needed
	Grade 10	150		5 Elective Teachers as needed
	Grade 11	100	(25 Collegiate)	Reading as needed
	Grade 12	75		1 Director
		Total - 475		1 Sec, 1 Financial Sec
				1 Dean
				1 Literacy Coach
				1 Math Coach
				2 Guidance
				.25 Network Mgr.
				1 Media Para
				.75 ESE Teacher

2021-22	Grade 9	150	New Site	20 Core Academic Teachers as needed
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	Grade 10	150		5.5 Elective Teachers as needed
	Grade 11	125	(25 Collegiate)	Reading as needed
	Grade 12	100		1 Director
		Total - 525		1 Adm. Sec, 1 Financial Sec
				1 Dean
				1 Literacy Coach
				1 Math Coach
				2 Guidance
				.25 Network Manager
				1 Media Para
				1 ESE Teacher

2022-23	Grade 9	150	New Site	20 Core Academic Teachers as needed
	Grade 10	150		5.5 Elective Teachers as needed
	Grade 11	125	(25 Collegiate)	Reading as needed
	Grade 12	125		1 Director
		Total - 550		1 Adm. Sec, 1 Financial Sec.
				1 Dean
				1 Literacy Coach
				1 Math Coach
				2 Guidance
				.5 Network Manager
				1 Media Para
				1 ESE Teacher

# **Exhibit 6**

## Review Committee Evaluation of Charter Application

**DISCOVERY HIGH SCHOOL**

**Florida Charter School Application Evaluation Instrument**

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

**Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

**Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

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**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

<b>DENY</b>	<b>APPROVE</b>
X	

Discovery High School

**DISCOVERY HIGH SCHOOL**

**Charter Application Review Committee Recommendation**

Review Committee Results	Approve	Deny
September 16, 2014	1	11

**Review of Charter School Applications By Community Group – Diversity Council (8/5/2014)**

Items to Review	Strengths	Weaknesses
<b>Charter Overview</b> a) Does the overall proposal enhance the educational opportunities for all students? YES b) Does it meet a need in the community? YES	<ul style="list-style-type: none"> <li>• College &amp; Career Planning/Future College and Goals</li> <li>• Individualized Learning Approach</li> <li>• RediStep Focus</li> <li>• Letters from Community</li> <li>• Cut Down on Overcrowding</li> <li>• School Choice</li> </ul>	N/A
<b>Targeted Population</b> a) Does the proposal have a targeted audience that allows the proposed school to attract a diverse student population, including race and socioeconomic factors? YES b) Is there evidence that the school can meet this commitment? YES	<ul style="list-style-type: none"> <li>• Lunch Program 70% Free/Reduced</li> <li>• Mentors for Students Below 2.0 GPA</li> <li>• Parent Contract</li> <li>• Expectation Letter</li> <li>• Transportation Agreement</li> <li>• ELL/ESE Procedures/Standards</li> </ul>	N/A
<b>Evidence of Support</b> 1) Does the proposal include evidence of community support from all the stakeholders in the community? YES	<ul style="list-style-type: none"> <li>• Lake Alfred City Commission</li> <li>• Parents</li> <li>• Chain of Lakes Collegiate Partnership</li> <li>• DALA Governing Board Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of Other Partnerships/Need More</li> <li>• LULAC Support Materials</li> <li>• NAACP Support Materials</li> <li>• PEACE Group support Materials</li> <li>• Conceded Citizens Support Letter</li> </ul>

# Discovery High School

## Student Projections

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
2015-2016	9	50	
2016-2017	9 and 10	125	
2017-2018	9, 10, and 11	200	
2018-2019	9, 10, 11, and 12	300	
2019-2020	9, 10, 11, and 12	400	

# Discovery High School

## EVALUATION OVERVIEW

	DOE Application Question	Meets Standard	Partially Meets Standard	Does Not Meet Standard
1.	Mission, Guiding Principles and Purpose	X		
2.	Target Population and Student Body		X	
3.	Educational Program Design		X	
4.	Curriculum Plan	X		
5.	Student Performance, Assessment and Evaluation		X	
6.	Exceptional Students			X
7.	English Language Learners	X		
8.	School Climate and Discipline			X
9.	Governance			X
10.	Management			X
11.	Education Service Provider	Not Applicable		
12.	Human Resources and Employment		X	
13.	Student Recruitment and Enrollment		X	
14.	Facilities	X		
15.	Transportation Service	X		
16.	Food Service			X
17.	Budget			X
18.	Financial Management and Oversight	X		
19.	Action Plan	X		

# Discovery High School

## I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

### 1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

#### Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The application states its mission as, “We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world.”</li> </ul>	Page 1
<ul style="list-style-type: none"> <li>• The applicant has conducted its due diligence regarding the need for the School.</li> </ul>	Page 1
<ul style="list-style-type: none"> <li>• The applicant provides clearly indentified skills to be emphasized in the School’s program.</li> </ul>	Page 1
<ul style="list-style-type: none"> <li>• The School’s program will include an emphasis on 21<sup>st</sup> Century Skills in both core and elective classes, as well as, an emphasis on STEM.</li> </ul>	Page 2
<ul style="list-style-type: none"> <li>• The School has entered into an agreement with Polk State Chain of Lakes Collegiate Program, allowing students to earn both their high school and Associates Degree at the conclusion of their senior year.</li> </ul>	Page 4

## Discovery High School

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li data-bbox="293 285 1003 380">• The School is likely to be challenged during the first two (2) years of the charter to offer a full range of class offerings for a small student body.</li></ul>	



## Discovery High School

vocational skills that lead to meaningful employment.	
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The student projections provided on page nine (9) do not match the projections provided by the applicant on the information page.</li> <li>• The School allegedly has an articulation agreement with Polk State College (unsigned agreement presented as an attachment) to allow 25 fully qualified students to enroll each year, beginning in 2017-2018. This has the potential to significantly impact the School's ability to provide the proposed college and career preparation program through the integration of STEM, rigorous academic classes, and career based electives.               <ul style="list-style-type: none"> <li>○ The percentage of students attending the pre-collegiate program assuming 25 students enroll each year:                   <ul style="list-style-type: none"> <li>▪ 2017 Projecting 200 students – 13% of enrollment</li> <li>▪ 2018 Projecting 300 students – 17% of students</li> <li>▪ 2019 Projecting 400 students – 19% of students</li> </ul> </li> </ul> </li> <li>• The applicant states, "In the 2015-16 school year, DHS will serve students in grade 9. DHS intends to share staff with its partner, Discovery Academy. In the 2016-17, DHS will serve students in grades 9 and 10. DHS will add additional staff, enabling the school to add additional coursework."               <ul style="list-style-type: none"> <li>○ Again, the ability to provide the rigorous coursework as proposed in the application is questionable due to allocated staff and funding.</li> <li>○ The staffing plan does not reflect the allocation of a full Director until 2019-20.</li> </ul> </li> <li>• Additionally, the School has defined academic parameters (3.0 GPA and Algebra I completed in middle school) for students wishing to participate in the collegiate program.               <ul style="list-style-type: none"> <li>○ Although §1002.33(10)(e)(5), F.S. stipulates that that the School may limit the enrollment process to target students who meet reasonable academic standards, the admission procedures may impact minority, low income, and/or students with disabilities.</li> <li>○ This is of particular interest considering the applicant proposes a relatively "small" high school</li> </ul> </li> </ul>	<p>Page 9 Information Page</p> <p>Page 7 Appendix O</p> <p>Page 8</p> <p>Appendix Q</p> <p>Page 7</p>

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<p>setting.</p> <ul style="list-style-type: none"><li>• The educational plan loosely connects leadership and organizational frameworks, but does not explicitly reference research-based strategies of instruction.</li><li>• The applicant does not cite evidence in-text so that it can be determined what is referenced and demonstrates that the proposed approach will lead to improved student performance for the School's target population.</li></ul>	<p>Pages 14 and 17-19</p> <p>Page 9 - 36</p>
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### 3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

**Statutory Reference(s):**

s. 1002.33(7)(a)(2)

**Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

**Applicant Interview Questions**

Page 26 says that AP courses will be offered. Explain how sharing middle school staff and the certification requirements for courses such as this will be addressed?

Answer: At the point where we are offering that it will not be a shared staff, but we do have staff that have the certification. No AP courses would be offered during the first two years.

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant intends to employ the traditional 180-day calendar and intends to mirror the Polk County School Board’s academic calendar, taking into consideration PS COL’s calendar for the pre-collegiate program.</li> <li>• The applicant provides a sample daily schedule based on a “block schedule” format.</li> <li>• The key components of the School’s educational program include:               <ul style="list-style-type: none"> <li>○ Standards based curriculum that imbeds the philosophies of a 21<sup>st</sup> century learning environment.</li> <li>○ Staff development.</li> <li>○ Sound lesson planning.</li> <li>○ STEM focus particularly in the area of Math.</li> <li>○ Frequent information sharing with parents.</li> </ul> </li> </ul>	<p>Page 9</p> <p>Page 10</p> <p>Pages 10 and 11</p>

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<ul style="list-style-type: none"> <li>○ Student commitment and ownership of learning.</li> <li>• The applicant intends to imbed a 21<sup>st</sup> Century Skill Set into the curriculum to support development of the skills that students will need for post secondary education or the workplace, in addition to the College Board’s Eight Components of College and Career Readiness.</li> <li>• The applicant has researched the work of Dr. Willard R. Daggett to create a system of support that will create an exceptional learning environment for students driven by a well-organized leadership, a knowledgeable faculty, and a sound lesson planning process. In doing this, the School will utilized the Daggett System for Effective Instruction as a guide to form the learning environment and lesson planning process.</li> <li>• The applicant acknowledges the utilization of Professional Learning Communities (PLCs) to vertically align the curriculum.</li> </ul>	<p>Pages 11 and 28</p> <p>Page 14</p> <p>Page 16</p>
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant states that the School will create a Leadership Team comprised of various staff members to help make decisions for the school. <ul style="list-style-type: none"> <li>○ The Leadership Team will serve as the School Improvement Team that will oversee the school improvement process. <ul style="list-style-type: none"> <li>▪ It is unclear if the School Improvement Team is the same as the School Advisory Council. If so, the team does not meet the statutory requirements (§1001.452, F.S.).</li> </ul> </li> </ul> </li> <li>• The applicant is to be commended for seeking out and implementing well-researched work of educational experts to support the School’s instructional program. However, these methodologies and strategies are intensive in terms of staff development, coaching, and mentoring to ensure the instructional program is implemented with fidelity. <ul style="list-style-type: none"> <li>○ The applicant has not budgeted funds for “Instructional Staff Training Services” until 2017-2018. <ul style="list-style-type: none"> <li>▪ 2017-2018 the applicant budgets \$8,000.</li> <li>▪ 2018-2019 the applicant budgets \$28,321. <ul style="list-style-type: none"> <li>• The School will be open for two (2) years without allocated funds to support outlined instructional program.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Page 15</p> <p>Pages 15 and 16</p> <p>Page 14 – 21</p> <p>Appendix U</p> <p>Page 50</p>

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| <ul style="list-style-type: none"><li>• The applicant confirms that it will offer a variety of intensive, regular, honors, and AP courses to accommodate all students.<ul style="list-style-type: none"><li>○ The Applicant fails to explain how the School will offer an array of courses due to limited budgeting and staff.</li></ul></li></ul> |  |
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# Discovery High School

## 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

### Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Applicant Interview Questions
Please show me in the budget where the tutoring that is spoken to on page 39 is addressed?
Answer: This is part of the standard salary. Teacher will provide tutoring within their contract time.

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant states that teachers will be required to blend technology into their classes on a regular basis to ensure the School is creating an effective 21<sup>st</sup> century learning environment.</li> </ul>	Page 21
<ul style="list-style-type: none"> <li>• The applicant explains that all students will complete both electronic portfolios and student lead conferences.</li> </ul>	Pages 23 -25

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The majority of elective courses are limited to interventions that are required based upon state assessment performance (3 of 6 listed).</li> </ul>	Page 38
<ul style="list-style-type: none"> <li>• The applicant does not indentify specific progress monitoring tools the School plans to utilize to determine intervention</li> </ul>	Pages 43 and 47

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<p>needs outside of state assessment.</p> <ul style="list-style-type: none"><li>• The applicant provides a summary of the key components of the school's curriculum plan.</li><li>• The School provides a chart of minimum course and subject area requirements. All courses are Florida approved and aligned with Florida standards. Non-core, non-academic courses are found in Appendix E of the application.</li><li>• Research based components supporting the school curriculum include a focus on Florida standards, Marzano and Danielson strategies, a STEM focus, a college and career focus, and strong tutoring and mentoring services as needed.</li><li>• The application provides a summary of the strategies and materials that will be used to assist students reading below grade level as well as the strategies and materials that will be utilized for students reading at or above grade level. Intensive reading instruction will be provided as needed pursuant to statutory requirements.</li></ul>	<p>Pages 36 and 37</p> <p>Pages 37 – 39</p> <p>Page 40</p> <p>Pages 43 - 45</p>
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# Discovery High School

## 5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

### Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

### Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant’s identified objectives for the School are measurable and reasonable given the uncertainty of the Florida’s student assessment program.</li> <li>• The applicant specifies that it will use the PCSB Student Progression Plan in determining if a student has met promotion requirements and for grading purposes.</li> <li>• The applicant states that the School will use its Learning Progression plan to track students’ progress in a variety of ways.</li> <li>• The applicant clearly articulates how it will determine if high school students satisfy requirements specified in section §1003.428.</li> <li>• The applicant identifies various types of assessments and provides a timeline regarding implementation.               <ul style="list-style-type: none"> <li>○ Criterion-Referenced Tests.</li> <li>○ Progress Monitoring Assessments.                   <ul style="list-style-type: none"> <li>▪ Discovery Education (No longer used by</li> </ul> </li> </ul> </li> </ul>	<p>Page 48 – 50</p> <p>Page 51</p> <p>Page 52</p> <p>Page 52</p> <p>Pages 52 – 56 Appendix D Page 54 Pages 54 and 55</p>

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<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Teacher Created Subject Area Common Summative/Formative Assessments.</li> <li>▪ Student Created Electronic Portfolios.</li> <li>▪ College Placement Tests.</li> </ul> </li> <li>• The applicant presents Science and History goals, which are appropriate based on identified baseline data.</li> </ul>	<p>Page 55</p> <p>Page 56</p> <p>Page 56</p> <p>Page 50</p>
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• Given the School's focus on STEM and college and career readiness; it is concerning that the applicant does not include measurable objectives relating to performance or participation.</li> <li>• The applicant provides the following goal for Reading/ELA, which is vague and does not meet expectations of a specific measurable goal:               <ul style="list-style-type: none"> <li>○ In 2015-2016, Discovery High School will demonstrate an equal or higher percentage of students deemed proficient (currently level 3 or higher) than the majority of comparable schools as evidenced by the DOE School Grades Report.</li> </ul> </li> <li>• The applicant states, "If the student fails to meet the requirements of the academic probation within a reasonable time, the student will face potential dismissal or retention." Moreover, the applicant asserts, "If a student fails to meet the requirements of the attendance probation, the student will face potential dismissal or retention."               <ul style="list-style-type: none"> <li>○ The School violates students' civil rights by imposing such actions that are not authorized by §1006.09(b), F.S.</li> <li>○ The civil rights obligations that apply to charter schools are the same obligations that apply to all public schools in accordance to the U.S. Department of Education, Office for Civil Rights <i>Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers</i>.</li> <li>○ The School may not arbitrarily dismiss a student unless he/she commits an expellable offence.</li> <li>○ If a student commits an expellable offence, the School must recommend a student for expulsion to the Polk County School Board, the only legal body that can remove the right or obligation of a student to attend a public school.</li> </ul> </li> </ul>	<p>Pages 48 – 50</p> <p>Page 48</p> <p>Pages 51 and 52</p>

# Discovery High School

## Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

### Statutory Reference(s):

s. 1002.33(16)(a)(3)

### Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant identifies the type of students to be serviced – 80% or higher in general education.</li> </ul>	Page 57

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant states, "Before applying, all potential applicants will be informed of the services staff and facilities limitations of DHS. Any DHS student entering with an IEP whose level of services meets the above criteria (80% or higher in general education) will be accommodated in accordance with the specifics of the plan."               <ul style="list-style-type: none"> <li>○ However, the <u>Student Application</u> articulates the following statement for Exceptional Student Education:                   <ul style="list-style-type: none"> <li>▪ "DHS only provides consultative services."</li> </ul> </li> <li>• The statement lends to speculation</li> </ul> </li> </ul>	<p style="text-align: center;">Page 57</p> <p style="text-align: center;">Appendix Z</p> <p style="text-align: center;">Page 7</p>

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<p>regarding the applicant's intention in reference to the following statement, "DHS will not discriminate on the basis of race, religion, national/ethnic origin, or <b>disability</b> in the admission and education of students."</p> <ul style="list-style-type: none"> <li>• The applicant explains that students will work closely with their guidance counselor and the School's ESE Facilitator to ensure they have properly mapped out the students' 4-year academic plan. Moreover, the Applicant stipulates that the School intends to have a minimum of one guidance counselor at the opening of the school.             <ul style="list-style-type: none"> <li>○ It is unclear how the School will meet this obligation, particularly the first two (2) years of operation, considering the Staffing Plan reflects the following:                 <ul style="list-style-type: none"> <li>▪ 2015-2016 - No ESE Teacher Allocation and Guidance listed as a Supplement</li> <li>▪ 2016-2017 - No ESE Teacher Allocation and Guidance listed as a Supplement</li> <li>▪ 2017-2018 - .25 ESE Teacher Allocation and .5 Guidance</li> <li>▪ 2018-2019 - .375 ESE Teacher Allocation and 1 Guidance</li> <li>▪ 2019-2020 - .5 ESE Teacher Allocation and 2 Guidance</li> </ul> </li> </ul> </li> <li>• The applicant states, "Based on the DHS ESE model and the anticipated number of students with disabilities we will serve, we will hire/contract an ESE facilitator to handle all student IEPs, as well as ensure student accommodations within the IEP are met. As a result of the inclusion model the school will use, teachers at DHS will also be trained in ESE strategies and ESE teachers will be used as needed for support in the classroom depending on the services listed of the IEP."             <ul style="list-style-type: none"> <li>○ The budget does not include funding for Contracted Services – Instructional/ESE any of the proposed five (5) years.</li> <li>○ The budget does not include salaries for Teachers/ESE until year three (3).</li> <li>○ The staffing plan depicts the following staffing provisions for the first two (2) years:                 <ul style="list-style-type: none"> <li>▪ 2015-16 Core Academic Teachers .25 X 4</li> <li>▪ 2016-17 Core Academic Teachers .25 X 4</li> </ul> </li> </ul> </li> <li>• The staffing plan does not include provisions for gifted</li> </ul>	<p>Pages 59 and 60</p> <p>Page 66</p> <p>Appendix Q</p> <p>Page 61</p> <p>Appendix N</p> <p>Appendix N</p> <p>Appendix Q</p> <p>Appendix Q</p>
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<p>services.</p> <ul style="list-style-type: none"> <li>• The staffing plan does not include provisions for related services such as Speech/Language Services or Occupational/Physical Therapy.</li> <li>• The applicant is vague regarding its collaboration with the District to ensure that the School is an appropriate placement for an ESE student. <ul style="list-style-type: none"> <li>○ A decision as to whether ESE student is appropriately placed at DHS cannot be made unilaterally by the School but must be made in collaboration with the parent and Polk County ESE staff.</li> </ul> </li> <li>• The applicant does not provide adequate information regarding 504 plans. <ul style="list-style-type: none"> <li>○ 504 teams are required to have persons on the team that know the student, meaning of evaluations/diagnosis and placement options/services. The parent is also invited to attend but is not required.</li> <li>○ Reasonable accommodations under 504 are not just limited to the classroom. They are to be addressed for the entire school environment.</li> <li>○ 504 plans are to be reviewed when a student transitions to a new school, not if deemed necessary or at the request of the parent as stipulated by the Applicant.</li> </ul> </li> </ul>	<p>Appendix Q</p> <p>Page 59</p> <p>Page 58</p> <p>Page 58</p> <p>Page 58</p> <p>Page 58</p>
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## 7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(16)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Demonstrated a commitment to serving the full range of needs of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant demonstrates proper use of state and federal guidelines.</li> <li>• The applicant states, “Instructors and administrators will have the ELL endorsement or other required ELL training, or they will be working toward that goal, as mandated by state regulations.”</li> </ul>	<p>Pages 61 – 63</p> <p>Page 61</p>

