

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

RED HILLS ACADEMY, INC.
Applicant/Appellant,

v.

CASE NO.: _____

SCHOOL BOARD OF LEON COUNTY,
FLORIDA,
School Board/Appellee.

_____ /

**RED HILLS ACADEMY, INC.'S NOTICE OF APPEAL
OF DENIAL OF CHARTER SCHOOL APPLICATION**

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I. NAMES AND ADDRESSES OF PARTIES AND DATE OF DENIAL AND DENIAL NOTICE.

Applicant/Appellant
Red Hills Academy, Inc.¹
Mrs. Laura Joanos, Board Chair
2427 Owls Head Road
Tallahassee, FL 32310

Attorney for Applicant/Appellant
George T. Levesque, FBN 555541
GrayRobinson, P.A.
301 South Bronough Street, Suite 600
Tallahassee, Florida 32301

Attorney for Applicant/Appellant
Leon County School Board²
c/o Mr. Rocky Hanna,
Superintendent
2757 West Pensacola Street
Tallahassee, FL 32304

Attorney for School Board/Appellee
Opal McKinney-Williams, Esq.
Pittman Law Group
1028 E Park Ave
Tallahassee, FL 32301-2673

Date of School Board's Decision: April 27, 2021

Date of Denial Notice: May 7, 2021, Ex. 1.³

II. STATEMENT OF FACTS.

From the first, Red Hills Academy has transparently worked in good faith with the LCSB in the submission and review of its Application. On November 13, 2020, RHA provided notice to the LCSB of its intent to seek a charter school grant under Florida law. *See* Ex. 2. RHA timely submitted its Application on February 1, 2021. Ex. 3. The LCSB's Superintendent, consistent with its established policy, designated a Charter Application Review Committee (CARC) to review the application and make a recommendation to the Superintendent. *See* Ex. 4:527-28. The CARC was comprised of "experienced and knowledgeable [LCSB] staff who have expertise in the areas of curriculum, operations, finance, and governance necessary for the successful operation of a public school in Florida." Ex. 12:991. Despite having almost three-month notice of a forthcoming application, the CARC did not receive training on their responsibilities until after the Application was received. *See* Ex. 5. The training consisted of twelve PowerPoint slides setting forth the process and the timeline,

¹ Referred to throughout as "Red Hills" or "RHA"

² Referred to throughout as "School Board" or LCSB.

³ All exhibits will be cited by exhibit number, and where applicable, page number and line number, separated by a colon. For example, page 1 of Exhibit 3 will be cited as "Ex. 3:35" and lines 2 through 6 on page 48 of Exhibit 12 will be "Ex. 12:900:2-6. Pages are numbered consecutively throughout this appeal, as required by Florida Administrative Rule 6A-6.0781, and designated as "RHA Appeal XXXX."

only one of which addressed the law and governing standard. *Id.* RHA participated in an interview with the CARC on March 24. *See* Ex. 6. After the interview, the CARC discussed RHA's application, and recommended approval of RHA's application to the LCSB. *See* Ex. 7.

Demonstrative of its sandbagging practices, the LCSB never provided any written notification of issues or submitted any written questions concerning the Application prior to issuing the denial. For example, in preparation for the March 24 interview, the CARC compiled a substantial number of written questions in advance, but never provided those questions in writing, as would have been consistent with the procedures set for in section 1002.33(6)(b), Florida Statutes. Notwithstanding their questions, the CARC still recommended approving RHA's application.

Following the recommendation, the LCSB held a workshop on April 26, 2021, but never provided any advance notice to Red Hills Academy that a workshop on its application was being held. *See* Ex. 8; and Ex. 9. The RHA Application was only added to the agenda after the workshop meeting had started, making it impossible for any representative of RHA to be present. Moreover, despite having assembled a CARC with subject matter expertise in each area, the majority of whom recommended approval of the Application, the Superintendent only had Dr. Jeff McCullers—an outside evaluator who was brought in specially and voted against approving RHA's application—to present at the workshop. Ex. 9:857-858. No one was present to present on behalf of the RHA nor was any representative of the CARC majority present. Ex. 9. The LCSB considered RHA's application the following evening, with no formal notice to RHA and after the agenda item was added to the evening meeting agenda approximately one hour before the meeting commenced.⁴ *See* Ex. 10; and Ex. 11.

Ignoring the CARC's recommendation for approval, the LCSB Superintendent provided his own recommendation to the LCSB to deny the Application. *See* Ex. 12. Without explanation, the Superintendent's conclusions and recommendations deviate significantly from the CARC's conclusions and recommendations, including finding deficiencies where the CARC concluded the Application fully

⁴ It is plain the LCSB had every intent to add the RHA's Application to its Board Meeting agenda, at least the day before, but for unknown reasons kept it off the agenda until the last possible moment. Ex. 9:878:19-22.

met the requirements and reversing the recommendation of Approval of the application. Many of the Superintendent's stated reasons appear similar to questions raised in the CARC's review; however, the rationales for denial proffered by the Superintendent—rationales adopted whole cloth by the LCSB—attempt to convert questions for discussion into their own evidence of good cause, with little regard for the answers and no evidence to support the claimed deficiency. *Compare* Ex. 7 and Ex. 12. Members of the LCSB complained about their own lack of notice, attributed to the Superintendent's failure fully apprise the LCSB of the application, which plainly hampered their review. Ex. 9:899-900. Members of the committee recognized the Superintendent's recommendation was "not fully baked" and indicated opposition for reasons that would not constitute good cause such as because it was not tailored to "my children," budget impacts to the LCSB, and based upon the fact that the Superintendent recommended it. Ex. 11:966-69. In fact, it appears the first time members of the committee may have been made aware of RHA Application at all was during the April 26, 2021 Workshop, just a day before they would be asked to vote. Ex. 9:899-900. As such, the LCSB was hamstrung in its efforts to fully review the Application and abdicated its judgment to the Superintendent's recommendation. The LCSB incorporated the Superintendent's recommendations in its Notice of Denial, which also lacked any additional documentation or evidence. *Compare* Ex. 1 and ex. 12.

III. STANDARD OF REVIEW.

The LCSB was required to evaluate RHA's Application using the Florida Charter School Application Evaluation Instrument, which outlines the statutes and regulations applicable to charter schools, including all good cause reasons for denial. *See* § 1002.33(6)(b), Fla. Stat.; Fla. Admin Code R. 6A-6.0786(2). When a charter application is denied, the School Board is required to provide notice of such denial citing "the specific reasons, based upon good cause," and provide such notice, along with "supporting documentation," to the applicant. § 1002.33(6)(b)3a, Fla. Stat.

"Good cause" contemplates a legally sufficient reason to support the denial. *Sch. Bd. of Osceola Cty. v. UCP of Cent. Fla.*, 905 So. 2d 909, 914 (Fla. 5th DCA 2005). Unsupported assumptions,

conjecture, and speculation are insufficient to establish good cause. *Id.* at 913-14. Good cause must be based upon empirical evidence. *Id.*

The record for an appeal of a charter application denial consists of the application, “transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision.” Fla. Admin Code R. 6A- 6.0781(1)(b). The reasons for denial in the denial notice, and the support for same cited therein, are the only issues and supporting evidence that can be raised by the school board to support its denial on appeal. § 1002.33(6)(b)3.a.; Fla. Admin Code R. Ch. 6A-6.0781(1)(c).

The State Board must review the school board’s denial to determine if the denial is supported by competent substantial evidence that demonstrates the requisite good cause in the school board’s notice of denial. *Imhotep-Nguzo Saba Charter Sch. v. Dep’t of Educ.*, 947 So. 2d 1279, 1285 (Fla. 4th DCA 2007). If the school board’s articulated reasons do not constitute good cause or are not supported by competent substantial evidence, the State Board of Education must grant the charter. *See id.*

IV. SUMMARY OF ARGUMENT.

Throughout its Notice of Denial, the LCSB relies on red herring arguments, errant readings of the Application, and unsubstantiated rationales which ignore the substantive merits of RHA’s application and the recommendations of its own staff review. The reasons advanced by the LCSB for its denial are not tethered to the Florida Charter School Application Evaluation Instrument and not supported by any empirical evidence that would support the Superintendent’s interpretations or positions. In several instances, minor discrepancies advanced by the LCSB as a condemning rationale were never addressed in writing to RHA, and easily could have been clarified. As such, under section 1002.33(6)(b), Florida Statutes, the LCSB cannot now rely on such deficiencies where they afforded RHA no opportunity for correction or clarification. Whether taken individually or collectively, the reasons for denial advanced by the Superintendent through the School Board do not constitute competent substantial evidence of good cause to support the denial of Red Hills Academy’s Application.

V. ARGUMENT.

a. **The Education Program Design as described in the Application met the requirements of statute and the Florida Charter School Application Evaluation Instrument.**

Lacking any supporting evidence, the LCSB improperly ignored its own staff recommendation and discounted the experience-based educational practices and teaching methods presented in RHA's Application. The CARC found Section 3 of RHA's Application "Meets the Standard," and for good reason. The program identified—Savvas' ReadyGen for its ELA curriculum—is a research-based curriculum approved by the State of Florida. Information related to the research supporting the program was plainly provided in RHA's application. Ex. 3:63-64 and 234-43. As described in the Application, ReadyGen is only one resource which will be utilized to provide teachers and students with a variety of activities to help students grow. *Id.* Teachers and staff will use Red Hills Academy student data (past and present) in reading and writing proficiency to determine their individual needs. RHA not only described a program with research-based educational practices, but also described how future changes would be guided. *Id.* That is all that is required.

LCSB inconsistently contends that RHA "fails to cite any research base for its practices" but then, in direct contradiction, criticizes the Application for not providing more discussion of research that they admit was included. Ex. 1:24-25. Such specious reasoning fails to demonstrate any cause, let alone good cause, for denial. Certainly, the LCSB presented no information or research of its own that would suggest the described programs and curriculum were somehow deficient.

Furthermore, the LCSB ignores the extensive experience of its Principal and Board. The program is not simply limited to research-based educational practices, but also relies on experienced-based educational practices of its Principal and Board Members with extensive professional careers as educators. Shannon Paasch, the expected Principal for RHA, is presently Assistant Principal of Plato Academy in New Port Richey, Florida. Ex. 3:100-101. She was a part of the curriculum review team that piloted the ReadyGen and Envision curriculums, both of which are approved by the State of Florida Department of Education, and used at her current school. Chairwoman Laura Joanos has based her thirty-eight-year educational career within the Leon County School System on research

provided by the FLDOE staff and LCSB curriculum staff. Ex. 3:94-95 and 422-26. Board Member Ana Lucia Arrieta has been a teacher at all grade levels for twenty-five years, with specific experience developing and teaching Spanish curriculum and English as a Second Language for all grades. Ex. 3:94-95 and 427-33. She also has ten years' experience working with students that have learning and behavior disabilities, including children with developmental disabilities and early stimulation needs. Id. RHA will rely on educators with experience and will evaluate past, present, and future research to ensure that it provides programs tailored to the educational needs of its students.

RHA's proposed daily schedule and annual calendar complies with the statutory requirements for minimum annual instruction. The requirements for annual number of instructional minutes/days requires a minimum of 180 actual days and 720 hours net instructional hours for grades 1 through 3 and 900 net instructional hours for grades 4 through 12. See §§ 1011.60(2) and 1011.61(1)(a), Fla. Stat. (2020); Fla. Admin Code R. 6A-1.09512. Red Hills Academy submitted a sample daily class schedule which complied with these requirements—*it precisely followed LCSB's own education calendar*—and directly aligned with the priorities and practices described in RHA's educational program design. Ex. 3:146-47. The LCSB does not dispute the calendar is sufficient under the standard, but contends the criteria is not met because RHA did not present evidence the schedule provided for “adequate supervision, safety, or meaningful play” because it included two short recesses in its school day. Aside from the fact that the LCSB's admits that recess is not a requirement imposed upon charter schools, LCSB presents no explanation and no competent substantial evidence of a deficiency to support a good cause basis that the requirements of law are not met.

b. RHA's educational program design described a clear and coherent framework for teaching and learning.

The educational program design presented in the Application presents a holistic curriculum addressing ELA, math, science, and social studies with a clearly-outlined instructional strategy. See Ex. 3, p. 12-14. The instructional strategy further delineates modalities of Tier 1 instruction designed for all students, Tier 2 supplemental supports for those students not making growth in the core curriculum, and Tier 3 interventions for those students requiring more individualized instruction. To

further round out the presentation, RHA's calendar describes the planned additional allocated time that will be directed to Tier 2 supports.

As ground for its denial, the LCSB again quibbles with RHA's calendar, implying those students not requiring Tier 2 and Tier 3 interventions are somehow not going to be otherwise engaged, and that only an additional 20 minutes are provided for reading time each day. The additional 30-minute ELA block is not only time for students requiring Tier 2 to be supported, but also time when students not requiring such supports can participate in other activities that will engage and enrich their learning. Moreover, the LCSB does not cite to any requirement that "a clear and coherent framework for teaching and learning" will have a minimum "additional time for reading" that would indicate the Curriculum Plan is in any way insufficient. Accordingly, the LCSB's unsubstantiated statements do not provide competent substantial evidence of good cause for the denial of RHA's application.

c. RHA presented a plan for student performance, assessment and evaluation that provided measurable goals, effective use of data, and strategies for utilizing and sharing data with students and parents to inform them about academic progress.

The LCSB's ARC closely scrutinized RHA's plan for student performance, assessment and evaluation, and found RHA had fully met the requirements. Ex. 7:811. RHA set forth its goals—a 5% increase over the district average and a 3% increase on year-over-year performance—but recognizes that these will need to be *and will be* revisited once student enrollment data is available. Ex. 3:68. In setting these goals, Red Hills Academy used data from the State of Florida and previous FSA scores from Leon County Schools to help form an estimated expected level of performance for RHA's students entering the school. Ex. 3:67-68. In addition to misinterpreting RHA's articulated goals and methodology, the LCSB denied RHA's application on the grounds that "it is not at all clear that the applicant has engaged in thoughtful and deliberate goal-setting." Ex. 1:25. The LCSB does not articulate a single, substantive deficiency with the goals presented or how the goals could be improved.

The LCSB further impugns RHA's goals for not specifically addressing achievement gaps or specific at-risk or special populations. Such criticism both ignores RHA's intent to revisit and customize its goals based upon its student population, but also fails to identify any standard that its

goals do not meet. Such subjective, opinion-type justifications do not provide competent substantial empirical evidence of a good cause basis to deny RHA's application

As set forth in its Application, Red Hills Academy will be a data-driven school that will tailor its goals to its students' needs. Professional Learning Community (PLC) meetings will take place regularly. See Ex. 3, p. 9, 12, 21. Teachers will create SMART (specific, measurable, attainable, relevant, time-based) goals to help guide student instruction. Id. p. 21, 29. Students will take the IStation Indicators of Progress (ISIP) monthly in addition to assessments within their class to help provide meaningful feedback on student performance levels. With this data on student performance, RHA will set new individualized goals for each student based on actual data. If student performance exceeds established goals, new goals will be set. Should established goals not be met, it will indicate to staff that additional instructional means and methods must be implemented.

RHA will maintain "Data Binders" where all—teachers, parents, and students—can regularly track student progress. Ex. 3:72. Red Hills Academy will be utilizing "Focus" with its Parent Portal for regular communication with parents, where teachers will post students' grades, attendance, assigned homework and behavioral results. Ex. 6:621-24. Parents will participate in student-led conferences as well as Parent-Teacher conferences. Ex. 3:72. Red Hills Academy values the relationships between the school and home and will openly share students' progress with the respective parents or guardians. Should parents be unable to attend conferences, teaching staff will meet with our principal to ensure that our students are in a safe, nurturing and stimulating environment where high academic expectations, self-esteem, and good character are promoted. Notwithstanding the LCSB's unsubstantiated contentions, RHA presented a clear plan to measure student achievement, provide that valuable feedback to teachers, parents and students of student progress, and use that data to inform decision making about the educational programs.

d. RHA's Application demonstrated a commitment to serve all students and provided a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

RHA unequivocally represented through its application its commitment to serve *all students*, regardless of race, religion, national origin, ethnicity or disability. Ex. 3:74. The LCSB incorrectly

claims such a commitment is lacking; however, RHA's Application plainly presents its commitment to not discriminate but to meet the education needs of students as afforded under all applicable federal and state laws.

RHA estimated its own student body makeup would likely mirror that of the LCSB within a 5-mile radius of the school's expected location, or approximately 15% of the student body having some type of special need. Ex. 3:74. According to Healthy People 2030⁵, one goal is to increase the number of students with disabilities to be served in the classroom at least 80% of the school day, and RHA is committed to the importance of inclusion for this population. The LCSB reads conflict into RHA's application where none exists, implying that RHA will not serve a student unless the student spends at least 80% of his or her time in the classroom. RHA is committed to serving every student, even those students with special needs.

In making its estimates, Red Hills Academy looked at the population of surrounding schools and built its staffing estimates for these projections. The LCSB presents no proof that these estimates are actually insufficient, instead claiming staffing "appears to be insufficient." Ex. 1:27. The estimates provided are reasonable and appropriate, and RHA recognized in its application that it may need *and will* conform its staffing to its expected enrollment. Ex. 3:95-96. The LCSB did note a calculation error for FY23 in the RHA's projected enrollment. Ex. 1:27. The "Totals" figure for FY23 should have read "216" which aligns with the Application's Attachment W, not "162" as stated in the Application. Ex. 3:48 and 483. Nevertheless, because the LCSB never notified RHA of this discrepancy nor afforded RHA the opportunity to correct this clear clerical mistake, it cannot now rely on such error for its denial. See § 1002.33(6)(b), Fla. Stat.

e. RHA's Application demonstrated an understanding of legal obligations regarding the education of English Language Learners.

Here again, the LCSB ignored the recommendation of its staff which found RHA's Application meets the requirements for addressing the needs of English Language Learners. See Ex. 7:815. As

⁵ <https://health.gov/healthypeople/objectives-and-data/browse-objectives/people-disabilities/increase-proportion-students-disabilities-who-are-usually-regular-education-programs-dh-05>, last accessed May 27, 2021.

grounds to disagree with its own staff, the LCSB simply stated “[t]he student registration form failed to include the home language survey questions.” No other explanation or evidence was provided by the LCSB. This statement grossly ignores the fact that RHA’s application plainly discusses at length its intended use of a Home Language Survey (HLS). Ex. 3:41. The fact that HLS questions were not included on a sample registration form does not demonstrate RHA was ignorant of its legal obligations. Certainly, the LCSB cited no legal statute or other legal authority in its Notice of Denial that would mandate school registration forms include the HLS questions. This is yet another example of the LCSB grasping at straws and manufacturing excuses to deny RHA’s application.

f. RHA’s Application adequately described describe the learning environment of the school and provided clear evidence that the school will ensure a safe environment conducive to learning.

Continuing its pattern of ignoring RHA’s Application, LCSB contends, with zero evidence, that RHA “failed to present appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.” Each of these items were adequately addressed throughout RHA’s Application, many of which adopted the LCSB own policies and procedures. Ex. 3:87-89. For example, RHA indicated it would follow the LCSB’s student discipline matrix. Ex. 3:50. RHA further indicated it “carefully reviewed the [LCSB’s] Student Handbook and Code of Student Conduct” and would adopt that code, which itself in detailed fashion the described the roles, responsibilities and rights administrators, teachers, staff, and students which the LCSB contends is lacking. Ex. 3:88-89 and 319-92. Mrs. Joanos, a former LCSB employee and RHA’s Chair, is quite familiar with the Code of Conduct, and one would have assumed the LCSB would be also.

g. RHA’s Application presented a legally valid governance structure that conforms to both Florida law and the unique rules that govern.

RHA’s governance structure strictly complies with the requirements of Florida law. A charter school must be organized or operated as a nonprofit organization. § 1002.33(10)(h), Fla. Stat. RHA is organized as a nonprofit corporation as required by Florida law. Ex. 3:91 and 393-99. The LCSB seeks to impose a requirement not otherwise imposed by Florida law by claiming the Articles of Incorporation do not include a dissolution provision consistent with §1002.33(8)(d), Florida Statutes; however, RHA’s

bylaws do contain that provision. Ex. 3:401-12. The LCSB's contention belies a fundamental misunderstanding of the purposes of articles of incorporation and the corporate bylaws. RHA's Articles address what happens to RHA's property, *and only RHA's property*, when the corporation is dissolved. See § 617.0202(2)(f), Fla. Stat. (providing "[t]he articles of incorporation may set forth: . . . [t]he distribution of assets upon dissolution or final liquidation or, if otherwise permitted by law, upon partial liquidation."). In contrast, RHA's Bylaws sufficiently address what happens to property in RHA's possession that belongs to the State or the LCSB if and when Red Hills charter were to be terminated. See Ex. 3:49 and 411-12; and § 617.0206, Fla. Stat. (providing "[t]he bylaws may contain any provision for the regulation and management of the affairs of the corporation not inconsistent with law or the articles of incorporation."). RHA's Bylaws adequately address how property that respectively belongs to the State or the LCSB will be disposed in strict conformance with §1002.33(8)(d), and the LCSB provides no evidence or authority for its contention.

Likewise, nothing in §1002.33(8)(e), Florida Statutes, requires RHA to include a provision in either its Articles of Incorporation or its Bylaws that the "debts of the charter school will not be assumed by the School District consistent with §1002.33(8)(e), Fla. Stat." Ex. 3:28. The LCSB contention is irrational for several reasons. First, § 1002.33(8)(e) does not create a blanket prohibition on LCSB assuming the debt of charter schools, but recognizes that such assumption must be "for a debt that is previously detailed and agreed upon in writing by both the district and the governing body of the school and that may not reasonably be assumed to have been satisfied by the district." § 1002.33(8)(e), Fla. Stat. Second, nothing anywhere in Florida law requires such a provision to be included in RHA's Articles or Bylaws, and for good reason. The Articles and Bylaws only govern RHA's actions. By their nature, those governing documents cannot dictate the rights or obligations of either the LCSB or any other party. The LCSB has failed to allege any legitimate defect in RHA's governance structure, and its stated basis does not provide either competent substantial evidence or good cause for its denial.

h. RHA's Application adequately describes how the day-to-day administration of the school's operations will be structured and fulfilled.

RHA's Application sufficiently sets forth staffing details, describing the organizational structure, plainly delineating the lines of authority and reporting and adequately describing the roles and responsibilities for administering the day-to-day activities of the school. LCSB's contention that the staffing plan is neither viable nor adequate simply because the job description for a teacher may be applied to multiple teaching specialties is misplaced. There are a multitude of reasons why such a general description may be relied on to describe a classroom teacher, an ESE or gifted teacher, MTSS teacher, or specials teachers. As an infant charter school, having highly specialized job descriptions may hamper the effective functioning of the school, particularly where staff may wear multiple hats and perform multiple roles. The application simply asks for a job description and qualification requirements for school's teachers. Moreover, the LCSB fails to explain why such an approach is deficient or provide any evidence demonstrating such deficiency, other than its conclusory assertion that the staffing plan is not viable.

The LCSB's contention that RHA has not presented a sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff also misreads the application and fails to articulate any reason the staffing plan is unworkable. As set forth in the application RHA believes the guest teaching part of the application process is a wonderful way to get to know applicants and for applicants to get to know the school. Ex. 3:103. The guest teacher will be in a classroom to teach one lesson with a classroom teacher who never leaves the guest teacher alone. The guest teacher will provide their ID and have it run through the Raptor System upon arrival at the school. Parents will be informed of the guest teacher before their scheduled day.

The LCSB does not explain why this is problematic, other than to vaguely imply the background requirements of § 1012.32, Florida Statutes, are not being met. But even a cursory reading of that statute demonstrates it is inapplicable. The provision applicable to charter schools provides:

Instructional and noninstructional personnel *who are hired or contracted* to fill positions in any charter school and members of the governing board of any charter school, in compliance with s. 1002.33(12)(g), must, *upon employment, engagement of services, or appointment*, undergo background screening as required under s. 1012.465

or s. 1012.56, whichever is applicable, by filing with the district school board for the school district in which the charter school is located a complete set of fingerprints taken by an authorized law enforcement agency or an employee of the school or school district who is trained to take fingerprints

§ 1012.32, Fla. Stat. (emphasis added). The background requirements are plainly imposed upon someone *who is hired or contracted and at the time the individual is employed, engaged for services or appointed*—which would plainly not include a *prospective* employee. The LCSB’s vague implied references to deficiencies are insufficient to demonstrate good cause to deny RHA’s application.

i. RHA’s Application adequately define the policies and procedures that frame the school’s relationship with its staff.

RHA’s Application succinctly states that RHA will use the LCSB’s teacher and staff evaluations, even though “[a] final, detailed outline will be required *after application approval*.” Ex. 3:103. Nevertheless, the LCSB ignores the requirement that must simply provide a “general outline”—in this instance, the LCSB evaluation system—and seeks to find fault because the full and final plan is not presented. The LCSB has cited no requirement that such detail is mandated at this stage, nor does it otherwise elucidate how the general outline provided is deficient or violates section 1012.34, Florida Statutes. Instead, the LCSB simply declares the Application is nonresponsive.

RHA plainly stated it would utilize the LCSB’s teacher and staff evaluation system. Ex. 3:105. The obvious implication is that it will use such a system from the outset, just as the LCSB uses the evaluation system. RHA reviewed the LCSB evaluation system and concluded that it comports with the SSA. The LCSB does not suggest otherwise, but still appears to conclude they need more proof that their own evaluation system meets the requirements of Florida law. When a charter school applicant agrees to adopt the evaluation system of the sponsor, they should not have to demonstrate to that sponsor the sufficiency of the sponsor’s own system. Moreover, denying a charter application on such grounds can hardly be deemed competent substantial evidence of good cause.

j. RHA’s Application clearly described the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

RHA presented a significantly detailed professional development plan, describing the creation of a Professional Support Team, the focus of the development efforts and how those efforts align with

the core curriculum and other components of the educational program, and how those efforts will contribute to the professional growth of RHA's teachers and staff. *See* Ex. 3:108-110. The LCSB finds faults with such plan because "the application fails to present time scheduled for common planning or collaboration and how such time will typically be used." Ex. 1:29. Red Hills Academy expressly stated that teachers would have such opportunities through "monthly staff meetings, weekly PLC meetings, refresher seminars, and professional development opportunities on Teacher Planning Days throughout the school year." Ex. 3:110.

The LCSB goes on to criticize RHA's application for indicating that it would also be willing to utilize some of the LCSB's professional development opportunities, suggesting there is no possible way such use could ever be appropriate simply because RHA will use a curriculum different than the LCSB. Ex. 1:29-30. The LCSB provides no evidence for such assertion, and their position defies both common sense and logic. In a profession that prides itself on diversity of experiences, the notion that RHA's teachers would not be enriched by participation in the LCSB's programs is simply absurd, and certainly does not constitute good cause for the LCSB's denial.

k. RHA's Application clearly shows how the school will attract and enroll its student body.

RHA presented a clear and direct plan for how it would market to students. In response to this clear plan, the LCSB simply suggests greater details is warranted, but the LCSB presents no information or evidence that suggests such a plan is unworkable. The fact that specific zip codes are not described, the language of the mailers is not specified, or the specific timing of the mailers is not inked on the calendar is simply insufficient to demonstrate that RHA's plan is not workable. Similarly, the LCSB presents no evidence that RHA will not meet their enrollment projections other than their conclusory statement that the "application is nonresponsive."

l. RHA's Application demonstrates an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

RHA presented a coherent plan that demonstrated it had a plan to move into a facility that would comply with all relevant laws, building codes and regulations at the time of the school's opening. The application identified an existing property located at 3551 Austin Davis Avenue in Tallahassee,

Florida that was the formerly housed a charter school. Ex. 3:74. In opposition, the LCSB first argues it was unable to evaluate the facility because no floor plan was provided followed by their conclusion the entire Application is fatally flawed because there is no back-up plan. Ex. 1:30.

First, there is no mandatory requirement that a floor plan be included with a charter school application. Moreover, the facility floor plan was inadvertently omitted as an attachment to the draft lease in the original proposal submitted to the LCSB, which clearly referenced the floor plan. Ex. 3:469-481. Had the LCSB notified RHA of its need, it would have been able to correct this clerical oversight. Because the LCSB never communicated this technical omission, it cannot now rely on such issue as its basis. See § 1002.33(6)(b), Fla. Stat. The corrected attachment of the lease with floor plan is included here as Exhibit 13, along with correspondence from Evening Rose Properties, LLC, the landlord, which confirmed the LCSB's staff did visit the site (which incidentally only cited a broken outlet cover as the sole deficiency noted in the exit interview) and confirmed the landlord's commitment to lease the property to RHA. Ex. 13. The LCSB's positions are unsupported by any evidence—only opinion—and are directly contradicted by the fact that the LCSB staff visited and toured the facility as part of the review of the application. *See* Ex. 13. The LCSB attempts to obscure and hide this fact in its improper denial of RHA's application.

As to the back-up plan, the Application presents that RHA examined several other locations, including locations that may have required new construction or extensive renovations. Ex. 117-18. Should the current plan fall through, these facilities could be re-examined, but RHA has a firm commitment from its landlord. It is illogical to conclude an Application is fatally defective for not having a detailed back-plan that may never, and will likely, never be utilized. The Application meets the requirements for approval.

m. RHA's Application demonstrates a reasonable transportation plan that serves all eligible students and is not a barrier to access for students residing within a reasonable distance of the school.

The LCSB's objection declares RHA's response to be unresponsive because it provides no plan, but then asserts in conclusory fashion with no evidence that the plan is a barrier to access. In fact, RHA did present a plan. That plan included primary reliance on parents for transportation, including

facilitation and development of parent-led carpools, and other solutions to address before- and after-care needs of the families of students. This is certainly a permissible approach under Florida law. See §1002.33(20)(c), Fla. Stat. (permitting charters schools to provide transportation through “the district school board, a private provider, or *parents*”) (emphasis added).

Nor did the Application set this policy in stone or otherwise indicate that RHA was unwilling to meet the transportation needs of its students. See Ex. 3:119. The Application plainly indicates RHA “will look to provide transportation if and when needed” and would provide those services at no charge to families attending RHA. As such, RHA’s application has presented a legally-compliant plan.

n. RHA’s Application demonstrates a food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.

The LCSB claims RHA “fails to provide realistic meal prices that will serve all students” but provides no evidence as to what “realistic meal prices” are. Similarly, the LCSB asserts the projected prices are significantly higher than any other school in the district without identifying what those other meal prices are. These types of conclusory statements unsupported by actual evidence are insufficient to form a good cause basis to deny RHA’s application.

RHA described its plan to be a part of the National School Lunch Program. Ex. 3:78. In formulating these estimates, RHA used a 70% participation rate as a reasonable assumption for total food service lunch participation in the budget. Ex. 3:124. Of the 70% school lunch participation, RHA assumed 58% of students would qualify for free and reduced lunch based on 2019-2020 statistics of Leon County Schools. *Id.* These estimates will be refined once enrollment and qualifying documents are confirmed after RHA opens its doors. Both percentage adjustments offer proportional variances to the food service revenues and expenses, but ultimately, the budget effect of any increase or decrease is expected to be mostly neutral. For example, if participation is more than 70%, revenue collections will increase along with additional costs for more students served. Likewise, if participation is less than 70%, both a reduction of revenue and expense would occur. At this point no percentage assumed is actual, but 70% is a reasonable estimate and pivot point until the school can refine with actual enrollment numbers. The LCSB has presented no evidence that these estimates are unreasonable.

o. RHA's Application demonstrates a plan that reasonably ensures the safety of students and staff and the protection of the school facility and property.

RHA's Application sufficiently presents a plan to address school safety and security for students, staff, the facility, and RHA's property. Ex. 3:121-22. RHA presented that it "will work closely with the Leon County Schools and other appropriate law enforcement agencies pursuant to s. 1006.12, F.S., to establish our safe-school officer." Id. The application provided additional security details for its property and operations including a single point of entry into the building, procedures for visitors, the RAPTOR visitor access system, procedures for fingerprinting and background checks of contractors and vendors coming on to the property, and development of an evacuation plan. Id. Once retained, RHA's "safe-school officer will develop, with Leon County Schools' approval, a crisis response plan," which will be discussed in regular meetings with faculty and staff. Id. The evacuation plan will be reviewed regularly. Id. RHA's school resource officer will monitor student internet usage in compliance with the Children's Internet Protection Act (CIPA). Id. These plans, some of which admittedly are plans to develop plans, reflect a proactive approach to preventing violent activity with the aim of full compliance with section 1006.07(6), Florida Statutes, before any student sets foot on campus. All of these plans are set forth in RHA's application, but deemed unresponsive by LCSB.

For example, the LCSB claims the application is unresponsive because there was no active assailant plan or provision for active assailant training. Ex. 3:3.1 But there is clearly a plan for the school safety officer to develop an active assailant plan and a plan to provide active assailant training. Ex. 3:121-22. Likewise, the LCSB claims the Application is unresponsive because it "provides no assurance or description of the required threat assessment team," and "provides no provision on how incidents will be reported in SESIR." But the Application clearly indicates RHA has a plan to provide those things at the appropriate time. The fact that these details may not be provided to the LCSB's arbitrary liking does not demonstrate the Application is deficient, and apart from their conclusory statements that the Application was not responsive, the LCSB attached no competent substantial evidence that would demonstrate good cause for their denial.

p. RHA's Application provides budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.

Here again, under the rubric that RHA failed to present budgetary projections that are consistent with all key aspects of the application, the LCSB claims technical inconsistencies in the application, but never requested clarification. As such, the LCSB cannot rely on such inconsistencies to serve as their good cause for denying the application. § 1002.33(6)(b), Fla. Stat.

Nevertheless, the hairsplitting distinctions the LCSB attempts to draw do not demonstrate a deficiency in RHA's proposed budget. The Application contains an itemized list for textbooks and instructional software. Ex. 3:482-92. The software is listed by product title, year, and cost in a schedule, and the textbooks are scheduled by grade, product title, quantity needed, and cost. This encompasses the core instructional textbook and software products intended to be utilized by Red Hills Academy. Id. Beyond the core requirements, several products mentioned in the Notice of Denial are supplemental instructional products listed as examples to be possibly used as additional supplemental instruction materials, if a teacher chooses to use those materials. See Ex. 3:54. General instructional supplies are budgeted separately from the supplemental itemized textbooks and instructional software, and are still included in the overall budget if such purchases are necessary.

The LCSB's claims that RHA failed to provide a realistic assessment of projected sources of revenue because "the existing charter schools in Leon County are currently enrolled at 70% capacity with two (2) of the five (5) schools at 52% capacity" is not supported by any competent substantial evidence. There is no evidence presented by the LCSB that demonstrates the experience of RHA will not be reflective of the average charter school. Moreover, the LCSB presents no evidence as to why the 75% projected enrollment and the 70% participation in school lunch programs is unreasonable. To justify good cause for denial, *the LCSB needs to present actual evidence to support its denial*. Simply having a differing opinion as to whether something is reasonable or not, particularly when that opinion is untethered to any evidence, does not meet this standard.

In addition to a balanced budget at 100% of expected enrollment, RHA provided a balanced contingency budget at 75% enrollment to demonstrate the school's ability to financially operate on a

balanced budget even if the anticipated enrollment is not reached. Ex. 3:493-517. The reduced capacity budget covers direct costs, and is scaled for variable revenues and costs in all areas while maintaining the educational mission. These are reasonable budgeting assumptions, and the LCSB has presented no evidence demonstrating the contrary.

q. RHA’s Application provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Finally, the LCSB also claims, again without any evidence and only in conclusory fashion, RHA’s budget “fails to provide for flexibility in the budget for potential needs and unplanned incidents based on their conservative budget.” In making this conclusory statement, the LCSB ignored the *conservative* budgeting estimation practices RHA utilized in crafting projected revenues and spending. The Start-Up plan shows an aggressive approach to ensuring all the final details to establish the school are achieved, with the Principal starting full time in January, 2022. RHA has presented a reasonable Start-Up Plan based upon a conservative budget.

Going further, the balanced start-up budget covers the period preceding July 1, 2022, the anticipated opening school year. Expected expenditures include items typically incurred in the early months. The operational cost is anticipated to commence in the operation budget as of July 1, 2022. As with any out year forecast, the most reasonable assumptions are utilized to reduce variance to actual costs. Both the 100% and 75% budgets include a 3% contingency of the net Florida Education Finance Program funding amount as a budgeted line item to insulate against future budget variances. RHA has presented a reasonable, balanced budget that adequately addresses unanticipated contingencies. Against this, the LCSB only presents unsupported differing opinions in opposition.

VI. Proposed Findings.

Pursuant to section 1002.33(6)(e)(5), Florida Statutes, Red Hills Academy requests the Charter School Appeal Commission make the following factual findings and recommend to the State Board of Education:

1. The CARC properly recommended approval of RHA’s Application.

2. The School Board improperly ignored the CARC's recommendation, did not fully review RHA's Application, and merely set forth pretextual reasons for its denial that were unsupported by any empirical evidence.

3. The School Board's conclusory assertions and unsubstantiated concerns throughout its Notice of Denial are not supported by competent substantial evidence and do not demonstrate a statutory good cause justification for the School Board's denial.

4. Taken as a whole, RHA's Application complied with minimum requirements for a charter school application such that RHA's Application should have been granted by the School Board.

5. Because the School Board failed to present any statutory good cause justification that was supported by competent substantial evidence, the School Board's decision denying RHA's Application should be reversed; RHA's appeal should be granted; and the State Board of Education should direct the School Board to grant RHA's Application for a charter school.

Respectfully submitted,

/s/ George T. Levesque
George T. Levesque (FBN 555541)
GRAYROBINSON, P.A.
301 S. Bronough Street, Suite 600
Post Office Box 11189 (32302-3189)
Tallahassee, Florida 32301
Telephone: 850-577-9090
george.levesque@gray-robinson.com

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing has been furnished this 4th day of June, 2021, by electronic mail to:

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

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

/s/ George T. Levesque
George T. Levesque

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

RED HILLS ACADEMY, INC.
Applicant/Appellant,

v.

CASE NO.: _____

**SCHOOL BOARD OF LEON COUNTY,
FLORIDA,**
School Board/Appellee.

TABLE OF EXHIBITS

1. Notice of Denial, May 7, 2021 (RHA Appeal 000024-000033)
2. Notice of Intent, November 13, 2020 (RHA Appeal 000034)
3. Red Hills Academy Inc.'s Charter School Application, February 1, 2021, with attachments (RHA Appeal 000035-000524)
4. Leon Count School Board Policy 9800 – Charter Schools (RHA Appeal 000525-000540)
5. Charter Application Review Team Training, February 5, 2021 (RHA Appeal 000541-000552)
6. Transcript of Charter Applicant Interview, March 24, 2021 (RHA Appeal 000553-000803)
7. Florida Charter School Evaluation Instrument for Red Hills Academy (RHA Appeal 000804-000849)
8. April 26, 2021 LCSB Workshop Agenda (RHA Appeal 000850-000851)
9. Transcript of Excerpt of April 26, 2021 LCSB Workshop (RHA Appeal 000852-000938)
10. April 27, 2021 LCSB Board Meeting Agenda (RHA Appeal 000939-000942)
11. Transcript of Excerpt of April 27, 2021 LCSB Board Meeting (RHA Appeal 000943-000990)
12. Detail Agenda Item 19.09 Superintendent Recommendation (RHA Appeal 000991-000999)
13. Corrected Red Hills Academy Lease with Floor Plan (RHA Appeal 001000-001013)

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BOARD VICE CHAIR
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BOARD MEMBERS
Alva Swafford Striplin
Rosanne Wood
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May 7, 2021

Ms. Laura Joanos
Red Hills Academy, Inc.
2427 Owls Head Road
Tallahassee, FL 32310

Re: Notice of School Board Denial of Charter School Application

Dear Ms. Joanos:

At the regular School Board meeting held on April 27, 2021, Superintendent of Schools Rocky Hanna recommended that the charter school application submitted by the Red Hills Academy, Inc., be denied. He submitted a written summary of the reasons for denial to the School Board.

His recommendation was approved, and the School Board of Leon County, Florida has denied the application. The specific bases for denial are as follows:

Educational Program Design

a. The applicant failed to present an educational program design that is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning.

- Section 3.C. on p. 10 of the application fails to cite any research base for its practices. There is a single quotation from an ASCD handout, but that handout is not a research report. Many of the concepts, constructs, and practices mentioned throughout the application do have some research base, but there is no evidence that the applicant is aware of this research, has conducted a meaningful review of it, or intends to construct the education program in response to specific findings. Instead, the application merely asserts that a research-based curriculum will be used. An assertion that this requirement will eventually be done is not sufficient to demonstrate that the applicant has the capacity to deliver it.
- Attachment D does provide a single report regarding the ReadyGen ELA product. The report indicates percentile rank gains for first and fourth grade students that are higher than gains for students in a control group. However, there is no discussion of how these percentile rank gains corresponded to gains in achievement. Since all of the school's academic goals are stated in terms of achievement levels rather than in percentile rank gains, it remains unclear how or if this product will help the school attain its goals.
- Attachment D fails to provide any discussion about how the school interpreted this report or how it compared to other research on other products.

- This attachment did not provide any research basis for any of the school's other selections or practices.

b. The applicant failed to present an education program design that includes a proposed daily school schedule and annual calendar that complies with statutory requirements for the annual number of instructional minutes/days, and aligns with priorities and practices described in the educational program design.

- The proposed daily schedule in Section 3.D. on p. 10 states that the school will provide 20 minutes of recess each day. Since charter schools are exempted by §1003.455, Fla. Stat. from any recess requirement, it is reasonable to conclude that the applicant is voluntarily seeking to provide a meaningful recess program. However, the schedule in Appendix B shows that two recess periods will be provided each day: one ten-minute session following lunch and another ten-minute session at the time of dismissal. The applicant presents no evidence that this schedule will provide for adequate supervision, safety, and meaningful free play.

Curriculum Plan

a. The applicant failed to provide a clear and coherent framework for teaching and learning.

- In Section 4.C on p. 21, the application states that students will receive a daily ELA block of 90 minutes with an additional 30 minutes for reading. However, the table in Attachment B indicates that the additional 30 minutes of reading is for Tier 2 students only. Moreover, the daily schedule in Attachment B only provides for 20 minutes a day of additional time for reading.

Student Performance, Assessment and Evaluation

a. The applicant failed to present measurable goals for student academic growth and improvement.

- The performance goals presented in Section 5.A on p. 26 merely take an average District result and adds arbitrary increases to them. The resulting patterns are inconsistent — for example, the goals presented show that the 64% of the cohort of students in third grade in FY23 will meet the state standard in reading, then drop to 60% in FY24, then increase to 62% in FY25. The opposite pattern is projected for mathematics with 66% of the third grade achieving grade level in FY23, then increasing to 69% in FY24, then falling again to 67% in FY25. It is not at all clear that the applicant has engaged in thoughtful and deliberate goal-setting.
- There are no goals related to closing achievement gaps.
- There are no goals for at-risk and special populations, such as for English Language Learners, students with disabilities, economically-disadvantaged students, and students experiencing homelessness.

b. The applicant failed to present evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.

- In Section 5.A on pp. 25-26, the application provides no rationale for why the selected curricula and instructional strategies will yield the projected results at each grade and in each subject.
- The application provides no explanation in providing for how goals and strategies will be adjusted based on achievement data.
- The application provides no proposed method of arriving at goal-setting in collaborating with the Sponsor.

c. The applicant failed to present plans for sharing student performance information that will keep students and parents well informed of academic progress.

- Section 5.F on pp. 27-28, the application states that the school, “encourages constant open communication,” but fails to describe any means of communication that will be in use. The application does provide that parent conferences will be used for students in Tier 2 and Tier 3, yet provides no other indication that any other kind of communication will be provided for these students, or for all students in general.
- The application provides no discussion of measuring the outcome of the parent conferences, or for follow-up measures.
- The application does not explain what methods will be used for circumstances when parents are unable to attend conferences.

Exceptional Students

a. The applicant failed to present a clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

- The application fails to state that the school will not reject the application, or withdraw a student identified as disabled based on a finding that the student needs a service delivery model not presently in existence at the school.

b. The applicant failed to present a comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, and receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing per the Individuals with Disabilities Education Act .

- In the first paragraph of Section 6.C on p. 33, the application affirms that the school will review and implement all manner of individualized plans. However, this assurance is flatly contradicted in the second paragraph, which seems to provide that all students with disabilities will follow an “80/20” model. As written, these concepts seem incompatible. It is not clear, for example, how the school would respond when a student requires that half the instructional day take place outside of the regular classroom.
- The school’s “80/20” model is discussed elsewhere in the application, including Section 6.F on p. 37. This section could be read to mean that the school does not intend to serve students who may need more than 20% of instructional time away from non-disabled

peers. The school must have the capacity and the intent to serve all students, but this section fails to assure that.

c. The applicant failed to present a realistic enrollment projection for students with disabilities (SWD) and a staffing plan that aligns with the projection.

- In Section 6.A on p. 32, the application provides a projection of 15% of the student body being students with disabilities. Based on the first year forecast of 162 students at the school, there would be approximately 25 students with disabilities. However, when estimating the school revenues in the revenue estimate worksheet in Attachment W, the applicant lists 37.8 FTE with disabilities. The application further states, on p. 38, that there will be a ratio of one ESE teacher for every 20 students with disabilities. However, the staffing plan only provides for one ESE teacher instead of the 1.25 FTE needed for the forecast of 25 students in Section 6 or the 1.89 FTE needed for the estimate of 37.8 students in the worksheet, consistent with this statement. There is no explanation of how this number of ESE teachers is sufficient. Given the ESE student population forecast, the staffing appears to be insufficient to meet program and student needs, especially if the school will provide a range of service delivery models.

d. The applicant failed to present a realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

- In Section 2.C. on p. 6, the application projects enrollment of 162 students in FY23 and 348 students in FY24, FY25, FY26, and FY27. However, in Attachment W, the worksheet for FY23 estimates 216 students and the worksheets for FY24, FY25, FY26, FY27 estimates 348 students. It is not explained how the staff plan aligns with these projections.

English Language Learners

a. The applicant failed to demonstrate an understanding of legal obligations regarding the education of English Language Learners.

- The application fails to present a clear understanding of the requirements of the FLDOE Consent Decree.
- The student registration form failed to include the home language survey questions.

School Culture and Discipline

a. The applicant failed to present appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

- At Section 8.B on pp. 46-47, the application fails to describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy. The school states that it will adopt the Sponsor's code of conduct, but presents no discussion of how this code will be put to use in the charter school.

Governance

a. The applicant failed to present a governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.

- In Attachment H and on page 4, the articles of incorporation do not include a dissolution provision consistent with §1002.33(8)(d), Fla. Stat. of the school's bylaws concerning distribution of assets and funds upon dissolution. (In Attachment J on p. 11, Article XV of the school's bylaws appear to include the details provisions of property and assets due back to the Department of Education, but this language is inconsistent with the language in the articles of incorporation.)
- In Attachment H, the articles of incorporation do not include a provision ensuring that debts of the charter school will not be assumed by the School District consistent with §1002.33 (8)(e), Fla. Stat.

Management and Staffing

a. The applicant failed to present a viable and adequate staffing plan.

- In Section 11.D. on p. 60, the staffing plan describes multiple positions which may or may not be classified as teaching positions, including "classroom teacher," "ESE/Gifted Teacher," "MTSS," "Guidance," and "Specials Teachers." However, Attachment Q only provides a single job description. The application fails to clarify if these listed positions are all described by the single job description, and if not, fails to provide the required job descriptions.

b. The applicant failed to present a sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

- In Section 11.D on p. 61, the application describes a process by which teacher applicants will serve as guest teachers to provide the, "principal, assistant principal, and teachers the opportunity to observe the candidate's teaching style and lessons." The stated intent is to see if the school is a good fit for the applicant. However, the application fails to explain if this guest teaching is compensated, the length of the guest teaching period, how the guest teaching will be evaluated, and whether parents must first provide consent for instruction by non-employees of the schools. Moreover, it appears that the guest teaching will take place prior to background checks and fingerprinting of the teacher applicant. The application does not explain how the guest teaching process will be conducted to ensure compliance with the background screening provisions of § 1012.32, Fla. Stat.

Human Resources and Employment

a. The applicant failed to present a description of the school leader and teacher evaluation plans or outline of such plans, which align with the Student Success Act as defined by state law.

- In Section 12.B on p. 63, the application asserts that the school will use the Sponsor's teacher and staff evaluation tools and procedures until such time as the applicant develops its own system. The application fails to provide a timeline for when this evaluation system will be in place and what processes and standards will be used to create the evaluation system. The application fails to explain how the differences will be accounted for between the expectations for the Sponsor's employees and the expectations for the applicant's employees. The application fails to explain how the results of using the Sponsor's evaluation system will be used to guide performance and professional development at the school. Further, the start-up plan in Section 22 on p. 88 fails to include any evidence that the applicant will be working on the evaluation plan at all. The Sponsor therefore cannot assess the suitability of the school's plan.

b. The applicant failed to present a compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.

- The application is unresponsive.

c. The applicant failed to present policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.

- The application is unresponsive.

d. The applicant failed to present an effective plan to address any leadership or staff turnover.

- The application is unresponsive.

Professional Development

a. The applicant failed to present professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth, as well as growth in responsibilities related to specific job descriptions.

- In Section 13.D on pp. 66-68, the application fails to present time scheduled for common planning or collaboration and how such time will typically be used.
- The application asserts that the school will use the Sponsor's professional development opportunities in certain areas, however, the application fails to sufficiently provide the professional development in areas in which it is not aligned with the Sponsor. More specifically, the applicant intends to use curriculum that is different from that used by

the Sponsor, therefore, the Sponsor will not be able to provide the applicant professional development for their curriculum.

Student Recruitment and Enrollment

a. The applicant failed to present a student recruitment plan that will enable the school to attract its targeted population.

- In Section 14.A on page 69, the application mentions “direct mail brochures” and in Section 14.B. on 69, the application explains that the school will, “target our direct mail and other marketing efforts to multiple zip codes throughout the county.” There is no description of which ZIP codes will be targeted, or how such ZIP codes will be selected. There is no mention of whether the school will target its direct mail program to households within its designated transportation zone or beyond it. There is no description of which languages other than English will be used in the direct mail materials. There is no discussion of how the school will ensure that its direct mail marketing reaches those that might otherwise not have easy access to information on available educational options including but not limited to families in poverty, academically low-achieving students, students with disabilities, and English Language Learners. There is no timeline for when the direct mail program will begin, nor any sense of its scale or reach.
- In Section 14.C on page 70, the application describes the enrollment process for most students but fails to describe how the school will ensure that these processes do not exclude homeless children or prevent same-day enrollment of homeless students who cannot provide the itemized documents.

b. The applicant failed to state a plan and process that will likely result in the school meeting their enrollment projections.

- The application is unresponsive.

Facilities

a. The applicant failed to present a facility that is appropriate and adequate for the school’s program and targeted population.

- At Section 16.A. on p. 74, the application fails to provide a layout of the school as required. Without such a layout illustrating the classrooms and other instructional space, it is impossible to determine whether the planned facility will be adequate to serve the student population in accordance with class size requirements.

b. The applicant failed to present a reasonable back-up plan should the proposed facility plan fall through.

- At Section 16.E on pp. 75-76, the application is nonresponsive in that it fails to present any back-up plan at all should the proposed facility fall through. Instead, the application merely asserts its confidence that the plan will not fall through. Such an assertion is not sufficient to meet the requirements of the model application.

Transportation

- a. The applicant failed to present an outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.
- The application is unresponsive in that it provides no transportation plan at all other than requiring parents to provide transportation. The school's failure to plan for student transportation clearly poses a barrier to attendance for many if not most students.

Food Service

- a. The applicant failed to present a food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced-price lunch.
- The application fails to provide realistic meal prices that will serve all students, a deficiency that may deter enrollment and harm the right of students to access the school's education program. The application states that 70% of the students will participate in a lunch program, yet the projected prices are significantly higher than any other school in the district. The application presents no evidence that parents will be able and willing to sustain the prices included in the application.

School Safety and Security

- a. The applicant failed to adequately present how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- The application is unresponsive in that it fails to present the function of its safe-school officer.
- b. The applicant failed to present procedures that clearly demonstrate a plan to respond to active assailant incidents.
- The application is unresponsive in that it provides no active assailant plan.
- c. The applicant failed to present a description of how the school plans to train school staff to respond to active assailant incidents.
- The application is unresponsive in that it provides no provision for active assailant training.
- d. The applicant failed to present a description of how the school will establish a team to assess and intervene with individuals whose behavior may pose a threat to the safety of staff or students.

- The application is unresponsive in that it provides no assurance or description of the required threat assessment team in accordance with state law.
- The application is unresponsive in that it provides no provision on how incidents will be reported in SESIR.

Budget

a. The applicant failed to present budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.

- In Section 4.A on p. 12 and continuing throughout, the application describes instructional software and services including Savvas ReadyGen, Savvas Envision, Savvas Elevate, Social Studies Weekly, Prodigy, Teach Your Monster to Read, ReadWorks.org, No Red Ink, IStation, EasyCBM, BrainPop, Kahoot, and other titles. However, at Section 20.D on p. 83 and in Attachment X.1 on page 8, the itemized titles are different. The itemized titles include only products that are not explicitly described elsewhere in the application, including Brain POP, Discovery Ed, Raz Kids, Learning A-Z, MAP online, Scholastic mags, and Starfall.
- Further, the itemized titles fail to include licenses or costs for Savvas ReadyGen, Savvas Envision, Savvas Elevate, Social Studies Weekly, Prodigy, Teach Your Monster to Read, ReadWorks.org, No Red Ink, IStation, EasyCBM, BrainPop, or Kahoot. The links provided on p. 20 indicate that the vendor of some of these products requires a significant annual license fee.
- Further, the textbooks are not itemized in the application so it is not clear how these costs were calculated, and it is not clear if any of these software titles are somehow included in the textbook estimates.
- The application therefore is inconsistent. Given the mismatch of titles, given that the projected instructional software costs are low (ranging from \$6952 in year 1 to \$8,058 in year 2), and given that the textbook costs are not itemized, it is not clear that the budget includes the full cost of the selected curriculum products.

b. The applicant failed to provide a realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.

- The application failed to provide sound adequate funding sources, relying on 75% projected enrollment, Food Service revenue from 70% student participation (concerns noted above), private donors (which includes the start-up loan), fundraising, and competitive grants. The existing charter schools in Leon County are currently enrolled at 70% capacity with two (2) of the five (5) schools at 52% capacity.

Start-Up Plan

a. The applicant failed to provide a thoughtful and realistic implementation plan that covers major operational items and provides flexibility of addressing unanticipated events.

May 7, 2021
Red Hills Academy, Inc

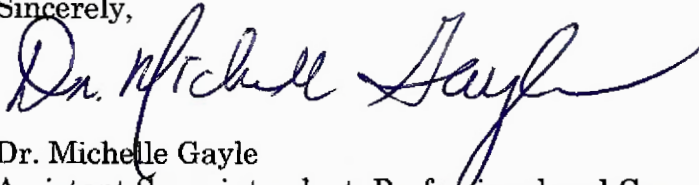
- As noted above, the application fails to provide for flexibility in the budget for potential needs and unplanned incidents based on their conservative budget as noted above in Section 20.

CONCLUSION

Based on these deficiencies, the School Board voted 3-2 to deny your application. You have thirty (30) calendar days from the date of receipt of this notice to appeal to the State Board of Education and to notify the School Board of your appeal.

Thank you for your interest in serving the students of Leon County.