Concerns and Additional Questions	Reference

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### 8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

#### Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(n)

#### Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant explains that it will use research from Dr. Robert Marzano to establish clear benchmarks for classroom management and discipline.</li> </ul>	Page 63

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant states, "If the student fails to meet the requirements of the academic probation within a reasonable time, the student will face potential dismissal or retention." Moreover, the applicant asserts, "If a student fails to meet the requirements of the attendance probation, the student will face potential dismissal or retention."               <ul style="list-style-type: none"> <li>○ The School violates students' civil rights by imposing such actions that are not authorized by §1006.09(b), F.S.</li> <li>○ The civil rights obligations that apply to charter schools are the same obligations that apply to all public schools in accordance to the U.S. Department of Education, Office for Civil Rights <i>Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers</i>.</li> <li>○ The School may not arbitrarily dismiss a student unless he/she commits an expellable offence.</li> <li>○ If a student commits an expellable offence, the School must recommend a student for expulsion to the Polk County School Board, the only legal body</li> </ul> </li> </ul>	Pages 51 and 52

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<p>that can remove the right or obligation of a student to attend a public school.</p> <ul style="list-style-type: none"> <li>• The applicant specifies, “DHS will also use the PCSB Code of Conduct as a guide in dealing with classroom management and discipline issues. DHS will, however, have a separate dismissal policy.”             <ul style="list-style-type: none"> <li>○ The applicant further stipulates that the School expects all students to abide by PCSB’s Student Code of Conduct and the School’s Expectations.                 <ul style="list-style-type: none"> <li>▪ The Expectations document asserts, “Students who do NOT meet the school’s expectations after interventions are in place will be dismissed from Discovery High School.”</li> <li>▪ The application does not appear to include the School’s dismissal policy as referenced above.                     <ul style="list-style-type: none"> <li>• District is unable to review the School’s dismissal policy for legal compliance.</li> </ul> </li> </ul> </li> <li>○ The applicant further states, “All DHS parents and students will be required to read and review the PCSB Code of Conduct and sign the DHS family contract and student expectations form acknowledging that they have read and agree to abide by the PCSB Code of Conduct. Both will also outline procedures for possible dismissal and additional regulations of the school.”                 <ul style="list-style-type: none"> <li>▪ Family Contract - The Applicant identifies the following areas for probation or <u>immediate</u> dismissal of a student from the School: Excessive Tardies, Excessive Checkouts and/or Unexcused Absences; Dress Code Violations; and Academic (student is academically unsuccessful); Lack of Parent Involvement; and Repeated Offences Using Electronic Devices.                     <ul style="list-style-type: none"> <li>• Pursuant to DOE Opinion 03-05, failure of a parent or parents to uphold or fulfill their responsibilities under the contract is sufficient grounds for a charter school to deny admission to the child the following year.                         <ul style="list-style-type: none"> <li>○ Generally speaking, the Parent Contract refers to</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Page 64</p> <p>Page 64</p> <p>Appendix G</p> <p>Page 64</p> <p>Appendix F</p>
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	parents' commitment to completing volunteer hours, as required by the school.
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# Discovery High School

## II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

### 9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

**Statutory Reference(s):**

s. 1002.33(7)(a)(15); s. 1002.33(16)(5)(b)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant references a general description of the governing board's key responsibilities.</li> </ul>	Page 67

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant provides conflicting information regarding the School's governance. It is unclear as to why Discovery Academy of Lake Alfred's governing board did not submit this application.                             <ul style="list-style-type: none"> <li>○ The applicant states, "The school intends to operate under the name The Discovery High School, Inc. and will be operated by the school's governing board."</li> <li>○ Furthermore, the applicant explains that the School will maintain a governing board consisting of four</li> </ul> </li> </ul>	<p>Pages 65 – 70</p> <p>Page 65</p> <p>Page 65</p>

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<p>general members and a chairperson. The board will also maintain three non-voting positions: President and Treasurer of DHS, Secretary of the board, a teacher representative voted for by the DHS faculty.</p> <ul style="list-style-type: none"> <li>○ The applicant maintains, “Upon approval of the charter, the Governing Board of Discovery Academy will also serve as the Governing Board of DHS.” <ul style="list-style-type: none"> <li>▪ The proposed members of the School’s governing board, voting and nonvoting, are provided by the applicant. <ul style="list-style-type: none"> <li>• Carol Faulks, President/Executive Director of Discovery Academy, is not listed as a proposed board member on page 68. <ul style="list-style-type: none"> <li>○ Carol Faulks is not listed as a board member but is listed in the DHS Articles of Incorporation as the President/Treasurer.</li> <li>○ The 2014 Florida Non Profit Corporation Annual Report (filed January 15, 2014) lists Kimberly Naylor as a Director. She is not listed on page 68 or in the Articles of Incorporation, attachment to the application.</li> </ul> </li> </ul> </li> </ul> </li> <li>○ <u>Role in Governance</u> – The applicant specifies, “While DHS will have the same governing board composition as its parent organization, DALA, they will maintain separate governing board meetings and agendas.”</li> <li>○ A letter of support to Ms. Faulks from Nancy Z. Daley, Mayor of the City of Lake Alfred, says “... I would like to express my full support for the expansion of Discovery Academy to add high school classes.”</li> <li>○ The proposed bylaws stipulate that the School’s membership shall consist solely of members of the parent organization, Discovery Academy of Lake Alfred, Inc. Board of Trustees.</li> <li>• The applicant fails to provide information regarding compliance of s. 1002.33(7)(d)(1) F.S., which states that each charter school’s governing board must appoint a</li> </ul>	<p>Page 67</p> <p>Page 68</p> <p>DALA School Website Page – Governing Board</p> <p>Appendix I, Page 5</p> <p>Florida Department of State Division Of Corporations (Sunbiz) Appendix I, Page 5</p> <p>Page 70</p> <p>Appendix A</p> <p>Appendix I, Page 2</p>
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## Discovery High School

representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.	
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# Discovery High School

## 10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

### Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

### Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant provides the qualifications for the School's Director and the recruiting and selection process.</li> <li>• The applicant submits detailed job descriptions, including qualifications and duties for all staff positions.</li> </ul>	<p>Page 71</p> <p>Appendix H</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant does not provide information in this section regarding the evaluation of staff, a requisite of the FLDOE Charter Evaluation Instrument (Form Number: IEPC-MI).</li> <li>• The staffing plan, particularly the first two years, does not provide adequate staffing aligned with the School's projected enrollment as detailed on the coverage page of the application. It is uncertain how the School will offer an array of classes to support the proposed Educational Program Design and Curriculum plan as stipulated in the charter application.               <ul style="list-style-type: none"> <li>○ 2015-16 (50 students)                   <ul style="list-style-type: none"> <li>▪ Director .125 X 1</li> <li>▪ Core Academic Teachers .25 X 4</li> <li>▪ Elective Teachers .125 X 4</li> <li>▪ No ESE Teachers</li> </ul> </li> <li>○ 2016-17 (125 students)</li> </ul> </li> </ul>	<p>Appendix Q</p>

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<ul style="list-style-type: none"><li>▪ Director .125 X 1</li><li>▪ Core Academic Teachers .25 X 4</li><li>▪ Elective Teachers .125 X 4</li><li>▪ No ESE Teachers</li><li>○ The applicant states, "In the 2015-16 school year, DHS will serve students in grade 9. DHS intends to share staff with its partner, Discovery Academy."</li></ul>	Page 8
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# Discovery High School

## 11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X			

Strengths	Reference

Concerns and Additional Questions	Reference

## Discovery High School

### 12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant stipulates that it attends to be a public employer and employees will be eligible to participate in the Florida Retirement System (FRS).</li> <li>• The applicant affirms that the School will provide employees with medical and life insurance policies. The employees have the option to purchase other life insurance policies.</li> <li>• The applicant provides detailed and comprehensive personnel procedures.</li> </ul>	<p>Page 73</p> <p>Page 73</p> <p>Appendix V</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant provides a salary schedule for teachers but not for any other staff members.</li> <li>• The applicant does not identify the upcoming need to modify the salary schedule to tie at least some portion of teacher pay (and staff evaluation) to student performance.</li> </ul>	<p>Appendix R</p> <p>Pages 73 and 74</p>

## Discovery High School

### 13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Applicant Interview Questions
<p>Page 76 outlines five preferences in rank order for student enrollment. How will you discriminate which 8<sup>th</sup> graders receive the priority if more students apply than seats are available?</p> <p>Answer: It is kind of two handed. We don't want to go too big and then not get our enrollment. I think there is not going to be a large population of wanting to come, will be very unique in what we are offering. Some may want to go to their traditional high school. Priority would be based on staff members, board members and siblings.</p>
<p>Page 77 addresses a relationship where DALA will allow DHS to use its media center. DALA, serving grades 6-8, has its media center established with resources for that level. How will the use of this media center be on level for high school reading, research, periodicals, etc?</p> <p>Answer: We do have a lot of periodicals, books, etc. that extend above the middle school grade levels.</p>
<p>Similarly, on page 77, DALA has agreed to allow DHS to use its mobile iPad labs. This would appear to be removing access and opportunity from DALA instructional personnel and students. Please explain.</p> <p>Answer: The governing board is going to assist us with the iPads. There is actually down times in this area right now and should not have much stress on sharing.</p>
<p>How will DHS have a student assignment plan that ensures that a racial balance and diversity reflective of the community the school serves is achieved?</p> <p>Answer: In the needs assessment section. Please note: Discovery High School sent a</p>

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# Discovery High School

## III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

### 14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**

s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant explains that the School has a two-pronged plan for its facilities.               <ul style="list-style-type: none"> <li>○ For the first two years, the School will be housed on its partner's campus, Discovery Academy.                   <ul style="list-style-type: none"> <li>▪ Discovery Academy will seek permission from the Polk County School Board to allow the School to use its land for modular classroom space.                       <ul style="list-style-type: none"> <li>• The School will lease two (2) portables the first year of operation. Anticipating growth, the School will lease four (4) portables for the 2016-2017 school year.</li> </ul> </li> </ul> </li> <li>○ Beginning in the third year, the School will move to a separate location, which needs to be secured.</li> <li>○ The School will also be seeking permission from the Polk County School Board to use Discovery Academy's computer lab, media center, multi-</li> </ul> </li> </ul>	<p>Page 77</p> <p>Page 77</p> <p>Page 77</p> <p>Page 77</p>

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## Discovery High School

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>purpose room/cafeteria, and PE space (locker room and gym).</li> <li>○ Discovery Academy has agreed to provide use of facilities at no charge.</li> <li>○ The School is responsible for bearing the costs of all portables needed for the operation of the School.</li> </ul> </li> <li>• The applicant explains that the School will move off the Discovery campus by 2017-2018 school year to a new location to be announced.           <ul style="list-style-type: none"> <li>○ The applicant states, “Discovery Academy of Lake Alfred has agreed to help finance the new site in order to meet this deadline.” (2017-2018)</li> <li>○ The applicant specifies that Discovery Academy plans to purchase land for the construction of a new campus and provide additional money for the down payment of a new campus.               <ul style="list-style-type: none"> <li>▪ The down payment will be repaid by DHS when funds are available.</li> <li>▪ Proof of available funds for the acquisition of the property and construction are provided with a copy of the Balance Sheet – Governmental Funds from the Annual Financial Audit ending June 30, 2013.</li> </ul> </li> </ul> </li> <li>• The applicant provides a proposed schedule for construction.</li> </ul>	<p>Appendix P</p> <p>Appendix P</p> <p>Page 77</p> <p>Page 79</p> <p>Page 80</p> <p>Page 80</p> <p>Appendix X</p> <p>Pages 80-81</p>
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The impact to Discovery Academy in reference to making core components of the facility available to the School’s student population.</li> </ul>	

# Discovery High School

## 15. Transportation

The Transportation section should describe how the school will address these services for its student body.

### Statutory Reference(s):

s. 1002.33(20)(a)(1)

### Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"><li>• The applicant states that the School will contract with Discovery Academy for transportation.</li></ul>	Page 81 Appendix S

Concerns and Additional Questions	Reference

## Discovery High School

### 16. Food Service

The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Applicant Interview Questions
<p>Page 82 explains that the current vendor of DALA will provide food service and a preliminary offer to provide that service and negotiate terms is provided in Appendix T. Please account for this contracted service in your budget?</p> <p>Answer: That would be provided much like the district provides the food service to the charter schools. Neither income nor expense on the charter school side the money collection would be handled by DALA.</p>

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant stipulates that the School intends to contract food services with Discovery Academy's provider. Since Discovery Academy has already established a NSLP Sponsorship, the administrators are versed in the rigorous requirements of Healthy Hunger Free Kids Act 2010.</li> </ul>	<p>Page 82 Appendix T</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant does not budget for food services.</li> <li>• The nutritional requirements for high school age students are different. Attention should be given to meeting the specific needs of this age group.</li> </ul>	<p>Appendix U</p>

## Discovery High School

### 17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

#### Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

#### Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

#### Applicant Interview Questions

In your budget calculations, why has the FTE been calculated for year four for 300 students when the application says you will have 275 for that year?

Answer: Should be 300.

Strengths	Reference
<ul style="list-style-type: none"> <li>• The application contains all required budget documents including a start up budget, a cash flow budget, a five year operating budget and a budget narrative.</li> <li>• The budget narrative provides a clear description of budgeted items and the financial assumptions that guided the development of the budget.</li> <li>• Procedures for board oversight of the budget (and making adjustments as necessary) are summarized.</li> </ul>	<p>Appendix U</p> <p>Appendix U</p> <p>Appendix U</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant does not budget funding for professional development for years one (1) and (2) and in year three (3), only \$8,000 is committed to professional development.               <ul style="list-style-type: none"> <li>○ The applicant states, "... ensuring teachers will attend frequent professional development as</li> </ul> </li> </ul>	<p>Appendix U -Budget with Start-Up Funding</p> <p>Pages 4 and 5</p> <p>Page 18</p>

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## Discovery High School

<p>part of DHS’s philosophy that teachers are life long learners. The goal of the professional developments will be for teachers to learn new, innovative, research-driven teaching practices to help enhance lessons for students.”</p> <p>Moreover, the applicant affirms, “DHS is also committed to having a sound and extensive professional development plan.”</p> <ul style="list-style-type: none"> <li>• The applicant articulates, “DHS will also have a special focus in the professional development provided. This will include training in the following:             <ul style="list-style-type: none"> <li>○ Formative Assessment.</li> <li>○ Cooperative Learning.</li> <li>○ Differentiating Instruction.</li> <li>○ Content Specific Strategies.</li> <li>○ STEM.</li> <li>○ Technology including the use of iPads as a daily teaching tool.</li> <li>○ Reading and Writing across the curriculum.</li> <li>○ Trainings relevant to the School Improvement Plan.</li> <li>○ Staff Requested Trainings.</li> <li>○ ESE/ESOL Strategies.</li> <li>○ Deliberate Practice Improvement Strategies.</li> <li>○ Teacher Collaboration.</li> <li>○ Assessment training in the use of data and how it drives instruction.</li> </ul> </li> <li>• The applicant does not provide expenses under the Food Service function.</li> <li>• The applicant only budgets \$7,500 for instructional supplies and textbooks for the first year of operation.</li> <li>• The applicant budgets \$15,000 for Capital Outlay Revenue.             <ul style="list-style-type: none"> <li>○ Pursuant to §1013.62, F.S, the School is not eligible for capital outlay the first year of operation.</li> </ul> </li> <li>• The agreement between Discovery High School (DHS) and Discovery Academy of Lake Alfred, Inc. (DALA) for 2015-2016 stipulates that DALA will provide staff as needed to operate the school the cost of which is to be reimbursed by DHS.             <ul style="list-style-type: none"> <li>○ It does not appear that the applicant provides a plan for repayment of such services.</li> </ul> </li> <li>• The application includes two versions of the start up budget, one assuming receipt of the Federal Charter</li> </ul>	<p>Page 72</p> <p>Appendix U -Budget with Start-Up Funding</p> <p>Appendix U -Budget with Start-Up Funding</p> <p>Appendix U -Budget with Start-Up Funding</p> <p>Appendix P</p> <p>Appendix U</p> <p>Appendix U</p>
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## Discovery High School

<p>School Grant and one without the grant funds to support startup costs.</p> <ul style="list-style-type: none"><li>○ The version without grant funds includes a \$13,500 loan from Discovery Academy and approximately \$5,000 in in-kind services to support startup activities.</li><li>○ The version without grant funding also includes a \$150,000 loan from Discovery Academy to assist with year one operating expenses.</li></ul> <ul style="list-style-type: none"><li>• The District has reservations regarding the staffing and budgeting of personnel to support the varied course offerings, as well as, the innovative measures to provide students with STEM and a curriculum supporting 21<sup>st</sup> century required skills.</li></ul>	<p>Appendices Q and U</p>
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## Discovery High School

### 18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

**Statutory Reference(s):**

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The School provides detailed procedures for Board oversight and monitoring of the School's finances.</li> </ul>	Pages 86 and 87
<ul style="list-style-type: none"> <li>• The applicant stipulates fiscal management procedures to include internal controls, yearly audits, and regular financial reporting.</li> </ul>	Pages 87 - 92
<ul style="list-style-type: none"> <li>• The applicant articulates appropriate procedures for maintaining and storing financial and student records, which are consistent with statutory requirements.</li> </ul>	Pages 82 and 83
<ul style="list-style-type: none"> <li>• The applicant demonstrates an understanding of the School's requirement to have adequate insurance coverage and clearly describes the types and amounts of insurance coverage required pursuant to statute.</li> </ul>	Pages 93 and 94

Concerns and Additional Questions	Reference

# Discovery High School

## 19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

### Statutory Reference(s):

s. 1002.33(7)(a)(16)

### Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant provides an action plan, which describes the various tasks to be accomplished during the startup period and the timelines for their completion.</li> </ul>	Pages 94 - 97

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant does not provide detail regarding how and when professional development will occur to support the many instructional methodologies and strategies identified in Section 3 (Educational Program Design).</li> </ul>	

# **Exhibit 7**

Transcript of Excerpted  
Portions of School Board  
Work Session held 9/23/14

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**EXCERPT TRANSCRIPT OF MINUTES OF DVD RECORDED  
SCHOOL BOARD OF POLK COUNTY PUBLIC SCHOOLS WORK SESSION**

**SEPTEMBER 23, 2014 – 8:30 A.M.**



1 with the Florida Association of Charter School Authorizers. She's also worked with staff  
2 of Polk County in a round of voluntary Polk County School choice initiatives so she  
3 comes well versed and a great resource to us with respect to the charter world. She came  
4 in and just knew exactly the process that we work through, the statutory process and was  
5 so willing and knowledgeable to pick up that torch and run with it. I appreciate that.