Sincerely,



Dr. Michelle Gayle
Assistant Superintendent, Professional and Community Services
Liaison, Public Charter Schools

Cc: Rocky Hanna, Superintendent
Adam Emerson, Director, FLDOE Charter Schools Office
Opal McKinney Williams, School Board Attorney

GRAY ROBINSON
ATTORNEYS AT LAW

George Levesque
GEORGE.LEVESQUE@GRAY-ROBINSON.COM

301 SOUTH BRONOUGH STREET
SUITE 600
POST OFFICE BOX 11189 (32302-
3189)
TALLAHASSEE, FLORIDA 32301
TEL 850-577-9090
FAX 850-577-3311
gray-robinson.com

BOCA RATON
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FORT MYERS
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ORLANDO
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WASHINGTON, DC
WEST PALM BEACH

November 13, 2020

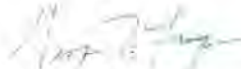
The Charter School Office
c/o The School Board of Leon County
2757 West Pensacola Street
Tallahassee, Florida 32304

Re: Red Hills Academy

To Whom It May Concern:

On behalf of a group of individuals who are interested in enhancing public education in Leon County, please accept this notification of intent to submit a charter school application for sponsorship of Red Hills Academy. We look forward to working with you in the coming months to submit the application and provide the information required by law to facilitate your review.

Kind regards,



George Levesque

GL/mh
cc: Rocky Hanna, Superintendent

PROPOSAL

Red Hills Academy Charter School

Kindergarten through Grade Five

Tallahassee, FL

Submitted to Leon County Schools
February 2021
To Open August 2022

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STATEMENT OF ASSURANCES

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To view the Attachments, click on the Attachments/Paperclip icon on the left side of this document.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Red Hills Academy, Inc.

NAME OF NON-PROFIT GOVERNING BOARD UNDER WHICH CHARTER WILL BE OPERATED: Red Hills Academy, Inc., a Florida Not-For-Profit corporation, organized under Chapter 617, F.S. (Florida Document Number N20000014260; EIN 86-1225309)

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: Laura G. Joanos

TITLE/RELATIONSHIP TO NON-PROFIT: Board Member

MAILING ADDRESS: 2427 Owls Head Road, Tallahassee, FL 32310

PRIMARY TELEPHONE: (850) 443-1274

E-MAIL ADDRESS: joanosl@me.com

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

Full Name	Current Job Title & Employer	Role with Proposed School
Laura G. Joanos	Retired	Board Member
Shannon M. Paasch	Assistant Principal, Plato Academy	Principal
George Levesque	Attorney, GrayRobinson, P.A.	Attorney
Keith Spence	COO, School Financial Services	Consultant
Amanda Eldridge	School Financial Services	Consultant
Desirae Kennemur	School Financial Services	Consultant

Projected Date of School Opening (Month/Year): August 2022

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

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

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

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

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

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

Name of ESP: _____

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

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	Not Applicable			

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

Planned School Name	Authorizer	City, State	Opening Date
	Not Applicable		

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? Yes No *If yes, complete DOE Form IEPC-MIA which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.*

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

Laura G. Joanos
Signature

Laura G. Joanos
Printed Name

Chairman of Board
Title

1-28-2021
Date

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 Red Hills Academy Charter School is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under Section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, F.S., 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 Laura G. Joanos (name), Board Member (title) to sign as the legal correspondent for the school.



Signature

January 28, 2021
Date

Laura G. Joanos

Printed Name

EXECUTIVE SUMMARY

Red Hills Academy Charter School will be a small Kindergarten through Fifth grade school with only three classrooms in each grade level. This will allow our students, parents, teachers and administration the ability to provide each student the one-on-one attention that may be needed so we will become a close-knit family. Our teachers will have the ability to collaborate with other teachers and parents to deliver a challenging academic curriculum in a manner understood and comprehended by all. This close association will allow our faculty to know home environments, physical and emotional health of the students which may impact their ability to learn. This is how we will deliver the whole child approach which is the mission and vision of Red Hills Academy.

OUR VISION IS THAT EVERY CHILD LEARNS BEST IN A SAFE, NURTURING AND STIMULATING ENVIRONMENT WHERE HIGH ACADEMIC EXPECTATIONS, SELF ESTEEM AND GOOD CHARACTER ARE PROMOTED BY TEACHERS, PARENTS AND ADMINISTRATORS.

Our core curriculum will present Science, Technology, Engineering, Arts and Math (STEAM) in project based learning (PBL) lessons. Our teachers will intertwine Reading (the basis of all knowledge) into all lesson plans. State of Florida Standards will be the foundation of our curriculum to be certain that our students are not only prepared for middle school but to be leaders in our enlarging world society.

A second language course of study is most important at Red Hills Academy. A specific Spanish speaking faculty member will develop our curriculum using Florida World Language Standards which will blend with Leon County Schools middle school instruction. It is our goal to teach the whole child and for each student to learn of other cultures and to have the ability to communicate in another language.

Red Hill Academy will integrate Art and Music into their weekly lessons. This will become a central part of making the school experience fun. Arts and Music lessons will allow the students to be expressive and to interact with different genres of music, different instruments and explore through the use of voice.

Physical Education and Recess will become an important part of our students' lesson plan. This will allow the child to be physically healthy with a wide variety of games, sports and various physical activities in a structured yet fun environment. Activities will complete our goal of educating the whole child building the character within our youth that our community needs.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

Mission: *RED HILLS ACADEMY WILL PROVIDE A CHALLENGING ACADEMIC CURRICULUM THAT WILL ENCOMPASS ENRICHED SECOND LANGUAGE PROGRAMS GIVING OUR STUDENTS THE TOOLS NECESSARY TO COMPETE IN OUR GLOBAL SOCIETY.*

We intend to provide our students the latest technology and educational tools that will excite and challenge their minds. We believe school should be a fun and impactful childhood experience. As our world grows ever more connected, it is vital that we prepare our students for the future by providing strong second language communication foundations. Teachers, students, and parents must work cohesively to make this a reality.

Vision: *OUR VISION IS THAT EVERY CHILD LEARNS BEST IN A SAFE, NURTURING AND STIMULATING ENVIRONMENT WHERE HIGH ACADEMIC EXPECTATIONS, SELF ESTEEM AND GOOD CHARACTER ARE PROMOTED BY TEACHERS, PARENTS AND ADMINISTRATORS.*

Upon completion of their education within our program our students will progress to middle school and beyond. We will have instilled pride and confidence in their abilities to thrive as they move through life. They will have the academic foundations to build upon as well as the social and emotional skills necessary to succeed.

Guiding Principles and Purpose

Red Hills Academy will provide an education program based on preparing our students for future success in the classroom and in life. Our guiding principles are to educate our students for their role in our global society in a nurturing, engaging and supportive environment.

We recognize that reading evaluation involving students and their parents or guardians is a primary key to educational success. We will place a strong emphasis on reading foundations to be reinforced in the classroom and encouraged at home.

Red Hills Academy will follow State of Florida Accountability Systems to be certain our students are prepared to succeed.

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

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

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 4, 7 13-15
2. Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 91-96
3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 16-19

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

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

1. Improve student learning and academic achievement. PAGE(S) 4, 5, 8, 9, 13 - 22
2. Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 16-20
3. Encourage the use of innovative learning methods. PAGE(S) 8-11
4. Require the measurement of learning outcomes. PAGE(S) 26-29

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in Section 1002.33(2)(c), F.S. If one

or more of the optional purposes does not apply to the proposed school, please note “N/A”. This section is optional.

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

1. Create innovative measurement tools. PAGE(S) N/A
2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 4, 5, 7 9
3. Expand the capacity of the public school system. PAGE(S) 4-6
4. Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) N/A
5. Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE(S) 66-68

Section 2: Target Population and Student Body

- A. *Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.2 If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.*

Red Hills Academy plans to offer an excellent education to eligible students within the school district. The first year of operation, we will serve students in grades K-3 with 18 students per class. The following years, we will serve students in grades K through 5 with 18 students per class in grades K through 3 and 22 students per class in grades 4 through 5. The Academy will have 3 classes per grade.

We will accept all eligible students that reside in the county and will uphold all federal and state anti-discrimination laws, including the Florida Education Equity Act, Section 1000.05(2)(a). Red Hills Academy will not discriminate on the basis of race, gender, ethnicity, religion, national/ethnic origin, or disability in the admission of students.

Enrollment Preference: Allowed in 1002.33(10)(d) & (e), Red Hills Academy will give enrollment preferences to the following:

- Siblings to those students already enrolled at Red Hills Academy
- Children of a member of the governing board for Red Hills Academy
- Children of an employee at Red Hills Academy
- Children of an active-duty member of any branch of the United States Armed Forces

Red Hills Academy will limit enrollment to students in grade Kindergarten through grade 5. In accordance with Section 1002.31(2)(a), F.S., beginning in the 2022-2023 school year, we will allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to make application for his or her child as part of our school's open enrollment process.

Projected Student Population

Based upon a student station count of 4876 located within 3.5 miles of our location, Red Hills Academy anticipates:

- Approximately 64% Minority Students
- Approximately 44% Eligible for Free and Reduced-Price Lunch (FRL) Program
- Approximately 2.8% English Language Learners (ELLs)
- Approximately 17% Exceptional Student Education (ESEs)

Red Hills Academy will provide Exceptional Student Education (ESE) Programs. Our teacher recruitment policy will seek faculty with experience in providing ELL and ESE Programs. We recognize that approximately 60% of our student population may be minorities and we will seek a diverse faculty as well.

Name of School	Type	FRL	Minority	Number Enrolled	Miles Away
Governors Charter School	Elementary	12.2%*	84.6%*	706*	2.0
Apalachee Elementary School	Elementary	70.1*	91.9%*	655*	2.7
Buck Lake Elementary School	Elementary	14.5%*	36.8%*	692*	3.4
Gilchrist Elementary School	Elementary	28.5%*	33.4%*	994*	4.1
Hartsfield Elementary School	Elementary	67.9%*	90.7%*	443*	4.8
Kate Sullivan Elementary School	Elementary	38.7%*	56.9%*	764*	3.0
W.T Moore Elementary School	Elementary	35.7*	60.6%*	622*	2.4
Total or Average		43.8%	64%	4876	3.5

*Data is from the most recent School Report Card report on FLDOE dated 2019-2020

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

A facility has been identified in Section 16 of this application on page 74.

Our location is 3551 Austin Davis Boulevard within the Evening Rose Development which is located near the corner of US 90 North and Capital Circle North East.

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

Grade Level	Number of Students (3 Classes per Grade)				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	54	54	54	54	54
1	54	54	54	54	54
2	54	54	54	54	54
3	54	54	54	54	54
4	N/A	66	66	66	66
5	N/A	66	66	66	66
Totals:	162	348	348	348	348

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

As Leon County continues to grow, Red Hills Academy is excited to partner with Leon County Schools to help provide quality education in a small school setting to the families of Leon County. Enrollment projections were developed based on the grade level and class size mandates. Also, the facility was taken into consideration with the number of classrooms and space for the students.

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

Red Hills Academy is committed to the education of the students in Leon County. By starting the first year as a K-3 school, this will allow school staff to more closely connect with the students, families, and community. A small school starts with a small school budget, while focusing on relationships not only with the students and families, but with Leon County Schools to ensure compliance and success. This slow growth model will also help to alleviate major disruptions to any local schools' enrollment, as well as provides room for problem solving of any unanticipated issues that may arise. We are committed to quality over quantity as well as relationship building with families and the community.

Section 3: Educational Program Design

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

Following our Mission Statement, Red Hills Academy will provide a challenging core academic curriculum utilizing Savvas ReadyGen, Savvas EnVision, and Savvas Elevate. These core subject curriculums provide rigorous questioning to enrich and deepen student understanding of their core subject areas. Hands on learning coupled with peer discussion opportunities allows for student-led learning to take place in the classroom at all grade levels. Red Hills Academy will also supplement the core curriculum with Collaborate, Plan, Align, Learn, Motivate and Share (CPALMS), Imagination Station (IStation), a comprehensive e-learning program, and the Florida Center for Reading Research (FCRR) with a concentration on Science, Mathematics and other STEAM disciplines (Science, Technology, Engineering, Arts, Mathematics). Our staff will be certain that students receive the necessary emotional and behavioral environment of support to allow learning. Project-based learning (PBL) will be employed in all of our lesson plans. These methods will be employed while following a Florida Standards based education to all students.

Red Hills Academy will focus on the 5 tenets of The Whole Child Approach:¹

1. Each student enters school **healthy** and learns about and practices a healthy lifestyle.
2. Each student learns in an environment that is physically and emotionally **safe** for students and adults.
3. Each student is actively **engaged** in learning and is connected to the school and broader community.
4. Each student has access to personalized learning and is **supported** by qualified, caring adults.
5. Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

Health

Being healthy encompasses so much more than just eating healthy and exercising. Our teachers will teach good hygiene, making good choices, social and emotional health, and participating in Red Ribbon Week to Say No to Drugs. Students will have 150 minutes a week of Physical Education class as well as 20 minutes daily for recess. Students will learn a variety of sports and physical activities that can be enjoyed both on our playground and at home. Students will have the opportunity to engage through postings on our Red Hills Lifestyles bulletin boards.

Safety

Physical and emotional safety is of utmost importance to the staff and families at Red Hills Academy. Our school culture is one of family; teachers, students, and staff will have meaningful and supportive relationships. Students will know that mistakes happen and we as

¹ <http://www.wholechildeducation.org/about>

a family work through those mistakes to grow as individuals. Classes will begin the day with morning meeting time to review expectations and discuss any concerns. Teachers will teach and model cooperative learning and discussions to allow for respectful conversations and debates to take place in the classrooms. Red Hills Academy will adopt the district's Social Emotional Learning (SEL) program and curriculum while supplementing with a variety of resources. Teachers will conduct daily check ins with students and help to teach them how to identify their feelings and to verbalize them while appropriately portraying and reacting to their feelings. We will follow the district's discipline guidelines and discipline matrix. Red Hills Academy will have a zero-tolerance policy; any report of bullying and/or harassment will be investigated fully and appropriate action will be taken if needed.

Engagement

Red Hills Academy believes that a student will be more engaged in the lesson being taught when they have a positive relationship with their teacher. When the teacher shows respect to the student, the student shows respect to the teacher, the more likely the child will be engaged in the lesson. The lesson also needs to be interesting to the student. Not every subject or skill will necessarily be interesting to every student but can be taught and presented in a way that engages the child. Teachers will be encouraged and expected to be creative with their lessons and activities. Relating lessons to the child's interest can help keep them engaged and willing to complete the work as requested. Differentiating the lessons is another way to ensure engagement from the students. Offering lessons that incorporate their learning styles and abilities is a great way to get them excited, keep their confidence level up, and keep their **engagement**.

Support

Feeling supported is a huge component to teaching students a new or difficult skill. If a student doesn't feel their teacher believes in them or supports them in their learning, they are more likely to shut down and not engage with the teacher or the lesson. Red Hills Academy will encourage and celebrate student progress and success. Our teachers will provide reteaching opportunities within the lessons. They will have small groups where they will be able to focus on specific skills. They will enrich and challenge students who are grasping concepts at a faster pace. Red Hills Academy will also provide extra **support** for our students who are falling in the Tier 2 and Tier 3 range academically.

Challenge

It is the goal of Red Hills Academy to challenge all our learners and help them reach their maximum potential. Following our Mission Statement, Red Hills Academy will provide a challenging academic curriculum that will encompass an enriched second language programs, giving our students useful tools in our global society. The use of technology and educational experiences will enable our students to develop in all areas, being well rounded and reaching their maximum potential. Even if a student needs remediation in certain areas, that doesn't mean they can't be challenged in others. Using a Growth Mindset approach, we are able to encourage our students and help them see that they can do hard things and there is growth in overcoming mistakes and shortcomings. In this supportive and engaging environment, students will be **challenged** to take risks and push themselves in new ways.

We believe when students receive a rigorous and challenging curriculum in a supportive and nurturing environment, it sets them up for long term success. Red Hills Academy will provide teachers and students with a standards-based traditional curriculum. Teachers will be encouraged to integrate STEAM (Science, Technology, Engineering, Arts, and Math) and PBL (Project Based Learning) into their lessons. This will ensure student engagement and hands on learning in an environment that promotes Growth Mindset, trial and error, learning from one's mistakes, and appropriate risk taking. Social Emotional Learning and Character Education will be integrated into daily lessons and the classroom and school environment. Red Hills Academy is a family and will strive to promote the family love and support within the school between all students and staff members.

Red Hills Academy will ensure our students receive Multi-Tiered System Support (MTSS) when needed. Teachers will use beginning of year assessments, monthly IStation data, classroom performance, and small group instruction data to help determine the need for Tier 2 interventions and Tier 3 interventions. Tier 2 interventions will be given in the classroom in a small group setting. Students will be progress monitored every two weeks to collect and chart their data in response to the intervention. When improvement within the Tier 2 setting is not achieved, students will be recommended to Tier 3 interventions. Within Tier 3, students will be progress monitored weekly in order to collect and chart their data in response to the interventions. Please see Section 3 E for more information on the MTSS process at Red Hills Academy.

Red Hills Academy will also provide Spanish language instruction thirty minutes daily to all students in grades K-5. Spanish Language Teachers will be expected to use the Florida Standards to drive their instruction as well as differentiating their lessons to meet the needs of their students.

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

The learning environment for Red Hills Academy is mission focused and classroom-based collaborative learning. Classrooms will be safe spaces for students to grow and learn while participating in rigorous and hands on lessons. Students will be encouraged to ask questions, make mistakes, collaborate with one another, and work in small groups and one on one with the teacher. This will allow our teachers to make changes to meet the needs of our students.

During the first two weeks of each school year, teachers will administer Beginning of Year assessments through ReadyGen, Envision, Elevate, and IStation. This will give teachers and staff the most up to date data to drive Professional Learning Community (PLC) discussions, instruction, small group formations, as well as identifying Intervention or Enrichment areas. The education program is structured in accordance to required minutes of instruction per class and grade level. Red Hills Academy will keep class sizes in accordance with Florida Class Size Legislation. Class size will stay within the following ratios: 1:18 K-3rd and 1:22 4th-5th. Given

the size and number of classrooms within our facility, the number of students cannot increase. This will allow our faculty to concentrate their efforts on providing the highest quality education and develop new and innovative teaching methods.

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

Red Hills Academy firmly believes in the education of the whole child, not just academics. Children need to learn their core content areas of academics, but it is equally important that children learn how to be positive citizens within their community. Learning within the classroom how to work together and use other’s ideas, skills, and talents will follow our students the rest of their lives. Being able to learn how to disagree and respectfully discuss opinions with others is a skill set that our students will need to have as they continue through their educational career. *Making the Case for Educating the Whole Child* states that a “strong foundation in reading, writing, math, and other core subjects is still as important as ever, yet by itself is insufficient for lifelong success.”² It is our duty and privilege to educate our students not only in their core subjects, but also in Social and Emotional Learning (SEL) and good citizenship.

Research based technology will be distributed to our faculty biweekly with collaborative discussion between our administrator and teachers. Our collaborative minutes and recommendations will be reported to our board with new policies distributed to parents.

Red Hills Academy will deliver research-based curriculum that follows the Florida Standards.

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

Red Hills Academy will adopt and follow the annual calendar of Leon County Schools. The school day will be from 8:40 a.m. – 3:10 p.m. Please refer to Attachment B to see a proposed sample daily schedule as well as a sample annual calendar.

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

Red Hills Academy is committed to the success of all the students enrolled in the school, regardless of their learning style, present academic level, and/or special needs. Keeping our mission as our driving force, Red Hills Academy will provide the support needed to its

² Making the Case for Educating the Whole Child, ASCD Learn. Teach. Lead. 2012

students. The school will hire highly qualified and effective teachers, certified ESE and ESOL teachers, as well as highly qualified support staff. Within the classroom teachers will use research-based curriculum in addition to supplementary resources and materials to ensure student success. Red Hills Academy will also offer MTSS supports, ESE supports, and ELL supports to students who qualify.

Please refer to Sections 4 and 5 for a more detailed explanation of the MTSS process and Section 6 and Section 7 regarding ESE students and ESOL students.

Section 4: Curriculum and Instructional Design

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

Red Hills Academy will utilize a research-based Florida Standards focused curriculum. This will allow us to incorporate evidence-based methods into our programs. We will monitor our levels of achievement and modify our curriculum when necessary. Our entire curriculum will focus on preparing our students for academic success in each core subject.

Red Hills Academy's English Language Arts (ELA) curriculum will utilize Savvas ReadyGen. We will use Savvas Envision for Math instruction, Savvas Elevate for Science instruction, and Social Studies Weekly for Social Studies instruction. Teachers and staff will be encouraged to supplement their daily instruction with additional resources such as Prodigy, Teach Your Monster to Read, ReadWorks.org, and No Red Ink. Savvas curriculum is based on the Florida Standards, as are many of our other resources. Teachers will be required to have a solid understanding of the Florida Standards for their grade level and will have the autonomy to modify lessons and activities to ensure strict adherence to the Florida Standards.

While using the Savvas Curriculum, teachers will also use IStation within their classrooms, which will be a monthly assessment to track student progress. The program adapts individually to each student's need. Students will use the program a minimum of 30 minutes per week within their small group and center rotation within ELA and Math. Teachers will use student data to help drive their instruction as well as differentiate their lessons and small group instruction. By differentiating lessons and providing project-based learning, students will be given the instruction and tools that they individually need to be successful.

In addition to Red Hills Academy's Whole Child Focus, we will offer students a highly engaging and comprehensive learning environment. Our curriculum will include areas to enrich the student's learning as well as offer tools to remediate and reteach depending on the student's need. The educational program is designed to support students with a wide range of learning needs including students with disabilities and gifted learners. Curriculum and instruction will be in alignment with our mission and the Florida standards; it will be provided within a multi-tiered system of supports. The education program has been designed to ensure all students will be prepared to achieve Florida standards.

Teachers and administration will utilize curriculum maps in order to pace out and plan instruction for students. It is critical for teachers to work backwards and begin with the end in

mind. This will ensure all standards are taught and allow teachers to block out room for “reteach and enrich” within their lessons. Mapping out and pacing the curriculum also allows teachers to collaborate and work cohesively as a team. This lends itself to positive relationships among staff, effective lesson planning and PLC meetings, as well as continued support from team members. Another benefit from curriculum mapping and pacing within teams is the ability to integrate across subject areas to best support student learning.

ELA Curriculum

Red Hills Academy recognizes the importance of not just reading and writing, but also use and interpretation of oral and written communication. Students will be challenged in all areas of the ELA content. Students will study and interpret a variety of literature, the writing process, formal grammar usage, and effective use of speaking and listening skills. Teachers will also include higher-order reading skills and study skills that will set our students up for success in their educational journey.

Reading and the understanding of what is being read is the foundation for all subject areas. Red Hills Academy will work to instill in its students a love for reading and a passion for learning. Red Hills Academy’s administration, teachers, and staff will work every day to teach and model the fun of reading, the importance of reading, and how to share what reading can teach us.

Red Hills Academy anticipates having students with a wide range of reading and comprehension levels. We will have students that are one or more grade levels behind their peers, as well as students who may be one or more grade levels ahead of their peers. Teachers will differentiate their lessons to effectively teach all levels of students. Some examples are incorporating different types of reading their students will take part in, such as choral reading, popcorn reading, independently reading, listening to the teacher read, and reading with a partner. By offering various ways to read, students are able to move at a pace more comfortable for them individually. Teachers will also provide direct instruction in a small group setting in order to provide students with what they need to be successful. An Approaching Level group is able to work on the skills being taught with a book or story that is written on their level. A Beyond Level group is able to read a book or story at a higher level which will challenge their reading, thinking and comprehension a little more.

Writing is a subject area that is interwoven through all other subject areas. Students must learn not only how to communicate in written form, but how to integrate their voice and personality into their written communication. Students will be taught the writing process of brainstorming, planning, writing a rough draft, revising, editing, and publishing. Students will work to take many assignments through the writing process with the help and support from their teacher. Their teacher will also model and use mentor texts to highlight ways to add their voice into the writing. Students will also learn how to draw information from a text to use correctly and appropriately in their own writing.

Teachers will focus on the 6 Traits of Writing:

- Ideas
- Organization
- Voice
- Sentence Fluency
- Conventions
- Word Choice

Math Curriculum

Mathematics may be one of the most difficult subject areas students face. Students are being taught a wide range of ways to solve problems and can sometimes feel overwhelmed. It is important for teachers to expose students to the many methods problems can be solved so the student can identify the way that works best for them. Providing students with manipulatives, anchor charts, math journals, and plenty of time and activities to practice will help to solidify the concept.

In the younger grades it is important for students to have a variety of hands-on manipulatives to work with when learning concepts such as sorting, patterns, classifying, adding, and subtracting. As they get older, the need for manipulatives does not necessarily go away. Students will still benefit from manipulatives and hands on materials, though they may look different. Encouraging students to use hands on materials to solve problems helps them to visually picture the steps and helps them to better understand the concept. It is important for students to understand the “why” when asked to regroup and not just regroup because that’s what they were told to do.

By providing students with a variety of ways to solve problems and by encouraging hands on learning, students will have a better foundation and understanding of core concepts as they move through math skills. They will have a mental toolbox to pull from as they see math build upon itself and the connections from one skill to the other.

Math language and vocabulary is also an area that must be developed early on and built upon as students progress. By using correct language and terms in the earlier grades, students will have the foundations needed to continue to learn more difficult concepts and vocabulary as their coursework progresses.

Science Curriculum

Red Hills Academy will provide a science curriculum that is based on the Florida Standards. The curriculum that Red Hills Academy will use is full of opportunity to utilize and practice reading and reading comprehension skills as well as written expression skills. The Savvas Elevate curriculum also offers many different hands on experiments and activities to enhance the students learning and engagement.

Students will have opportunities for in-class experiments and observations as well as virtual labs to enhance their learning. Students will be able to utilize technology in order to collect, analyze, and share their data and findings. Prior to completing any hands-on experiments or observations, students will be thoroughly instructed in all safety protocols.

Social Studies Curriculum

Social Studies is a very important component to our children's education. Red Hills Academy will provide an engaging curriculum that will align with the Florida Standards for Social Studies. Students will learn about Geography, Civics and Government, Economics, American History, and World History.

We believe that Social Studies helps our students understand the complexities of their community and the broader world around them. These areas of Social Studies will be taught in a variety of ways. Teachers and students will have Social Studies Weekly, a Florida Standards based curriculum, which uses a newspaper type approach. Students will read through and interact with content digitally as well as through paper consumables. Students will learn about people and places within our global society. Social Studies Weekly will also expose students to the history of cultures, communities and people of the world. Teachers will integrate social studies into their lessons on a daily basis.

Red Hills Academy will incorporate a Character Education plan for all grade levels to be integrated into the classroom daily. This will help students learn how to be productive members of society. We will provide students with skills to succeed in the various types of relationships they will experience in life.

Instructional Strategies

Student education is the responsibility of all staff members at Red Hills Academy. Red Hills Academy is dedicated to the education of the students in Leon County Schools. We recognize and understand the multitude of ways information is and should be presented to our students. Not all students learn the same or accept information the same. Teachers will use a variety of teaching methods to help students grasp new ideas and gain an understanding of the skills and strategies taught.

Red Hills Academy's expectation for all teachers is to have a classroom environment that is Student Led and Student Focused. This will look very different for each classroom from day to day, subject to subject, and skill to skill. There will be times when the teacher is providing direct instruction, especially in the case of new skills and strategies, but then the focus will turn to students and their collaboration with one another to complete tasks. Teachers will incorporate different hands-on activities into their lessons as well as projects and STEAM lessons.

Teachers will allow inquiry-based collaborative activities. It is important that students learn to work with partners and groups and how to come together to reach their goal. Students must learn how to respect others' views and opinions and learn how to be a leader as well as step back and let someone else be a leader.

It is also extremely important that teachers differentiate their lessons in order to meet the needs of all of their students. This will be done in numerous ways. Some examples are:

- **Small Group Instruction** – Teachers will use current data in order to create and plan for their small groups. Teachers will identify students who are Approaching Grade Level, On Grade Level, and Beyond Grade Level. These groups are fluid and will change based on students’ performance and needs. Teachers are able to create mini lessons where they can revisit and reteach skills and strategies students may be struggling with, review and preview skills and strategies, and enrich and challenge students.
- **Choice Boards in Centers** – While teachers are meeting with their small groups, students are rotating through centers that will help to reteach, reinforce, preview, and challenge students independently. Providing students with a choice board allows for student autonomy in a controlled and strategized way. Students are able to decide how they will rotate through the centers, as well as how they will present their understanding of the material. Maybe they decide to write about what they are learning, or film themselves explaining what they are learning. Students may even have the opportunity to play a game or create something of their own. The possibilities are endless.
- **Customized tasks** – Some students may not do well with too many choices on their choice board. Teachers are able to customize choice boards and expectations for individual students. Some students may need a different spelling list while they work on mastering a particular spelling pattern. Some students may need to work on the computation of a certain math skill before they can move on to the word problems and challenge questions. You may have one group of students ready to tackle a novel study, while another group needs to focus on short stories to help their comprehension skills.
- **Partner/Group work** – Students love being able to work with their classmates on assignments. Sometimes students finally have the “AHA” moment because it was worded or presented a little differently by a peer than the teacher. Collaboration is an extremely important part of a child’s learning. They get to take on and experience different roles and bounce ideas off one another.

Support for Students Performing Below Grade Level

It is imperative that all Red Hills Academy students succeed and feel supported. Not all of our students will always be performing at grade level. We as a family will work to provide the assistance needed to give these students the extra reinforcement they need to be successful.

Red Hills Academy will use the data from our students’ most recent Standardized Tests, IStation data, classroom assessments and assignments to determine mastery in Reading, Writing, and Math for all students. This information, along with teacher input, staff input, and parent input will help determine the level of support needed.

Teachers will provide necessary accommodations and strategies within the classroom determined by a student’s IEP Plan, 504 Plan, or ESOL designation. Teachers will offer differentiation for all students based on their needs.

If and when needed, Red Hills Academy will utilize the Multi-Tiered System of Supports (MTSS) to support our students who are not performing at grade level.

The MTSS framework is focused on schoolwide performance and improvement and is designed to address the academic and behavioral needs of students. An MTSS leadership team will be established to include the principal, grade level teachers, and other school-based staff as needed. This team will be responsible for monitoring school-wide instructional goals and developing action plans to correct educational deficiencies both in instruction and student learning. The team will meet monthly to:

- Evaluate data and correlate data to our instructional decisions
- Review progress-monitoring data at the grade level and classroom level to identify potential concerns as well as positive practices
- Identify professional development to enhance student achievement levels

Tier 1 – Whole Group Instruction

Tier 1 is inclusive to all students in the classroom. All students are provided with a high-quality research-based curriculum. This curriculum and the classroom instruction will be differentiated based on student needs. A school’s core curriculum is effective if approximately 80 percent or more of students are successful and achieve proficiency from core instruction alone. If this is not the case, implementation fidelity of the core curriculum will be assessed, and consideration given to revising the instructional materials. Examples of questions the MTSS team will consider with regard to Tier 1 core instruction include:

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

If a child is determined to be falling below grade level (determined based on recent assessment data and trends within the student’s academics or behavior), teachers will use a variety of best practices to provide classroom support. If the gap does not begin to close and growth isn’t seen, then the teacher will begin providing Tier 2 Support.

Tier 2 – Supplemental Supports

When a student shows they are not making growth in the core curriculum, teachers will begin Tier 2 supports. Tier 2 will be provided in the classroom in a small group setting. Teachers will provide more focused and targeted instruction based on the area of need for the student.

Tier 2 interventions are based on data revealing that some students or student groups need more than the core whole group instruction. Interventions and progress monitoring are targeted to specific skills for remediation and reteaching. Progress monitoring occurs more frequently than in Tier 1 to ensure that the interventions are effective. Questions to be asked in regard to students receiving Tier 2 instruction are:

- Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention? What is our evidence of intervention fidelity for those not progressing?
- What modifications are needed to increase a positive student response to Tier 2?
- Which students may need more intensive support?

Students who are determined to be in need of Tier 2 support will have parents contacted by the teacher and have the MTSS process explained to them. Teachers will progress monitor at least biweekly and meet with parents to go over the data once four data points are collected. Parents are active members of the MTSS Team in regard to their individual child. Parent support and communication will be greatly encouraged and valued.

Students will be Progress Monitored using IStation Indicators of Progress (ISIP).

Tier 3 – Intensive, Individualized Intervention

Tier 3 interventions, provided in addition to the core instruction provided in Tier 1 and supplemental supports in Tier 2, are targeted, highly intensive and tailored to individual student needs. Students who receive these services may be several grade levels behind. Students in Tier 3 will be progress monitored weekly to assess their growth while utilizing the extra supports.

Students who are determined to be in need of Tier 3 supports will have parents contacted by the teacher and have the MTSS process explained to them. Teachers will progress monitor weekly and meet with parents to go over the data once four data points are collected. Parents are active members of the MTSS Team in regard to their individual child. At Tier 3 Parent support is crucial. Parent communication will be greatly encouraged and valued.

Red Hills Academy has not yet selected the Research-Based programs to use with the Tier 3 students but are considering EasyCBM. Red Hills Academy looks forward to partnering with Leon County Schools to consider the MTSS resources the district uses.

MTSS Team

The MTSS Team for individual students will consist of at least one administrator, the classroom teacher, other school personnel as needed, and the child's parent/guardian. Parents will be encouraged to be closely involved with the team, either through face-to-face meetings or phone calls. They will be invited to participate in decisions regarding interventions and will be provided copies of progress monitoring reports, including visual/graphical representations.

Parents will be provided additional information on ways to support their child's progress at home. The student's MTSS Team will engage in a problem-solving cycle as follows:

- **Step 1:** Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want the student to know and be able to do when compared to what he or she knows and is able to do?" The goal of this step is to clearly identify the specific diagnosed academic or behavioral need(s) to be remediated.
- **Step 2:** Analyze the problem using data to determine why the issue is occurring. Generate hypotheses to explain why the student is not meeting performance goals. Ask, "Why is the desired goal not occurring? What are the barriers to the student doing and knowing what is expected?" Consider evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine whether or not the hypotheses are valid, then design or select interventions to directly address the root causes of the student's difficulties.
- **Step 3:** Develop and implement a progress monitoring plan (PMP) driven by the results of the team's problem analysis. Specify exactly what the intervention is; who is responsible for implementing it; when, where, and how often it will be implemented; the data that will be used to measure progress; who will measure it, and how often; and the decision rule for determining if the plan is effective. The plan should also include fidelity checks.
- **Step 4:** Measure the student's Response to Intervention (RtI) by using data gathered from progress monitoring weekly. Evaluate the effectiveness of the intervention plan based on the student's response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the progress monitoring intervention plan be adjusted to better support the student's or group of students' progresses?" The team's discussion centers on how to maintain or better enable learning for the student(s)

If the team does not see the achievement gap closing and no growth is observed, the team will then consider recommending an evaluation to determine if the child has a disability and would benefit from exceptional education services.

Also, in accordance with Section 1008.25, F.S., each student who does not achieve a level 3 or above on the FSA ELA, FSA Mathematics, during the prior year will be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. The results of the review will be used to develop and implement a progress monitoring plan. Depending on the nature and extent of a student's need, the MTSS team will be responsible for developing the PMP. If a student already has an IEP as a student with a disability, that plan can be used in lieu of the PMP. MTSS supports are not limited to only academics; they may include social or emotional factors as well. Any FBA/PBIP will be developed in collaboration with the students and their parents and will take social/emotional factors into account.

B.

a. If the curriculum is fully developed, summarize curricular choices (e.g., textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.

Red Hills Academy will use Savvas ReadyGen for ELA, Savvas Envision for Math, Savvas Elevate for Science and Social Studies Weekly for Social Studies. This curriculum was chosen due to previous positive experience and the rigorous and challenging aspects it provides students. Please see Attachment C for the Scope and Sequence of ReadyGen, Envision Math, Elevate Science and Social Studies Weekly.

As stated on the Savvas Learning company’s website, “*ReadyGEN* is an integrated and well-balanced approach to reading and writing instruction for Grades K-6 classrooms. Authentic texts with modeling and teacher-directed activities drive learning and motivate readers. Students read authentic literary and informational texts. Instruction focuses on reading, writing, speaking, and listening in response to authentic texts....Modeling, scaffolding, and close reading strategies support readers with complex text. Integrated intervention is included for skills improvement or intensive remedial instruction.”³

Our experience correlates with the company’s description; “**enVision** packs a unique one-two punch. Lessons start with Problem-Based Learning (PBL), where students must think critically about a real-world math problem, evaluate options, collaborate, and present solutions. This is followed by Visual Learning to solidify the underlying math concepts. It’s the best way to help kids better understand math ideas....PBL and Visual Learning make a powerful 1-2 lesson setup. Part 3 of each lesson combines lesson quick checks, observational assessments, and auto-generated reports to inform your teaching. Focus on students’ needs with intervention activities and resources for all learning levels.”⁴

Red Hills Academy recognizes that standards and curriculums change. If and when the need arises, Red Hills Academy will evaluate and reassess its curriculum choices to guarantee our students are receiving the best education possible.

Red Hills Academy also believes that curriculum is a tool for teachers to use when educating their students. We encourage autonomy within the classroom as our teachers know their students best. They will be encouraged to supplement their lessons with other resources such as IStation, Brain Pop, No Red Ink, Kahoot and many more.

3

<https://www.savvas.com/index.cfm?locator=PS2eUe&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=141261>

4

<https://www.savvas.com/index.cfm?locator=PS37Dc&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=806&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGOR YID=&PMDbProgramID=157521>

- b. *If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g., textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.*

Not Applicable.

- c. *Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.*

Red Hills Academy's primary focus for all enrolled students is Reading. As evident in our sample daily schedule, students will receive a daily 90-minute ELA block with an additional daily 30-minute Reading block to be used for interventions and enrichment. Reading is also integrated into each subject every day. To help support our students in reading, Red Hills Academy has a strong MTSS plan in place to provide interventions to students that are performing below grade level. The MTSS plan is described in more depth in Part A of Section 4 above. Our English to Speakers of Other Languages (ESOL) certified teachers will use strategies to help reinforce the English language and support our students in understanding.

The ReadyGen curriculum is Novel Study based and offers a wide range of genres and topics for students to read about and explore. The Elevate Science curriculum offers not only hands on learning and experiments, but also reading to understand with rigorous questioning. Envision Math curriculum offers multiple opportunities for students to work through challenging word problems and content specific vocabulary. Social Studies Weekly is a fun and engaging newspaper style curriculum that engages students in reading about History, Civics, and Citizenship in a way that students can relate.

Teachers will participate in weekly PLC meetings to analyze their student data to help drive their instruction. Teachers will be asked to create SMART Goals for Reading and Math and will provide evidence of working towards these goals in the weekly lesson plans and formative assessments. Administration will conduct walk through observations often to ensure reading is a primary focus of each classroom.

Red Hills Academy looks forward to discussing Leon County School's Reading Plan with the appropriate district personnel in order to determine what areas we can mirror within our school to best support our students. We plan to focus on how we can invigorate our Tier 2 and Tier 3

services as well as our Enrichment programs for our Gifted students. Teachers will be encouraged to continue to learn and push themselves to be the best educator they can be. Red Hills Academy looks forward to partnering with Leon County Schools in offering teachers Professional Development opportunities.

Please refer to Attachment D for information on the research-based curriculum.

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

Red Hills Academy will use the Florida Standards for World Languages for the instruction of Spanish.

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

Red Hills Academy's curriculum is research-based and can be found in Section 3 and also in Attachment D. In addition, we will use ReadyGen⁵, Envision⁶, Elevate⁷, and Social Studies Weekly⁸ which are all on the State of Florida's adopted list.

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

K-5 Spanish: Red Hills Academy will offer instruction in the Spanish language 30 minutes daily to students in Kindergarten – 5th grade. Our Spanish teachers will use the Florida World Language standards to drive their instruction. It is our goal to teach to the whole child at Red Hills Academy and it is important for students to learn about other cultures and increase their ability to communicate in another language. By providing a world language, our students will be better prepared for their second language courses as they move on to middle school and high school. In addition, having the exposure to a second language may benefit them in their future career endeavors. A specific curriculum has not been identified at this time. Red Hills Academy will use the state adopted curriculum list⁹ to help select the best curriculum for our students.

⁵ <http://www.fldoe.org/core/fileparse.php/7536/urlt/1213aim.pdf>

⁶ <http://www.fldoe.org/core/fileparse.php/7536/urlt/adopted0910.pdf>

⁷ <http://www.fldoe.org/core/fileparse.php/5574/urlt/1718AdoptedIM.pdf>

⁸ <http://www.fldoe.org/core/fileparse.php/5574/urlt/1617AIM22018.pdf>

⁹ <http://www.fldoe.org/core/fileparse.php/5574/urlt/1415AIMDec2015.pdf>

K-5 Art: Red Hills Academy students will receive Art instruction integrated into their weekly lessons from their classroom teachers. Our teachers will use the Florida Standards to help build and guide their lessons and activities. Students will have the opportunity to learn and explore new art concepts and methods in a fun, interactive, and supportive environment. Art lessons will allow out students to express their creative side and showcase their talents. We will develop a more specific curriculum to incorporate into our lesson plan.

K-5 Music: Red Hills Academy students will receive Music instruction integrated into their weekly lessons from their classroom teachers. Our teachers will use Florida Standards to help build and guide their lessons and activities. Students will have the opportunity to learn about different genres of music, experiment with playing different types of instruments, and how to use their voice as an instrument. Our teachers will work with students and staff to organize different performances for students to participate in and invite families to be in the audience. We will develop a more specific curriculum to incorporate into our lesson plan.

K-5 PE: Red Hills Academy students will receive 150 minutes per week of PE instruction. Our PE teachers will use the Florida Standards to help build and guide their lessons and activities. Students will learn all about fitness, the importance of staying healthy, and a wide range of games, sports, and moderate to vigorous physical activities in a structured yet fun and supportive environment. We are exploring Spark and will develop a specific PE program.

K-5 Character Education: Red Hills Academy will implement a character education program in addition to standards-based curriculum. This will be integrated into classroom daily lessons and used campus wide. Teachers, Staff, and Students will have common language when referring to character education, so all grade levels understand what is being taught and the expectations. It is important that we teach the whole child and not only focus on academics. Red Hills Academy will also implement Social and Emotional Learning for our students and is excited to partner with Leon County Schools in developing our character-driven curriculum.

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

Red Hills Academy is committed to the success of every student enrolled at our school and in all Leon County Schools. Red Hills Academy will have MTSS procedures and policies in place to help support any students that are struggling to meet academic requirements. All students will be assessed at the beginning of the year to identify any areas with gaps in where students are currently performing and where students are expected to be performing. Any students who show a significant gap will be provided with MTSS supports. Our MTSS program can be reviewed in Part A of Section 3 above.

Our teachers will provide Tier 2 instruction in the classroom in a small group setting 2-3 times a week. Teachers will be required to progress monitor every 1-2 weeks and keep communication with families about their child’s progress. Conferences will be held after four data points have been collected.

Tier 3 will take place outside of the classroom with a teacher certified in Reading 2-3 times per week. Students will be progress monitored every week and conferences with families will take place after 4 data points have been collected.

Section 5: Student Performance

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

Performance Goals

In generating the goals, due to the 2019-2020 FSA being cancelled due to COVID-19, Red Hills Academy looked at the 2018-2019 FSA data from Leon County Schools¹⁰. Leon County Schools' students averaged 58% passing ELA, 62% passing Math and 57% passing Science. The rationale for this is the school's incoming students are presumed to be representative of the demographics of Leon County Schools for Grades K-5.

Following are the Leon County Schools trends for the 2018-2019 FSA¹¹:

- 3rd grade ELA 61% passing
- 3rd grade Math 63% passing
- 4th grade ELA 57% passing
- 4th grade Math 66% passing
- 5th grade ELA 56% passing
- 5th grade Math 61% passing
- 5th grade Science 54% passing

In setting academic goals for the school, it is important to note that the school intends to begin with Kindergarten through 3rd grade the first year and then adding 4th and 5th grade the following year. We will use the standards-based assessments, IStation and Unit Assessments, as the measure for performance goals in Kindergarten through 2nd grade and FSA scores for ELA and Math for 3rd grade. The Statewide Science Assessment is not administered until 5th grade, so the science component will not be included until year 2. We will use previous FSA data to determine the baseline for 3rd, 4th, and 5th grades. Kindergarten through 2nd grade baseline data is to be determined using beginning of the year assessments.

In proposing performance goals, our calculation is based on a 5% increase from the district averages. Once students are enrolled and their actual performance data is available, we will

¹⁰ <http://www.fl DOE.org/accountability/accountability-reporting/school-grades/>

¹¹ <http://www.fl DOE.org/accountability/assessments/k-12-student-assessment/results/2019.stml>

retroactively calculate school- and grade-level baselines based on the individual students’ performance on the prior year’s assessments. If the calculated baseline levels exceed those anticipated in this application, we will revise our goals upward to reflect more rigorous targets. If, however, prior student performance indicates our goals may be unreasonably optimistic, we intend to retain the goals as proposed and intensify our efforts to meet them.

Performance Goals						
Grade	Baseline	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
K-2 Reading	TBD	65%	68%	71%	74%	77%
K-2 Math	TBD	65%	68%	71%	74%	77%
3 rd Reading	61%	64%	67%	70%	73%	76%
3 rd Math	63%	66%	69%	72%	75%	78%
4 th Reading	57%	NA	60%	63%	66%	69%
4 th Math	66%	NA	69%	72%	75%	78%
5 th Reading	56%	NA	59%	62%	65%	68%
5 th Math	61%	NA	64%	67%	70%	73%
5 th Science	54%	NA	57%	60%	63%	66%

These goals show a 3% growth increase for each grade level based on Leon County Schools grade level averages in Year One and continued 3% increase each year after. It is the intention of Red Hills Academy to stay consistent with Leon County School averages and perform at or above the district average.

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

OUR VISION IS THAT EVERY CHILD LEARNS BEST IN A SAFE, NURTURING AND STIMULATING ENVIRONMENT WHERE HIGH ACADEMIC EXPECTATIONS, SELF ESTEEM AND GOOD CHARACTER ARE PROMOTED BY TEACHERS, PARENTS AND ADMINISTRATORS.

Red Hills Academy will assess our environment and academic expectations on a monthly basis, reporting results to our Board and making them available to the Leon County School system.

Criteria of assessments:

- Attendance – Assess against latest attendance of Leon County Schools
- Behavior – Assessment of each student’s behavior by their teacher

- Parents Surety – Assessment of questions provided to parents of our adherence to our visions of their children
- Student Comments – As reported by teachers
- Administration – Assessments of teaching staff, facility, and maintenance

We are interested in becoming accredited by Cognia, formerly AdvancED. Our administration will begin looking into the process once Red Hills Academy is approved.

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

Red Hills Academy will service students in grades Kindergarten through Fifth. The school will use the Districts Pupil Progression Plan, which explains criteria for student placement. It is the most current plan available at the time of application submission¹².

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

Red Hills Academy will use the Districts Pupil Progression Plan. It is the most current plan available at the time of application submission¹³.

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

Not Applicable.

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

Red Hills Academy encourages constant open communication with students and families. If and when students are showing struggles to meet grade level expectations, there will be a conference with families to inform them and to discuss the plan moving forward. If the child is in Tier 2 support, the teacher will have bi-weekly communication with the family to discuss

¹²

<https://www.leonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=41583&dataid=72679&FileName=SPP%20update%20201712.pdf>

¹³

<https://www.leonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=41583&dataid=72679&FileName=SPP%20update%20201712.pdf>

progress. If the child is in T3, the MTSS teacher and the parent will meet every four weeks to discuss the child's progress. Please refer to Section 3 for more information on MTSS.

Red Hills Academy will hold any potential retention conferences with families face to face or by phone by mid-February each year. This will allow for parents to ask questions, work with the teachers, and get extra support if needed. The meetings in February should not come as a surprise to parents. Red Hills Academy expects open and frequent communication with families regarding their child and their progress.

All parent-teacher conferences will be documented in writing and signed by all in attendance. A copy will be given to the parents/guardians and the original will be placed in the student's CUM folder.

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

Assessment and Evaluation

In addition to the FSA, Science FCAT, and ACCESS FOR ELLS WIDA test, Red Hills Academy will use IStation's monthly ISIP and the curriculum's assessments to help track student progress. Red Hills Academy will adopt Leon County School's assessment calendar for FSA and Science FCAT testing. We will include a sample assessment calendar in Attachment F to highlight the IStation monthly ISIP assessments as well as the Unit Assessments within the curriculum.

With IStation ISIPs being conducted monthly, this will be the primary interim assessments used at Red Hills Academy. IStation is approved by the State of Florida as a Third Grade Good Cause Promotion alternative¹⁴ and is national normed. Because it is approved by the state, IStation aligns with the state standards, school curriculum and performance goals.

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

Teachers will track student growth on their Annual Yearly Progress (AYP) spreadsheet after assessments are given. These assessments include their Beginning of Year (BOY) assessments,

¹⁴ <http://www.fldoe.org/academics/standards/just-read-fl/third-grade-guidance.stml>

monthly IStation (ISIP) assessments, Unit Assessments, and End of Year (EOY) assessments. Students are expected to meet or exceed grade level expectations and it is the goal of Red Hills Academy to have an 85% or higher promotion rate yearly. The AYP Spreadsheet is accessible by all teachers and administrators. This is a great way of easily organizing data that can be viewed quickly during Professional Learning Community (PLCs) to generate SMART Goals and data driven decisions for lessons and activities.

Teachers will participate in weekly PLC meetings to review data and discuss student progress. These conversations are a means for collaboration and focused specifically on student data and needs. Teachers will discuss ways to remediate and challenge their learners. It is a way to build partnership and teamwork within all grade levels. Teachers will PLC within their prospective grade level but also vertically with the grade levels above and below them. This helps to ensure students are being provided with instruction to prepare them for the next grade level. Administrators will also take part in the PLC meetings to help brainstorm, guide, provide feedback, and suggest areas of needed Professional Development.

Teachers will take part in “Teacher Treks” throughout the school year, where they visit other classrooms to observe best practices and new innovative ideas other teachers are implementing. Teachers are encouraged to bring new ideas back into their own classroom and tweak them as needed in order to fit the needs of their students.

Administrators will have an open-door policy so teachers are comfortable coming in to discuss ideas, concerns, have a brainstorming session, or any other type of discussion they need. Red Hills Academy is a family and will support one another in all aspects of need.

Red Hills Academy will partner with Leon County schools to allow teachers to participate in Professional Development opportunities. Administration will also seek PLC opportunities that can be conducted with the staff. We encourage teachers to utilize FDLRS, which is another Professional Development resource.

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

Each year during preplanning, Red Hills Academy staff will have training to review the curriculum, MTSS process, ESE process, and PLC expectations. These areas will also be discussed and reviewed throughout the school year. During observations and walk throughs, administrators will be looking for areas to offer Professional Development on for the whole staff or to suggest to particular teachers.

PLCs will be the time that is mostly dedicated to reviewing student data and making data driven decisions. The expectations of PLCs will be reviewed often. Teachers and teams will keep logs documenting their PLC meetings with meeting notes and any follow up items needed. Please refer to Section 13 for more information.

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

The school's principal and assistant principal are responsible for tracking the school's progress in meeting its established goals. Information gleaned through this process will support and form the foundation for the school improvement plan (SIP). The SIP addresses the performance of the school as a whole. The principal will lead the charge to develop and implement an improvement, which will be the primary tool used by school personnel and other stakeholders to review data, set goals, create an action plan, and monitor the school's progress. A "living document," the SIP will be continually updated, refined, and used to guide the school's work throughout the year. It will be developed in a coordinated, integrated manner and include current school status, expected improvement, goals, and an action plan for improvement that includes targeted, data-based professional development. Governing Board members will assist by participating in and developing short and long-range plans for the school, especially with regard to the school improvement plan. It will monitor the effectiveness of the school's programs and implementation to determine if the school has met its stated goals. Red Hills Academy will also seek the guidance of Leon County Schools for the SIP, should the need arise. If school goals are not met or a school grade of an "A" is not achieved, Red Hills Academy would be prompted to create the SIP and utilize all available resources for the success of the school.

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

A partnership with parents/guardians is extremely vital to the success of the individual child. Teachers will send weekly emails to families updating them on the week to come and keep a website updated weekly. Parent-Teacher conferences are mandatory and an expectation for Red Hills Academy. These will first take place in October as a BOY conference and then will take place throughout the school year as needed. Teachers will teach and model how to keep data binders within the classrooms and students will participate in Student-Led Conferences during the school year. This allows the child to take ownership of their work, show off what they are proud of accomplishing, and set goals for themselves. They are then able to sit down with their family during a conference and present with their teacher there to support them. While maintaining these data binders in class, teachers, and students will meet to have data chats to go over the individual students' progress. IStation ISIP data will be provided to parents/guardians one the assessment has been taken. This will be sent home as a printout showing the student's progress graphed.

Red Hills Academy's principal will send out Monthly updates to families and additional updates when needed. The principal will also maintain the school's website and Facebook page to keep up to date information for families.

Red Hills Academy as a whole will also utilize Class Dojo for all teachers and staff. Class Dojo is a great way to track and monitor student behavior that parents can see in real time as well as quickly communicate with families and share updates.

The Red Hills Academy principal will also implement “The Good Call of the Day.” This is a fun initiative where teachers and staff can inform the principal of outstanding behavior by students, students meeting goals, or students showing growth (anything to celebrate the child) and the principal will call home to let the parent know how proud we are of their child and to celebrate the successes.

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

All communication and correspondence between the school, parents, and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to Section 1002.22, F.S. Red Hills Academy will comply with all FERPA provisions and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Red Hills Academy will adhere to the requirement under Section 119.021(1)(b), F.S., which states that, insofar as practicable, all public records must be stored in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use. Student and employee records will be locked with only the essential staff having access to the files, and a system will be put into place to record who has accessed the student records, and if they are checked out for review a method to ensure they are returned within the day they are checked out.

Section 6: Exceptional Students

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

While advertising and promoting Red Hills Academy, it is the goal of the school to reach all the potential students in Leon County. We anticipate our student population will mirror that of the local traditional public schools. Based on the 2019 Florida Department of Education, Bureau of Exceptional Education and Student Services data for Leon County, we expect to have 15% of the student population represented by students with disabilities. We have also reviewed the student population of the existing elementary schools within a 5 mile radius of our location and find that they have an average of 15% students with disabilities.

- 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.*

Red Hills Academy believes in equal educational opportunities for all Leon County students. Our school will not discriminate on the basis of race, religion, national origin, ethnicity or disability in the admission process or any process of our school. Any eligible student who submits an application on time and whose parents agree to the terms and conditions of the application and parent involvement contract shall be considered on a "first come, first served" basis. If the number of applicants exceeds the capacity of the class, grade level, or school, Red Hills Academy will hold a random selection process. Once available seats are filled, Red Hills Academy will create a waitlist based on random selection for the remaining applicants. This process does not take into account the students' background, ethnicity, race, disability, or socio-economic status, which allows every student who applied to have an equal opportunity to enroll in the school.

Exceptional students shall be provided with programs implemented in accordance with federal, state, and local policies, procedures, and guidelines, and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Sections 1000.05 and 1001.42(4)(1) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to the following:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection. The school will not discriminate against students with disabilities in placement, assessment, identification, and admission.
2. The school will provide students a free appropriate public education (FAPE) in the least restrictive environment possible.
3. The school will comply with the requirements of the Individuals with Disabilities Education Act (IDEA) as it relates to Individual Education Plans (IEPs), which will include an annual IEP meeting with students' family.

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

Red Hills Academy is committed to the students of Leon County. Once a student has accepted the seat offered to them the Principal, Assistant Principal, and ESE Teacher will review the incoming students' IEP, EP, and/or 504 plans. Working collaboratively, this group will determine the services and supports which are appropriate to ensure the students' success. The school will have open communication with the district and collaborate with district specialists to ensure free appropriate public education (FAPE) is being provided.

Red Hills Academy adopts a policy of Least Restrictive Environment for its students with disabilities and follows an 80/20 model for the provision of services. Services will be provided directly to the student outside of the classroom individually or with other students with IEPs, directly to the student inside of the general education classroom, or indirectly with consult to the general education teacher. Eighty percent of the ESE instruction takes place inside the general education classroom with the remainder taking place in a pull-out session in the ESE classroom with the ESE teacher.