6 I want to kind of begin today by highlighting the process of where we've been  
7 and what's before us today. This began back with applications that were submitted  
8 August 1<sup>st</sup>. Staff behind the scenes began to review the applications. Staff, comprising  
9 the Charter Review Committee, worked hours behind the scenes communicating through  
10 Vickie with respect to their sections and their expertise, bringing us around to the table  
11 for a formal meeting of the Charter Review Committee on September the 16<sup>th</sup> where we  
12 met, discussed and arrived at the presentations that Vickie will be presenting to you in a  
13 few moments as to the outcomes and recommendations to the Superintendent from the  
14 Charter Review Committee.

15 The results of the Charter Review Committee were shared with the applicants.  
16 When those results were shared with the applicants the applicants were also invited to  
17 attend today because as I have been visiting with some of you as Board Members I  
18 became aware that you may have some questions or you may require some feedback of  
19 those folks today. I want you to know that they are in the gallery behind us and available  
20 should you have anything you would wish to request of them.

21 We also want to orient you to the fact that we have had three withdrawals today  
22 so that will impact our discussion and our presentation as well. We received notification  
23 from Sharon McManus [*inaudible*] yesterday afternoon and she requested withdrawal of

1 the Our Children's Charter Academy applications. There were two of those; one for  
2 PreK-6 in Winter Haven and a Middle School 6-8 in Winter Haven and K-8 in Lakeland  
3 so those have been withdrawn per her request. She offered gratitude for the process and  
4 what we had done in review. The remarks were that she had been so busy beginning  
5 McKay Private School that she wanted to come back and review that at a later time.

6 So that being said we are going to be going to be going through a new format with  
7 you today. Vickie is a technologically advanced person so she's going to be going  
8 through a presentation of process and then strengths and weaknesses of each applicant  
9 through the eyes of the Charter Review Committee with you and we will take them  
10 alphabetically. As she kind of concludes that particular school presentation we will pause  
11 for a moment and have some dialogue and then advance to the next school.

12 Are there any questions with respect to the process or what we are going to do  
13 from here forward?

14 CHAIRMAN MULLENAX: Just one. Just clarify for me -- we are going to go  
15 through these -- I'm assuming we will go through all of them?

16 MR. WARREN: Yes, sir.

17 CHAIRMAN MULLENAX: When are we going to be allowed to ask questions,  
18 sir?

19 MR. WARREN: As we finish the presentation of the Charter Review  
20 Recommendation for each school singularly --

21 CHAIRMAN MULLENAX: So you're going to stop at one school?

22 MR. WARREN: Correct.

23 CHAIRMAN MULLENAX: If the Board asks questions?

1 MR. WARREN: Yes, sir.

2 CHAIRMAN MULLENAX: Are they aware of this? And if we ask questions do  
3 we ask it to their group or what? Do we ask you or what?

4 MR. WARREN: My thought was that we would let that kind of play out with  
5 respect to what nature the question is and then if it is a specific question where the  
6 applicant wants to come up and address, we will be happy to invite them and have them  
7 direct the response to you as an individual.

8 CHAIRMAN MULLENAX: Thank you, sir.

9 SUPERINTENDENT LEROY: Could I say – I don't want to get caught up in  
10 time. I'm concerned about time because we have two presentations after this procedure  
11 so will you be watching the time closely please?

12 MR. WARREN: Yes.

13 SUPERINTENDENT LEROY: Okay, thank you.

14 MR. WARREN: I will begin by saying I know we're starting a little bit behind  
15 but we've cut three off so maybe we can catch up via the withdrawals.

16 SUPERINTENDENT LEROY: Okay, great.

17 MR. WARREN: So with that being said I'd like to introduce to you Vickie Mace  
18 and she will begin her presentation. Thank you.

19 MS. MACE: Good morning and thank you for the opportunity to work with Polk  
20 County. I teased Brian and Mr. Small that it was only for Polk County that I would come  
21 out of retirement that I was enjoying so greatly.

22 I did have 10 years experience doing exactly what Brian does. I briefly lived in  
23 Polk County. I've worked with Mr. [inaudible], I've worked with Carol and so I was

1 very familiar with Polk County and looked forward to working with you. We will be  
2 putting together some information – I know there are some errors in the materials that we  
3 sent to you for review. This was fast and furious; it was two weeks of working with staff  
4 so we are cleaning up errors that we find and will be sending you some new copies before  
5 the next board meeting.

6 I do want to tell you, Polk County has a really good process. It includes an  
7 external evaluator and then I was brought into the picture as well as the Charter  
8 Application Review Committee. I got to know your staff very well, some of them  
9 emailing me very late at night and very early in the morning so I commend staff for a  
10 good job in communicating their concerns and what they perceive their strengths  
11 regarding the charter applications.

12 I think it's good that the external evaluator was involved in this process because  
13 we would rely strictly on the merit of the application. I don't know history either of the  
14 other evaluator, I don't know the politics. I can just look at their application, work with  
15 your folks and give you what we perceive to be strengths and weaknesses. So I think  
16 that's an advantage. We're looking for quality charter schools. That's what everybody  
17 around the table is looking for, the best education for our children. What we also have to  
18 do is be fair and equitable in our process and we did. We tried to be fair and equitable.  
19 As I brought the group together last week I gave an opportunity for each individual to  
20 advocate their approval of any charter schools that they thought were going to be  
21 significantly impacting the district and doing great things for kids. So I do want you to  
22 know that we really kept that in mind that it was a fair process.

1           Some of the applications were presenting to us really unique and innovative  
2 educational opportunities and you just got kind of carried away in light of the wonderful  
3 things that they were doing. But then on the other side of that balance there were some  
4 things we had to look at:

5           Did the charter school meet the purpose of the guiding principles?

6           The curriculum plan – will that advocate be able to deliver an instructional  
7 program in which the children can obtain the current standards?

8           Improving student performance – were we looking at reasonable measurable  
9 objectives? How far were they going to bring students, what were their goals? I have to  
10 tell you that's a difficult question for these applicants. We didn't see a lot of measurable  
11 objectives so that they could even recognize whether or not they were celebrating success  
12 and how well they were doing at their individual schools.

13           The reading curriculum – we had to know that it was differentiated for those that  
14 were grade level and those that were below grade level so we looked closely at that  
15 program.

16           And a finite financial plan – we're looking at what the projected revenues were.  
17 Some of them didn't even give us revenue sheets so it was real difficult to figure out  
18 where they were coming up with the funds they were presenting but we had to look at the  
19 spending plans, looking at the expenses as well as the revenues that they were projecting  
20 and to see if they were realistic. And, of course, we were looking for some internal  
21 controls to make sure that they could financially do what they needed to do as an  
22 organization to protect the public funds that were presented to them.

1           So as we looked at all the great things we also had to balance those statutorily  
2 required elements. Probably in my years, in my humble experience, I think that all the  
3 components are important of the charter application but we have a tendency to really look  
4 at that financial view. That's the key component in my opinion because if you look  
5 historically the first three years of a charter school career life, that's generally where you  
6 are going to see the financial concerns. So we really put a spotlight on that particular  
7 area, try to dig in, and really got to know Penny, and I've forgot Penny's last name, as we  
8 worked together looking at these financial documents.

9           We have them in ABC order. We had seven but as Brian said three of the  
10 applications withdrew yesterday so we will be looking at Discovery High School,  
11 Poinciana Community School and Ridgeview Middle Academy in alphabetical order.

12           What we are going to try to do today is look at what the perceived strengths and  
13 weaknesses are or concerns. I like to use that word "perceived" because everybody  
14 looking at it differently will have different perceptions as to what the strengths are and  
15 the concerns. I think this definitely was a collective effort of the external evaluator as  
16 well as staff members bringing these instruments together.

17           In the piece that I put together we included questions. I wasn't there for the  
18 questions but I did have conversations with Richard Small and Brian regarding the  
19 questions that will be asked the applicants. So, we start with Discovery High School if  
20 that's okay.

21           Discovery presents to you a really innovative program design. They are looking  
22 at STEM. Allegedly they have an Articulation Agreement with Polk State College to  
23 enroll 25 students beginning in 2017. They are using professional learning communities.

1 It's a small high school setting. They have Dagit system for effective instruction. Their  
2 evaluation system is rooted in Marzano and Danielson's research. They are using  
3 technology as a learning tool; that was evident. They are utilizing student learning style  
4 portfolios and even student electronic portfolios; some really good innovative strategy.

5 Their financial management and oversight was good. They did provide us with  
6 measurable and reasonable objectives and they did address the high school requirements.  
7 So those were what we perceived of the strengths of the application.

8 As we started digging into the application however there were some concerns that  
9 did rise to the level that we would like to present to you today. One of the concerns is  
10 that they were sharing staff with DALA (Discovery Academy of Lake Alfred). As we  
11 looked even further they were not going to have a full Director allocated until year 2019-  
12 20.

13 The first year Academic Core Teachers, they presented them in a second plan of  
14 .25 x 4 so that's how many teachers they were going to bring as Core so no provisions for  
15 gifted students. There were no provisions for related services.

16 The Guidance was going to play a real key important role for the entire school.  
17 They actually stated that they were going to use the Guidance Counselor to help develop  
18 and coach children for their four-year plan, educational plan. However, there was no  
19 guidance that was even found and they were using other folks for the first few years or  
20 plan of supplement I think was the word they used.

21 The other thing that was – there was – could not again, I'm saying we could not  
22 find allocation for elective teachers Basically they were going to .125 x 4 elective

1 teachers which is about a half of a teacher and we couldn't find allocations for  
2 exceptional education teacher.

3 We weren't sure – you know, we were looking for that written instruction. They  
4 did have a couple of paragraphs of written instructions but that did not answer why the  
5 staffing was so minimum but they did say that they might use one-fourth as required by  
6 law with a virtual Florida school but they didn't give the idea that they were going to be  
7 an online kind of school, that it was going to be more of a blended instruction and that if  
8 they do have limited instruction it would be part-time technology classes online.

9 Another thing that was concerning and I heard some of that discussed today was  
10 staff development. With all the changes and things that are going on today in education,  
11 staff development has to be paramount and what we found was that Discovery didn't  
12 budget any staff development money until 2017-2018. That means a charter school  
13 would begin without any staff development budget and that was concerning.

14 What we also – they list wonderful things that they are going to be doing. They  
15 actually list staff development as one of the six key elements of their school program yet  
16 we did not have any funding. When they do fund staff development in 2017-18 it was for  
17 \$8,000 and that's – I don't know – I'm a former Principal. I don't know what I could do  
18 with \$8,000 but I think there's a lot more that I need than \$8,000 to start a school.

19 So those were some of the concerns that we shared.

20 The other thing was serving students with disabilities which I have a little bit of a  
21 mixed message there. They said they were going to serve 80% of the students that could  
22 have general education courses; however, as I glanced back through their documents on

1 their Student Application it stipulated that they were going to do consultative services  
2 only.

3 There's no ESE teacher allocated until 2017-18 so we have really concerns what  
4 their ESE program is going to be looking like.

5 They did also say that they were going to have a Guidance Counselor and a  
6 School ESE Facilitator to ensure that that they have properly mapped out the students'  
7 four-year plan. We do not see an ESE Facilitator as well. When we do get to a Guidance  
8 Counselor it's a supplemental position for the first two years. It's a .5 Guidance for year  
9 three and in year four there will be full Guidance with two Guidance Counselors in year  
10 five.

11 The other thing that was concerning to us as a group was the Governance. They  
12 presented to us that DALA would serve as the Governing Board once the school  
13 application was approved. However, it states in the application that they were going to  
14 be general members and a chairperson all representing every high school as president,  
15 treasurer, secretary and a DHF teacher representative but when you looked at the  
16 proposed bylaws it said the school's membership shall consist solely of members of the  
17 parent organization DALA. So we were a little confused. There were some members  
18 that were – as I looked – I have a tendency to go online and look at Sunbiz and look at  
19 their corporation documents and things like that, and as we looked at those documents  
20 there were some folks listed in their corporation documents that were not listed as part of  
21 their application so we weren't real sure of the makeup.

22 Admission and dismissal criteria. Discovery High School is going to have  
23 academic criteria with students having a 3.0 GPA as well as Algebra 1. The statutes

1 allow you to target children with reasonable academic talents so that is something they  
2 perhaps could do but our concern is how does that impact the diversity of the high school  
3 particularly since they have an Articulation Agreement that 25 of those students will go  
4 to the pre-collegiate program and then you are having the others come in at 3.0 and  
5 Algebra 1 as a prerequisite. So we were concerned about the diverse schools in which it  
6 may serve.

7         The other concern that we had as a group is the dismissal criteria. If you looked  
8 at their documents they presented in the application narrative as well as some of their  
9 documents, they have dismissal criteria for excessive tardies and absences, excessive  
10 checkouts, dress code violations. As you are aware, only the School Board, you as a  
11 School Board, can expel a student and so generally these are not expellable offenses for  
12 grades that they would dismiss children from their school.

13         Looking at the budget we addressed a little bit or I have addressed a little bit the  
14 inadequate staffing to implement a comprehensive plan. We really had reservations  
15 about sharing with DALA. You had a list I think of about 22 electives – you’ve got art,  
16 music. Technology I think was scheduled for your other students that were not middle  
17 school and so we were not able to put together where all of these teachers and instructors  
18 were going to come from. The other thing we discussed as a group if you do pull from  
19 DALA what impact does that have on that school and that was one of the concerns raised  
20 by one of the members.

21         Looking at the budget, and I’m going rather quickly and I apologize but we do  
22 have time constraints, the lacking of funds for staff development. For the first two years  
23 not to have any staff development and they list an array of activities for them to grow

1 from and develop, all great things for kids but without the staff development to coach and  
2 mentor those teachers. We have reservations regarding the ability of the school to do  
3 that.

4           There were no funds budgeted for food services. They budgeted for Capital  
5 Outlay funding for which they are not eligible and they presented a budget with and  
6 without a start up grant but when they have a start up grant they had loans coming from  
7 DALA to be able to make the books balance basically and what we were looking at  
8 without the grant they had \$15,000, they had loans of \$150,000 to exist the first year of  
9 operation so the budget presented to us was not strictly on the merit of the revenues they  
10 were going to earn but from some other monetary support from DALA.

11           The other thing that because of what was just stated, to wrap it up pretty much, is  
12 we have concerns regarding their implementation of the proposed high school. Could  
13 they with the lack of staffing or what we perceive their lack of staffing as well as lack of  
14 funding for staff development implement staff, do all the 21<sup>st</sup> Century Skills that they  
15 said they were going to do, the pre-collegiate program, career guidance preparation and  
16 they were going to offer rigorous AP honors regular and innovative elective classes?  
17 They had 13 items listed on staff development that they listed that they wanted to do for  
18 staff development. It is paramount to the success as obvious in the narrative of their  
19 application to get additional funding.

20           That pretty much wraps up perceived concerns and strengths of Discovery High  
21 School. Our recommendation, the Committee's recommendation: One member to  
22 approve; eleven members to deny. The areas that did not meet the standards were ESE,  
23 School Climate and Discipline, Governance, Management, Food Service, and Budget.

1           MR. HARRIS: I have two questions; one for our attorney and one for our  
2 superintendent. The attorney question I guess would be the budget. I have a question  
3 with regards to page 13 down at the bottom. This doesn't -- I don't know if this directly  
4 applies but seems like it might indirectly and the question came up during this  
5 presentation. Can a conversion charter school "rent" part of our facility to a start up  
6 charter school?

7           MR. BRIDGES: That is a good question and I'm not sure that there is a concrete  
8 answer to it.

9           MR. HARRIS: It is not their facility.

10          MR. BRIDGES: It is not their facility and we are specifically forbidden to charge  
11 them rent --

12          MR. HARRIS: Even though we maintain the facility?

13          MR. BRIDGES: We maintain the facility and we also we have a good argument  
14 that they should not use that facility for a purpose that was not directly related to their  
15 charter.

16          MR. MULLENAX: We own the land too.

17          MR. BRIDGES: We own the land, the entire parcel.

18          MR. HARRIS: Thank you. So a start up necessarily will not be allowed on the  
19 property of a conversion school?

20          MR. BRIDGES: I think that is something that we as the property owners should  
21 have some input into.

22          MR. HARRIS: My other question is at the very beginning of their application it  
23 talks about their strengths and this is to the superintendent.

1 SUPERINTENDENT LEROY: Yes, sir.

2 MR. HARRIS: It says innovative program design, college and career readiness.  
3 Isn't that kind of what a lot of our schools already do? I'm not seeing the interpretation  
4 of that being innovative personally.

5 SUPERINTENDENT LEROY: Right, so all of our schools are required to be  
6 college and career ready. I think it was probably all the pieces that were put together in  
7 the narrative around all the STEM work they were going to do, the Articulation  
8 Agreement for dual enrollment with Polk and the professional art community. Really  
9 what I see is they were looking at a small learning community, smaller high school  
10 design for the school and they spoke to all of those pieces within their narrative. I think  
11 what the Committee, and without speaking out of turn, I think what the problem was is  
12 their budgetary and funding pieces and staffing pieces didn't align well with what they  
13 were saying they were going to do within all of the pieces within the curriculum plan that  
14 they had.

15 MR. HARRIS: It just looks a whole lot like a smaller learning community, a/k/a  
16 career camp.

17 SUPERINTENDENT LEROY: Right, so we have – our high schools have  
18 smaller learning communities, career academies in all of our high schools so I think it is  
19 innovative in the way that they were trying to narrate how to put it together. The problem  
20 comes in \$8,000 in staff development is not going to support the teacher transition  
21 especially with the new set of standards that we have rolling forward and new evaluation  
22 accountability issues from the State of Florida and I think the staffing pieces are a real  
23 issue. It's going to offer AP and honors and DOLA enrollment and career academics and

1 all these pieces, you need the staff in order to implement that and I think that was where  
2 the disconnect occurred. I hope I'm not speaking out of turn but it's been previously  
3 said. Okay.

4 MR. HARRIS: Thank you.

5 SUPERINTENDENT LEROY: Yes, sir.

6 MS. WRIGHT: I just had the same – the question – the state does not like to  
7 issue school numbers to schools that are on the same property. I mean, they have taken  
8 away our school numbers. They have had lots of problems with this. My understanding  
9 from this it would simply be some portables put on Discovery and they would be using  
10 all the Core Media Center, Cafeteria, any other Core from Discovery and yet they would  
11 have a separate number and the state's been very clear that they just do not want separate  
12 numbers in those kind of situations.