Red Hills Academy acknowledges the importance and need for collaboration with the sponsor to ensure the best and most successful education and supports are in place for all the students enrolled. Red Hills Academy looks forward to building a strong relationship with the Sponsor and adopting and amending procedures to comply with district, state, and federal guidelines and requirements.

Should services on the IEP not be currently or readily available at Red Hills Academy, we will work to convene an IEP team, including representation from Leon County Schools, to review and revisit the IEP. Because educational programs differ across schools and counties, upon review of the IEP, the team may determine that the IEP from the sending school can be revised. This would be facilitated to provide the most effective services and supports available to meet the students' needs. After review, the IEP team will determine the special education services; supplemental aids; supports for school personnel; and least restrictive, most appropriate placement that will allow the student to progress in the Red Hills Academy curriculum and meet goals established in the IEP. We believe this will allow a transition for any IEP components which may vary from school to school to be modified to meet the goals of the IEP for each ESE student.

Should we encounter a student whose needs cannot adequately be met at Red Hills Academy, the team will determine an appropriate placement. This decision will include input from the district LEA representative and the parent or guardian of the impacted student. By working closely in collaboration with Leon County Schools, we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services that are offered by the district.

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

As referenced in our MTSS framework described previously in Sections 4 and 5, we have a plan in place should we suspect a student may have a previously unidentified disability. If a student exhibits negative changes in their physical, academic or social behavior, the school will implement a process to solve the issue. This will involve a problem identifying and solving process. The team will provide targeted academic and/or behavioral instruction and interventions, including progress monitoring and benchmarks to ensure our team has the necessary tools to carry out the required interventions.

As our team works through this intervention process, the team will meet regularly to discuss the students' progress. We will review and discuss the interventions attempted and the results which were achieved. During this review process we will examine the student's MTSS data. If we find the prescribed interventions have succeeded, we will then determine if the prescribed interventions require a degree of stridency or additional resources above those which are accessible through the school's resources in order to continue. Additionally, we will determine if the review of this MTSS data reveals that interventions have not led to measurable, effective growth.

Should either of these indicators be confirmed, the team will refer the student for ESE evaluation. Irrespective of these indicators, should a parent request an evaluation, our team will immediately schedule a meeting to discuss available options for the student.

Red Hills Academy will request parental consent for evaluation within 30 days of the team's determination that evaluation is indicated, as required by Rule 6A-6.0331, F.A.C. Additionally, should the parent request an evaluation prior to the start of the general education intervention, or should the student demonstrate severe cognitive, physical, or sensory impairments or pose a danger to themselves or others, acute interventions and specialized supports will be put in place prior to and during the evaluation process.

These evaluations will be conducted in accordance with Leon County Schools policies. The district and the school will conduct initial evaluations of students referred for potential special education and gifted placement in accordance with Florida Statutes. A team of educational professionals and the parent will meet to determine if the student fulfills ESE eligibility requirements under State Board of Education rules. They will then determine the student's educational needs upon completion of the evaluation. The team will include the parent, Leon County School personnel or other district designated LEA representative, or designee, evaluator(s) in accordance with district policy, at least one of the student's teachers, an ESE teacher from Red Hills Academy, and a Red Hills Academy administrator.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom

environment with at least 80% of instruction occurring in a class with non-disabled peers.

The academic success of every Red Hills Academy student is paramount in our mission. To this end, inclusive placement in an appropriate educational environment is vitally important. In reviewing the statewide placement data for the 2019-2020 school year¹⁵, we find that 73% of students with disabilities in Leon County Schools were served in general education classroom placement, compared to 77% statewide and 80% within similarly sized districts. In addition, 10% were served at the resource level (7% statewide and 5% within size-alike districts). We have taken these benchmarks into account in our placement strategy and anticipate that most of our ESE students will be supported within the regular classroom setting with non-disabled peers.

In order to achieve this regular classroom placement for the majority of the school day, we will utilize various supports to create the Least Restrictive Environment for our students. We anticipate eighty percent of the ESE instruction to take place in our regular classroom, with both push-in and pull-out services available. ESE services will be provided by appropriately certified professionals. Red Hills Academy will employ the necessary ESE teachers as indicated for our student population. Should other services such as counseling, speech therapy, occupational or physical therapy be indicated, we will contract these services with qualified, appropriately certified specialists.

Red Hills Academy's inclusive placement program will focus on the several key components of our ESE services in order to meet the needs of our students both directly and indirectly:

1. Collaborate, Consult and Cooperate – Our ESE team will meet on a regular basis to analyze our ESE program and our students' success rates. The small Red Hills family structure will allow for a more frequent and open flow of communication between the ESE teacher, administration, parents, general education teachers and outside specialists. The team will provide accountability and updates on the effectiveness of our individualized plans for each ESE student. The close relationship will allow the ESE and general education teachers to share and personalize classroom instruction for the ESE students.
2. Focused Support – We will provide one-on-one classroom instruction for individual students or small focused groups. The ESE teacher will work with these students in the general classroom setting. This will allow our team to provide direct ESE support and focused instruction. These small groups can also include struggling nondisabled students when appropriate.
3. Targeted ESE or Therapy – When appropriate our ESE teacher may remove students from the regular classroom (pull out) for more intense or specialized instruction which would not be conducive in the regular classroom. Students may also be pulled out for certain services such as speech therapy, physical therapy, or counseling. These services will be provided one-on-one or in small group settings with other ESE students. This

¹⁵ <http://www.fldoe.org/core/fileparse.php/7672/urlt/Leon20.pdf>

will allow for minimal disruption to the classroom while fostering a safe learning environment for our ESE students.

To further facilitate our ability to provide inclusive placement, Red Hills Academy will endeavor to hire teachers who hold ESE certification in addition to certification in the subject areas and grade levels to which they are assigned. This will allow for enhanced collaboration within our classrooms.

The strategies used in the classroom for our ESE students are integral to their education and success. Red Hills Academy recognizes that all students, regardless of disabilities or not, learn very differently and need a wide variety of strategies and activities to help them grow and succeed. Teachers will not only provide our ESE and 504 students with their accommodations as listed on their plans but will work with the students to identify other supports to be used in the classroom. These will be based on individual student needs and learning styles. Red Hills Academy staff will be provided with resources and training to make sure they are prepared and equipped to provide the learning environment their students will need.

Some of the strategies that will be used in the classroom are as follows:

- Close proximity to the point of instruction
- Graphic organizers
- Noise cancelling headphones
- Reminder checklists on desks
- Fidgets
- Small group instruction
- Small group testing
- Repeat directions
- Verbal encouragement
- Visual cues
- Student explains thinking to check understanding
- Non-verbal cues
- Routines in group/center work and rotation
- 5-minute warning for transitions
- Peer discussions
- Partner/group work
- Individual check ins
- Chunking assignments
- Breaks
- Positive adult mentor
- Choice boards for responses
- Choice boards for center rotations

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination

(between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

Red Hills Academy adopts a policy of Least Restrictive Environment for its exceptional students and follows an 80/20 model for provision of services. As described in Item C above, each individual student's needs will be reviewed, discussed, and addressed with the IEP team, including parents. Red Hills Academy believes that with the selected curriculum and supplemental resources along with supports in place, our students will grow in the general education classroom setting. We strongly support push-in inclusive services to the extent possible, particularly for students who are being taught the general Florida standards and who will be assessed through the general FSAs.

For students who may require pull out support to receive more intensive services outside of the general education classroom, Red Hills Academy will work collaboratively with appropriate district staff to ensure the IEP team effectively problem-solves to make determinations for students regarding ESE services in the best interest of the student.

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

We will collaborate with the Leon County Schools ESE staff to determine if Red Hills Academy can provide appropriate placement. In cases where it is determined that Red Hills Academy does not have the resources necessary to provide FAPE, we will work in collaboration with Leon County Schools and the district LEA representative to determine alternate placement for the student.

By analyzing the student's needs and the resources potentially available at our school, if it is determined that Red Hills Academy cannot meet these needs, we will explore other options for placement which will allow the most advantageous outcome for the student. The team, including the district LEA representative and the parent, will determine an appropriate placement ensuring that consideration is given to educating the child with nondisabled peers to the greatest possible extent.

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

Utilizing our small family structure, Red Hills Academy is well situated for close monitoring of all our students' progress. With regard to our students with disabilities, all teachers and support staff will have access to and will review students' IEPs and 504 plans. Given our small

environment, our teachers will be familiar with the students’ goals and individual accommodations. Our team will receive the resources to implement the IEPs and 504s and will be tasked with their utilization. Teachers will be required to document all accommodations and services provided to the students in their daily lesson plans.

Our principal and assistant principal will be tasked with the scheduling process. While scheduling inclusive programs can provide a challenge, we understand the need to provide all of the academic and behavioral supports needed by students with disabilities within the student’s routine schedule. Red Hills Academy understands the need for continuity of supports within the IEP. The principal and assistant principal will work with the ESE teacher(s) and general classroom teachers to build an effective schedule. We will utilize a tracking system which will allow school staff and contracted support service specialists to document services provided in accordance with the students’ IEPs.

IEP meetings will be held on an annual basis or more frequently if deemed necessary. Data and observations will be used to monitor progress toward goals set forth in the students’ IEPs. Utilizing this information, we will be able to identify when there is a lack of expected progress toward IEP annual goals. Should this occur, the team at Red Hills Academy will meet to review the IEP and determine if adjustments to the IEP are necessary. This will also facilitate problem-solving discussions regarding the student’s present levels of performance. This will allow our team to maximize the effectiveness of the IEP and modify any portion that is not providing adequate results. This process will also be implemented for students with 504 plans. Any lack of progress that is observed will result in a review of the existing plan and allow for appropriate modifications.

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

Red Hills Academy will recruit and retain appropriate levels of ESE certified teachers. The following table shows our ESE staffing plan which is based on projected enrollment. We believe Red Hills Academy will initially require .5 FTE ESE teachers for the first year of operation. We expect to require 1 FTE ESE teachers in years two through five. This projected ESE staffing plan is based on ratio goals of 1:20. We recognize that these numbers may need to be revised as we learn more about the specific students who apply to attend our school.

Projected ESE Staffing	Year 1	Years 2-5
Certified ESE Teacher	.5	1
Gifted Teacher	.5	.5

As outlined in the programs and strategies detail, we anticipate contracting for certain extended ESE services such as speech therapy, occupational therapy, physical therapy and counseling. Any such service providers will meet the required licensure and/or certification requirements pertaining to their area of service. If it becomes practical, Red Hills will reduce our use of

outside service providers and hire staff to provide these. This will be evaluated based on the demands of our student population.

Our ESE teacher will have experience in teaching students with disabilities and will receive professional development and specific training related to ESE compliance. All ESE teachers will hold the ESE certification required for their positions

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

Our primary goal for all Red Hills Academy students is to maximize their potential. In the area of academic success, this is easily evaluated. As we work with our ESE students, the goal is the same and our tools for monitoring this achievement are numerous. Our previously referenced progress monitoring will allow for routine evaluation of our effectiveness.

We will monitor and evaluate data from areas such as:

1. Initial, and periodic teacher assessments
2. Florida State Assessments (FSA)
3. Progress monitoring benchmarks
4. Chapter or unit curriculum-based assessments
5. Student grades
6. Subject area projects and work product

Our ESE Team will actively seek feedback from students, parents and faculty on their observations of our effectiveness. Our ESE team will meet quarterly to review and analyze the data. Based on this review we will explore any adjustments that may be warranted to increase our effectiveness. We will also meet with the Leon County Schools staff and the LEA representative annually to review.

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

Red Hills Academy will align our services for Gifted Students with State Board Rule 6A-6.03019 and Leon County Schools' policies and procedures for Gifted Students. The Leon County Schools will make the initial evaluation and report results to Red Hills Academy.

Our challenging curriculum and individualized focus will enhance the gifted student's potential. Students who are deemed to be eligible for gifted ESE services will have an Education Plan (EP) developed in coordination with the LEA representative. A Red Hills Academy teacher who holds a gifted endorsement will work to enhance the curriculum for gifted students. Our EP team will ensure that all gifted students will be challenged by their curriculum. When necessary, curriculum will be accelerated or enhanced to keep the gifted student engaged and realizing their academic and social potential. Teachers will endeavor to

help gifted students explore topics in depth in one-on-one or small group instruction when advantageous.

Red Hills Academy will actively seek to employ teachers who hold a gifted endorsement and will encourage all teachers to achieve such endorsement.

Section 7: English Language Learners

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

Red Hills Academy's goal is to provide our English Language Learners (ELLs) the necessary tools to learn the English language including speaking, reading, writing and comprehension so they can be successful in not only all academic areas, but within social interactions with peers and adults at the same level as their English-speaking peers. We will observe and follow the Leon County Schools ELL plan as well as ensure our program complies with applicable state and federal requirements to allow our teachers to achieve these goals.

We also intend to work closely with Leon County Schools English for Speakers of Other Languages (ESOL) and English Language Learners (ELL) Departments to ensure that the needs of our students of non-English or limited-English speaking (NES or ELS) families are met in accordance with all applicable state and federal laws. We will use Leon County Schools forms and procedures to implement and document all ESOL requirements, with administration and staff actively participating in district trainings related to ESOL policies and procedures. Training will create an understanding that is needed to follow all procedures related to placement, developing and monitoring student ELL Plans, evaluations/reevaluations, exiting, ELL Committees, and all related data entry procedures.

Red Hills Academy will assign an ESOL Coordinator to coordinate, and monitor and maintain ELL/ESOL records, ensuring strategies and accommodations are being used in the classroom, run ESOL Committee meetings, and proctor the WIDA assessment for the school's English Language Learners. Monitoring the academic performance of ELL students and scheduling them for supplemental academic services will occur if needed. The coordinator will disseminate approaches and strategies that "work" to other teachers. The ELL Committee members will be comprised of the principal or assistant principal, parent/guardian, ESOL teacher, classroom teacher (if different from ESOL teacher), guidance counselor, and/or the Leon County system as needed. If the situation requires, additional committee members may be drafted including a social worker, school psychologist, and/or other teachers and staff members.

Families will be requested to complete a Home Language Survey at the beginning of the school year. Any survey that has at least one "YES" response will be brought to the principal and ESOL Coordinator's attention for further review. Red Hills Academy's ESOL Coordinator will communicate with the District's ESOL Coordinator to schedule administration of the necessary speaking and listening assessments or evaluations for ESOL determination. Students who qualify for ESOL services will have an ELL plan developed with teacher and parent input. The principal will aid the teachers to ensure the parents participate in our program.

The ESOL Committee in partnership with the District's ESOL Coordinator, will develop student ELL plans based on WIDA data and the student's records from previous learning institutions. The plan will be updated as needed to ensure that it supports the student based on their current and evolving needs. The plan will be maintained in the student's cumulative file and a copy will be provided to their teacher.

ELL students will be provided with strategies and accommodations for classroom instruction and assessments, including additional time, flexible setting, small group for testing, and heritage language support.

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

ELL students at Red Hills Academy will be part of an inclusion setting. We will not have self-contained ELL programs. English will be the primary language used in all classrooms and school wide with the exception of their foreign language class. In the foreign language class, students receive instruction on how to speak Spanish. It is an expectation that both English and Spanish be used in this class for instruction. Teachers will be expected and required to be ESOL endorsed and utilize an assorted variety of strategies and accommodations for ELL students. These strategies and accommodations will be listed on the individual student's ELL plan and accommodations will be also listed on teacher lesson plans. All strategies provided by and used by the ELL student will be documented and housed in the cumulative file. It is the expectation of Red Hills Academy that all teachers and necessary staff members receive training often to stay in the know of new best practices in order to best serve our ELL students. Staff will be encouraged to use pictures with English words when labeling items in the classroom to promote an understanding and build English language vocabulary for ELL students. School wide, staff will also practice this approach when labeling or creating signage in common areas.

Red Hills Academy has identified the Savvas Learning Company as our primary curriculum to be utilized with all students. Savvas Learning Company has a wide range of materials to be used with ELL students to help build a solid foundation in understanding and learning the English language.

Some of the supports and strategies that will be provided to our ELL students include:

- Providing opportunities for our ELL students to have academic focused conversations with peers and adults as well as social focused conversations with peers and adults.
- Engaging lessons and activities that coincide with their interests and cultures. Providing a safe place for them to open up and share with classmates about their cultures.
- Working to set individual goals and supporting them to reach those goals while continuing to enrich their learning with rigorous assignments.
- Celebrating differences and hosting Multi-cultural events
- Close proximity to the point of instruction

- Front load content vocabulary at the beginning of the lesson to help with understanding during the lesson
- Modeling correct way to pronounce words
- Providing the use of manipulatives for visualization when completing assignments
- Read aloud to model fluency and inflection
- Use of graphic organizers to help students work through their thinking
- Peer discussion and partner/group work
- Small group instruction
- Individualized instruction when needed
- Utilizing a word wall with visuals to support content vocabulary
- Requiring teachers to continue professional development that is focused on ELL students

In addition to required documentation of strategies and accommodations being provided to students, as the principal and assistant principal conduct observations, fidelity checks will also be used to ensure all ELL students are being supported in the classroom and school wide.

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

The State of Florida uses the WIDA ACCESS for ELLs 2.0 language proficiency assessment and Red Hills Academy will administer the assessment to all ELL students between the months of January-March or based on the Leon County Schools assessment calendar. This is an assessment that will be used to evaluate a student’s English language proficiency. We will use the data collected from this assessment to help guide teachers and staff to the appropriate supports needed for each individual ELL student. Teachers and staff will also use the data collected in the classroom to track and monitor the students’ progress.

In order to exit an ELL student from the ESOL program, Red Hills Academy will follow Rule 6A-6.0903¹⁶, which states, “An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining: 1. Scores of “Proficient” at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and, 2. Scores on applicable FSA in ELA or FSAA, as follows: a. For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required; b. For students in grades 3-9, earning a passing score on the grade level FSA in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C.”

Once a student obtains “Proficient” status, an ELL Committee meeting will be scheduled with all required individuals to discuss the student’s progress and determine if exiting is the right decision for the student. If the decision is made to exit the student, they will be monitored for 2 years. If at any time during the 2 years of monitoring a parent or teacher sees a need for the student to be reentered into the ESOL program, an ELL Committee meeting will

¹⁶ <http://www.flrules.org/gateway/ruleno.asp?id=6A-6.0903&Section=0>

be scheduled to discuss. The committee will review all relevant data to show if there is a need for reentry. If a need is found, the student will be placed back into the program to continue to receive the supports needed.

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

Red Hills Academy looked at the data from neighboring schools and expects more or less 2.9 percent of the students served will be English Language Learners. The first year of operation the principal will be designated as the ESOL Coordinator for the school and will be responsible for scheduling and hosting the ESOL Committee Meetings and administering the WIDA ACCESS for ELLs 2.0 assessment. The principal will also monitor the supports provided to ELL students from teachers and staff members.

In the second year of operation the principal will remain the ESOL Coordinator or the role will be reassigned to the assistant principal. Administration will work closely with Leon County Schools and their ESOL CRT to ensure proper trainings are taking place and all policies and procedures are being followed. Administration will seek out highly qualified teachers that also hold an ESOL Endorsement. If a teacher does not hold an ESOL Endorsement, they will be required to complete the necessary courses and assessments in order to obtain their ESOL Endorsement. Red Hills Academy is dedicated to the success of all students enrolled and will always take every measure to ensure they receive the best education possible.

Section 8: School Culture and Discipline

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

As Red Hills Academy's Vision Statement states,

OUR VISION IS THAT EVERY CHILD LEARNS BEST IN A SAFE, NURTURING AND STIMULATING ENVIRONMENT WHERE HIGH ACADEMIC EXPECTATIONS, SELF ESTEEM AND GOOD CHARACTER ARE PROMOTED BY TEACHERS, PARENTS AND ADMINISTRATORS.

Our school will strive to recruit the most qualified faculty and dedicated staff to provide the best environment for learning. Our Board and principal recognize their responsibility in creating the facilities and framework where learning is possible.

We believe in a whole child approach when it comes to each student. Students will be taught in nurturing respectful environments. Academic learning will be supported with character education and SEL lessons to promote positive relationships between students and staff, as well as students and peers. While Red Hills Academy takes a zero-tolerance approach to ensuring a safe and positive climate for learning, we also recognize that it is our job as educators to teach students correct behaviors and how to learn from their mistakes. Red Hills Academy will create a discipline plan through teacher and staff input to be shared with families as part of the Student and Parent Handbook. When a school wide expectation is not followed or an undesirable action takes place, the teacher, and administration if needed, will conference with the student and use appropriate consequences given as a learning opportunity.

Teachers will be encouraged to continually seek out PD opportunities to increase their classroom management skills and strategies.

Teachers will provide their classroom management plan for review and will have collaborative professional discussions at the beginning of each school year. We expect that each classroom teacher will create a safe climate for learning, follow a consistent and fair process for responding to inappropriate behaviors, support student growth and accountability, and celebrate the expected positive behavior of students individually, as a class, grade level, and school community. The following components of classroom management will be incorporated into each classroom:

- Teachers will seek, recognize, acknowledge and honor positive behavior
- Teachers, administration, staff and volunteers will model expected behavior
- Rules and expectations will be clearly defined and posted in the classrooms
- Teachers will quickly and appropriately address any rules infractions with respect, empathy, supportive discussions and redirection

- All members of the Red Hills Academy family (teachers, staff, students, parents) are expected to interact compassionately, ethically, respectfully and cooperatively to promote our culture of excellence.

Our administration will meet with staff on an individual and group basis to assess the teachers' needs and seek input regarding the effectiveness of the school's social environment and overall behavioral success.

We believe that the Social and Emotional Learning of our students is equally important to academic success. Components of character development are woven through Red Hills Academy's daily lessons, classroom environment, and school-wide ethos. We will endeavor to lay a strong foundation of accountability, self-respect, respect for others and a desire for excellence in each student. We will seek to establish and reinforce habits of personal conduct that will remain with our students when their time at Red Hills Academy is complete.

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

Red Hills Academy has carefully reviewed the district's Student Handbook and Code of Student Conduct and will adopt the Leon County Schools Code of Student Conduct and Discipline, which we feel is consistent with our mission and establishes a framework for a safe

learning environment and a zero-tolerance policy. See response to question A above for further explanation.

Section 9: Supplemental Programming

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

Red Hills Academy intends to plan many extra-curricular activities for students during the school week. Teachers and staff will be contracted from 8 am until 4 pm. School will dismiss at 3:10pm everyday with carline dismissal ending by 3:30pm every day. Teachers will offer one afterschool club a week from 3:30pm-4:00pm. These clubs will range in a variety of activities to engage student interest and enrich their learning and hobbies. Teachers will have freedom to identify their strengths and interests along with student interests in order to provide a club that will engage many students. These clubs will be optional and at no extra costs for families.

Red Hills Academy recognizes the importance of field trips for our students as well. Classes will be encouraged to participate in a minimum of 2 field trips per year. Tallahassee has many different learning opportunities outside of the classroom and school environment and Red Hills Academy wants to showcase all that it has to offer our students. Families will be asked to monetarily provide for their child's field trip opportunity, but Red Hills Academy will be prepared to help out in situations where families may not be able to afford the trip.

Potential field trips within Tallahassee which will fall within our course of study:

1. Tallahassee Museum (formerly Junior Museum)
2. Mission San Luis
3. FSU Marine Laboratory
4. FSU Magnetic Laboratory
5. Florida Historic Capitol Building
6. Challenger Learning Center

II. Organizational Plan

Section 10: Governance

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

Red Hills Academy will operate in conformance with Chapter 617, Florida Statutes, and the Florida Department of State as a Not-For-Profit corporation and will file for status as a 501(c)(3) Not for Profit Organization upon approval. The Academy is currently in the process of applying for Federal Tax-Exempt Status 501(C)(3) of the Internal Revenue Code.

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

The Articles of Incorporation, the Bylaws of the Red Hills Academy Governing Board (Board), and the Board's Code of Ethics and Conflict of Interest Policy are provided as Attachments H, J, and K, respectively. The 1023 Application for recognition of Exemption under 501(c)(3) of the Internal Revenue Code will need to include the charter application and charter contract. That document is being prepared, and the filed 1023 Application will be provided as a supplement after the charter contract is received.

- C. *Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.*

Governance Structure, Roles, Powers, and Duties

The Board, in addition to holding the overall legal, financial, and fiduciary responsibility for the charter school and being the entity to whom the charter will be granted, shall provide external accountability, internal oversight, and mission-based leadership. The primary role of the Board will be to govern the charter school in a manner that enables the school, through its Principal, teachers and staff, to achieve its mission: to provide a challenging academic curriculum that will encompass an enriched second language program, giving Red Hill's

students a useful tool in our global society. The Board will ensure that the standards and goals outlined in the charter are met, and that the school operates in compliance with all federal and state laws. The Board performs the role of overseer, providing oversight of the management of the School, establishing and implementing the School's mission and vision, and setting forth the philosophies and values that guide the School's operations. The Board is fully responsible for the governance and accountability of the school.

As a voluntary board, the Board members will receive no salary or other compensation, other than reimbursement of expenses as approved by the board. General duties and responsibilities include:

1. Approval of all policies and procedures used at the school, including but not limited to policies establishing procurement authority, non-discriminatory hiring and retention practices, and enrollment;
2. Fiduciary oversight;
3. Adoption and maintenance of an annual operating budget;
4. Compliance with Florida Government in the Sunshine and public records laws;
5. Establishment of a salary schedule for employees;
6. Review and approval of the Principal's personnel recommendations;
7. Annual review and evaluation of the school and the Principal;
8. Review of student discipline procedures and appeals;
9. Negotiation and execution of all contracts;
10. Compliance with federal and state laws as well as the administrative rules, policies, and procedures of the State Board of Education and the Florida Department of Education, and the terms of the charter contract;
11. Submission of all required reports to the District;
12. Establishment of annual and long-term goals for the school and regularly evaluating the progress to reach those goals; and
13. Continuing oversight over charter school operations.

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

1. Retaining the services of a certified public accountant or auditor who will perform an annual financial audit, to be reviewed and approved by the Board; and
2. Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan in the event such a plan should become necessary.

Pursuant to S. 1002.33(7)(p)1., F.S., the Board will also appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Leon County and will also serve on the Board as a member, providing additional representation for the parents in the Board's decision-making processes. The Board will ensure representative's contact information will be provided annually in writing to parents and posted prominently on the school website.

Committee Structure

The Board will utilize a committee structure to enhance its decision-making. Utilizing the varied experiences of its members and other volunteers, the Board will rely on committees to operate more efficiently by researching critical issues and developing recommendations. For example, the Bylaws provide for an executive committee to handle the work of the Board in between Board meetings. The makeup of the executive has not yet been determined, but Red Hills Academy will update the School District with information concerning the members appointed to that committee once finalized.

The Board will establish and appoint members to such standing committees and, where appropriate, ad hoc committees for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time; however, no committee can adopt, amend, or repeal the Bylaws or fill vacancies on the Board. Committees may be made up of Board members and non-Board members. The Board shall appoint a chair for each committee unless otherwise provided in the Bylaws.

Interaction with Principal/Advisory Bodies

The Principal, hired by and reporting directly to the Board, is responsible for all aspects of daily school operations, including implementing policies adopted by the Board and ensuring the school is successful and performance goals are met. The Principal will also act as an officer of Red Hills Academy and serve as President. The Principal will be empowered and responsible for identifying and recruiting qualified candidates, and making hiring decisions, in consultation with the Executive Committee. All staff and faculty positions fall under the purview of the Principal, and the Principal is responsible for their evaluations. When an Assistant Principal is hired, some positions may report directly to that person. However, the Principal will remain the designated authority responsible for staffing. The Principal will be evaluated annually by the Board.

The Principal is not a member of the Board, but as an officer of Red Hills Academy, attends all board meetings, reports to the Board at regular intervals about school operations, presents recommendations on subjects and issues of concern to the Board, and is responsible for performing those tasks and responsibilities assigned by the Board. The Principal also serves as the liaison between the school and the School District.

Consistent with those requirements placed on school districts under s. 1001.452, F.S., Red Hills Academy will form a School Advisory Council (SAC) to advise the Board on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues of concern. SAC membership will reflect an equitable balance between school employees, parents, and community members. If possible, at least one community member will represent the business community. The SAC's role will be strictly advisory.

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

Once the school charter is granted, the Board and its committees will faithfully comply with the public meeting and records requirements of S. 286.011, F. S. The Board meets at least once per quarter to discuss the school's operations, and to receive and consider reports, and receive updates from its members, committees, and its Principal/President. All board meetings are held in Leon County. After Red Hills Academy receives its charter and the site of the school is equipped to accommodate meetings, regular board and committee meetings will be held at the school facility. A quorum is required before the Board can take any action, and actions taken by the Board require a majority vote of members present. Workshop meetings may be called by any member and convened at any time between regularly scheduled board meetings, subject to the same notice requirements as those applicable to regular board meetings.

As a best practice, a notice and proposed agenda for all board and committee meetings will be posted at the school at least five business days (excluding weekends and holidays) prior to the meeting, where possible; however, reasonable public notice of the time and date for all board and committee meetings will be provided. The parent or legal guardian of any child enrolled in the school, a teacher, or any member of the public with an issue for Board may request that an item be added to the agenda or ask to be included in the meeting agenda by submitting a written and signed request to any Board Member by noon on the date of the scheduled meeting. Parents will be provided with written notice regarding the process for attending and bringing matters to the attention of the Board. Additionally, the Board will vote on and post their meeting schedule for the opening school year, and annually thereafter. The Board will also ensure that the records of Red Hills Academy are maintained in conformance with Chapter 119, F.S., relating to public records, and the applicable provisions of s. 286.011, F.S.

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

Red Hills Academy's Governing Board presently consists of four members who reside here in Leon County and are active our community. Each member brings an extensive array of skills and years of successful experience as practitioners in diverse fields. Will Messer, with a background in business, brings that experience along with additional experience in budgeting, insurance, and real estate. Ana Lucia Arrieta brings foreign language teaching experience. Chauncy Haynes has extensive experience in school administration. And Laura Joanos brings the practical experience she gained from being an elementary teacher to her role as Board Member. Additional specific skills and areas of expertise of the current members are provided in the attached Board Member Information Forms. Three additional Board Members, at least one of whom will be selected from the Red Hills Academy parent group, are to be added by the time the school is opened. The Board will regularly review the collective strengths and expertise of its members, with a focus on garnering expertise in the following areas: accounting; auditing; community service; curriculum development; education and teaching;

educational leadership; fundraising; entrepreneurship; human resources; legal issues; management; marketing; public relations; real estate; and strategic planning.

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

Red Hills Academy recruits prospective Board Members who are qualified, in terms of training, education and experience, and who have garnered credibility and respect from the community. All prospective members will be subject to an application and interview process. Board Members will be recruited as a seat becomes available. The current Board has staggered terms so that there will not be a complete turnover of Board Members in a given year. This will ensure a certain continuum of experience is always present as well as to permit institutional knowledge to be preserved for the benefit of future Board Members. New members may be added to the Board based upon a majority vote. Each year, at a duly noticed meeting, the Board will choose officers from among its members and or other staff to include Vice President, Treasurer, and Secretary. Presently, it is contemplated that the Principal will serve in the office of President. Having the Principal serves as President will provide greater accountability for the day to day detail needs of the corporation.

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

Red Hills Academy has and will continue to add highly qualified individuals who are committed to its mission and vision to serve on its Board. As noted in their applications, Board Members possess the experience to establish policies that are consistent with the school's mission and to ensure that programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements.

The Board contributes to the school's success through its leadership and ongoing operational oversight governance of all aspects of the school, including student academic performance and school sustainability. The Board Members who are educators in higher education and K-12 provide a strong foundation in both pedagogy and educational accountability and that experience will be an invaluable resource as the school matures.

Our Board Members take very seriously their fiduciary responsibility to oversee the school's expenditure of public and private funds. This responsibility includes oversight of procurement practices; monitoring business and financial policies; and providing guidelines for sound financial management practices. The Principal will work with the back-office services provider and the Treasurer to develop and submit a balanced annual budget—prepared in accordance with the timelines set forth by the school District—to the Board for discussion and approval. The Board will receive monthly reports to review the budget as compared to actual enrollment and expenditures. Adjusting the budget as necessary throughout the year, the Board will provide clear direction to the Principal regarding fiscal decision-making.

Through strategic planning, Board Members will participate in the development of short- and long-term plans for the school. The Board will perform ongoing assessments of operations and programs to determine whether the school has met its stated goals and will routinely assess its own performance. This will ensure the Board is both committed and invested in the goals and plans of Red Hills Academy and that Board members are regularly updated on the progress to realize those plans and goals.

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

See Attachment L.

Name	Current or Prospective Member?	Role on Bord (e.g., Member, President)	Submission Requirements
Laura G. Joanos	Current	Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Ana Lucia Arrieta	Current	Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
Chauncy E. Hayes	Current	Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume
William A. Messer	Current	Member	<input checked="" type="checkbox"/> Information Sheet <input checked="" type="checkbox"/> Resume

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

The Founding Directors, as they are designated in the Bylaws, were recruited from a pool of local educational, business, and community leaders who seek to establish a highly successful public charter school in their community. The Board strives to ensure that it is composed of individuals from a variety of professional backgrounds with various interests, skill sets, and expertise. The Board will work with members of the school community and other stakeholders to recruit interested and qualified applicants to fill the remaining positions(s); vacancies will also be posted to the school website. The process will ensure that the Board is fully staffed with a diverse group of individuals who bring Red Hills Academy different perspectives but equal passions.

The current Board will continue to meet with potential interested stakeholders who share the school’s vision to identify individuals with demonstrated evidence of understanding the roles, responsibilities, and commitment required of a start-up charter school board member. Potential

members who are strongly aligned to Red Hills Academy’s mission and commitment to the community will be asked to complete an application and be subjected to a diligent interview process with the Board. Nominations will be made by the Principal and/or individual Board Members to the Executive Committee which will make recommendations to the full Board for approval. Board Members will examine the applicants’ qualifications, experience, skills, motivation, demeanor, and availability to serve effectively. Once an applicant’s references have been verified, the individual will be recommended for appointment (if there is a vacancy) or for nomination during the next election period (if there is no current vacancy). Applicants will have the opportunity to speak at the next scheduled board meeting and will receive written notification of the Board’s decision. Once selected for nomination to the full Board, members will undergo fingerprinting and background screening within 30 days of the nomination.

All new Board Members and Officers will participate in orientation to familiarize them with the mission, climate, and academic progress of the school, as well as their responsibilities as Board Members. As part of that orientation, Florida charter school statutes, Board procedures and duties, the Articles of Incorporation, the Bylaws, the Code of Ethics and Conflict of Interest policies, the annual budget, the staff and student handbooks, and the most recent financial statement will be reviewed. To meet this requirement, Board Members and Officers will be required to participate in Florida Commission on Ethics-approved governance training in areas that include the Government in the Sunshine Act conflicts of interest, ethics, and financial responsibility. Upon approval of the charter application, the Founding Directors will select a provider and training plan from the Florida Department of Education’s approved provider list. The Board Members and Officers of Red Hills Academy will complete the training within three months of approval, and newly appointed board members and officers will complete the training within 3 months of appointment. In addition, Board Members and Officers will be required to complete a two-hour refresher course every three years, to be provided by an Florida Department of Education approved trainer. It is also our intent that all Board Members will attend the annual state charter school conference.

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

The Board operates under a code of ethics that mirrors Florida’s Code of Ethics for Public Officers and Employees, which is applicable to elected public officers such as school board members, in order to maintain the highest integrity of its members, to ensure the proper conduct and operation of Red Hills Academy, and commitment to serving the students, school, and community. The Board has adopted Code of Ethics and Conflict of Interest Policy that describes the Board’s ethical standards, and as noted above, all Board Members and Officers will receive extensive training to aid in the identification and avoidance of conflicts of interest.

Additionally, the Board expects all administrative, instructional, and support staff members to adhere to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in Florida. All instructional personnel and school administrators will be required to complete training on those standards.

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

Similar to those advisory bodies required under S. 1001.452(1)(a), F.S., Red Hills Academy will also have a School Advisory Council (SAC). As noted above, the SAC will advise the Board on policies relating to instructional and curricular concerns, budgetary priorities, community relations, and other issues of concern. SAC members will also assist in the preparation and evaluation of the school's improvement plan. The SAC will be chaired by the Principal and composed of teachers representing various grades and disciplines, support staff, students, parents, and members of the community. The SAC will report directly to the Board.

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

Red Hills Academy places high value on parental involvement and will strive to foster an open exchange of ideas and collaboration with the families of its students. Through regular communication with parents, RHA plans to create positive relationships built on mutual respect and a desire for student success. When disputes arise, RHA policies are designed to encourage an expeditious, amicable resolution for both parties at the level closest to the conflict, while providing for escalation of the issue to higher authorities when an amicable resolution has not been achieved.

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

1. Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The Principal may be present at any meeting between parties should either party request it.
2. If the teacher or other staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may meet with the Principal to address the concern.
3. If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board's designated representative under s. 1002.33(9)(p), F.S., who will bring the concern to the Board. Issues brought to the Board are resolved by allowing ample time for investigation and full understanding of the issues by all Board Members. However, emergency issues or issues of great importance to the school's operation may be resolved more expeditiously at the discretion of the Board.

4. The Board will discuss the facts and make a decision in response to the parent's dispute. The decision of the Board will be final.

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

- M. Name of the partner organization.*
- N. Name of the contact person at the partner organization and that person's full contact information.*
- O. A description of the nature and purpose of the school's partnership with the organization.*
- P. An explanation of how the partner organization will be involved in the governance of the school.*

Not applicable. Red Hills Academy, a Charter School, is not filing the application in conjunction with any other entity, but only on its own behalf.

Section 11: Management and Staffing

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

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

Please see Attachment M.

- B. *Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual. --OR-- If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?*

Red Hills Academy has identified Shannon Paasch as the prospective principal for Red Hills Academy. Mrs. Paasch is a Tallahassee native who was born and raised here and attended school at Leon County Public Schools. Mrs. Paasch attended Killearn Lakes Elementary School, Deerlake Middle School, and Lawton Chiles High School. After graduating Chiles in 2005, Mrs. Paasch attended TCC and then Flagler College Tallahassee where she graduated with her Bachelor's degree in Elementary Education.

Mrs. Paasch relocated to the Tampa Bay Area in 2009 and has been residing there since. She began her teaching career at a Title 1 school in Pasco County and then began working for a local charter school, Plato Academy. Mrs. Paasch has been with Plato Academy since 2011.

While with Plato Academy, she taught 5th grade ELA and Social Studies. Her 5th grade students continually performed higher than the district and state on the FCAT and FSA, ranking in the top 3 schools for Pinellas County. In 2016, Mrs. Paasch transferred to a brand-new Plato Academy campus in Pasco County where she taught 2nd grade and began her master's program for Educational Leadership. She then looped up to 3rd grade the following school year. In the 2017-2018 school year, Plato Academy Trinity in Pasco County had one 3rd grade class made up of 18 students. It was the first year the Trinity campus took the FSA and Mrs. Paasch's students ranked as the #1 school in Pasco County for the scores of 89% on both ELA and Math FSAs. This same year Mrs. Paasch graduated from the University of West Florida with her Master of Educational Leadership degree.

Mrs. Paasch stepped out of the classroom in the 2018-2019 school year to become Plato Academy Trinity's full time Assistant Principal. She has continued to learn and grow as a leader in this role. Mrs. Paasch values her relationships with students, families, and staff above all else and appreciates the opportunity to work together with individuals and teams to problem solve and brainstorm in order to enrich the lives of her students.

Mrs. Paasch has never lost her love for Tallahassee and is excited to come home and continue to create and develop meaningful relationships with the students and families of Leon County.

Mrs. Paasch's resume can be found as Attachment N.

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

As seen in Attachment M, the management structure of the school begins with the sponsor, Leon County Schools. The Governing Board will then oversee the Principal and the operations of the school. As it pertains to day-to-day operations and management, the person in charge is the designated principal. The principal is the instructional leader and will be in charge of the everyday aspects of the school within compliance from the sponsor, Leon County Schools, and the governing board's operating policy. The principal will be responsible for all hiring, management of, and evaluating the faculty and staff. The principal will make all decisions that are related directly to the school and the education of the students and enforcing procedures and expectations that follow the Mission and Vision statements of Red Hills Academy. The principal will communicate as often as needed to report on the school's performance.

As seen in the job descriptions found in Attachment P, there will be several other important roles to help support the Principal of Red Hills Academy, and more importantly, the students of Red Hills Academy. The principal will work closely with all staff members to ensure the Mission and Vision of Red Hills Academy are the driving force behind all decisions being made. All staff members will have the students' best interest at heart and will work together for the success of all students. The administration will delegate tasks and duties as needed to staff members while recognizing and celebrating individual strengths and leadership qualities.

The Governing Board, in partnership with the Principal, is responsible for confirming the school's finances are managed properly. Please refer to Section 10 for all duties and responsibilities of the Governing Board.

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

Proposed Staffing Plan

Position	Y1	Y2	Y3	Y4	Y5
Classroom Teachers	12	18	18	18	18
ESE/Gifted Teachers	1	1.5	1.5	1.5	1.5
MTSS	.5	1	1	1	1
Guidance	.5	.5	.5	.5	.5
Principal	1	1	1	1	1
Assistant Principal	0	.5	.5	.5	.5
Specials Teachers	2	3	3	3	3
Admin Assistant	1.5	2	2	2	2
Custodial/Kitchen	2	2	2	2	2
Security Guard	1	1	1	1	1
TOTAL STAFF	21.5	30.5	30.5	30.5	30.5

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

Recruitment

Red Hills Academy will recruit certified and highly qualified staff through job fairs, partnering with local Colleges and Universities to host interns and posting job opportunities on the School's website, Teachers-Teachers.com, and other job advertisement platforms. The principal and assistant principal will be responsible for the recruitment process.

Selection and Hiring Process

Red Hills Academy will hire candidates who share our mission and vision and who are passionate about teaching. Applicants will be required to hold a current Teaching Certificate with the State of Florida or provide a Statement of Eligibility from the State of Florida. Applicants will submit their resume and letter of interest to the principal. Candidates will then be contacted for a telephone interview. After the telephone interview, if the candidate is identified as being a potential hire, they will be invited to the school for an in-person interview with the principal. If after the in-person interview the candidate is identified as a strong applicant, they will be invited to guest teach in one of the classrooms. This will give the principal, assistant principal, and teachers the opportunity to observe the candidate's teaching style and lessons. It also provides the opportunity for the candidate to talk with teachers and staff, ask questions, and see if Red Hills Academy is a good fit for them.

Once a candidate has been interviewed and determined to be the right candidate for the job, the applicant will be asked to provide three references and previous employer will be contacted. The selected applicant will be required to have a background check completed and fingerprinting with the District which is required by 1002.33 (12) (g), F.S. The principal will inform the governing board of any new hires and provide the candidate with an offer letter. When the candidate accepts and returns the signed offer letter, they will be provided with a start date and an employee contract.

Red Hills Academy will not hire someone who has had their professional certificate or license suspended. The school will follow all antidiscrimination requirements of s. 1000.05, Florida Statutes and federal and state laws in hiring and employment. Red Hills Academy will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation.

Red Hills Academy is committed to its students' and teachers' success. We will retain our staff by providing a supportive and collaborative environment where teacher voices are heard and valued. Red Hills Academy welcomes and encourages autonomy in the classroom while maintaining the learning and growth of students following the Florida Standards. Teachers will be supported in different leadership roles within the school and committees. Collaboration is key to the success of all students and staff and the administration will work to provide many opportunities for teachers and staff to PLC and collaborate.

Development

Teachers and staff will be expected, encouraged, and supported in Professional Development opportunities. Red Hills Academy looks forward to partnering with Leon County Schools for our teachers to participate in Professional Development opportunities at the district, hosting our own Professional Development opportunities, and partnering with organizations such as FLKRS to provide Professional Development opportunities. Teachers and staff will be supported in their continuing education choices by the administration staff and governing board by flexibility within scheduling and opportunities to take on tasks and activities based on course assignment requirements.

More information on Professional Development can be found in Section 13: Professional Development.

Section 12: Human Resources and Employment

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

Use and nature of employment contracts may be finalized after application approval. Employees will be presented with a yearly, at-will contract for employment. The stipulations within this contract will detail compensation, position, job expectations, time off, and benefits. At-will employees can terminate their employment with Red Hills Academy at any time. This also allows Red Hills Academy to terminate employees' contracts at any time.

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

Red Hills Academy will adopt and use the sponsor's, Leon County Schools, teacher and staff evaluations. Once Red Hills Academy has developed our own, we will then submit to the sponsor for approval. Once approved by the sponsor, Red Hills Academy will adopt that evaluation process in place of Leon County School process.

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

Please see Attachment X to see the proposed compensation structure for the teachers and staff at Red Hills Academy.

Red Hills Academy understands the importance of providing competitive pay for its teachers and staff. We will strive to provide competitive pay to help in the retention of highly qualified educators while also providing them with an environment where their voices are valued and they are afforded leadership opportunities.

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

Red Hills Academy will adhere to all antidiscrimination laws and policies under Section 1000.05, F.S. The school will not discriminate based on disabilities, gender, nationality, race or ethnicity, religion, or sexual orientation.

Prior to being hired, Red Hills Academy will require all applicants to submit their resume and a letter of interest. If the applicant is identified as the best fit for the school, 3 references will be required as well as previous employer. All candidates offered a position at Red Hills Academy will be fingerprinted under the Leon County Schools requirement and per Florida Statutes 1012.465 and 10012.56. Staff members will have to renew their fingerprints in accordance to Leon County Schools policy to ensure consistent follow up on background checks of all employees.

Employees will be given yearly teacher agreements that will be renewed per the discretion of the principal and assistant principal, along with the Red Hills Academy Board of Directors. Dismissal will be on the basis of evaluations and written warnings/action plans.

Disciplinary procedures may include 1) Verbal Warning, 2) Written Warning with Action Plan 3) Suspension with or without pay, and 4) Termination. Depending on the nature of the situation, one or more steps may be skipped

In the event that a situation arises with a staff member that requires immediate dismissal, the Principal will notify the Board Chairman and will dismiss the staff member immediately.

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

We have not yet developed Personnel Policies at the time of application submittal. Red Hills Academy will develop its policies September – December 2021, with final Board review and adoption in December 2021, prior to recruitment beginning January 2022 (see Section 22 Start-Up Plan).

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

Red Hills Academy recognizes the importance of continuity when it comes to staff members at the school. Creating an environment that is a “family feel” not only for students and families, but for the staff is of the utmost importance. Red Hills Academy will have multiple opportunities for teachers and staff members to contribute in a wide variety of ways, such as,

but not limited to, running a staff meeting, hosting a PD opportunity, becoming a Team Lead, developing a variety of committees, and so on.

Red Hills Academy will develop and disburse surveys at different times during the year to its staff members to gauge satisfaction of staff members and gain input on how to improve. These surveys will be anonymous to allow for unrestrictive input from staff members. The Leadership will also implement an open-door policy to staff so that they feel comfortable coming to Leadership with concerns, ideas, and input.

Disciplinary procedures may look like 1) Verbal Warning, 2) Written Warning with Action Plan 3) Suspension with or without pay, and 4) Termination. Depending on the nature of the situation, one or more steps may be skipped.

If any unsatisfactory performance was identified, the first step would be a meeting with those involved, for example, administration with a teacher. The performance of the teacher would be discussed and an action plan created. Professional development in that area would be required for the teacher. The administration would conduct weekly observations looking for improvement. If no improvement is made, even after coaching efforts by administration, then termination would be considered.

Red Hills Academy is not only dedicated to its students, but its teachers and staff as well. All exhaustive measures will be taken to help coach staff members before termination is considered. In some instances, immediate termination would be justified and Red Hills Academy's administration would make the decision if warranted.

Red Hills Academy Governing Board will use schoolwide data to evaluate the school's principal. If any concerns are brought to the governing board regarding the principal, the board chair will investigate the concerns to determine if any actions need to be taken.

Section 13: Professional Development

- A. *Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:*
- a. *Identify the person or position responsible for overseeing professional development activities.*
 - b. *Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.*
 - c. *Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?*
 - d. *Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.*

Red Hills Academy will have a Professional Support Team that will be made up of the Principal, Assistant Principal, Team Leads, and Support Staff. Together the team will review and train the staff on research based best practices to continually improve teaching methods, styles, and resources. This team will work with teachers and staff to identify areas of growth and assist in finding professional development opportunities. Professional development opportunities can be found through many different avenues such as the district and the trainings they provide, FLDRS (Florida Diagnostic and Learning Resources System), Project Learning Tree, PEAK, and college courses.

Administration will bring as many Professional Development opportunities into the school as possible by utilizing various resources available for teacher and staff Professional Development.

It is important to provide teachers and staff with professional development that is meaningful to them. If teachers and staff cannot connect to the professional development, then the likelihood of them utilizing what was taught is slim. Red Hills Academy will follow the following key components for professional development:

- 1) Meeting Student Needs
- 2) Meeting Teacher Needs
- 3) Meeting the School's Needs

- 4) Involvement in the planning
- 5) Active Participation

In order to measure the success of the professional development, the Professional Support Team will take several factors into consideration. The team will look at student progress and outcomes. Are we seeing an increase in student growth and success in the classroom for that particular subject area or area of growth? This could be math strategies, reading small groups, MTSS/RtI, and even classroom management.

The Professional Support Team will also keep in mind that not every suggestion or strategy will work for every teacher, classroom, or student. Student growth and success will not be the only thing Red Hills Academy looks at when determining the success of a professional development opportunity. So many teachers dread professional development days and do not always connect with the content being shared and taught. Therefore, some will not even try to implement a new strategy or idea into their classroom. While measuring the success of a professional development opportunity, the Professional Support Team will take into consideration that a teacher implemented a new idea, reflected on it, and then made appropriate changes for the needs of their students. A Professional Development opportunity is successful if we see teacher interest, engagement, and buy in.

The principal and assistant principal will lead Pre-Planning Professional Development every school year when teachers return from summer break prior to the students' return. This will be a time to review policies and procedures, review expectations, and review curriculum and academic expectations. This will also be a time to introduce and acclimate new teachers to the Red Hills Academy family.

The focus of the professional development during these pre-planning days will be:

- Core curriculum – At the time of the charter application submission, Red Hills Academy has decided on using Savvas Realize curriculum for Reading, Writing, Math, and Science and Social Studies Weekly for Social Studies. We will have representatives from these companies train the staff on the curriculum for an in depth understanding of the flow of the curriculum, the novels being used in the curriculum, the various teacher resources to be used with the curriculum, and the online components to the curriculum. Teachers will learn how to input students into the online component, convey assignments, pull reports, and how to navigate the site.
- Diagnostic tool – Red Hills Academy will be utilizing iStation as a diagnostic tool for reading and math with all grade levels. Teachers will be trained on the program, learning the research behind it and the importance of using the program for students. Teachers will learn how to create their rosters, convey assignments, assign On Demand Assessments, and learn the many different reports and the data they provide. Teachers will also get to learn and explore the many different teacher resources iStation provides that can be used in their Tier 2 and small group instruction to help build a foundational understanding of the subject matter.

- Classroom and school culture – Just as important as the core subjects is the school culture of excellence which Red Hills Academy will endeavor to create and maintain. Administration will review with teachers the important school wide initiatives that will be put in place to help build the culture within the school starting on Day 1 and continuing each day after. Administration will invite teacher input for ideas on different ways to build the culture. We will provide leadership opportunities with staff members to take on new ideas and projects. Common language will be developed to use school wide with all students as well as ways to build and introduce an “RHA Pride” initiative.
- PLCs – Teachers will be provided with training on PLCs to form a solid understanding of what a Professional Learning Community is and its purpose. Staff will learn the different roles within a PLC and why they are important. Administration will focus greatly on the fact the PLCs are made to have conversations about data and to make data driven decisions for the needs of the students within the classroom and school.
- MTSS/RtI – Administration will provide trainings for teachers regularly to teach what MTSS, Multi Tiered System of Supports, and RtI, Response to Intervention, is, how they should be documenting, implementing, and progress monitoring students that are receiving Tier 2 and Tier 3 services.
- ESE/504/ESOL/Gifted – Administration will train teachers on the policies, procedures, and expectations that pertain to our students with IEPs, 504s, students who are ELL, and students who are gifted. Red Hills Academy Administration will work closely with the Compliance Resource Teachers and School Psychologists to ensure these trainings are covering everything necessary.

During the school year, teachers will be required and encouraged to continue to seek out Professional Development opportunities that meet their current needs as an educator as well as the needs their students have as learners.

Red Hills Academy will stay in close contact with Leon County Schools to learn of the different trainings they are offering and provide that information to teachers and staff. Administration will continue Professional Development and attend trainings that will increase their knowledge in the area of leadership. Administration recognizes the importance of staying knowledgeable about skills, strategies, and best practices within the classrooms and will not limit their own trainings to those solely for leadership roles.

The principal and assistant principal will hold monthly staff meetings, weekly PLC meetings, refresher seminars, and professional development opportunities on Teacher Planning Days throughout the school year. Red Hills Academy looks forward to partnering with Leon County Schools in order to provide a wide variety of Professional Development to meet staff members’ needs. Red Hills Academy will be adopting the Leon County Schools calendar for the year and will follow the days provided for Teacher Planning and Professional Development.

Section 14: Student Recruitment and Enrollment

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

Red Hills Academy's Board and initial staff will initiate a marketing campaign upon approval of this charter application. In keeping with our model of a tight knit family, we will begin our recruitment efforts by promoting our neighborhood school in the immediate area of our facility. We will start with low tech media such as flyers and signs which will serve to generate interest as well as better inform those who may not be familiar with charter schools. As our efforts expand, we will add in direct mail brochures, on-site open houses and information sessions, display on the electronic billboard at the entrance of the facility's development, Red Hills Academy website, social media and other print media such as press releases. All of these materials will include the use of multiple languages, as directed by the population. We believe immediate access to our facility will help in promoting our school and recruiting students and that these efforts will reach those families who may not have easy access to available education opportunities. We are confident that through these efforts we will achieve enrollment numbers reflected in our projections.

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

Red Hills Academy anticipates and will endeavor to achieve a balance of racial/ethnic students that reflects Leon County and the Leon County School system. We are committed to enrolling a diverse student population and will target our direct mail and other marketing efforts to multiple zip codes throughout the county. We will follow the Florida Educational Equity Act, Section 100.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, ethnicity, or disability.

Information promoting our school will reflect that students of all races and ethnicities, including those in Exceptional Student Education (ESE) and English Language Learner (ELL) programs are welcome and encouraged. We will offer bilingual staff to answer questions and will provide enrollment applications in multiple languages.

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

Red Hills Academy will not discriminate on the basis of race, gender, ethnicity, religion, national/ethnic origin, or disability in the admission of students. Any eligible student who submits an application on time and whose parents agree to the terms and conditions of the application and student-parent handbook shall be considered on a "first come, first served" basis. If the number of applicants exceeds the capacity of the class, grade level, or school, Red Hills Academy will hold a random selection process. Once available seats are filled, Red Hills Academy will create a waitlist based on random selection for the remaining applicants. This process does not take into account the students' background, ethnicity, race, disability, or socio-economic status, which allows every student who applied to have an equal opportunity to enroll in the school.

Red Hills Academy will give enrollment preferences to the following:

- Currently enrolled students
- Siblings of students already enrolled at Red Hills Academy
- Children of a member of Red Hills Academy's governing Board
- Children of a Red Hills Academy employee
- Children of an active-duty member of any branch of the United States Armed Forces

Our Board and principal will establish the initial enrollment application deadlines. These dates will be posted on our website and conveyed to any family who has made inquiry with the school regarding enrollment. The dates established will correspond with the Leon County Schools enrollment period. At the end of the initial enrollment period if we have exceeded our capacity, we will move into the random selection process as described above.