13 MR. BRIDGES: I think that could be problematic. I think this is what  
14 contemporary musicians might refer to as a mash up. They are trying to do those two  
15 things, put two things together and I'm not sure how the department would handle the  
16 question, the request from the charter school. I'm fairly certain how they would handle it  
17 if it came from the School District.

18 MR. MULLENAX: He covered most of mine so I wouldn't go through all of  
19 that. On page 9 I'm extremely curious as to how in the world if you got 300 eighth graders  
20 you going to put 50 of them in the school? Second of all, when you turn over to page 76  
21 we see where they specifically outline who they are going to be, children of board  
22 members, children of Discovery High School staff and faculty, siblings of enrolled  
23 Discovery High School students, students covered in the Articulation Agreement entered

1 into between Discovery and its all other applicants. To me you are kind of making an  
2 exclusive school for a certain set of people and you already know who they are. Where  
3 does that meet with diversity? I mean I don't see the word diverse. Diversity does not fit  
4 into this at all. It seems like you are targeting your students already. So, automatically, if  
5 you take those out of the 50 you are putting in, I'm just saying that 10 or 12 of them  
6 might fall in that category I mentioned. Now you got 38 to select out of the 300. What  
7 kind of process are you going to use to establish who the 38 are?

8 So, I'll hush. That was my – the rest of them – I'm like you. I did my best to try  
9 to figure it out. Some place they talk about having 275, other places they talked about  
10 having 300 and then I kept thinking I read it and I finally had to go back and I finally did  
11 find it where they did talk about 275 over here and talked about money for 300 and it just  
12 didn't match. Actually, I think you did a much better job at this than I did and I pride  
13 myself on reading these things.

14 MS. MACE: I have an old habit. As I read an application I make a running list of  
15 all the things we are going to spend money on and then I go to the budget and generally  
16 the narrative does not match the budget part. That's for any new charter applicants out  
17 there; that's just a word to the wise. Okay.

18 MR. BERRYMAN: One more question if I may. Considering there are lots of  
19 application concerns that you very well went over with us but did you all have any  
20 discussions with them why they didn't file for continuation of the current school and add  
21 a grade versus filing a new application?

22 MS. MACE: We had that discussion at the team, the Charter Review Team.



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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 18, are a correct excerpt transcript, to be best of my ability and understanding, of a DVD recorded Minutes of the School Board of Polk County Work Session, held on September 23, 2014, this 10<sup>th</sup> day of November, 2014.

Ruth M. Carrin

RUTH M. CARRIN, PLS

NOTARY PUBLIC, STATE OF FLORIDA



RUTH M. CARRIN  
MY COMMISSION # FF 047171  
EXPIRES: August 20, 2017  
Bonded Thru Budget Notary Services

# **Exhibit 8**

Response to Staff Evaluation  
Provided by Applicant 9/30/14

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**Subject:** FW: Request to Respond to Concerns  
**Attachments:** DHS Response Document.docx

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From: Warren, Brian D.  
Sent: Wednesday, October 01, 2014 9:49 PM  
To: LeRoy, Kathryn - Superintendent; School Board Members - All Staff  
Cc: Bridges, Wes; Small, John; Fulks, Carol G.; Vicki Mace (VickiMace25@aol.com)  
Subject: FW: Request to Respond to Concerns

Superintendent LeRoy and School Board Members,

Carol Fulks has presented the following correspondence to the recommendation that the charter review committee presented at the last work session for Discovery High School. Mrs. Fulks has made a request that this information be provided to you.

Should you have any questions for John or me, please let us know.

Sincerely,

Brian Warren

Brian Warren  
Acting Senior Director, Human Resource Services Polk County Public Schools  
1915 South Floral Avenue  
Bartow, FL 33831

brian.warren@polk-fl.net<mailto:brian.warren@polk-fl.net>  
Phone: 863.534.0729  
Fax: 863.534.0737

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From: Fulks, Carol [mailto:carol.fulks@discoveryacademy.org]

Sent: Tuesday, September 30, 2014 9:56 AM  
To: Warren, Brian D.  
Subject: Request to Respond to Concerns

According to Florida Statute 1002.33(6)(b), "Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the final application."

Please allow this email to serve as written notification that Discovery High School would like to respond to and clarify the concerns put forth by the Charter Review Committee.

Enclosed is that response. Please forward to Superintendent LeRoy, all Polk County School Board Members, and John Small, Assistant Superintendent of Multiple Pathways Education.

Sincerely,

Carol Fulks

Carol Fulks, Executive Director  
Discovery Academy of Lake Alfred  
863-295-5955<tel:863-295-5955> FAX 863-295-5978<tel:863-295-5978>  
[www.discoveryacademy.org](http://www.discoveryacademy.org)<<http://www.discoveryacademy.org>>

"We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world."

We appreciate the time and effort the superintendent, school board members and district staff put into evaluating our application for Discovery High School to become an approved charter school in Polk County. Our application was written on the assumption that the Polk County School Board staff would serve as the reviewers. Many of the concerns are common practices at the present time in Polk County – something that an outside entity would not know. We have reviewed the comments from the review committee and noted that many strengths were identified and also areas of concern. We would like to offer a response to those identified concerns. Many are valid concerns that can easily be clarified in our response. Discovery Academy has been an established and successful charter school since 2001 with strong financials and fund balances as referenced in the letter of support from the auditors. With the governance of Discovery Academy serving as the parent organization, the shared Governing Board will oversee the operation of DHS in the same manner as they have successfully done at Discovery Academy. Our objective is to work closely with the district as we embark on this new journey and become a viable choice for some families in Polk County.

We respectfully request that you consider our response.

### **Section 1: Mission, Guiding Principles, and Purpose Standard Met**

### **Section 2: Target Population and Student Body Partially Meets Standard**

1. "The student projections provided on page (9) do not match the projections provided by the applicant on the information page."
  - **Discovery's Response:** The discrepancy in the enrollment numbers represents a technical error. With the exception of the chart on page 9, all other enrollment information, including the budget, references 300 students in year 2018.
2. "The school allegedly has an articulation agreement with Polk State College (unsigned agreement presented as an attachment) to allow 25 fully qualified students to enroll each year, beginning in 2017-2018. This has the potential to significantly impact the School's ability to provide the proposed college and career preparation program through the integration of STEM, rigorous academic classes, and career based electives."
  - The percentage of students attending the pre-collegiate program assuming 25 students enroll each year:
    - 2017 Projecting 200 students – 13% of enrollment
    - 2018 Projecting 300 students – 17% of students
    - 2019 Projecting 400 students – 19% of students"
  - **Discovery's Response:** In Appendix A, Bridgett Fetter, principal of PSC COL Collegiate Program, signed an agreement indicating acceptance of 25 qualified students each year from DHS. In addition, she indicated that the staff of PSC COL would work with DHS students and parents as they prepare to enter the program.
  - Discovery is uncertain as to how the percentages above were calculated. Our interpretation of the statement was that the percentage above represented the number of students entering the

PSC COL Collegiate program compared to the total population of DHS students. However, the percentages should not increase due to 25 students being eligible for priority admission to the program. If this is the case, the numbers would reflect the following:

- **2017 Projecting 200 students** – 13% of enrollment ( $25/200 = .125 \times 100 = \sim 13\%$ )
  - **2018 Projecting 300 students** – 8% of enrollment ( $25/300 = .08333 \times 100 = \sim 8\%$ )
  - **2019 Projecting 400 students** – 6% of enrollment ( $25/400 = .0625 \times 100 = \sim 6\%$ )
    - Based on these projections, the number of students accepted will represent a smaller percentage of our total population each year. This will allow us to continue to budget resources for rigorous Junior and Senior-level courses.
3. “The applicant states, “In the 2015-16 school year, DHS will serve students in grade 9. DHS intends to share staff with its partner, Discovery Academy. In the 2016-17, DHS will serve students in grades 9 and 10. DHS will add additional staff, enabling the school to add additional coursework.”
- Again, the ability to provide the rigorous coursework as proposed in the application is questionable due to staff and funding.
  - The staffing plan does not reflect the allocation of a full Director until 2019 – 2020.”
- **Discovery’s Response:** The progression of coursework provided was recommended by PSC COL for all college-bound students. On page 37 and 38, Discovery outlines extensive coursework offerings that would be available when DHS has reached its capacity. The plan notes a standard progression of students from their Freshman to Senior year. While DHS does plan to offer AP courses, these course offerings would not be available until students reach their Junior year. DHS does not plan to enroll a Junior class until the 2017-2018 school year, meaning that only regular and honors classes will be available to students while located on DALA’s campus. At the present time, Discovery Academy has adequate, qualified staff to fill the needs to DHS during its first two years. During its third year, DHS will have eight full time academic teachers, who will be qualified to teach AP classes. In addition, DHS will not have a need for a full time director until its student population reaches 400. In the prior years, DHS and DALA plan to share a Director.
4. “Additionally, the School has defined academic parameters (3.0 GPA and Algebra I completed in middle school) for students wishing to participate in the collegiate program.
- Although §1002.33(10)(e)(5), F.S. stipulates that the School may limit the enrollment process to target students who meet reasonable academic standards, the admission procedures may impact minority, low income, and/or students with disabilities.
  - This is of particular interest considering the applicant proposes a relatively “small” high school”
- **Discovery’s Response:** Students wishing to attend the high school only need to have completed the standard requirements for middle school completion as determined by Florida Law.

- The requirements referenced are limited only to students wishing to enter the collegiate program, as indicated on the student application located in Appendix Z. PSC COL (a recognized charter school) set these guidelines.
- DHS recognizes that the rigorous standards set forth by the collegiate program makes placement very competitive. However, Discovery has not placed a limit on the number of students who wish to enter the pre-collegiate program offered by DHS; we can only guarantee that 25 of the pre-collegiate students could gain priority admission to PSC COL, and the selection of these students is solely at the discretion of PSC COL and not DHS. In addition, DHS surveyed the demographics of DALA as a whole and the school's extensive honors program. DALA's overall demographic data can be found on page 75 of the application. The results of both the school's overall demographic information and its honors program are contained in the chart below:

2012-2013 Discovery Academy and Polk County Schools Demographic Information  
Numbers listed are given in percentages.

Race/Ethnicity	DALA	Polk County Schools
White	42.4	45.1
Black	16	21.2
Hispanic/Latino	34.8	28.3
Asian	1.6	1.6
American Indian or Alaska Native	1.5	.6
Two or more races	3.8	3.1

To clarify how DHS intends to address and maintain diversity in higher-level courses, the following demonstrates diversity enrollment:

2014-2015 Discovery Academy Honors Program Demographic Information  
Programs included in the Honors Program are classes taken for high school credit.

Race/Ethnicity	DALA
White	42.5
Black	15
Hispanic/Latino	31.5
Asian	4.8
American Indian or Alaska Native	.7
Two or more races	5.5

In addition to the data contained in the above table, DALA has a 75% free and reduced lunch count. The comparison between DHS and DALA is significant because DHS anticipates serving the same transportation area as DALA.

- DHS has an inclusion model for students with disabilities and gifted students, which will allow equitable access to the collegiate program and the school's college and career readiness path.

5. “The educational plan loosely connects leadership and organizational frameworks, but does not explicitly reference research-based strategies of instruction.”
  - **Discovery’s Response:** In the narrative for Section 3, DHS stated that it used the work of both Marzano and Danielson in researching instructional strategies, as well as, stated that it will be using it as a foundation for the school’s future teacher evaluation system. This research includes the use of student centered learning and the use of high-effect size strategies as methods of instruction. Discovery also intends to use specific strategies related to data driven instruction, technology as a learning tool, electronic portfolios, and student led conferences.
6. “The applicant does not cite evidence in-text so that it can be determined what is referenced and demonstrates that the proposed approach will lead to improved student performance for the School’s target population.”
  - **Discovery’s Response:** In conducting research, DHS determined that by integrating STEM into our curriculum, we have the ability to increase our graduation rate. This was determined by a study completed in the Cleveland Metropolitan School District that showed a significantly higher graduation rate of 95% in schools that had a STEM focus.

**Section 3: Educational Program Design**  
**Partially Meets Standard**

1. “The applicant states that the School will create a Leadership Team comprised of various staff members to help make decisions for the school.
  - The Leadership Team will serve as the School Improvement Team that will oversee the school improvement process.
    - It is unclear if the School Improvement Team is the same as the School Advisory Council. If so, the team does not meet the statutory requirements (§1001.452, F.S.)”
  - **Discovery’s Response:** According to §1002.33(16), F.S., charter schools are exempt from the statute in question. The governing board of DHS would serve as the SAC committee for the school and will act independently from the School Improvement Team.
2. “The applicant is to be commended for seeking out and implementing well-researched work of educational experts to support the School’s instructional program. However, these methodologies and strategies are intensive in terms of staff development, coaching, and mentoring to ensure the instructional program is implemented with fidelity.
  - The applicant has not budgeted funds for “Instructional Staff Training Services” until 2017-2018.
    - 2017-2018 the applicant budgets \$8,000.
    - 2018-2019 the applicant budgets \$28,321.
      - The School will be open for two (2) years without allocated funds to support outlined instructional program.”
  - **Discovery’s Response:** Charter schools traditionally have to seek out quality Professional Development that is cost-effective for the school and meets their needs. DHS will utilize a variety of methods for addressing the Professional Development needs of our staff, which do not require specific budgetary allocations such as in house training, web-based applications training, FDLRS, CSU (Charter Support Unit), shared training between DALA and DHS, and

charter school training offerings. In addition, the school will have Title II funding to cover the costs of additional external training.

3. The applicant confirms that it will offer a variety of intensive, regular, honors, and AP courses to accommodate all students.
  - The Applicant fails to explain how the School will offer an array of courses due to limited budgeting and staff.
- **Discovery's Response:** The DHS budget salary matrix has allotted sufficient faculty to meet the State of Florida class size amendment for High Schools. During the first two years of operation, DHS will be able to share staff with DALA all of whom will have the appropriate certification ranging from intensive to honors courses. Intensive classes would be offered in lieu of electives, and is reflected in the budget as such. DHS also does not plan to offer AP classes until 2017-18. At that time, DHS will have a full time staff complete with teachers qualified to teach AP classes. In addition, DHS plans to offer varied electives; many of these electives require Core academic certification, which will allow our core academic teachers to also teach elective classes.

#### **Section 4: Curriculum Plan Meets the Standard**

#### **Section 5: Student Performance, Assessment, and Evaluation Partially Meets the Standard**

1. "Given the School's focus on STEM and college and career readiness; it is concerning that the applicant does not include measurable objectives relating to performance or participation."
- **Discovery's Response:** In the charter application, Discovery outlined academic goals relating to science and math, both STEM subjects. In addition, on page 22 DHS outlined 10 STEM integration benchmarks created from the research compiled for the application and stated that it would implement the benchmarks in "*all content areas*" (DHS Charter Application pg. 22). Based on this statement, it is assumed that 100% of students will be engaged in STEM-focused activities through its integration in all content areas.
2. "The applicant provides the following goal for Reading/ELA, which is vague and does not meet expectations of a specific measurable goal:
  - In 2015-2016, Discovery High School will demonstrate an equal or higher percentage of students deemed proficient (currently level 3 or higher) than the majority of comparable schools as evidenced by the DOE School Grades Report."
- **Discovery's Response:** DHS's goal is to move all students toward mastery. At the current time, DHS cannot know the language of the state criteria, specifically with regards to the uncertainty of testing. As a result, DHS can only state that it will follow the state mandated criteria when it is determined.
3. "The applicant states, "If the student fails to meet the requirements of the academic probation within a reasonable time, the student will face potential dismissal or retention." Moreover, the applicant asserts, "If a student fails to meet the requirements of the attendance probation,

- the student will face potential dismissal or retention.”
- The School violates students’ civil rights by imposing such actions that are not authorized by §1006.09(b), F.S.
  - The civil rights obligations that apply to charter schools are the same obligations that apply to all public schools in accordance to the U.S. Department of Education, Office for Civil Rights *Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers*
  - The School may not arbitrarily dismiss a student unless he/she commits an expellable offence.
  - If a student commits an expellable offence, the School must recommend a student for expulsion to the Polk County School Board, the only legal body that can remove the right or obligation of a student to attend a public school.”
- **Discovery’s Response:** DHS recognizes the right of the PCSB to be the final authority to determine **expulsion** from the **public school system**. The DHS application does not outline procedures for expulsion. As a result, the school does not intend to conduct its own expulsion procedures to remove a student from the public school system. DHS intends to follow district procedures for expulsion.
  - DHS does recognize its right to dismiss students due to its standing as a school of choice applicant. We stated in our application in Appendix G that DHS will follow a set procedure before a student is dismissed. Both the student and parents will be involved throughout this process. This includes a probationary period where strategies for improvement are implemented. Students are assigned a mentor whom they meet with regularly, and parents are expected to make weekly contact with the mentor. All stakeholders will take an active role in the process.
  - If the probationary measures are unsuccessful, DHS reserves the right to dismiss the student. Parents and students may appeal any dismissal made by the school as outlined in the appeal procedures contained in Appendix N and the Family contract contained in Appendix F. DHS modeled its dismissal procedures after those of PCSB’s magnet schools.
  - The evaluation committee reminded DHS that it has a right to uphold civil rights mandated to public schools as determined by the US Department of Education as determined by the Office of Civil Rights *Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers*. DHS will follow all applicable Civil Rights laws.

**Section 6: Exceptional Student Education  
Does not meet the Standard**

1. “The applicant states, “Before applying, all potential applicants will be informed of the services staff and facilities limitations of DHS. Any DHS student entering with an IEP whose level of services meets the above criteria (80% or higher in general education) will be accommodated in accordance with the specifics of the plan.”
  - However, the Student Application articulates the following statement for Exceptional Student Education: “DHS **only provides consultative services**.” This statement leads to speculation regarding the applicant’s intention in reference to the following statement, “DHS **will not** discriminate on the basis of race, religion, national/ethnic origin, or **disability** in the admission and education of students.”

- **Discovery’s Response:** On page 61 DHS states that it will use an *inclusion model* for its ESE program and will hire or contract all necessary personnel to fulfill the model. This model represents the established practices for PCSB high schools, articulated during IEP meetings for high school transitions. In Appendix Z, the specific language on the DHS application reads, “DHS only provides *consultative* services.” This represents a typographical error. The statement should read, “DHS only provides inclusion services.”
  
- 2. The applicant explains that students will work closely with their guidance counselor and the School’s ESE Facilitator to ensure they have properly mapped out the students’ 4-year academic plan. Moreover, the Applicant stipulates that the School intends to have a minimum of one guidance counselor at the opening of the school.
  - It is unclear how the School will meet this obligation, particularly the first two (2) years of operation, considering the Staffing Plan reflects the following:
    - 2015-2016 - No ESE Teacher Allocation and Guidance listed as a Supplement
    - 2016-2017 - No ESE Teacher Allocation and Guidance listed as a Supplement
    - 2017-2018 - .25 ESE Teacher Allocation and .5 Guidance
    - 2018-2019 - .375 ESE Teacher Allocation and 1 Guidance
    - 2019-2020 - .5 ESE Teacher Allocation and 2 Guidance
  
- **Discovery’s Response:** The staffing plan included is proposed, and is subject to change. It will vary depending upon the need demonstrated by the students who apply. For the first two years, DHS will share ESE personnel with DALA to accommodate our ESE population. The amended budget for ESE services will be refined when our population has been identified. When DHS is able to obtain IDEA funding, the ESE Facilitator will be salaried through this funding source and will not be reflected on the DHS operating budget.
  
- 3. The applicant states, “Based on the DHS ESE model and the anticipated number of students with disabilities we will serve, we will hire/contract an ESE facilitator to handle all student IEPs, as well as ensure student accommodations within the IEP are met. As a result of the inclusion model the school will use, teachers at DHS will also be trained in ESE strategies and ESE teachers will be used as needed for support in the classroom depending on the services listed of the IEP.”
  - The budget does not include funding for Contracted Services – Instructional/ESE any of the proposed five years.
  - The budget does not include salaries for Teachers/ESE until year three (3).
  - The staffing plan depicts the following staffing provisions for the first two (2) years:
    - 2015-16 Core Academic Teachers .25 X 4
    - 2016-17 Core Academic Teachers .25 X 4
  
- **Discovery’s Response:** When DHS is able to obtain IDEA funding, the salary for the ESE Facilitator and related contracted services will be paid for through this funding source and will not be reflected on the DHS operating budget.

- DHS recognizes its obligation to provide services for ESE students. When the ESE population is determined, we will submit a budget amendment to serve these students.
  - The 2015-16 Core Academic Teachers .25 X 4 is accurate. In the staff sharing structure between DALA and DHS, 25% of the teachers' daily contracted hours will be spent with DHS students. The remaining 75% will be spent with DALA students.
  - The 2016-17 Core Academic Teachers .25 X 4 represents a typographical error. This should read 1.0 X 4, as is reflected accurately in the budget.
4. The staffing plan does not include provisions for gifted services.
- **Discovery's Response:** All gifted and talented students will be served on a consultative basis, which is consistent with the PCSB high school model.
5. The staffing plan does not include provisions for related services such as Speech/Language Services or Occupational/Physical Therapy.
- **Discovery's Response:** When DHS is able to obtain IDEA funding, ESE related contracted services will be paid for through this funding source and will not be reflected on the DHS operating budget.
6. The applicant is vague regarding its collaboration with the District to ensure that the School is an appropriate placement for an ESE student.
- **Discovery's Response:** DHS intends to collaborate with the District to ensure that our students are successful. Collaboration with the district will be outlined in the contract between the school and the District, and may include: recognition that the District will have the responsibility of conducting the evaluation of students referred for potential placement within Exceptional Student Education in accordance with federal and state mandates, the District may participate in all IEP meetings at the school, and if it is determined by an IEP committee that the needs of a student with disabilities cannot be adequately addressed at the school, the student will be appropriately referred and the schools staff will work together with the District personnel to ensure that the needs of these students will be met.
7. The applicant does not provide adequate information regarding 504 plans.
- 504 teams are required to have persons on the team that know the student, meaning of evaluations/diagnosis and placement options/services. The parent is also invited to attend but is not required.
  - Reasonable accommodations under 504 are not just limited to the classroom. They are to be addressed for the entire school environment.
  - 504 plans are to be reviewed when a student transitions to a new school, not if deemed necessary or at the request of the parent as stipulated by the Applicant.
- **Discovery's Response:** On page 58 DHS states that it plans to use the guidelines of Section 504 of the Rehabilitation Act of 1973 and the PCSB 504 procedures and forms, which addresses the concerns above.

**Section 7: English Language Learners  
Meets the Standard**

**Section 8: School Climate and Discipline  
Does Not Meet the Standard**

1. The applicant states, “If the student fails to meet the requirements of the academic probation within a reasonable time, the student will face potential dismissal or retention.” Moreover, the applicant asserts, “If a student fails to meet the requirements of the attendance probation, the student will face potential dismissal or retention.”
    - The School violates students’ civil rights by imposing such actions that are not authorized by §1006.09(b),
    - The civil rights obligations that apply to charter schools are the same obligations that apply to all public schools in accordance to the U.S. Department of Education, Office for Civil Rights *Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers*
    - The School may not arbitrarily dismiss a student unless he/she commits an expellable offence.
    - If a student commits an expellable offence, the School must recommend a student for expulsion to the Polk County School Board, the only legal body that can remove the right or obligation of a student to attend a public school.”
  - **Discovery’s Response:** The evaluation committee reminded DHS that it has a right to uphold civil rights mandated to public schools as determined by the US Department of Education as determined by the Office of Civil Rights *Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers*. DHS will follow all applicable Civil Rights laws.
  - DHS does recognize its right to dismiss students due to its standing as a school of choice applicant. We stated in our application in Appendix G that DHS will follow a set procedure before a student is dismissed. Both the student and parents will be involved throughout this process. This includes a probationary period where strategies for improvement are implemented. Students are assigned a mentor whom they meet with regularly, and parents are expected to make weekly contact with the mentor. All stakeholders will take an active role in the process.
  - If the probationary measures are unsuccessful, DHS reserves the right to dismiss the student. Parents and students may appeal any dismissal made by the school as outlined in the appeal procedures contained in Appendix N and the Family contract contained in Appendix F. DHS modeled its dismissal procedures after the PCSB’s magnet schools.
  - DHS recognizes the right of the PCSB to be the final authority to determine **expulsion** from the **public school system**. The DHS application does not outline procedures for expulsion. As a result, the school does not intend to conduct its own expulsion procedures to remove a student from the public school system. DHS intends to follow district procedures for expulsion.
2. “The applicant specifies, “DHS will also use the PCSB Code of Conduct as a guide in dealing with classroom management and discipline issues. DHS will, however, have a separate dismissal policy.”

- The applicant further stipulates that the School expects all students to abide by PCSB’s Student Code of Conduct and the School’s Expectations.
  - The Expectations document asserts, “Students who do NOT meet the school’s expectations after interventions are in place will be dismissed from Discovery High School.”
  - The application does not appear to include the School’s dismissal policy as referenced above.
  - District is unable to review the School’s dismissal policy for legal compliance.”
- “The applicant further states, “All DHS parents and students will be required to read and review the PCSB Code of Conduct and sign the DHS family contract and student expectations form acknowledging that they have read and agree to abide by the PCSB Code of Conduct. Both will also outline procedures for possible dismissal and additional regulations of the school.”
  - Family Contract - The Applicant identifies the following areas for probation or immediate dismissal of a student from the School: Excessive Tardies, Excessive Checkouts and/or Unexcused Absences; Dress Code Violations; and Academic (student is academically unsuccessful); Lack of Parent Involvement; and Repeated Offences Using Electronic Devices.
    - Pursuant to DOE Opinion 03-05, failure of a parent or parents to uphold or fulfill their responsibilities under the contract is sufficient grounds for a charter school to deny admission to the child the following year.
      - Generally speaking, the Parent Contract refers to parents’ commitment to completing volunteer hours, as required by the school.”
  - **Discovery’s Response:** The dismissal concerns and procedures have been addressed above. The Family Contract contained in the application is not a Parent Volunteer contract. DHS does not employ the use of Parent Volunteer Contracts as outlined by DOE Opinion 03-05 nor do we require parents to commit to volunteer hours. The DHS Family Contract was put in place to inform parents and students of their responsibilities in attending DHS. In addition, the contract lists the potential factors that could lead to dismissal. This contract was modeled after the family contracts used by the PCSB Magnet and Choice Schools. As Section 7 of the Contract states, families have the right to appeal the dismissal before the Governing Board. Should the family wish to appeal, this process is outlined in Appendix N. The Governing Board will make the final decision to uphold or overturn the dismissal.

**Section 9: Governance**

**Does Not Meet the Standard**

1. “The applicant provides conflicting information regarding the School’s governance. It is unclear as to why Discovery Academy of Lake Alfred’s governing board did not submit this application.

- The applicant states, “The school intends to operate under the name The Discovery High School, Inc. and will be operated by the school’s governing board.”
- Furthermore, the applicant explains that the School will maintain a

governing board consisting of four general members and a chairperson. The board will also maintain three non-voting positions: President and Treasurer of DHS, Secretary of the board, a teacher representative voted for by the DHS faculty.

- The applicant maintains, “Upon approval of the charter, the Governing Board of Discovery Academy will also serve as the Governing Board of DHS.”
  - The proposed members of the School’s governing board, voting and nonvoting, are provided by the applicant.
    - Carol Faulks, President/Executive Director of Discovery Academy, is not listed as a proposed board member on page 68.
      - Carol Faulks is not listed as a board member but is listed in the DHS Articles of Incorporation as the President/Treasurer. The 2014 Florida Non Profit Corporation Annual Report (filed January 15, 2014) lists Kimberly Naylor as a Director. She is not listed on page 68 or in the Articles of Incorporation, attachment to the application.
  - Role in Governance – The applicant specifies, “While DHS will have the same governing board composition as its parent organization, DALA, they will maintain separate governing board meetings and agendas.”
  - A letter of support to Ms. Faulks from Nancy Z. Daley, Mayor of the City of Lake Alfred, says “... I would like to express my full support for the expansion of Discovery Academy to add high school classes.”
  - The proposed bylaws stipulate that the School’s membership shall consist solely of members of the parent organization, Discovery Academy of Lake Alfred, Inc. Board of Trustees.”
- **Discovery’s Response:** Before submitting our application, DHS was informed by the Office of School Choice that there is a school board policy that prohibits DALA from adding high school grades to its current charter. Therefore, DHS had to file a separate application.
- DHS intends to file as The Discovery High School, Inc. a Florida Not-For-Profit Corporation. The proposed Bylaws stipulate that the School’s membership shall consist solely of members of the parent organization, Discovery Academy of Lake Alfred, Inc. Board of Trustees.
- Upon approval of the charter application, Bylaws and Articles of Incorporation will be filed. Due to the pending status of the application, the non-voting board members: the President, Treasurer, Secretary, and Teacher of the Year are unable to be named officially. Carol **Fulks** represents the current President and Treasurer of Discovery Academy, and is listed in the Bylaws as such. It is the intent that she will serve in the same capacity at DHS upon approval of the application.
- Kimberly Naylor is a former teacher of the year representative and no longer serves on the DALA Governing Board.

2.“The applicant fails to provide information regarding compliance of s. 1002.33(7)(d)(1) F.S., which states that each charter school’s governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.

- **Discovery’s Response:** DHS fully intends to comply with this statute, and upon approval of the application a representative will be appointed.

## **Section 10: Management**

### **Does Not Meet the Standard**

1. The applicant does not provide information in this section regarding the evaluation of staff, a requisite of the FLDOE Charter Evaluation Instrument (Form Number: IEPC-MI).

- **Discovery’s Response:** DHS did specify on page 14 of the application that it planned to use an evaluation system rooted in Marzano and Danielson, which have both been approved by the State of Florida as acceptable evaluation vehicles. The complete system was not included in this application as all evaluation systems are subject to approval by the State Board of Education. Without official status as a school organization, DHS cannot yet procure this approval.

2.“The staffing plan, particularly the first two years, does not provide adequate staffing aligned with the School’s projected enrollment as detailed on the coverage page of the application. It is uncertain how the School will offer an array of classes to support the proposed Educational Program Design and Curriculum plan as stipulated in the charter application.

- 2015-16 (50 students)
  - Director .125 X 1
  - Core Academic Teachers .25 X 4
  - Elective Teachers .125 X 4
  - No ESE Teachers
- 2016-2017 (125 Students)
  - Director .125 X 1
  - Core Academic Teachers .25 X 4
  - Elective Teachers .125 X 4
  - No ESE Teachers
- The applicant states, “In the 2015-16 school year, DHS will serve students in grade 9. DHS intends to share staff with its partner, Discovery Academy.”
- **Discovery’s Response:** The 2015-16 Core Academic Teachers .25 X 4 is accurate. In the staff sharing structure between DALA and DHS, 25% of the teachers’ daily contracted hours will be spent with DHS students. The remaining 75% will be spent with DALA students.
- The 2016-17 Core Academic Teachers .25 X 4 represents a typographical error. This should read 1.0 X 4, as is reflected accurately in the budget.
- When DHS is able to obtain IDEA funding, the salary for the ESE Facilitator and related contracted services will be paid for through this funding source and will not be reflected on the DHS operating budget.
- DHS recognizes its obligation to provide services for ESE students. When the ESE population is determined, we will submit a budget amendment to serve these students.

**Section 11: Education Service Providers**  
**Not Applicable**

**Section 12: Employment**  
**Partially Meets the Standard**

1. The applicant provides a salary schedule for teachers but not for any other staff members.
  2. The applicant does not identify the upcoming need to modify the salary schedule to tie at least some portion of teacher pay (and staff evaluation) to student performance.
- **Discovery's Response:** Appendix R of the DHS application states that DHS will "mirror or exceed the Polk County Public School's schedule for salaries" which includes other support and administrative staff.
  - To remain consistent with PCSB salary schedules, DHS does intend to modify its salary schedule to include performance pay once PCSB has published their schedule.

**Section 13: Student Recruitment and Enrollment**  
**Partially Meets the Standard**

1. "The applicant anticipates that most of the School's enrollment will come from Discovery Academy pursuant to a request for articulation agreement."
    - The actual agreement does not appear to be included in the application. The document presented does not include signatures of both parties.
    - The articulation agreement requires approval by the Sponsor in order to be implemented.
- **Discovery's Response:** The proposed articulation agreement can be found in Appendix Y of the DHS Charter Application. As the evaluation committee noted, until an articulation agreement is approved it cannot be officially implemented; therefore, DHS and DALA will finalize the agreement upon approval from the PCSB.
2. "The student dismissal issues previously stated regarding the Family Contract remain a matter of concern for this section of the charter application, as well."
- **Discovery's Response:** See response in Section 8.

**Section 14: Facilities**  
**Meets the Standard**

**Section 15: Transportation**  
**Meets the Standard**

**Section 16: Food Service**  
**Does Not Meet the Standard**

1. The applicant does not budget for food services.
- **Discovery's Response:** Food service will be provided in full by Discovery Academy of Lake Alfred who is an approved NSLP sponsor. Appropriate applications will be submitted for Discovery High School to become a

site under the sponsorship of DALA. All revenues and expenditures for food service will fall under that school, not Discovery High School. The foodservice provided by DALA will adhere to all NSLP nutritional guidelines for high school students.

**Section 17: Budget  
Does Not Meet the Standard**

1. The applicant does not budget funding for professional development for years one (1) and two (2), and in year three (3), only \$8,000 is committed to professional development.
  - **Discovery's Response:** DHS will utilize a variety of methods for addressing the Professional Development needs of our staff, which do not require specific budgetary allocations such as in house training, web-based applications training, FDLRS, CSU, and shared training between DALA and DHS. In addition, the school will have Title II funding to cover the costs of additional external training offered as the student base extends to grades 11 and 12 and the PD needs increase.
2. The applicant does not provide expenses under the food service function.
  - **Discovery's Response:** Food service will be provided in full by Discovery Academy of Lake Alfred who is an approved NSLP sponsor. Appropriate applications will be submitted for Discovery High School to become a site under the sponsorship of DALA. All revenues and expenditures for food service will fall under that school, not Discovery High School.
3. The applicant only budgets \$7,500 for instructional supplies and textbooks in the first year of operation.
  - **Discovery's Response:** In the budget narrative document provided with the original application, the amount of supplies and textbooks budgeted is \$150 per student. In our experience with operation of the middle school, only \$115 per student is necessary to operate the school. We have added an amount to account for high school supplies and textbooks. Any supplies that have a useful life of more than one year are included under the \$207,500 budgeted for instructional equipment.
4. The applicant budgets \$15,000 for capital outlay revenue. Pursuant to Section 1013.62, F.S., the School is not eligible for capital outlay the first year of operation.
  - **Discovery's Response:** While charter schools are only typically allowed capital outlay funding in their fourth year of operation and beyond, there are certain exceptions that allow a charter school to receive capital outlay funding in its first year of operation. The exception that Discovery High School would fall under is that it plans to be accredited under the AdvanceEd national accreditation. The school has consulted with AdvanceEd and other charter schools, and it is possible to get accredited in the first year of operation before the deadline to receive capital outlay funding. In the case that the school does not achieve this goal, there are ample assets

available to borrow from Discovery Academy of Lake Alfred to cover any budget shortfalls resulting from the absence of this funding.

5. The agreement between Discovery High School (DHS) and Discovery Academy of Lake Alfred, Inc. (DALA) for 2015-2016 stipulates that DALA will provide staff as needed to operate the school the cost of which will be reimbursed by DHS. The applicant does not appear to provide a plan for the repayment for such services.

- **Discovery's Response:** The agreement explicitly states that payment will be provided by the end of the month following the payroll payment date. Payroll is currently paid on the last day of the month for all DALA employees, and it is planned to be on the same day for DHS. All expenses for salaries and benefits included in the budget for DHS are these expenditures being repaid to DALA.

6. The application includes two versions of the start up budget, one assuming receipt of the Federal Charter School Grant and one without the grant funds to support startup costs. The version without grant funds includes a \$13,500 loan from Discovery Academy and approximately \$5,000 in in-kind services to support startup activities. The version without grant funding also includes a \$150,000 loan from Discovery Academy to assist with year one operating expenses. The presented budget with and without start up funds does not reflect debt payment service.

- **Discovery's Response:** The version of the budget without start-up grant funding does, indeed, have repayments planned both on the face of the budget and in the budget narrative provided. The budget narrative explicitly states that the loan will be repaid over ten years beginning in year 2017-2018. The annual repayments of \$16,350 on the total loan of \$163,500 then appear in the budget beginning in that year in the proper Florida Red Book function for those repayments, function 9200, which appears near the bottom of the budget. Florida Statutes also do not currently prohibit the offer of in-kind services from one charter school to another.
- The version of the budget **with** start-up grant funding does not have any reference to a loan taken from Discovery Academy; therefore, there would be no loan repayments in that version of the budget.

7. The District has reservations regarding the staffing and budgeting of personnel to support the varied course offerings, as well as, the innovative measures to provide students with STEM and a curriculum supporting 21st century required skills.

- **Discovery's Response:** See Section 3 and 5 of the response document. In addition, the STEM curriculum will be interdisciplinary and will be infused in all content areas not just specific classes, through the incorporation of STEM benchmarks included in Section 3 of the application.

## **Section 18: Financial Management and Oversight Meets the Standard**

**Section 19: Action Plan  
Meets the Standard**

# **Exhibit 9**

Transcript of Excerpted  
Portions of School Board  
Workshop held 10/14/14

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**EXCERPT TRANSCRIPT OF MINUTES OF DVD RECORDED  
SCHOOL BOARD OF POLK COUNTY PUBLIC SCHOOLS WORK SESSION**

**OCTOBER 14, 2014 – 8:30 A.M.**



1 \* \* \*

2 CHAIRMAN MULLENAX: Does anyone have any comment or anything about  
3 today's agenda?

4 MS. FIELDS: I think the only thing that I would like to know, and I'm sure the  
5 answer is the same. Are there any changes in recommendation for the Charter School  
6 applications? Are they all still the same as far as your recommendation?