Parents or guardians of students offered enrollment from the initial application process will be asked to confirm in writing their child's intent to attend Red Hills Academy within ten days of notification. Upon confirmation, parents or guardians of accepted students will be provided with written registration requirements including all documentation required by the Leon County Schools. For students already attending school within the Leon County School System these forms will include, but not be limited to:

1. Red Hills Academy Registration forms
2. Immunization documentation
3. Birth certificate
4. Emergency contact
5. Emergency medical authorization
6. Health insurance
7. Home language survey
8. Exceptional Student Education form (if applicable)

For students not previously enrolled in the LCS these additional forms will be required including, but not be limited to:

1. Complete immunization on a Florida Certificate of Immunization Form
2. Current physical dated within one year of enrollment
3. Two proofs of residency
4. Custody papers, if applicable

If our school's capacity is not reached during this initial enrollment, we will revisit and renew our marketing campaign. When we have reached capacity, we will continue to accept applications and place those on our waiting list for the random selection process.

Section 15: Parent and Community Involvement

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

Red Hills Academy believes strongly in the partnership and relationship between home and school. We expect open and constant communication between teachers, staff members, and parents/guardians. Teachers will be required to keep an up to date class webpage and send home weekly updates to families. Teachers will conduct mandatory fall conferences with families and accommodate conference requests from parents throughout the year or request needed conferences based on what the teacher is seeing in the classroom setting. Students will be active participants during conferences and will get to showcase their learning to their parents/guardians. If a parent needs to schedule a conference and requests that the student not be present, this will be accommodated. The principal will provide monthly updates to families and any additional updates as needed as well as making sure the school's website is kept up to date.

Red Hills Academy plans on developing a Parent-Teacher Organization (PTO) to provide different fundraisers and events to include all students and families. Red Hills Academy also strongly suggests a 20-hour minimum for volunteer hours each school year per family. The PTO will be a great way for parents and families to get involved with the school and volunteer their time. Parents will be provided with lists and ideas on how they can help and volunteer for Red Hills Academy. Some of the ideas that will be given are:

- Volunteering in the classroom
- Volunteering at school events
- Volunteering in the front office
- Volunteering time at home
- Chaperoning field trips
- Odyssey of the Mind
- Hosting or helping with after school clubs
- Serving on committees

Red Hills Academy is already planning for two specific events to take place each school year to promote family involvement – a Literacy Night and a Math Night for students and families. One event will take place in the first semester and the other event will take place in the second semester. These will be events that take place after school hours to provide an opportunity for

as many families to participate as possible. Literacy Night will be a fun-filled event promoting the importance of reading at home with your child and be organized with interactive and engaging activities for students and families. Math Night will be an event to show a variety of math games that are engaging to students and allow families to play these games together. Themes will vary year to year, but the purpose of the events will remain the same. Red Hills Academy will look for parent input when considering other events to offer during the school year.

In compliance with S. 1002.33(7)(p)1., F.S., the Board will appoint a representative to oversee parental involvement, to be the contact for questions and concerns, and resolution. The PTO representative will live in Leon County and will also serve as a member on the Board. The representative's contact information will be provided to parents yearly in writing and posted on the school website for easy access.

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

Once approved by Leon County Schools, Red Hills Academy will host different informational meetings for families to learn more about the school and ask questions to help them make an informed decision about applying to our school.

Currently Red Hills Academy does not have any established community resources, but this is an area that is of high interest to us. Upon approval, the principal will begin creating relationships in the community and encouraging different ways to support our students and families.

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

Not Applicable.

III. Business Plan

Section 16: Facilities

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

Red Hills Academy will be located at 3551 Austin Davis Avenue, Tallahassee, Florida, 32308. The building and grounds include parking and environmental containment facilities, lighting and a fenced playground. The building comprises 20,000 square feet including 18 classrooms, two multi-purpose rooms and lunch facilities. The space also includes staff facilities with a meeting room, two private offices and teacher restroom facilities. Each classroom is in the traditional classroom layout with bookcases, cabinets, markerboards and individual in classroom bathrooms for lower level students. There are one girls and one boys gang bathrooms upstairs.

Safety precautions and requirements: The building is equipped with a monitored fire alarm system which is inspected on a regular basis and is in compliance with all governing regulations. The building is locked at all times with cameras monitoring entry. Entry requires staff approval. There is secondary locking at the kindergarten area. There is an intercom system within the building allowing communication continuously by office staff, the administration and the teachers. There are three fire stairs within the facility with an elevator to the second level (Elevator service and inspection by Thyssenkrupp, paid by the Landlord).

Utilities: The school is serviced with water, sewer and electricity by the City of Tallahassee which will be paid by Red Hills Academy. The telephone service is provided by CenturyLink.

Maintenance: Within the building (janitorial, pest control, painting, mechanical, electrical and plumbing will be provided by Red Hills Academy.

Mechanical Systems: Gidden's Air Conditioning, Inc.

Electrical Systems: Lawson and Lawson Electric

Plumbing Systems: Keith McNeil Plumbing

Exterior maintenance including lawn care will be provided by the landlord. All service work within the building exceeding normal service or \$750.00 will be paid by the landlord.

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.

The facility is an existing school built in 2009 for Imagine Charter School. It has been continually updated to remain in compliance with all laws, regulations and requirements of the

Leon County Health Department, Leon County School System and the City of Tallahassee Building Department.

The facility will require only minor modifications to meet the expectations of Red Hills Academy.

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

Our facilities are particularly well suited for the educational program of Red Hills Academy as it was constructed a few years ago as a charter school. Classroom size is standard for schools within our community and contain visual aids, book storage and supply storage as well as in class restrooms for lower grade levels. Adjacent residential communities enhance the property by incorporating low traffic flow and crosswalks for pedestrian safety.

D. Document the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting and existing facility, provide draft lease agreement as Attachment V.

Our draft lease is attached as Attachment V. Red Hills Academy bases our maximum facility expense on 18 students per classroom and FEFP funding levels for 2021-2022.

Lease Term

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Students	216	348	348	348	348
Building (Sq Ft)	20,000	20,000	20,000	20,000	20,000
Operating Cost	207,603	205,524	207,976	210,458	212,973
Rent	231,010	328,118	329,759	331,408	333,065
Maximum Facility Expense	438,613	533,642	537,735	541,866	546,038

E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or determined to be inappropriate for the school's opening?

Our proposed principal and board members have located all the public, private and charter schools in Leon County. We feel our proposed site is well located within our community and the building will meet our goal for a premier educational facility. Other locations would require

extensive renovations or a ground-up construction of a building. The proposed building is available and will give Red Hills Academy turn-key status. Evening Rose Properties (our Landlord) has ended our search and has given assurances the building will be available.

Section 17: Transportation Services

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

In order to stay consistent with the requirements of Part I. E. of Chapter 1006 in the Florida Statutes, Red Hills Academy will provide transportation for students if and when the need arises. Red Hills Academy will look to provide transportation if and when needed for students that live two to four miles from the school.

Red Hills Academy values family involvement for all of our students. We encourage our parents to drop their children off in the morning and pick them up in the afternoon. This allows school academic, behavior, and SEL conversations to take place daily between the student and their parent/guardian or family member. We will also help to organize carpool opportunities among families to help any students who may have trouble getting to school. Families may also choose to enroll their child in Before and After Care at Red Hills Academy allowing an earlier drop off time and later pick time. Red Hills Academy will also recognize outside Before and After Care programs and help to accommodate their drop off and pick up needs of students.

There is currently no revenue budgeted to reflect transportation services. If the time comes when transportation is needed for students, the services will be provided at no charge to the families.

Section 18: Food Service

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

Red Hills Academy (RHA) recognizes the importance of good nutrition for our students' mental and physical health. We are committed to making healthy lunch options available to all our students. After approval of our charter, we will begin the process to become a National School Lunch Program (NSLP) provider. We will send staff for all necessary training on this program. We will work with the Leon County Schools Office of Nutrition Services to ensure we are providing healthy nutritious options for our students.

Red Hills Academy is committed to provide free and reduced priced meals for eligible students. We will identify students who qualify for the NSLP Free and Reduced Lunch program. As part of our enrollment process, families will complete our lunch form. This information will be used to determine a student's eligibility for Free and Reduced-price lunch. Parents or guardians of eligible students will be notified of eligibility. Staff will compile and maintain a confidential list of FRL students in accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(C)). Staff will attend any necessary training with the Department of Education, Department of Food and Nutrition to develop policies and procedures for appropriate reimbursements.

After certification as a NSLP provider, we will work under our own policies and procedures developed as part of the NSLP certification process. When evaluating food providers and vendors, we will follow Leon County Schools guidelines, processes and requirements. Any food provider/vendor under consideration must provide proper nutritional balance, portion size and variety. We will promote high quality, healthy food options for our students.

Section 19: School Safety and Security

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

Red Hills Academy will work closely with the Leon County Schools and other appropriate law enforcement agencies pursuant to S. 1006.12, F.S., to establish our safe-school officer. Safety and security of our students, faculty and staff will be our highest priority. We will utilize all appropriate technology to aid in safety and security measures. We will implement protocols and procedures recommended by the Leon County Schools Safety and Security Department to supplement or fortify the following:

Our building will have a single point of entry. All visitors will be required to provide photo identification, state their purpose for visiting, and sign in upon arrival. Following administration approval, they will be issued a visitor badge. Red Hills academy plans to use the RAPTOR visitor access system. Individuals who are allowed to pick up students must first be identified on our student registration form. If the parent or other identified individual is unable to pick up the student, the parent shall contact the school with pickup confirmation. The administration will then use emergency contact information to re-confirm pickup authority.

Maintenance contractors and vendors will be allowed on campus provided they undergo fingerprinting and background checks by the Leon County Schools. Approval through the LCS system will indicate that the individual has met the requirements of the Jessica Lunsford Act and they will be issued an ID badge. Contractors/vendors will wear their identification badges while on campus. In the event of emergency repairs, these outside contractors will be under the direct supervision of our safe-school officer.

Communication within our facility will be provided through a public address system. We will additionally employ radio communication with a monitoring service. Our safe-school officer will develop, with Leon County Schools' approval, a crisis response plan. Our office will hold regular meetings with staff and faculty to explain and implement the latest technology and safety plans.

Red Hills will communicate with parents using text messaging, phone calls and email in the event of immediate care situations. Severe weather and electrical outages are additional situations which may require information to be disseminated to parents. We will also utilize the FortifyFL app. This allows students, faculty, parents or member of the public to anonymously report school safety concerns directly to law enforcement and administration.

All emergency exits will be clearly marked and evacuation routes posted. Our evacuation plan will be reviewed monthly and updated if appropriate. We will have regularly scheduled drills to ensure that all are familiar with procedures for shelter in place, lock out, bomb threats, missing students, fire and other emergency situations.

Red Hills Academy will be proactive in the prevention of any violent activity, in compliance with Section 1006.07(6), F.S. The mental health of our students is of utmost importance and will be monitored by our safe-school officer. In our small school environment, collaboration (CPALMS) at faculty meetings will allow the teacher to quickly inform our parents and guardians if their child is having any difficulties. See Section 3 – Educational Program Design, Question A, Safety paragraph, to learn more about our SEL program.

Our safe-school officer and faculty will monitor student internet usage in compliance with the Children’s Internet Protection Act (CIPA).

Our building will utilize video surveillance at the single point of entry, as well as throughout the building to monitor activity. Our playground is fenced to prevent direct public access and provide a safe environment for our students.

Section 20: Budget

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

See Attachments W and X.

These budgets contain all projected revenue and expenses except for:

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

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

The documents included are:

Attachment	Title
W	FEFP Revenues
X	5 Year Budget
Y	Start-up Budget
Z	Additional Funding

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

See Attachment Y.

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

Red Hills Academy plans to finance start-up costs with total loans of \$405,000 (Start-up Year at \$115,000 and Year 1 at \$290,000) at 4% interest. Interest-only payments Start-up Year through Year 2 and principal payments in Year 3 through Year 5. See Attachment Z.

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

Revenue

FEFP

Please see Attachment W. Revenue is based on 2020-21 2nd Calc FEFP Revenue Estimating Worksheet. Year 2 through Year 5 reflect annual increases of 0.5%.

Start-up Loan

The school plans to finance start-up costs with total loans of \$405,000 (Start-up Year at \$115,000 and Year 1 at \$290,000) at 4% interest. Interest only payments Start-up Year through Year 2, and principal payment in Year 3 through Year 5. See Attachment Z.

Capital Outlay

Eligible in Year 3 at estimated \$500 / student.

Food Service Revenue

Assumes 70% lunch participation and 35% breakfast participation with 42% anticipated at full price. Full price meals at \$3.50 per lunch and \$1.75 per breakfast. Calculations are based on 180 days.

NSLP Reimbursement

Assumes 70% lunch participation and 35% breakfast participation with 58% anticipated at free/reduced price (2019-20 Lunch Status by District Survey 3 Leon FRL Rate). Reimbursement rate at \$3.51 per lunch and \$1.89 per breakfast (2020-21 NSLP Rates). Calculations are based on 180 days.

Salaries and Related Costs

Salaries

See Staffing Plan in Attachment X.1 for positions and salaries by year. Teachers are adequate to comply with the Class Size Reduction Amendment, provide electives and support student progression.

The average teacher salary is budgeted at \$40,000 for Year 1. A 1.5% annual raise is budgeted for all staff.

Retirement

Retirement is budgeted at 3% of gross salaries.

Social Security Tax

Social Security Tax is budgeted at 7.65% of gross salaries.

Health Insurance

Health Insurance is budgeted at \$250 / employee FTE per month.

Workers Compensation

Budgeted at 1% of gross salaries.

Unemployment Compensation

Budgeted at 2.7% of first \$7,000 per employee.

Instructional Costs

Software

Budgeted as detailed in the chart below:

		Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Software						
Brain POP	5100 - Instr	2,300	2,323	2,346	2,370	2,393
Discovery Ed	5100 - Instr	1,700	1,717	1,734	1,752	1,769
Raz Kids	5100 - Instr	200	202	204	206	208
Learning A-Z	5100 - Instr	280	283	286	288	291
MAP online	5100 - Instr	1,026	1,036	1,047	1,057	1,068
Scholastic mags	5100 - Instr	1,296	2,109	2,130	2,151	2,173
Starfall	5100 - Instr	150	152	153	155	156
Total		6,952	7,821	7,900	7,979	8,058

Copier Rental/Supplies

Estimated at \$300 per month plus \$5 per student per year.

Supplies

Budgeted at \$50 per student and \$175 per classroom teacher.

Textbooks

Budgeted as detailed in the chart below for Year 1 and Year 2. See Schedule of Furniture, Technology Equipment, Textbooks, Software in Attachment X.1 for detailed calculations. Year 3 through Year 5 includes a 10% yearly refresh.

		Textbooks / Curriculum
Year 1		
Kindergarten	5100 - Instr	19,011
First Grade	5100 - Instr	19,110
Second Grade	5100 - Instr	19,110
Third Grade	5100 - Instr	21,000
	Year 1 Total	<u>78,232</u>
Year 2		
Fourth Grade	5100 - Instr	23,880
Fifth Grade	5100 - Instr	23,880
	Year 2 Total	<u>47,760</u>

Furniture & Equipment

Budgeted as detailed in the chart below for Year 1 and Year 2. See Schedule of Furniture, Technology Equipment, Textbooks, Software in Attachment X.1 for detailed calculations. Year 3 through Year 5 includes a 5% yearly refresh.

		Furniture Equipment
Year 1		
Kindergarten	5100 - Instr	9,770
First Grade	5100 - Instr	9,770
Second Grade	5100 - Instr	11,430
Third Grade	5100 - Instr	11,430
Specialty Classes	5100 - Instr	10,000
	Year 1 Total	<u>52,400</u>
Year 2		
Fourth Grade	5100 - Instr	12,750
Fifth Grade	5100 - Instr	12,750
	Year 2 Total	<u>25,500</u>

Substitutes

Substitutes at 8 days per teacher at \$100 per day.

Computers / iPads

Budgeted as detailed in the chart below for Year 1 and Year 2. See Schedule of Furniture, Technology Equipment, Textbooks, Software in Attachment X.1 for detailed calculations. Year 3 through Year 5 includes a 10% yearly refresh.

		Computer / iPad Equipment
Year 1		
Kindergarten	5100 - Instr	28,200
First Grade	5100 - Instr	28,200
Second Grade	5100 - Instr	22,800
Third Grade	5100 - Instr	22,800
	Year 1 Total	102,000
Year 2		
Fourth Grade	5100 - Instr	26,400
Fifth Grade	5100 - Instr	26,400
	Year 2 Total	52,800

Exceptional Instructional Costs

Contracted Services

Services provided primarily in support of IEP’s, such as OT/PT, speech therapy, etc. Budgeted at \$500 per ESE student.

Substitutes

Substitutes at 8 days per teacher at \$100 per day

Student Support Services

Contracted Services

Services provided primarily in support of mental health. Budgeted at \$50 per student.

Supplies

Budgeted at \$6 per student.

Curriculum Development

Supplies

Budgeted at \$5 per student.

Staff Training

Seminars/Workshops

Budgeted at \$6,000 Start-up Year, \$10,000 Year 1 and \$14,000 Year 2 through 5.

Instruction-Related Technology

Contracted Services

IT contracted services budgeted at \$500 per month.

Furniture & Equipment

Budget at \$3,600 phones, \$12,500 server, \$4,000 routers in Year 1. A 5% refresh is included in Year 2 through 5.

Software

Budgeted at \$1,500 per year.

Board Administration

Contracted Services – Consulting

Budgeted at \$6,000 Start-up Year only.

Legal

Estimated \$22,000 Start-up Year and \$6,000 per year in Year 1 through 5.

Audit

Estimated \$8,000 per year beginning in Year 2.

Travel / Training

Estimated at \$2,000 per year in Year 1 through 5 for board training and travel.

Licenses & Fee

Estimated at \$5,000 Start-up Year and \$2,000 per year in Year 1 through 5 for memberships, accreditations, filings etc.

District Fee

5% of FEFP, capped at 250 students.

School Administration

Travel / Conference / Workshop

Estimated at \$2,000 per year.

Postage

Budgeted at \$200 in Start-up Year and \$6 per student per year in Year 1 through 5.

Advertising

Estimated \$3,000 Start-up Year and \$1,000 per year in Year 1 through 5.

Supplies

Estimated at \$3,800 Start-up Year and \$500 per month in Years 1 through 5.

Furniture & Equipment

Budgeted as detailed in the chart below for Year 1. See Schedule of Furniture, Technology Equipment, Textbooks, Software in Attachment X.1 for detailed calculations. Years 2 through 5 include a 10% annual refresh.

Furniture & Equipment

Front Office	how many	unit price	total cost
desks	2	390	780
chairs	2	90	180
files	1	10	10
Tall Bookshelf	1	117	117
short Bookshelf	1	90	90
Filing Cabinet Fire Proof	1	2,500	<u>2,500</u>
Total Front Office			3,677

Directors Office	how many	unit price	total cost
desks	1	390	390
chairs	1	90	90
files	1	10	10
Tall bookshelf	1	117	117
short bookshelf	1	90	<u>90</u>
Total Directors Office			697
Total Furniture & Equipment			<u>4,374</u>

Computer Equipment

Budgeted as detailed in the chart below for Year 1. See Schedule of Furniture, Technology Equipment, Textbooks, Software in Attachment X.1 for detailed calculations. Year 2 through Year 5 includes a 10% yearly refresh.

Year 1		Computer / iPad Equipment
Front Office	7300 - Admin	600
Directors Office	7300 - Admin	300

Software

Estimated at \$3,000 Year 1 and \$1,000 per year in Year 2 through 5.

Facilities Acquisition

Facility Lease

Budgeted at \$2,500 per month Start-up Year January through June, 14% of FEFP Year 1 and 13% of FEFP Year 2 through 5.

Fiscal Services

Contracted Services – Backoffice Business Services

Includes Accounting, Accounts Payable, Banking, and Budgeting. Fee ranges from 2.8% of net FEFP in Year 1 reducing to 2.6% of net FEFP in Year 2 through 5.

Contracted Services – Payroll & Benefit Support

The fee for payroll and benefit support is 1.25% of gross salary.

Food Services

Contracted Services – Meals

Assumes 70% lunch participation and 35% breakfast participation. Meal cost at \$3 per lunch and \$1.50 per breakfast. Calculations are based on 180 days.

Furniture & Equipment

Budgeted at \$5,000 for Year 1 and \$500 per year for Years 2 through 5.

Licenses & Fee

Budgeted at \$500 per year.

Plant Operations

Insurances

Budgeted at \$20,000 per year for Property, General Liability, School Leaders Errors and Omissions.

Telephone / Internet

Estimated at \$0.50 per square foot per year at 20,000 square feet for a total of \$10,000 per year.

Water/Sewer/Garbage

Estimated at \$0.35 per square foot per year at 20,000 square feet for a total of \$7,000 per year.

CAM Fees

\$1,000 per month for common area maintenance.

Other Contracted Building Services

Budgeted at \$14,400 per year. Includes custodial at \$1,000 per month, security system at \$50 per month, and pest control at \$150 per month.

Electricity

Estimated at \$1.50 per square foot per year at 20,000 square feet for a total of \$30,000 per year.

Supplies

Budgeted at \$750 per month for plant and custodial supplies.

Furniture & Equipment

Estimated at \$5,000 Year 1 and \$500 per year for Year 2 through 5.

Plant Maintenance

Contracted Services

Budgeted at \$1,250 per month for facility repairs and maintenance.

Debt Services

Debt Service – Principal & Interest

Repayment of start-up loans of \$405,000 (Start-up Year at \$115,000 and Year 1 at \$290,000) at 4% interest. Interest only payments Start-up Year through Year 2, and principal payments in Year 3 through Year 5. See Attachment Z.

Contingency

Contingency

3% net FEFP contingency for unanticipated expenses.

See Attachments X.1 and Y.1 for detailed line-item budget narrative.

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

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

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

Time is a critical factor in effectively coping with revenue shortfalls. Prompt, effective action can limit both the duration and depth of budget cuts necessitated.

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

A minimum 75% enrollment budget is included as Attachment X.2.

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

The budget approved with the application will become the approved budget for the start-up period and Year 1 of operations. This budget will be subject to continual and intense monitoring to identify any variance as assumptions become actuals. The budget will be updated frequently, after each significant event.

Examples of events which will impact the budget include updated enrollment numbers, changes in the local economic environment, hiring staff, new legislation, ordering furniture, etc. We recognize that the budget must be managed while considering the effects of controllable and uncontrollable events.

In addition to the standard monthly financial reports as defined in Rule 6A-1.0081, F.A.C, beginning after the first quarter of activity in the opening year, the board will receive a monthly projection of both cash and budget performance, including projected cash balances or deficits and proposed budget amendments.

The budget monitoring process is key to managing revenue being less or delayed compared to budget. The following specific strategies are designed to respond to budget revenue shortfalls.

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

Also, budgeted expenditures will be deferred until justified, and approved in segments. Furniture, textbooks, computers, etc. will be ordered to match enrollment gains. Similarly, teachers and other staff will be interviewed and identified, with provisional identification of employees, but hiring will be authorized only after the need is established.

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

See Attachments X.3 and Y.3.

Section 21: Financial Management and Oversight

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

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

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

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

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

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

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

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

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

SFS, on behalf of the School, shall prepare monthly financial statements in compliance with Rule 6A-1.0081, F.A.C, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook).

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

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

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

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

- Balance Sheet
- Statement of Revenues, Expenditures and Changes in Fund Balance
- Year-to-date comparison of budgeted vs. actual revenues and expenditures

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

During the first year of operations, beginning after the first quarter of activity, the board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments.

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

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist §11.45(3)(a), Florida Statutes, accompanies the audit in a timely manner in compliance with the charter agreement. The auditing firm shall be selected by request for proposal (RFP) with proposals only accepted from qualified firms, and significant credit given to firms for prior experience with charter schools.

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

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

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

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

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

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

There are three overlapping layers of financial transparency required of charter schools.

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

Additionally, charter schools are bound by Florida's Government in the Sunshine Law, provisions of which include the public notice of and the opportunity for public participation in board meetings; as well as the Public Records Act, which ensures public access to records and documents.

Finally, §1002.33(9)(p)(1), Florida Statutes, requires charter schools to provide access, through its website, to the annual budget and independent audit.

Red Hills Academy will comply with all of these.

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

Red Hills Academy plans to contract with School Financial Services (SFS) to provide back office accounting and payroll services. SFS provides comprehensive services, including, by general category, accounts payable, general ledger maintenance, financial statement preparation, cash management, budgeting, grant reporting, payroll processing, and payroll return preparation. The standard fee for accounting services is 3% of FEFP net of the district administration fee. This rate is reduced by 0.2% for each full \$1,000,000 of net FEFP. The fee for payroll services is 1.25% of gross salary. There is no additional fee for supplemental or correcting payrolls. No contract will be in place until the charter is approved. The contract will be binding on the school at the beginning of the first year of operations. All services to that point are provided pro-bono.

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

G. Describe how the school will store financial records.

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL and GS7, as authorized by 119 and 257, FS.

“Record” includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc., are all considered records.

Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc. will be kept in secure, locked, fire-proof cabinets.

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

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

Insurance coverage will be procured and maintained consistent with the Sponsor’s requirements. The following amounts are in compliance with the Florida Charter School Standard Contract. Any updated requirements made to the Standard Contract by the State or Sponsor will be adhered to by the School.

1. Health

The school will provide health and other group insurances to employees in amounts competitive with other employers.

2. Worker’s Compensation Insurance

The School agrees to provide adequate Workers’ Compensation insurance coverage as required by Chapter 440, Florida Statutes.

3. Commercial General Liability Insurance

Coverage written on an occurrence form with minimum policy limits of \$1,000,000 per occurrence and an aggregate limit of \$2,000,000.

4. Property Coverage

Property coverage insurance will be carried on all real and tangible property that is defined and determined to be covered under the property insurance.

5. School Leaders Errors and Omissions Insurance

\$2,000,000 per claim/annual aggregate, maximum \$25,000 deductible.

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

1. Fidelity Bonds and Crime Coverage

The School will carry or require coverage for all defined and determined board members, employees and vendors.

2. Automobile Liability Insurance

\$1,000,000 per occurrence and an aggregate limit of \$2,000,000 including all owned, hired, and non-owned automobiles.

3. Builder's Risk Insurance

Insurance equal to the actual replacement cost for construction work.

Section 22: Start-Up Plan

- A. *Present a projected timetable for the school's start-up, including but not limited to the following key activities:*
- a. *Applying for and securing appropriate legal status (e.g., status as a state corporation, federal non-profit *)*
 - b. *Identifying and securing facility*
 - c. *Recruiting and hiring staff (leaders, teachers, and other staff)*
 - d. *Staff training*
 - e. *Finalizing curriculum and other instructional materials*
 - f. *Governing board training*
 - g. *Policy adoption by Board (if necessary)*
 - h. *Recruiting students*
 - i. *Enrollment lottery, if necessary*
 - j. *Establishing financial procedures*
 - k. *Securing contracted services*
 - l. *Fundraising, if applicable*
 - m. *Finalizing transportation and food service plans*
 - n. *Procuring furniture, fixtures and equipment*
 - o. *Procuring instructional materials*

Our start-up activities will align with our start-up budget. Source funding includes contingent funding to allow for minor discrepancies. We recognize that our projections may change with the issuance of a formal charter.

* Federal Non-Profit 501(c)(3) status cannot be obtained until the charter is approved. It will be filed as soon as possible following approval.

See Table on following page that details the projected timetable of tasks to be completed and the projected timeframe for each.