7 SUPERINTENDENT LEROY: Yes, ma'am.

8 MS. FIELDS: Okay, thank you.

9 MR. HARRIS: What were they? Where did we get them?

10 SUPERINTENDENT LEROY: The recommendations were presented at the  
11 Work Session from the Charter Review Committee.

12 MS. CUNNINGHAM: But we're asking when are you presenting yours?

13 SUPERINTENDENT LEROY: I'm presenting mine today.

14 MS. CUNNINGHAM: Okay.

15 MR. HARRIS: But they are not included in our information?

16 MS. CUNNINGHAM: Right. None of it is.

17 SUPERINTENDENT LEROY: Okay. I might add --

18 MS. FIELDS: I guess what I was asking is -- are you going to submit as the  
19 Charter Schools Committee recommendation?

20 SUPERINTENDENT LEROY: Yes, ma'am, I am.

21 MS. FIELDS: Okay, that's what I thought. Okay, thank you.

22 SUPERINTENDENT LEROY: Mr. Warren, did you want to speak why it was  
23 not attached, the recommendation?

1 MR. WARREN: Yes, I would like to address that. We typically would not  
2 include that on our regular -- because media, all parties could review that. It is the  
3 Superintendent's Recommendation at the time she brings it forward. At the time we were  
4 like ten days out for deadline for submission for the Work Session and Board Meeting  
5 and so that's why she'll bring them as an oral recommendation to you with respect to  
6 each of the applicants individually.

7 MS. CUNNINGHAM: Which I believe -- is that a historical -- is that the way it  
8 has been done each year?

9 MR. WARREN: Yes.

10 MR. HARRIS: We've objected but it has been done that way.

11 SUPERINTENDENT LEROY: Oh.

12 MR. HARRIS: We always get recommendations on everything else that's  
13 brought to us with the document except for this issue. So we're sitting there -- the public  
14 thinks we know but we have no clue what the recommendation is.

15 SUPERINTENDENT LEROY: I apologize because this is really my -- you know,  
16 last year I was brand new and so really the full process -- so I apologize; that's my fault.  
17 We will make adjustments next year.

18 MR. HARRIS: It is an awkward situation.

19 MR. WARREN: It is.

20 MR. HARRIS: But the public sits there thinking the Board knows your  
21 recommendation because it's got the recommendation on everything else on the agenda  
22 but that one issue.

1 MR. HARRIS: Our concern has been too we have media outlets; we have the  
2 applicants as well that track this very closely and at such time that deadline prior to your  
3 Board Meeting where we have to submit everything, the lines of communication in the  
4 light of when that rolls forward in the Board Meeting to make a formal recommendation  
5 but we will definitely take this into consideration.

6 CHAIRMAN MULLENAX: Ms. Cunningham.

7 MS. CUNNINGHAM: Yes, sir. Here's my thought. It's always been done this  
8 way so you haven't done anything out of the ordinary. The only thing I'm asking is will  
9 you be presenting your recommendation in Work Session, which is what's always been  
10 done, so that we can talk about it. Can we hear your thoughts before we go in or not;  
11 that's my question now.

12 SUPERINTENDENT LEROY: I can if you would like me to, yes, ma'am.

13 MS. CUNNINGHAM: But you were not prepared? You were just going to  
14 present it?

15 SUPERINTENDENT LEROY: I was going to present it this afternoon but I can  
16 present it this morning.

17 MS. CUNNINGHAM: See, that doesn't give us time because I had some  
18 questions. So, whatever is appropriate, not necessarily now, I would like you to give us  
19 your recommendation based on how you feel so that we have some time to think about it  
20 because I don't know that it's exactly the same. That's why I think Ms. Fields asked the  
21 question. I didn't know where you were going with your personal recommendations on  
22 this and then so we can have a bit of a dialogue.

23 SUPERINTENDENT LEROY: So, may I ask that we can –

1 MS. CUNNINGHAM: Not long, just a quick –

2 SUPERINTENDENT LEROY: Right, but what I'm asking is maybe what we  
3 could do is during the Work Session time, we carve out some time this morning and I  
4 could back up Summer Learning or we could back up some of those information items or  
5 whatever to give a set amount of time this morning to have discussion; would that meet –

6 MS. CUNNINGHAM: Yeah, and I'm not talking – I just need to hear verbally  
7 what your recommendations are and then just maybe have a few questions so we're  
8 talking 10 to 15 minutes, not changing the whole agenda.

9 MS. FIELDS: In addition to that, maybe for future references, I think it would  
10 have been nice to have the young lady come today to present it. I don't remember her  
11 name. She could have presented. She did an excellent job.

12 MS. CUNNINGHAM: That's true.

13 MS. FIELDS: I don't know why she would not have presented today and it's  
14 coming from an objective person as such, not to say that none of us are objective but it's  
15 coming from someone who doesn't have a dog in the fight, if that makes any sense. I  
16 agree with Ms. Cunningham it would be nice just because we have been doing something  
17 for a long time does not mean that we can't change that but to come to a meeting a few  
18 hours before we could vote and not know what's on your mind; that kind of gives me  
19 heartburn.

20 SUPERINTENDENT LEROY: Okay, all right.

21 MS. CUNNINGHAM: That will be great.

22 SUPERINTENDENT LEROY: So we'll carve out time this morning and  
23 something else I'd like to do because I hear your concerns is why don't we bring forward

1 at an upcoming Work Session a process that the Board can develop that everybody is  
2 comfortable with for future applications in that process and that we'll use from this point  
3 forward.

4 MS. CUNNINGHAM: That will be great.

5 CHAIRMAN MULLENAX: You're going to carve that into the time line?

6 SUPERINTENDENT LEROY: Yes, sir.

7 MR. HARRIS: That's a good idea.

8 CHAIRMAN MULLENAX: I'm looking; everybody is pretty much in agreement  
9 with that.

10 SUPERINTENDENT LEROY: Okay.

11 CHAIRMAN MULLENAX: Yes, ma'am. Okay. That's my part. It's all yours  
12 ma'am.

13 SUPERINTENDENT LEROY: Thank you, sir. Are we ahead of schedule?

14 CHAIRMAN MULLENAX: Heaven forbid.

15 MS. CUNNINGHAM: We need that.

16 SUPERINTENDENT LEROY: Actually, if we could go ahead and take a very  
17 quick break and come back if that's okay and then we'll go through information very  
18 quick and right into it; okay? So everybody take a break.

19 9:15 – 9:25 – A.M. Break

20 \* \* \*

21 SUPERINTENDENT LEROY: Thank you. So if I could ask the Board's  
22 pleasure; would you like to start with my recommendations on Charters so we make sure  
23 that's not rushed and you have time for your comments and then I'll go on with the rest

1 of the agenda or would you like for me to go on with the agenda and then put that at the  
2 end? So I'm asking the Board's direction.

3 MS. WRIGHT: At the end.

4 SUPERINTENDENT LEROY: At the end? Sure, okay.

5 \* \* \*

6 SUPERINTENDENT LEROY: Other questions or can I move to the Charter?

7 CHAIRMAN MULLENAX: Sure, whenever you're ready.

8 SUPERINTENDENT LEROY: So, I'm going to speak if you don't mind; I'll  
9 speak to the process again that we followed and a little bit of information procedurally  
10 wise. Then I'm just really going to say what my recommendations are for each one  
11 individually and then you can ask questions or make comments. I might ask Brian and  
12 John if you would come up please in case there's additional information you may need.

13 Okay, the staff, myself, the staff, we joined with the Charter School applicants  
14 and the Office of Charter Schools for Polk County's children by authorizing the Charter  
15 Schools of a high academic quality. On August 1<sup>st</sup> the Office of Charter Schools received  
16 seven Charter applications. These applications were distributed to a knowledgeable team  
17 of reviewers who independently evaluated the documents utilizing a rubric based upon  
18 the application requirements of the Florida Model Charter School application process.

19 The review team that we had in place was comprised of District Assistant  
20 Superintendents, Senior Directors and Directors as well as a successful Charter School  
21 Operator from Polk County, community representatives and the Polk County Schools  
22 Diversity Council which was made up of community representatives from communities

1 throughout Polk County. In addition, we had two external evaluators review the Charter  
2 applications.

3           There were many hours, numerous hours spent by all the reviewers reviewing the  
4 applications and their written responses to questions raised during the initial interview  
5 process. The procedure of the Board I know is going to vote on my recommendations  
6 today as outlined in Charter law: “A sponsor shall by majority vote approve or deny an  
7 application no later than 60 days after the application is received unless the applicant  
8 waives to extend that time line. If an application is denied the sponsor shall within 10  
9 calendar days of such denial articulate in writing its specific reasons based on good cause  
10 supporting its denial of the Charter application and shall provide a letter of denial and  
11 supporting documentation to the Department of Education. An applicant may appeal any  
12 denial within a period of 30 calendar days after receipt of the sponsor’s decision. Upon  
13 receipt of the appeal to the Department of Education the Commissioner of Education  
14 convenes a meeting of the Charter Schools Appeals Commission and the State Board of  
15 Education shall by majority vote accept or reject the sponsor’s decision no later than 90  
16 calendar days after an appeal is filed with state board law.”

17           Throughout this rigorous process three Charter applicants have withdrawn, Our  
18 Children’s Lakeland PK-6, Our Children’s Winter Haven PK-6 and Our Children’s  
19 Winter Haven Middle. Therefore, there are four Charter applications before us today for  
20 consideration this afternoon. My formal recommendation to approve or deny each of the  
21 four is as follows:

1 I will go through each applicant, one at a time in alphabetical order and then I can  
2 take questions or comments or I might have staff to support that as we go through each  
3 one. I am not going to provide a synopsis; I'm just going to go ahead and give my areas.

4 The Charter Review Committee recommended denial of Discovery High School  
5 by a vote of 11 to 1. As Superintendent I am recommending the denial of Discovery  
6 High School. Any questions you have or comments? Yes, ma'am?

7 MRS. SELLERS: On this one I know it was – the application was for a start up  
8 charter to be put on a conversion charter campus and I know the state has frowned on  
9 this, heavily frowned on having a start up on a regular campus. I'm assuming it's the  
10 same with – so there would be two charters on the same campus instead of an expansion  
11 but I know that they were very – they don't want to give numbers. There would have to  
12 be two separate school ID numbers and the state has not wanted to do that. I don't know  
13 that they have changed their position on that.

14 MR. WARREN: No, they have not.

15 MRS. SELLERS: In fact they strengthened the rules rather than weakened them  
16 about that and have consistently removed school numbers when there's been two  
17 numbers on one campus. So, to me, I don't know that that was mentioned in here but that  
18 was a major concern that the state has not wanted two ID numbers.

19 JOHN: No, ma'am, they do not.

20 SUPERINTENDENT LEROY: Brian, did you want to add anything to that?

21 MR. WARREN: I was making comments with respect to John here; your point is  
22 well taken, Mrs. Sellers, and we are notating that for consideration.

23 SUPERINTENDENT LEROY: Any other questions? Yes, sir.

1 MR. HARRIS: In Discovery, the conversation – that’s a different – I’ll just hold  
2 that until the next one comes in.

3 SUPERINTENDENT LEROY: Okay, any other questions or comments? Yes,  
4 sir?

5 MR. BERRYMAN: This is a question for Brian. In conversation with them did  
6 they ever discuss – I don’t think the application hinted at adding a grade at a time. Did  
7 it?

8 MR. WARREN: I believe they did do a walk out.

9 MR. BERRYMAN: Instead of – I meant –I should have said instead of doing a  
10 start up there?

11 MR. WARREN: Oh, you mean in terms of amending, just a contract to add a  
12 grade?

13 MR. BERRYMAN: Right.

14 MR. WARREN: No, it did not. It was an application for a start up on its own  
15 merit.

16 MR. BERRYMAN: Right. Thank you.

17 SUPERINTENDENT LEROY: Do you have any other questions or comments?

18 (Superintendent LeRoy continued on with her recommendations for denial of  
19 Ponciana Community Charter School, Ridgeview Middle.)

20 \* \* \*

21 SUPERINTENDENT LEROY: I wanted to mention something and I talked to  
22 Mr. Warren about this. These four applications today, yes, every one of them had major  
23 issues that it seems like they are correctable, many of them, could be, but none of them

1 took advantage of – in May they could have had a pre-review of their – in fact, it's in  
2 statute that we must pre-review these applications. They could have had that pre-review  
3 and been then given the same kind of information that they have now on their  
4 weaknesses. Then they would have had an opportunity to correct those weaknesses. It's  
5 frustrating because it makes us look like we are very hard nosed but once they submit the  
6 application with those weaknesses there's nothing in law that allows them to correct them  
7 and I'm saying this correctly, right?

8 MR. BRIDGES: Yes.

9 SUPERINTENDENT LEROY: They can't correct them now but they could have  
10 submitted these back in May and could have found out about their weaknesses and had an  
11 opportunity to correct them and then turn them in. None of these four chose to do that so  
12 right now there are weaknesses that maybe they would like to correct or respond to but  
13 we are not allowed to consider that.

14 We are only allowed to consider the application that was presented to us. It  
15 makes it hard on us because we look like we're the – but I don't understand why a charter  
16 that's so important, why none of them submitted these back in May and could have  
17 received this information and had an opportunity to correct some of their weaknesses.

18 MR. HARRIS: This is the second one of the four that we have the same issue,  
19 whether they had submitted a different type application, whether it had been reviewed or  
20 not, of wanting to build a charter school on the campus of an existing school. Discovery  
21 has that same issue, so does Ridgeview because their plan is to build this charter on our  
22 current property which is a conversion school. It isn't allowed for the same reason that

1 Discovery isn't allowed to have a second school on the same campus because you can't  
2 have two numbers occupying the same space.

3 (Discussion continued regarding Ridgeview Middle replication process that was  
4 not even considered by Charter Review Committee.)

5 \* \* \*

6 (Denial of Winter Haven Montessori and discussion.)

7 \* \* \*

8 SUPERINTENDENT LEROY: Any other comments or questions? Okay, so I  
9 will be bringing my recommendations this afternoon for a Board vote. I believe that  
10 concludes --

11 MS. FIELDS: Before you conclude.

12 SUPERINTENDENT LEROY: Yes, ma'am.

13 MS. FIELDS: Can we talk about the process of this afternoon?

14 SUPERINTENDENT LEROY: Yes, ma'am.

15 MS. FIELDS: As far as we have been inundated with emails and I'm not really  
16 sure if those inundations will show up today but if they show up today, how are we going  
17 to handle that?

18 CHAIRMAN MULLENAX: Ms. Judy, you are asking me, I'm assuming  
19 (laughter).

20 MS. FIELDS: Yes, sir. (lots of laughter)

21 CHAIRMAN MULLENAX: Well, there's a spot on the agenda as we all know  
22 where speakers from the audience are invited to speak on items that are on the agenda.  
23 They are allowed three minutes, but there's also a School Board policy, and Mr. Bridges,

1 correct me when I'm wrong which is probably about the second word, when it becomes  
2 clear to us that there are a large number of people that want to speak on the same issue, I  
3 think we can ask that for those that are going to state the same opinion without any new  
4 input to just please raise your hand and I guess recognize them or count them or  
5 something and then they are through, just kind of "Okay, fine, we've heard that  
6 message."

7 MR. BRIDGES: Mr. Chairman, I will be prepared to address it as we have  
8 spoken. I apologize, my computer seems to have locked up and I can't pull up the policy  
9 right now but it specifically allows when you have large numbers of people addressing  
10 the same topic, that the Chair can request a member of that group to speak and represent  
11 the capacity for them and that would certainly be an appropriate approach.

12 Of course, once again, it's important – while it's very important to listen to the  
13 input of the people who desire to have input, the vote is the vote of the School Board, not  
14 a popular vote of people who come to stack a Board Room.

15 CHAIRMAN MULLENAX: You okay with that?

16 MS. FIELDS: That's fine.

17 CHAIRMAN MULLENAX: I have been wondering about it too. That's why  
18 I've been talking to Wes.

19 MS. FIELDS: I just need to know.

20 SUPERINTENDENT LEROY: I will be reading what I read this morning as well  
21 as reading why each was denied and there will be an individual – I understand there will  
22 be an individual vote for each one?

23 MS. WRIGHT: Yes.

1 SUPERINTENDENT LEROY: That concludes the Work Session for today and I  
2 believe we have a Discipline Hearing at what time?

3 MS. WRIGHT: 12:30.

4 SUPERINTENDENT LEROY: 12:30. Okay. Thank you.

5 Meeting adjourned at 10:57 a.m.

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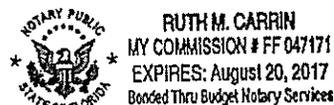
CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 15, are a correct excerpt transcript, to be best of my ability and understanding, of a DVD recorded Minutes of the School Board of Polk County Work Session, held on October 14, 2014, this 10<sup>th</sup> day of November, 2014.

Ruth M. Carrin

RUTH M. CARRIN, PLS

NOTARY PUBLIC, STATE OF FLORIDA



# **Exhibit 10**

Transcript of Excerpted  
Portions of School Board  
Meeting held 10/14/14

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**EXCERPT TRANSCRIPT OF MINUTES OF DVD RECORDED  
MEETING OF SCHOOL BOARD OF POLK COUNTY PUBLIC SCHOOLS**

**OCTOBER 14, 2014 – 1:30 P.M.**



1 the Polk County Schools Diversity Council which is made up of community  
2 representatives from communities throughout Polk County. In addition two external  
3 evaluators' reviewed the Charter applications.

4 Please understand that all reviewers spent numerous hours reviewing these  
5 applications and written responses to questions raised during the initial review process.  
6 Procedurally, the Board will vote on my recommendations as outlined in Charter law. "A  
7 sponsor shall by majority vote approve or deny an application no later than 60 days after  
8 the application is received unless the applicant waives to extend that time line. If an  
9 application is denied the sponsor shall within 10 calendar days of such denial articulate in  
10 writing the specific reasons based on good cause supporting its denial of the Charter  
11 application and shall provide the letter of denial and supporting documentation to the  
12 Department of Education. An applicant may appeal any denial within a period of 30  
13 calendar days after receipt of the sponsor's decision. Upon receipt of an appeal to the  
14 Department of Education the Commissioner of Education convenes a meeting of the  
15 Charter Schools Appeals Commission. The State Board of Education shall by majority  
16 vote accept or reject the sponsor's decision no later than 90 calendar days after an appeal  
17 is filed in accordance with state board law."

18 Throughout this rigorous review three Charter applicants have withdrawn, Our  
19 Children's Lakeland PK-6, Our Children's Winter Haven PK-6 and Our Children's  
20 Winter Haven Middle. Therefore, there are four Charter applications before us today for  
21 consideration. I will make my formal recommendations to approve or deny each of the  
22 four remaining applications and as it was already stated by our Chair I will do it one at a  
23 time in alphabetical order. I will also provide some information around each Charter

1 application for the reasons for our decision and recommendation. Please understand that  
2 the Board received a comprehensive review regarding the strengths and weakness and  
3 concerns of the Charter application for each of the four Charter applications at a  
4 September 23, 2014, Board Work Session. Moreover, the Board has received the  
5 evaluation document for each Charter application and has had the opportunity to  
6 independently review this documentation. Therefore, I will be providing a brief synopsis  
7 of some of the findings for the recommendations I am about to make. My first Charter  
8 recommendation will be Discovery High School.

9 The Charter Review Committee recommended denial of Discovery High School  
10 by a vote of 11 to 1. As Superintendent I am recommending the denial of Discovery  
11 High School. The reasons for the recommendation of denial are based on statutory  
12 grounds in the following areas:

13 Pursuant to State Rule 1002.33, Florida Statutes, the applicant fails to adequately  
14 include an expense projection that includes full accounting of the operations to insure  
15 fiscal responsibility. The school will be in operation for two years without allocating  
16 funds to support the outlined instructional program which emphasizes 21<sup>st</sup> Century Skills  
17 in both core and elective classes and STEM. The applicant budgets \$8,000 beginning  
18 with the third year of operation.

19 The applicant fails to adequately budget sufficient staff to support the school's  
20 identified educational program and curriculum plan.

21 The applicant does not budget for food services.

22 The applicant does not budget for custodial services for any of the five years of  
23 operation. The District understands it has a commitment for the current school that's

1 there to provide custodial support for the first two years of operations when Discovery  
2 shares its campus. However, the applicant proposes to move to a new location in year  
3 three.

4 The applicant includes Capital Outlay funding in its budget for the first year  
5 which the school will not be eligible. Pursuant to statute the applicant fails to provide an  
6 adequate annual financial plan for each year requested by the Charter for operations for  
7 each of the five years.

8 The applicant shall comply with these statutes pertaining to provision of services  
9 to students with disabilities.

10 The applicant fails to convey the school's effectiveness in serving exceptional  
11 student education. The applicant fails to budget for staffing or contracted services for  
12 exceptional student education until year three of operation. The budget for year three and  
13 subsequent years is not adequate to support such services.

14 The standard for approval is set forth in the Charter Application Evaluation  
15 instrument Florida Statute 1002.33. Applicant does not meet the standard for the  
16 following sections:

17 Section 8, School Climate and Discipline. The applicant provides conditions in  
18 which a student may be immediately dismissed from the school in violation of 1000.05,  
19 Florida Statute, Section 9, Governance. The applicant fails to provide a cohesive  
20 description of the legal structure of the governing board in accordance with 1002.33. The  
21 applicant fails to stipulate that it will appoint a representative to facilitate parental  
22 involvement, provide access to information, assist parents and others with questions and  
23 concerns and resolve disputes in accordance with that statute;

1           and Section 10, Management. The applicant fails to describe a viable and  
2 adequate staffing plan. As stated previously the staffing plan and budget do not reflect  
3 the hiring of sufficient staff to support the described educational program design and  
4 curriculum plan as described in Sections 3 and 4 of the Charter Application.

5           CHAIRMAN MULLENAX: What's the pleasure of the Board?

6           MS. CUNNINGHAM: Mr. Chairman, I would like to make a motion to approve  
7 the Superintendent's recommendation to deny the Discovery High School Application.

8           MS. FIELDS: Second.

9           CHAIRMAN MULLENAX: I have a motion and a second. Is there discussion  
10 from the Board?

11          MR. HARRIS: I think it might be also prudent to make sure that we make the  
12 public aware that there is already a Charter School on this property that's being proposed  
13 and this would be a second school on the same property. The Department of Education  
14 prohibits that with a separate school number. We have already tried that with some of  
15 our internal and some of our own magnet schools and that does not fly with the  
16 Department of Education anymore and they did not propose a separate location for this  
17 second Charter school.

18          CHAIRMAN MULLENAX: Thank you, Mr. Harris. Are there other comments  
19 from Board Members? We have a motion and a second on the floor. All those in favor  
20 say Aye.

21          Hunt Berryman        Aye

22          Lori Cunningham      Aye

23          Kay Fields             Aye

1           Tim Harris           Aye  
2           Dick Mullenax        Aye  
3           Hazel Sellers         Aye  
4           Debra Wright         Aye

5    Opposed, same sign. The recommendation for the Superintendent to deny is approved.

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12           Meeting adjourned at 3:41 p.m.

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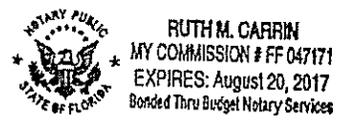
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CERTIFICATE

I HEREBY CERTIFY that the foregoing pages 1 through 7, are a correct excerpt transcript, to be best of my ability and understanding, of a DVD recorded Minutes of the School Board of Polk County Meeting, held on October 14, 2014, this 10<sup>th</sup> day of November, 2014.

  
\_\_\_\_\_

RUTH M. CARRIN, PLS  
NOTARY PUBLIC, STATE OF FLORIDA



# **Exhibit 11**

Final Evaluation Instrument

**DISCOVERY HIGH SCHOOL**

**Florida Charter School Application Evaluation Instrument**

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

**Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

**Does Not Meet the Standard:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

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**OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST**

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

<b>DENY</b>	<b>APPROVE</b>
X	

Discovery High School

EVALUATION OVERVIEW

	DOE Application Question	Meets Standard	Partially Meets Standard	Does Not Meet Standard
1.	Mission, Guiding Principles and Purpose	X		
2.	Target Population and Student Body		X	
3.	Educational Program Design		X	
4.	Curriculum Plan	X		
5.	Student Performance, Assessment and Evaluation		X	
6.	Exceptional Students			X
7.	English Language Learners	X		
8.	School Climate and Discipline			X
9.	Governance			X
10.	Management			X
11.	Education Service Provider	Not Applicable		
12.	Human Resources and Employment		X	
13.	Student Recruitment and Enrollment		X	
14.	Facilities	X		
15.	Transportation Service	X		
16.	Food Service			X
17.	Budget			X
18.	Financial Management and Oversight	X		
19.	Action Plan	X		

# Discovery High School

## I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

### 1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

#### Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The application states its mission as, “We are dedicated to actively engaging all individuals in quality learning experiences that will enable them to value themselves and become responsible, productive citizens in a changing world.”</li> </ul>	Page 1
<ul style="list-style-type: none"> <li>• The applicant has conducted its due diligence regarding the need for the School.</li> </ul>	Page 1
<ul style="list-style-type: none"> <li>• The applicant provides clearly identified skills to be emphasized in the School’s program.</li> </ul>	Page 1
<ul style="list-style-type: none"> <li>• The School’s program will include an emphasis on 21<sup>st</sup> Century Skills in both core and elective classes, as well as, an emphasis on STEM.</li> </ul>	Page 2
<ul style="list-style-type: none"> <li>• The School has entered into an agreement with Polk State Chain of Lakes Collegiate Program, allowing students to earn both their high school and Associates Degree at the conclusion of their senior year.</li> </ul>	Page 4

## Discovery High School

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"><li data-bbox="289 306 998 401">• The School is likely to be challenged during the first two (2) years of the charter to offer a full range of class offerings for a small student body.</li></ul>	

## Discovery High School

### 2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

**Statutory Reference(s):**

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

**Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant plans to offer district-wide enrollment opportunities but anticipates significant enrollment from communities in Polk County that have been traditionally underserved in terms of school choice options.</li> <li>• The School will admit and enroll students in a non-discriminatory manner including students who are college bound, as well as, students seeking to develop career and vocational skills that lead to meaningful employment.</li> </ul>	<p>Page 7</p> <p>Page 7</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The student projections provided on page nine (9) do not match the projections provided by the applicant on the information page.</li> <li>• The School allegedly has an articulation agreement with Polk State College (unsigned agreement presented as an attachment) to allow 25 fully qualified students to enroll each year, beginning in 2017-2018. This has the potential to significantly impact the School's ability to provide the proposed college and career preparation program through the integration of STEM, rigorous academic classes, and career based electives.               <ul style="list-style-type: none"> <li>○ The percentage of students attending the pre-collegiate program assuming 25 students enroll</li> </ul> </li> </ul>	<p>Page 9 Information Page</p> <p>Page 7 Appendix O</p>

## Discovery High School

<p>each year:</p> <ul style="list-style-type: none"> <li>▪ 2017 Projecting 200 students – 13% of enrollment</li> <li>▪ 2018 Projecting 300 students – 17% of students</li> <li>▪ 2019 Projecting 400 students – 19% of students</li> </ul> <ul style="list-style-type: none"> <li>• The applicant states, “In the 2015-16 school year, DHS will serve students in grade 9. DHS intends to share staff with its partner, Discovery Academy. In the 2016-17, DHS will serve students in grades 9 and 10. DHS will add additional staff, enabling the school to add additional coursework.” <ul style="list-style-type: none"> <li>○ Again, the ability to provide the rigorous coursework as proposed in the application is questionable due to allocated staff and funding.</li> <li>○ The staffing plan does not reflect the allocation of a full Director until 2019-20.</li> </ul> </li> <li>• Additionally, the School has defined academic parameters (3.0 GPA and Algebra I completed in middle school) for students wishing to participate in the collegiate program. <ul style="list-style-type: none"> <li>○ Although §1002.33(10)(e)(5), F.S. stipulates that that the School may limit the enrollment process to target students who meet reasonable academic standards, the admission procedures may impact minority, low income, and/or students with disabilities.</li> <li>○ This is of particular interest considering the applicant proposes a relatively “small” high school setting.</li> </ul> </li> <li>• The educational plan loosely connects leadership and organizational frameworks, but does not explicitly reference research-based strategies of instruction.</li> <li>• The applicant does not cite evidence in-text so that it can be determined what is referenced and demonstrates that the proposed approach will lead to improved student performance for the School’s target population.</li> </ul>	<p>Page 8</p> <p>Appendix Q</p> <p>Page 7</p> <p>Pages 14 and 17-19</p> <p>Page 9 - 36</p>
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### 3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

**Statutory Reference(s):**

s. 1002.33(7)(a)(2)

**Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant intends to employ the traditional 180-day calendar and intends to mirror the Polk County School Board’s academic calendar, taking into consideration PS COL’s calendar for the pre-collegiate program.</li> </ul>	Page 9
<ul style="list-style-type: none"> <li>• The applicant provides a sample daily schedule based on a “block schedule” format.</li> </ul>	Page 10
<ul style="list-style-type: none"> <li>• The key components of the School’s educational program include:               <ul style="list-style-type: none"> <li>○ Standards based curriculum that imbeds the philosophies of a 21<sup>st</sup> century learning environment.</li> <li>○ Staff development.</li> <li>○ Sound lesson planning.</li> <li>○ STEM focus particularly in the area of Math.</li> <li>○ Frequent information sharing with parents.</li> <li>○ Student commitment and ownership of learning.</li> </ul> </li> </ul>	Pages 10 and 11
<ul style="list-style-type: none"> <li>• The applicant intends to imbed a 21<sup>st</sup> Century Skill Set into the curriculum to support development of the skills that students will need for post secondary education or the workplace, in addition to the College Board’s Eight Components of College and Career Readiness.</li> </ul>	Pages 11 and 28
<ul style="list-style-type: none"> <li>• The applicant has researched the work of Dr. Willard R.</li> </ul>	Page 14

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<p>Daggett to create a system of support that will create an exceptional learning environment for students driven by a well-organized leadership, a knowledgeable faculty, and a sound lesson planning process. In doing this, the School will utilize the Daggett System for Effective Instruction as a guide to form the learning environment and lesson planning process.</p> <ul style="list-style-type: none"> <li>• The applicant acknowledges the utilization of Professional Learning Communities (PLCs) to vertically align the curriculum.</li> </ul>	<p>Page 16</p>
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant states that the School will create a Leadership Team comprised of various staff members to help make decisions for the school.               <ul style="list-style-type: none"> <li>○ The Leadership Team will serve as the School Improvement Team that will oversee the school improvement process.                   <ul style="list-style-type: none"> <li>▪ It is unclear if the School Improvement Team is the same as the School Advisory Council. If so, the team does not meet the statutory requirements (§1001.452, F.S.).</li> </ul> </li> </ul> </li> <li>• The applicant is to be commended for seeking out and implementing well-researched work of educational experts to support the School's instructional program. However, these methodologies and strategies are intensive in terms of staff development, coaching, and mentoring to ensure the instructional program is implemented with fidelity.               <ul style="list-style-type: none"> <li>○ The applicant has not budgeted funds for "Instructional Staff Training Services" until 2017-2018.                   <ul style="list-style-type: none"> <li>▪ 2017-2018 the applicant budgets \$8,000.</li> <li>▪ 2018-2019 the applicant budgets \$28,321.                       <ul style="list-style-type: none"> <li>• The School will be open for two (2) years without allocated funds to support outlined instructional program.</li> </ul> </li> </ul> </li> </ul> </li> <li>• The applicant confirms that it will offer a variety of intensive, regular, honors, and AP courses to accommodate all students.               <ul style="list-style-type: none"> <li>○ The Applicant fails to explain how the School will offer an array of courses due to limited budgeting and staff.</li> </ul> </li> </ul>	<p>Page 15</p> <p>Pages 15 and 16</p> <p>Page 14 – 21</p> <p>Appendix U</p> <p>Page 50</p>

## Discovery High School

### 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

#### Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant states that teachers will be required to blend technology into their classes on a regular basis to ensure the School is creating an effective 21<sup>st</sup> century learning environment.</li> <li>• The applicant explains that all students will complete both electronic portfolios and student lead conferences.</li> </ul>	<p>Page 21</p> <p>Pages 23 -25</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The majority of elective courses are limited to interventions that are required based upon state assessment performance (3 of 6 listed).</li> <li>• The applicant does not indentify specific progress monitoring tools the School plans to utilize to determine intervention needs outside of state assessment.</li> <li>• The applicant provides a summary of the key components of the school's curriculum plan.</li> <li>• The School provides a chart of minimum course and subject area requirements. All courses are Florida approved and aligned with Florida standards. Non-core, non-academic courses are found in Appendix E of the application.</li> <li>• Research based components supporting the school curriculum include a focus on Florida standards, Marzano and Danielson</li> </ul>	<p>Page 38</p> <p>Pages 43 and 47</p> <p>Pages 36 and 37</p> <p>Pages 37 – 39</p> <p>Page 40</p>

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<p>strategies, a STEM focus, a college and career focus, and strong tutoring and mentoring services as needed.</p> <ul style="list-style-type: none"><li>• The application provides a summary of the strategies and materials that will be used to assist students reading below grade level as well as the strategies and materials that will be utilized for students reading at or above grade level. Intensive reading instruction will be provided as needed pursuant to statutory requirements.</li></ul>	<p>Pages 43 - 45</p>
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## Discovery High School

### 5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

#### Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

#### Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant's identified objectives for the School are measurable and reasonable given the uncertainty of the Florida's student assessment program.</li> <li>• The applicant specifies that it will use the PCSB Student Progression Plan in determining if a student has met promotion requirements and for grading purposes.</li> <li>• The applicant states that the School will use its Learning Progression plan to track students' progress in a variety of ways.</li> <li>• The applicant clearly articulates how it will determine if high school students satisfy requirements specified in section §1003.428.</li> <li>• The applicant identifies various types of assessments and provides a timeline regarding implementation.               <ul style="list-style-type: none"> <li>○ Criterion-Referenced Tests.</li> <li>○ Progress Monitoring Assessments.                   <ul style="list-style-type: none"> <li>▪ Discovery Education (No longer used by</li> </ul> </li> </ul> </li> </ul>	<p>Page 48 – 50</p> <p>Page 51</p> <p>Page 52</p> <p>Page 52</p> <p>Pages 52 – 56 Appendix D Page 54 Pages 54 and 55</p>

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<p>District) or other standards based progress-monitoring testing.</p> <ul style="list-style-type: none"> <li>▪ Teacher Created Subject Area Common Summative/Formative Assessments.</li> <li>▪ Student Created Electronic Portfolios.</li> <li>▪ College Placement Tests.</li> </ul> <ul style="list-style-type: none"> <li>• The applicant presents Science and History goals, which are appropriate based on identified baseline data.</li> </ul>	<p>Page 55</p> <p>Page 56</p> <p>Page 56</p> <p>Page 50</p>
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• Given the School's focus on STEM and college and career readiness; it is concerning that the applicant does not include measurable objectives relating to performance or participation.</li> <li>• The applicant provides the following goal for Reading/ELA, which is vague and does not meet expectations of a specific measurable goal: <ul style="list-style-type: none"> <li>○ In 2015-2016, Discovery High School will demonstrate an equal or higher percentage of students deemed proficient (currently level 3 or higher) than the majority of comparable schools as evidenced by the DOE School Grades Report.</li> </ul> </li> <li>• The applicant states, "If the student fails to meet the requirements of the academic probation within a reasonable time, the student will face potential dismissal or retention." Moreover, the applicant asserts, "If a student fails to meet the requirements of the attendance probation, the student will face potential dismissal or retention." <ul style="list-style-type: none"> <li>○ The School violates students' civil rights by imposing such actions that are not authorized by §1006.09(b), F.S.</li> <li>○ The civil rights obligations that apply to charter schools are the same obligations that apply to all public schools in accordance to the U.S. Department of Education, Office for Civil Rights <i>Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers</i>.</li> <li>○ The School may not arbitrarily dismiss a student unless he/she commits an expellable offence.</li> <li>○ If a student commits an expellable offence, the School must recommend a student for expulsion to the Polk County School Board, the only legal body that can remove the right or obligation of a student to attend a public school.</li> </ul> </li> </ul>	<p>Pages 48 – 50</p> <p>Page 48</p> <p>Pages 51 and 52</p>

## Discovery High School

### Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

#### Statutory Reference(s):

s. 1002.33(16)(a)(3)

#### Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant identifies the type of students to be serviced – 80% or higher in general education.</li> </ul>	Page 57

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant states, "Before applying, all potential applicants will be informed of the services staff and facilities limitations of DHS. Any DHS student entering with an IEP whose level of services meets the above criteria (80% or higher in general education) will be accommodated in accordance with the specifics of the plan."               <ul style="list-style-type: none"> <li>○ However, the <u>Student Application</u> articulates the following statement for Exceptional Student Education:                   <ul style="list-style-type: none"> <li>▪ "DHS only provides consultative services."</li> </ul> </li> <li>• The statement lends to speculation</li> </ul> </li> </ul>	<p style="text-align: center;">Page 57</p> <p style="text-align: center;">Appendix Z</p> <p style="text-align: center;">Page 7</p>

## Discovery High School

<p>services.</p> <ul style="list-style-type: none"> <li>• The staffing plan does not include provisions for related services such as Speech/Language Services or Occupational/Physical Therapy.</li> <li>• The applicant is vague regarding its collaboration with the District to ensure that the School is an appropriate placement for an ESE student. <ul style="list-style-type: none"> <li>○ A decision as to whether ESE student is appropriately placed at DHS cannot be made unilaterally by the School but must be made in collaboration with the parent and Polk County ESE staff.</li> </ul> </li> <li>• The applicant does not provide adequate information regarding 504 plans. <ul style="list-style-type: none"> <li>○ 504 teams are required to have persons on the team that know the student, meaning of evaluations/diagnosis and placement options/services. The parent is also invited to attend but is not required.</li> <li>○ Reasonable accommodations under 504 are not just limited to the classroom. They are to be addressed for the entire school environment.</li> <li>○ 504 plans are to be reviewed when a student transitions to a new school, not if deemed necessary or at the request of the parent as stipulated by the Applicant.</li> </ul> </li> </ul>	<p>Appendix Q</p> <p>Page 59</p> <p>Page 58</p> <p>Page 58</p> <p>Page 58</p> <p>Page 58</p>
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## Discovery High School

### 7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

**Statutory Reference(s):**

s. 1002.33(16)(a)(3)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Demonstrated a commitment to serving the full range of needs of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant demonstrates proper use of state and federal guidelines.</li> <li>• The applicant states, “Instructors and administrators will have the ELL endorsement or other required ELL training, or they will be working toward that goal, as mandated by state regulations.”</li> </ul>	<p>Pages 61 – 63</p> <p>Page 61</p>

Concerns and Additional Questions	Reference

## Discovery High School

### 8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

#### Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)(n)

#### Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant explains that it will use research from Dr. Robert Marzano to establish clear benchmarks for classroom management and discipline.</li> </ul>	Page 63

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant states, "If the student fails to meet the requirements of the academic probation within a reasonable time, the student will face potential dismissal or retention." Moreover, the applicant asserts, "If a student fails to meet the requirements of the attendance probation, the student will face potential dismissal or retention."               <ul style="list-style-type: none"> <li>○ The School violates students' civil rights by imposing such actions that are not authorized by §1006.09(b), F.S.</li> <li>○ The civil rights obligations that apply to charter schools are the same obligations that apply to all public schools in accordance to the U.S. Department of Education, Office for Civil Rights <i>Applying Federal Civil Rights Laws to Public Charter Schools Questions and Answers</i>.</li> <li>○ The School may not arbitrarily dismiss a student unless he/she commits an expellable offence.</li> <li>○ If a student commits an expellable offence, the School must recommend a student for expulsion to the Polk County School Board, the only legal body</li> </ul> </li> </ul>	Pages 51 and 52

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<p>that can remove the right or obligation of a student to attend a public school.</p>	
<ul style="list-style-type: none"> <li>• The applicant specifies, “DHS will also use the PCSB Code of Conduct as a guide in dealing with classroom management and discipline issues. DHS will, however, have a separate dismissal policy.”</li> </ul>	<p>Page 64</p>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ The applicant further stipulates that the School expects all students to abide by PCSB’s Student Code of Conduct and the School’s Expectations.</li> </ul> </li> </ul>	<p>Page 64</p>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ The Expectations document asserts, “Students who do NOT meet the school’s expectations after interventions are in place will be dismissed from Discovery High School.”</li> <li>▪ The application does not appear to include the School’s dismissal policy as referenced above.                             <ul style="list-style-type: none"> <li>• District is unable to review the School’s dismissal policy for legal compliance.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Appendix G</p>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ The applicant further states, “All DHS parents and students will be required to read and review the PCSB Code of Conduct and sign the DHS family contract and student expectations form acknowledging that they have read and agree to abide by the PCSB Code of Conduct. Both will also outline procedures for possible dismissal and additional regulations of the school.”</li> </ul> </li> </ul>	<p>Page 64</p>
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Family Contract - The Applicant identifies the following areas for probation or <u>immediate</u> dismissal of a student from the School: Excessive Tardies, Excessive Checkouts and/or Unexcused Absences; Dress Code Violations; and Academic (student is academically unsuccessful); Lack of Parent Involvement; and Repeated Offences Using Electronic Devices.                             <ul style="list-style-type: none"> <li>• Pursuant to DOE Opinion 03-05, failure of a parent or parents to uphold or fulfill their responsibilities under the contract is sufficient grounds for a charter school to deny admission to the child the following year.                                     <ul style="list-style-type: none"> <li>○ Generally speaking, the Parent Contract refers to</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Appendix F</p>

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	parents' commitment to completing volunteer hours, as required by the school.
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# Discovery High School

## II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

### 9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

**Statutory Reference(s):**

s. 1002.33(7)(a)(15); s. 1002.33(16)(5)(b)

**Evaluation Criteria:**

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant references a general description of the governing board's key responsibilities.</li> </ul>	Page 67

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant provides conflicting information regarding the School's governance. It is unclear as to why Discovery Academy of Lake Alfred's governing board did not submit this application.                             <ul style="list-style-type: none"> <li>○ The applicant states, "The school intends to operate under the name The Discovery High School, Inc. and will be operated by the school's governing board."</li> <li>○ Furthermore, the applicant explains that the School will maintain a governing board consisting of four</li> </ul> </li> </ul>	<p style="text-align: center;">Pages 65 – 70</p> <p style="text-align: center;">Page 65</p> <p style="text-align: center;">Page 65</p>

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<p>general members and a chairperson. The board will also maintain three non-voting positions: President and Treasurer of DHS, Secretary of the board, a teacher representative voted for by the DHS faculty.</p> <ul style="list-style-type: none"> <li>○ The applicant maintains, “Upon approval of the charter, the Governing Board of Discovery Academy will also serve as the Governing Board of DHS.” <ul style="list-style-type: none"> <li>▪ The proposed members of the School’s governing board, voting and nonvoting, are provided by the applicant. <ul style="list-style-type: none"> <li>• Carol Faulks, President/Executive Director of Discovery Academy, is not listed as a proposed board member on page 68. <ul style="list-style-type: none"> <li>○ Carol Faulks is not listed as a board member but is listed in the DHS Articles of Incorporation as the President/Treasurer.</li> <li>○ The 2014 Florida Non Profit Corporation Annual Report (filed January 15, 2014) lists Kimberly Naylor as a Director. She is not listed on page 68 or in the Articles of Incorporation, attachment to the application.</li> </ul> </li> </ul> </li> </ul> </li> <li>○ <u>Role in Governance</u> – The applicant specifies, “While DHS will have the same governing board composition as its parent organization, DALA, they will maintain separate governing board meetings and agendas.”</li> <li>○ A letter of support to Ms. Faulks from Nancy Z. Daley, Mayor of the City of Lake Alfred, says “... I would like to express my full support for the expansion of Discovery Academy to add high school classes.”</li> <li>○ The proposed bylaws stipulate that the School’s membership shall consist solely of members of the parent organization, Discovery Academy of Lake Alfred, Inc. Board of Trustees.</li> <li>• The applicant fails to provide information regarding compliance of s. 1002.33(7)(d)(1) F.S., which states that each charter school’s governing board must appoint a</li> </ul>	<p>Page 67</p> <p>Page 68</p> <p>DALA School Website Page – Governing Board</p> <p>Appendix I, Page 5</p> <p>Florida Department of State Division Of Corporations (Sunbiz) Appendix I, Page 5</p> <p>Page 70</p> <p>Appendix A</p> <p>Appendix I, Page 2</p>
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representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.	
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# Discovery High School

## 10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

### Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

### Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant provides the qualifications for the School's Director and the recruiting and selection process.</li> <li>• The applicant submits detailed job descriptions, including qualifications and duties for all staff positions.</li> </ul>	<p>Page 71</p> <p>Appendix H</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant does not provide information in this section regarding the evaluation of staff, a requisite of the FLDOE Charter Evaluation Instrument (Form Number: IEPC-MI).</li> <li>• The staffing plan, particularly the first two years, does not provide adequate staffing aligned with the School's projected enrollment as detailed on the coverage page of the application. It is uncertain how the School will offer an array of classes to support the proposed Educational Program Design and Curriculum plan as stipulated in the charter application.               <ul style="list-style-type: none"> <li>○ 2015-16 (50 students)                   <ul style="list-style-type: none"> <li>▪ Director .125 X 1</li> <li>▪ Core Academic Teachers .25 X 4</li> <li>▪ Elective Teachers .125 X 4</li> <li>▪ No ESE Teachers</li> </ul> </li> <li>○ 2016-17 (125 students)</li> </ul> </li> </ul>	<p>Appendix Q</p>

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<ul style="list-style-type: none"><li>▪ Director .125 X 1</li><li>▪ Core Academic Teachers .25 X 4</li><li>▪ Elective Teachers .125 X 4</li><li>▪ No ESE Teachers</li><li>○ The applicant states, "In the 2015-16 school year, DHS will serve students in grade 9. DHS intends to share staff with its partner, Discovery Academy.</li></ul>	Page 8
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# Discovery High School

## 11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

**Statutory Reference(s):**

s. 1002.33(7)(a)(9)

**Evaluation Criteria:**

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X			

Strengths	Reference

Concerns and Additional Questions	Reference

## Discovery High School

### 12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

**Statutory Reference(s):**

s. 1002.33(7)(a)(14); s. 1002.33(12)

**Evaluation Criteria:**

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant stipulates that it attends to be a public employer and employees will be eligible to participate in the Florida Retirement System (FRS).</li> <li>• The applicant affirms that the School will provide employees with medical and life insurance policies. The employees have the option to purchase other life insurance policies.</li> <li>• The applicant provides detailed and comprehensive personnel procedures.</li> </ul>	<p>Page 73</p> <p>Page 73</p> <p>Appendix V</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant provides a salary schedule for teachers but not for any other staff members.</li> <li>• The applicant does not identify the upcoming need to modify the salary schedule to tie at least some portion of teacher pay (and staff evaluation) to student performance.</li> </ul>	<p>Appendix R</p> <p>Pages 73 and 74</p>

# Discovery High School

## 13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

**Statutory Reference(s):**

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

**Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant has devised a strong marketing and recruitment plan.</li> <li>• The applicant provides demographic information, which demonstrates a fairly equal enrollment pattern for Discovery Academy and Polk County.</li> <li>• The applicant’s process for enrollment appears to be in compliance with legal requirements, including the provision of a lottery if applications exceed capacity.</li> </ul>	<p>Page 74</p> <p>Page 75</p> <p>Pages 75 and 76</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant anticipates that most of the School’s enrollment will come from Discovery Academy pursuant to a request for articulation agreement.               <ul style="list-style-type: none"> <li>○ The actual agreement does not appear to be included in the application. The document presented does not include signatures of both parties.</li> <li>○ The articulation agreement requires approval by the Sponsor in order to be implemented.</li> </ul> </li> <li>• The student dismissal issues previously stated regarding the Family Contract remain a matter of concern for this section of the charter application, as well.</li> </ul>	<p>Appendix Y</p> <p>Appendix F</p>

# Discovery High School

## III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

### 14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

**Statutory Reference(s):**

s. 1002.33(7)(a)(13); s. 1002.33(18)

**Evaluation Criteria:**

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant explains that the School has a two-pronged plan for its facilities.                             <ul style="list-style-type: none"> <li>○ For the first two years, the School will be housed on its partner's campus, Discovery Academy.                                     <ul style="list-style-type: none"> <li>▪ Discovery Academy will seek permission from the Polk County School Board to allow the School to use its land for modular classroom space.   <ul style="list-style-type: none"> <li>• The School will lease two (2) portables the first year of operation. Anticipating growth, the School will lease four (4) portables for the 2016-2017 school year.</li> </ul> </li> </ul> </li> <li>○ Beginning in the third year, the School will move to a separate location, which needs to be secured.</li> <li>○ The School will also be seeking permission from the Polk County School Board to use Discovery Academy's computer lab, media center, multi-</li> </ul> </li> </ul>	<p>Page 77</p> <p>Page 77</p> <p>Page 77</p> <p>Page 77</p>

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## Discovery High School

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>purpose room/cafeteria, and PE space (locker room and gym).</li> <li>○ Discovery Academy has agreed to provide use of facilities at no charge.</li> <li>○ The School is responsible for bearing the costs of all portables needed for the operation of the School.</li> </ul> </li> <li>• The applicant explains that the School will move off the Discovery campus by 2017-2018 school year to a new location to be announced.           <ul style="list-style-type: none"> <li>○ The applicant states, “Discovery Academy of Lake Alfred has agreed to help finance the new site in order to meet this deadline.” (2017-2018)</li> <li>○ The applicant specifies that Discovery Academy plans to purchase land for the construction of a new campus and provide additional money for the down payment of a new campus.               <ul style="list-style-type: none"> <li>▪ The down payment will be repaid by DHS when funds are available.</li> <li>▪ Proof of available funds for the acquisition of the property and construction are provided with a copy of the Balance Sheet – Governmental Funds from the Annual Financial Audit ending June 30, 2013.</li> </ul> </li> </ul> </li> <li>• The applicant provides a proposed schedule for construction.</li> </ul>	<p>Appendix P</p> <p>Appendix P</p> <p>Page 77</p> <p>Page 79</p> <p>Page 80</p> <p>Page 80</p> <p>Appendix X</p> <p>Pages 80-81</p>
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Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The impact to Discovery Academy in reference to making core components of the facility available to the School’s student population.</li> </ul>	

# Discovery High School

## 15. Transportation

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"><li>• The applicant states that the School will contract with Discovery Academy for transportation.</li></ul>	Page 81 Appendix S

Concerns and Additional Questions	Reference

## Discovery High School

### 16. Food Service

The Food Service section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)(a)(1)

**Evaluation Criteria:**

A response that meets the standard will present:

- A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant stipulates that the School intends to contract food services with Discovery Academy's provider. Since Discovery Academy has already established a NSLP Sponsorship, the administrators are versed in the rigorous requirements of Healthy Hunger Free Kids Act 2010.</li> </ul>	Page 82 Appendix T

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant does not budget for food services.</li> <li>• The nutritional requirements for high school age students are different. Attention should be given to meeting the specific needs of this age group.</li> </ul>	Appendix U

# Discovery High School

## 17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

### Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

### Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X

Strengths	Reference
<ul style="list-style-type: none"> <li>• The application contains all required budget documents including a start up budget, a cash flow budget, a five year operating budget and a budget narrative.</li> <li>• The budget narrative provides a clear description of budgeted items and the financial assumptions that guided the development of the budget.</li> <li>• Procedures for board oversight of the budget (and making adjustments as necessary) are summarized.</li> </ul>	<p>Appendix U</p> <p>Appendix U</p> <p>Appendix U</p>

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant <b>does not</b> budget funding for professional development for years one (1) and (2) and in year three (3), only \$8,000 is committed to professional development.               <ul style="list-style-type: none"> <li>○ The applicant states, “... ensuring teachers will attend frequent professional development as part of DHS’s philosophy that teachers are life long learners. The goal of the professional developments will be for teachers to learn new, innovative, research-driven teaching practices to help enhance lessons for students.” Moreover, the applicant affirms, “DHS is also committed to having a sound and extensive</li> </ul> </li> </ul>	<p>Appendix U -Budget with Start-Up Funding</p> <p>Pages 4 and 5 Page 18</p>

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## Discovery High School

<p>includes a \$150,000 loan from Discovery Academy to assist with year one operating expenses.</p> <ul style="list-style-type: none"><li>• The District has reservations regarding the staffing and budgeting of personnel to support the varied course offerings, as well as, the innovative measures to provide students with STEM and a curriculum supporting 21<sup>st</sup> century required skills.</li></ul>	<p>Appendices Q and U</p>
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# Discovery High School

## 18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

### Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

### Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The School provides detailed procedures for Board oversight and monitoring of the School's finances.</li> <li>• The applicant stipulates fiscal management procedures to include internal controls, yearly audits, and regular financial reporting.</li> <li>• The applicant articulates appropriate procedures for maintaining and storing financial and student records, which are consistent with statutory requirements.</li> <li>• The applicant demonstrates an understanding of the School's requirement to have adequate insurance coverage and clearly describes the types and amounts of insurance coverage required pursuant to statute.</li> </ul>	<p>Pages 86 and 87</p> <p>Pages 87 - 92</p> <p>Pages 82 and 83</p> <p>Pages 93 and 94</p>

Concerns and Additional Questions	Reference

## Discovery High School

### 19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

**Statutory Reference(s):**

s. 1002.33(7)(a)(16)

**Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths	Reference
<ul style="list-style-type: none"> <li>• The applicant provides an action plan, which describes the various tasks to be accomplished during the startup period and the timelines for their completion.</li> </ul>	Pages 94 - 97

Concerns and Additional Questions	Reference
<ul style="list-style-type: none"> <li>• The applicant does not provide detail regarding how and when professional development will occur to support the many instructional methodologies and strategies identified in Section 3 (Educational Program Design).</li> </ul>	

# **Exhibit 12**

Denial Notice Transmittal  
E-Mail, dated 10/22/14

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**Subject:** FW: Denial of Charter Application for Discovery High School by the School Board of Polk County

**Attachments:** Charter Applicant Interview QA - Discovery High School (2).pdf; ATT00001.htm; Discovery High DOE Evaluation FINAL.pdf; ATT00002.htm; Discovery High Polk Evaluation FINAL.pdf; ATT00003.htm; Diversity Review 2014 of Charter Applications\_Discovery HS.pdf; ATT00004.htm; Denial Letter-Discovery High School\_FINAL.pdf; ATT00005.htm

**From:** "Brady, Melissa" <[melissa.brady@polk-fl.net](mailto:melissa.brady@polk-fl.net)>

**Date:** October 22, 2014 at 4:58:21 PM EDT

**To:** "[carol.fulks@discovervacademy.org](mailto:carol.fulks@discovervacademy.org)" <[carol.fulks@discovervacademy.org](mailto:carol.fulks@discovervacademy.org)>

**Cc:** "Small, John" <[john.small@polk-fl.net](mailto:john.small@polk-fl.net)>, "Bridges, Wes" <[wes.bridges@polk-fl.net](mailto:wes.bridges@polk-fl.net)>, "Edwards, Misty" <[misty.edwards@polk-fl.net](mailto:misty.edwards@polk-fl.net)>, "LeRoy, Kathryn - Superintendent" <[Kathryn.LeRoy@polk-fl.net](mailto:Kathryn.LeRoy@polk-fl.net)>, "Berryman, Hunt" <[hunt.berryman@polk-fl.net](mailto:hunt.berryman@polk-fl.net)>, "Fields, Kay Harris" <[kay.fields@polk-fl.net](mailto:kay.fields@polk-fl.net)>, "Sellers, Hazel H." <[hazel.seillers@polk-fl.net](mailto:hazel.seillers@polk-fl.net)>, "Cunningham, Lori" <[lori.cunningham@polk-fl.net](mailto:lori.cunningham@polk-fl.net)>, "Mullenax, Dick" <[dick.mullenax@polk-fl.net](mailto:dick.mullenax@polk-fl.net)>, "Harris, Tim" <[tim.harris@polk-fl.net](mailto:tim.harris@polk-fl.net)>, "Wright, Debra" <[debra.wright@polk-fl.net](mailto:debra.wright@polk-fl.net)>, "[adam.miller@fldoe.org](mailto:adam.miller@fldoe.org)" <[adam.miller@fldoe.org](mailto:adam.miller@fldoe.org)>, "[adam.emerson@fldoe.org](mailto:adam.emerson@fldoe.org)" <[adam.emerson@fldoe.org](mailto:adam.emerson@fldoe.org)>, "[lynn.abott@fldoe.org](mailto:lynn.abott@fldoe.org)" <[lynn.abott@fldoe.org](mailto:lynn.abott@fldoe.org)>, "Warren, Brian D." <[brian.warren@polk-fl.net](mailto:brian.warren@polk-fl.net)>

**Subject:** Denial of Charter Application for Discovery High School by the School Board of Polk County

Letter with enclosures attached. Original to follow via certified U.S. mail.

Please find the following attachments:

1. Letter of Denial - Denial Letter Discovery High School\_FINAL
2. Diversity Review - Diversity Review 2014 of Charter Applications\_Discovery HS
3. Applicant Interview - Charter Applicant Interview QA - Discovery High School (2)
4. Evaluation Instrument - Discovery High DOE Evaluation FINAL
5. Review Committee - Discovery High Polk Evaluation FINAL

Melissa Brady, Director of Charter Schools  
Multiple Pathways Education | Polk County Public Schools  
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