Task	2021												2022								
	Comp	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
File Articles of Incorporation & By-Laws	●	●																			
Identifying and Securing Facility	●	●																			
Red Hills Academy Charter Approved	●			●																	
Execute Lease				Upon Charter Approval																	
File for Non Profit Status				Upon Charter Approval																	
Creation of Personnel Policies					●	●	●	●	●	●	●	●	●								
Governing Board Training					●	●	●														
Board Adoption - Policy											●	●	●								
Board Adoption - Financial Policy								●	●	●	●	●	●								
Board Adoption - Environmental Policy								●	●	●	●	●	●								
Board Adoption - Annual Budget									●	●	●	●	●								
Establishing Financial Procedures						●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Finalizing Curriculum and Instructional Materials							●	●	●	●	●	●	●	●	●						
Develop Site									●	●											
Recruiting Students											●	●	●	●	●	●	●	●	●		
Enrollment Lottery													●	●	●	●	●				
Select / Hire Principal / Begin Employment	●												●								
Move Into Facility													●								
Fundraising									●	●	●	●	●	●	●	●	●	●	●	●	●
Securing Contracted Services													●	●	●	●	●	●	●	●	●
Procuring Furniture, Fixtures, and Equipment													●	●	●	●	●	●	●	●	●
Procuring Instructional Materials													●	●	●	●	●	●	●	●	●
Recruiting and Hiring Staff													●	●	●	●	●	●	●	●	●
Finalizing Transportation and Food Services															●	●	●	●	●	●	●
Staff Training																		●	●	●	●
School Begins																					●

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 Red Hills Academy Charter School is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under Section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, F.S., 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 Laura G. Joanos (name), Board Member (title) to sign as the legal correspondent for the school.



Signature

January 28, 2021
Date

Laura G. Joanos

Printed Name

PROPOSAL

Attachments

Red Hills Academy Charter School

Kindergarten through Grade Five

Tallahassee, FL

**Submitted to Leon County Schools
February 2021
To Open August 2022**

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T	Evidence of Demand / Support	NA
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V	Draft Lease Agreement.....	V
W	Florida Charter School Revenue Estimating Worksheet.....	W
X	Proposed Operating Budget.....	X
Y	Proposed Start-Up Budget	Y
Z	Evidence of External Funding	Z
AA	Commissioner’s Letter of High Performing Status	NA
BB	ESP’s Organizational Chart	NA
CC	ESP’s Organizational Chart after Anticipated Growth.....	NA
DD	Applicant History Worksheet	NA
EE	Draft ESP Contract.....	NA
FF	Applicant’s Additional Attachments.....	NA

To view the Attachments, click on the Attachments/Paperclip icon on the left side of this document.

Not Applicable

Attachment B

Sample Daily Schedule for Red Hills Academy

8:40 - 8:50 – Morning Meeting
 8:50 - 9:20 – PE
 9:20 - 10:00 – Science
 10:00 - 11:30 – ELA
 11:30 - 12:00 – Lunch
 12:00 - 12:10 – Recess
 12:10 - 12:30 – ELA Additional
 12:30 - 1:00 – Spanish
 1:00 - 2:00 – Math
 2:00 - 2:30 – Math Additional
 2:30 - 3:00 – Social Studies
 3:00 - 3:10 – Recess

Education Program Design

Subject	Program	Interventions for Students as needed
ELA	90 minutes uninterrupted; daily instruction	Additional 30 minutes daily for Tier 2 students
Math	60 minutes uninterrupted; daily instruction	Additional 30 minutes daily for Tier 2 students
Social Studies	30 minutes daily instruction	Individual intervention for Tier 3 students may be modified during Social Studies
Spanish Language	30 minutes daily instruction	Individual intervention for Tier 3 students may be modified during Spanish Language
Writing	Integrated daily into all subject areas	
Science	40 minutes daily instruction	
PE	150 minutes a week	
Art	Integrated into subject area	
Music	Integrated into subject areas	
Recess	20 minutes daily	

LCS 2020-2021 REGULAR CALENDAR

2020 – August	17	Teachers Report
	17 - 21	Teacher Planning/Inservice Days
	24 - 28	Teacher Planning/Inservice Days
	31	Students Report
September	7	Labor Day Holiday (Districtwide)
	28	Fall Holiday (Districtwide)
October	29	End of First Nine Weeks
	30	Teacher Planning/Inservice Day
November	2	Teacher Planning/Inservice Day
	11	Veterans Day Holiday (Districtwide)
	25 - 27	Thanksgiving Holidays (Students & Teachers Out)
	26, 27	Thanksgiving Holidays (Districtwide)
December	21 - 31	Winter Holidays (Districtwide)
2021 - January	1 & 4	Winter Holidays (Districtwide)
	5	Students and Staff Return
	13, 14 and 15	Middle & High School Exam Days/Elementary, Middle & High Full Days
	15	End of Second Nine Weeks
	18	Martin Luther King Holiday (Districtwide)
	19	Teacher Planning/Inservice Day
February	15	Presidents Day Holiday (Districtwide)
March	15 - 19	Spring Break (Students & Teachers Out)
	19	District Offices and School Sites Closed (DC)
	22	Teachers & Students Return
April	1	End of Third Nine Weeks
	2	Spring Holiday
	5	Teacher Planning/Inservice Day
May	31	Memorial Day Holiday (Districtwide)
June	8,9 & 10	Middle & High School Exam Days/Elementary, Middle & High Early Release
	10	Last Day of School/End of Fourth Nine Weeks
	11 & 14	Teacher Planning/Inservice Day
	14	Four Day Work week Begins
	TBD	Summer Reading Academy & ESE Summer Services Training
	TBD	Summer Reading Academy & ESE Summer Services Planning
	TBD	First day of SRA and ESE Summer Services
	TBD	SRA and ESE Summer Services
July	TBD	SRA and ESE Holiday Break
	5	Fourth of July Holiday (Districtwide)
	TBD	SRA and ESE Summer Services Resume
	TBD	SRA and ESE Summer Services
	29	Last Day of Four-Day Workweek

LCSB APPROVED 10.13.2020

A Correlation of
Florida Elevate Science
©2019



To

ReadyGEN
©2016

Grades Kindergarten - 5

A Correlation of Elevate Science ©2019 to ReadyGEN Common Core ©2016

Introduction

The following document demonstrates how the ***Elevate Science, ©2019*** program supports the text selections in **ReadyGEN ©2016** program for Grades K-5. For each standard, Elevate Science correlation references are to the Student Edition and Teacher's Edition where applicable.

Elevate Science is a comprehensive K-5 science program that focuses on active, student-centered learning. It builds students' critical thinking, questioning, and collaboration skills, and fuels interest in STEM and creative problem solving while supporting literacy development for elementary-age learners. Developed to support Next Generation Science Standards (NGSS), ***Elevate Science*** integrates three dimensional learning of the Scientific and Engineering Practices, Crosscutting Concepts (CCC), and Disciplinary Core Ideas (DCIs).

The ***Elevate Science*** blended print and digital curriculum engages students in phenomena-based inquiry and hands-on investigations.

- Problem-based learning Quests put students on a journey of discovery
- Engineering-focused features infuse STEM learning
- Coding and innovation engage students and build 21st century skills

Elevate Science prepares students for the challenges of tomorrow, building strong reasoning skills and critical thinking strategies as they engage in explorations, formulate claims, and gather and analyze data that promote evidence-based argument. Designed for today's classroom, preparing students for tomorrow's world. ***Elevate Science*** promises to:

- Elevate thinking.
- Elevate learning.
- Elevate teaching.

ReadyGEN ©2016 is a K-5 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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ReadyGEN Common Core ©2016**

ReadyGEN ©2016	Elevate Science, ©2019 Kindergarten
Kindergarten	
Unit 1 Living Together: This is Home	
Module A	
Lessons 1-8 Anchor Text: <i>Where Is Home, Little Pip?</i>	Topic 4: Lesson 3 Animals Are Alike and Different
Lessons 9-11 Supporting Text: <i>A House for Hermit Crab</i>	Topic 4: Lesson 3 Animals Are Alike and Different
Lessons 12-13 <i>Where Is Home, Little Pip? And A House for Hermit Crab</i>	Topic 4: Lesson 3 Animals Are Alike and Different
Module B	
Lessons 1-6 Anchor Text: <i>Life in a Pond</i>	Topic 4: Lesson 2 Plants Are Alike and Different Topic 4: Lesson 3 Animals Are Alike and Different
Lessons 7-10 Supporting Text: <i>A Bed for the Winter</i>	Topic 4: Lesson 3 Animals Are Alike and Different
Lessons 11-12 <i>Life in a Pond and A Bed for the Winter</i>	Topic 4: Lesson 2 Plants Are Alike and Different Topic 4: Lesson 3 Animals Are Alike and Different
Unit 2 Understanding Then and Now	
Module A	
Lessons 1-4 Anchor Text: <i>The Little House</i>	Grade 1: Topic 2: Lesson 3 Changes to Land
Lessons 5-9 Supporting Text: <i>Four Seasons Make a Year</i>	Supporting Content: Topic 2: Lesson 2 Patterns in the Sky
Lessons 10-11 <i>The Little House</i>	Grade 1: Topic 2: Lesson 3 Changes to Land
Lessons 12-13 <i>The Little House and Four Seasons Make a Year</i>	Supporting Content: Topic 1: Lesson 2 Patterns in the Sky Grade 1: Topic 2: Lesson 3 Changes to Land

**A Correlation of Elevate Science ©2019 to
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ReadyGEN ©2016	Elevate Science, ©2019 Kindergarten
Module B	
Lessons 1-6 Anchor Text: <i>Farming Then and Now</i>	Grade 1: Topic 2: Lesson 1 Rocks and Soil
Lessons 7-10 Supporting Text: <i>The Old Things</i>	Topic 2: Lesson 1 Objects
Lessons 11-12 <i>Farming Then and Now and The Old Things</i>	Topic 2: Lesson 1 Objects Grade 1: Topic 2: Lesson 1 Rocks and Soil
Unit 3 Predicting Change	
Module A	
Lessons 1-7 Anchor Text: <i>Come On, Rain!</i>	Supporting Content: Topic 2: Lesson 2 Solids, Liquids, and Gases
Lessons 8-11 Supporting Text: <i>The Snowy Day</i>	Supporting Content: Topic 2: Lesson 2 Solids, Liquids, and Gases Topic 2: Lesson 3: Materials Can Change
Lessons 12-13 <i>Come On, Rain! And The Snowy Day</i>	Supporting Content: Topic 2: Lesson 2 Solids, Liquids, and Gases Topic 2: Lesson 3: Materials Can Change
Module B	
Lessons 1-6 Anchor Text: <i>What Will the Weather Be?</i>	Grade 2: Topic 1: Lesson 3 Changes in the Weather
Lessons 7-10 Supporting Text: <i>Weather Words and What They Mean</i>	Grade 2: Topic 1: Lesson 3 Changes in the Weather
Lessons 11-12 <i>What Will the Weather Be? And Weather Words and What They Mean</i>	Grade 2: Topic 1: Lesson 3 Changes in the Weather
Unit 4 Learning About Each Other and the World	
Module A	
Lessons 1-8 Anchor Text: <i>I Love Saturdays y domingos</i>	Topic 4: Lesson 1 Senses
Lessons 9-11 Supporting Text: <i>Apple Pie 4th of July</i>	Topic 4: Lesson 1 Senses
Lessons 12-13 <i>I Love Saturdays y domingos and Apple Pie 4th of July</i>	Topic 4: Lesson 1 Senses

**A Correlation of Elevate Science ©2019 to
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ReadyGEN ©2016	Elevate Science, ©2019 Kindergarten
Module B	
Lessons 1-6 Anchor Text: <i>Making Music</i>	Topic 3: Lesson 1 Sound
Lessons 7-10 Supporting Text: <i>Clothes in Many Cultures</i>	Supporting Content: Topic 2: Lesson 3 Materials Can Change
Lessons 11-12 <i>Making Music and Clothes in Many Cultures</i>	Topic 3: Lesson 1 Sound Supporting Content: Topic 2: Lesson 3 Materials Can Change
Unit 5 Knowing About Patterns and Structures	
Module A	
Lessons 1-7 Anchor Text: <i>The Tiny Seed</i>	Grade 1: Topic 5: Lesson 1 Plant and Animal Life Cycles
Lessons 8-11 Supporting Text: <i>Jack's Garden</i>	Nature of Science Handbook
Lessons 12-13 <i>The Tiny Seed and Jack's Garden</i>	Nature of Science Handbook Grade 1: Topic 5: Lesson 1 Plant and Animal Life Cycles
Module B	
Lessons 1-7 Anchor Text: <i>Plant Patterns</i>	Topic 4: Lesson 2 Plants Are Alike and Different
Lessons 8-10 Supporting Text: <i>Swirl By Swirl: Spirals in Nature</i>	Topic 4: Lesson 2 Plants Are Alike and Different Topic 4: Lesson 3 Animals Are Alike and Different
Lessons 11-12 <i>Plant Patterns and Swirl by Swirl: Spirals in Nature</i>	Topic 4: Lesson 2 Plants Are Alike and Different Topic 4: Lesson 3 Animals Are Alike and Different
Unit 6 Exploring Communities	
Module A	
Lessons 1-7 Anchor Text: <i>On the Town: A Community Adventure</i>	Grade 1: Nature of Science Handbook
Lessons 8-11 Supporting Text: <i>Places in My Neighborhood</i>	Grade 1: Nature of Science Handbook
Lessons 12-13 <i>On the Town: A Community Adventure and Places in My Neighborhood</i>	Grade 1: Nature of Science Handbook

**A Correlation of Elevate Science ©2019 to
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ReadyGEN ©2016	Elevate Science, ©2019 Kindergarten
Module B	
Lessons 1-7 Anchor Text: <i>Neighborhood Walk: City</i>	Topic 3: Lesson 1 Sound
Lessons 8-10 Supporting Text: While I Am Sleeping	Topic 3: Lesson 1 Sound Topic 3: Lesson 2 Pushes and Pulls Topic 3: Lesson 3 Change in Movement
Lessons 11-12 <i>Neighborhood Walk: City and While I Am Sleeping</i>	Topic 3: Lesson 1 Sound Topic 3: Lesson 2 Pushes and Pulls Topic 3: Lesson 3 Change in Movement

**A Correlation of Elevate Science ©2019 to
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ReadyGEN ©2016	Elevate Science, ©2019 Grade 1
Grade 1	
Unit 1 Connecting to our World	
Module A	
Lessons 1-3, 7-9, 11, 13 Anchor Text: <i>Stellaluna</i>	Topic 4: Lesson 3 Animal Parts
Lessons 4-5, Lesson 12 Supporting Text: <i>Dragons and Giants</i>	Supporting Content: Topic 4: Lesson 3 Animal Parts
Lessons 6, 10 <i>Stellaluna and Dragons and Giants</i>	Topic 4: Lesson 3 Animal Parts
Module B	
Lessons 1-7 Anchor Text: <i>Time to Sleep</i>	Topic 4: Lesson 1 Nonliving and Living Things
Lesson 8, 10-12 Supporting Text: <i>What Do You Do With a Tail Like This?</i>	Topic 4: Lesson 3 Animal Parts
Lesson 9 <i>Time to Sleep and What Do You Do With a Tail Like This?</i>	Topic 4: Lesson 1 Nonliving and Living Things Topic 4: Lesson 3 Animal Parts
Unit 2	
Module A	
Lesson 1-6 Anchor Text: <i>A Fine, Fine School</i>	Supporting Content: Topic 1: Lesson 3 Daylight Changes and Seasons
Lessons 7-12 Supporting Text: <i>The Recess Queen</i>	Topic 3: Lesson 3 Pushes and Pulls
Lesson 13 <i>A Fine, Fine School and The Recess Queen</i>	Topic 3: Lesson 3 Pushes and Pulls Supporting Content: Topic 1: Lesson 3 Daylight Changes and Seasons
Module B	
Lesson 1-5 Anchor Text: <i>Far from Home</i>	Topic 4: Lesson 5 Where Plants and Animals Live
Lesson 6-10 Supporting Text: <i>Going to School</i>	Topic 3: Lesson 2 Describe How Objects Move
Lesson 11-12 <i>Far from Home and Going to School</i>	Topic 3: Lesson 2 Describe How Objects Move Topic 4: Lesson 5 Where Plants and Animals Live

**A Correlation of Elevate Science ©2019 to
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ReadyGEN ©2016	Elevate Science, ©2019 Grade 1
Unit 3	
Module A	
Lesson 1-6 Anchor Text: <i>The Winner's Choice</i>	Supporting Content: Topic 2: Lesson 3 Changes to the Land
Lesson 7-11 Supporting Text: <i>Hunter's Money Jar</i>	Supporting Content: Topic 3: Lesson 2 Describe How Objects Move
Lesson 12-13 <i>The Winner's Choice and Hunter's Money Jar</i>	Supporting Content: Topic 2: Lesson 3 Changes to the Land Topic 3: Lesson 2 Describe How Objects Move
Module B	
Lessons 1-3, 7-8 Anchor Text: <i>Goods and Services</i>	Topic 3: Quest STEM Help Deliver Supplies Topic 3: Lesson 1 Sort Objects Topic 3: Lesson 3 Pushes and Pulls
Lesson 4, 9-10 Supporting Text: <i>Supermarket</i>	Topic 3: Quest STEM Help Deliver Supplies Topic 3: Lesson 1 Sort Objects
Lessons 5-6, 11-12 <i>Goods and Services and Supermarket</i>	Topic 3: Quest STEM Help Deliver Supplies Topic 3: Lesson 1 Sort Objects Topic 3: Lesson 3 Pushes and Pulls
Unit 4 Planting for the Future	
Module A	
Lessons 1-7 Anchor Text: <i>Arbor Day Square</i>	Nature of Science Handbook Topic 4: Lesson 1 Nonliving and Living Things Topic 4: Lesson 2 Plant Parts Topic 4: Lesson 5 Where Plants and Animals Live
Lessons 8-11 Supporting Text: <i>The Family Tree</i>	Nature of Science Handbook Topic 4: Lesson 5 Where Plants and Animals Live
Lessons 12-13 <i>Arbor Day Square and The Family Tree</i>	Nature of Science Handbook Topic 4: Lesson 1 Nonliving and Living Things Topic 4: Lesson 2 Plant Parts Topic 4: Lesson 5 Where Plants and Animals Live

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 1
Module B	
Lessons 1-5 Anchor Text: <i>The Life Cycle of an Apple Tree</i>	Nature of Science Handbook Topic 4: Lesson 1 Nonliving and Living Things Topic 4: Lesson 2 Plant Parts Topic 5: Lesson 1 Plant and Animal Life Cycles
Lessons 6, 8-11 Supporting Text: <i>How a Seed Grows</i>	Nature of Science Handbook Topic 4: Lesson 1 Nonliving and Living Things Topic 4: Lesson 2 Plant Parts Topic 5: Lesson 1 Plant and Animal Life Cycles
Lesson 7, 12 <i>The Life Cycle of an Apple Tree and How a Seed Grows</i>	Nature of Science Handbook Topic 4: Lesson 1 Nonliving and Living Things Topic 4: Lesson 2 Plant Parts Topic 5: Lesson 1 Plant and Animal Life Cycles
Unit 5 Observing the Messages of the Natural World	
Module A	
Lessons 1-7 Anchor Text: <i>King Kafu and the Moon</i>	Topic 1: Lesson 2 Patterns in the Sky Topic 1: Lesson 3 Daylight Changes and Seasons
Lessons 8-11 Supporting Text: <i>Let's Visit the Moon</i>	Topic 1: Lesson 2 Patterns in the Sky Topic 1: Lesson 3 Daylight Changes and Seasons
Lessons 12-13 <i>King Kafu and the Moon and Let's Visit the Moon</i>	Topic 1: Lesson 2 Patterns in the Sky Topic 1: Lesson 3 Daylight Changes and Seasons
Module B	
Lessons 1-7 Anchor Text: <i>Our World in Space: Planets</i>	Topic 1: Lesson 1 Observe the Sky
Lessons 8-10 Supporting Text: <i>The Sun</i>	Topic 1: Lesson 1 Observe the Sky Topic 1: Lesson 2 Patterns in the Sky Topic 1: Lesson 3 Daylight Changes and Seasons
Lessons 11-12 <i>Our World in Space: Planets and The Sun</i>	Topic 1: Lesson 1 Observe the Sky Topic 1: Lesson 2 Patterns in the Sky Topic 1: Lesson 3 Daylight Changes and Seasons

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 1
Unit 6	
Module A	
Lessons 1-5 Anchor Text: <i>One Classroom, Many Cultures</i>	Topic 5: Lesson 3 Patterns in Animal Behavior
Lessons 6-11 Supporting Text: <i>A Picnic in October</i>	Supporting Content: Topic 1: Lesson 3 Daylight Changes and Seasons
Lessons 12-13 <i>One Classroom, Many Cultures and A Picnic in October</i>	Topic 5: Lesson 3 Patterns in Animal Behavior Supporting Content: Topic 1: Lesson 3 Daylight Changes and Seasons
Module B	
Lessons 1-7 Anchor Text: <i>Whose is This?</i>	Topic 3: Lesson 1 Sort Objects
Lessons 8-10 Supporting Text: <i>L Is for Liberty</i>	Kindergarten: Topic 2: Lesson 3 Materials Can Change
Lessons 11-12 <i>Whose Is This? and L Is for Liberty</i>	Topic 3: Lesson 1 Sort Objects Kindergarten: Topic 2: Lesson 3 Materials Can Change

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 2
Grade 2	
Unit 1 Understanding Communities	
Module A	
Lessons 1-7 Anchor Text: Trouble at the Sandbox	Grade 1: Topic 3: Lesson 3 Pushes and Pulls
Lessons 8-10 Supporting Text: <i>Snowshoe Hare's Winter Home</i>	Topic 1: Lesson 3 Changes in Weather
Lesson 11 <i>Something Told the Wild Geese</i>	Topic 1: Lesson 3 Changes in Weather
Lessons 12-13 <i>Trouble at the Sandbox and Snowshoe Hare's Winter Home</i>	Topic 1: Lesson 3 Changes in Weather Grade 1: Topic 3: Lesson 3 Pushes and Pulls
Module B	
Lessons 1-7 Anchor Text: Friends Around the World	Nature of Science Handbook Topic 1: Lesson 3 Changes in the Weather
Lessons 8-10 Supporting Text: <i>The House on Maple Street</i>	Topic 2: Lesson 1 Describe Matter Topic 2: Lesson 3 Use Solids
Lessons 11-12 <i>Friends Around the World and The House on Maple Street</i>	Nature of Science Handbook Topic 1: Lesson 3 Changes in the Weather Topic 2: Lesson 1 Describe Matter Topic 2: Lesson 3 Use Solids
Unit 2 Making Decisions	
Module A	
Lessons 1-3, 7-9 Anchor Text: <i>Alexander, Who Used to Be Rich Last Sunday</i>	Supporting Content: Topic 2: Quest Toy Building Kit Topic 2: Literacy Connection Cause and Effect
Lessons 4-6, 10 Supporting Text: <i>A Chair for My Mother</i>	Topic 2: Lesson 3 Use Solids
Lessons 11-13 <i>Alexander, Who Used to Be Rich Last Sunday and A Chair for My Mother</i>	Topic 2: Lesson 3 Use Solids Supporting Content: Topic 2: Quest Toy Building Kit Topic 2: Literacy Connection Cause and Effect

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 2
Module B	
Lessons 1-6 Anchor Text: <i>Money Matters!</i>	Topic 2: Lesson 2 Properties of Matter
Lessons 7-10 Supporting Text: <i>I Wanna Iguana</i>	Topic 5: Lesson 3 Animal Needs
Lessons 11-12 <i>Money Matters! And I Wanna Iguana</i>	Topic 2: Lesson 2 Properties of Matter Topic 5: Lesson 3 Animal Needs
Unit 3 Building Ideas	
Module A	
Lessons 1-6 Anchor Text: <i>Theodore Roosevelt: The Adventurous President</i>	Topic 4: Lesson 2 Motion and Force Topic 4: Lesson 3 How Objects Move
Lesson 7 <i>Lincoln</i>	Supporting Text: Topic 5: Lesson 1 Animal and Plant Life Cycles
Lessons 8-11 Supporting Text: <i>Marching with Aunt Susan</i>	Topic 4: Lesson 2 Motion and Force Topic 4: Lesson 3 How Objects Move
Lessons 12-13 <i>Theodore Roosevelt: The Adventurous President, Lincoln, and Marching with Aunt Susan</i>	Topic 4: Lesson 2 Motion and Force Topic 4: Lesson 3 How Objects Move Supporting Text: Topic 5: Lesson 1 Animal and Plant Life Cycles
Module B	
Lessons 1-6 Anchor Text: <i>Change Makers</i>	Topic 1: Extreme Science Hurricane Andrew Topic 4: Lesson 1 Using Energy Topic 4: Lesson 4 Magnets
Lessons 7-10 Supporting Text: <i>City Green</i>	Topic 1: Lesson 5 Air
Lessons 11 <i>City Trees and Stone Bench</i>	Topic 5: Lesson 2 Plant Needs
Lesson 12 <i>Change Makers and City Green</i>	Topic 1: Extreme Science Hurricane Andrew Topic 1: Lesson 5 Air Topic 4: Lesson 1 Using Energy Topic 4: Lesson 4 Magnets

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 2
Unit 4 Facing Challenges and Change	
Module A	
Lessons 1-7 Anchor Text: <i>The Earth Dragon Awakes</i>	Grade 4: Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 8-10 Supporting Text: <i>Seek the Sun</i>	Topic 1: Lesson 4 The Sun
Lesson 11 <i>The Fool on the Hill, Mother of the Mountains and I Am Boom</i>	Topic 1: Lesson 4 The Sun Grade 4: Topic 2: Lesson 2 Patterns of Earth's Features
Module B	
Lessons 1-5 Anchor Text: <i>Disaster Alert!</i>	Grade 4: Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 6-9 Supporting Text: <i>Danger! Earthquakes</i>	Grade 4: Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 10 <i>Who Could Somersault the San Andreas Fault?</i>	Grade 4: Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 11-12 <i>Disaster Alert! and Danger! Earthquakes</i>	Grade 4: Topic 2: Lesson 2 Patterns of Earth's Features
Unit 5 Pioneering New Ideas and New Worlds	
Module A	
Lessons 1-6 Anchor Text: <i>John Chapman: Planter and Pioneer</i>	Topic 5: Lesson 1 Animal and Plant Life Cycles Topic 5: Lesson 2 Plant Needs
Lessons 7-10 Supporting Text: Johnny Appleseed	Topic 5: Lesson 1 Animal and Plant Life Cycles Topic 5: Lesson 2 Plant Needs
Lesson 11 <i>Planting a Tree and Trees</i>	Topic 5: Lesson 1 Animal and Plant Life Cycles Topic 5: Lesson 2 Plant Needs
Lesson 12-13 <i>John Chapman: Planter and Pioneer and Johnny Appleseed</i>	Topic 5: Lesson 1 Animal and Plant Life Cycles Topic 5: Lesson 2 Plant Needs

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 2
Module B	
Lesson 1-6 Anchor Text: <i>Pioneers to the West</i>	Topic 4: Lesson 3 How Objectives Move
Lessons 7-10 Supporting Text: <i>Going West</i>	Topic 4: Lesson 3 How Objectives Move
Lessons 11-12 <i>Pioneers to the West and Going West</i>	Topic 4: Lesson 3 How Objectives Move
Unit 6 Changing the World	
Module A	
Lessons 1-6, 12 Anchor Text: <i>68 Ways to Save the Planet Before Bedtime</i>	Topic 1: Lesson 5 Air
Lessons 7-10 Supporting Text: <i>On Meadowview Street</i>	Topic 1: Quest Be a Soil Detective Topic 1: Lesson 2 Soil
Lesson 11 <i>The Lion and the Mouse and The Crow and the Pitcher</i>	Grade 4: Topic 6: Lesson 4 Animal Behavior
Lesson 13 <i>68 Ways to Save the Planet Before Bedtime and On Meadowview Street</i>	Topic 1: Lesson 2 Soil Topic 1: Lesson 5 Air
Module B	
Lessons 1-6 Anchor Text: Alfred Nobel: The Man Behind the Peace Prize	Topic 4: Lesson 1 Using Energy Topic 4: Lesson 2 Motion and Force
Lessons 7-10 Supporting Text: <i>A Picture Book of Eleanor Roosevelt</i>	Topic 5: Quest Help Make a Healthcare Guide
Lessons 11-12 <i>Alfred Nobel: The Man Behind the Peace Prize and A Picture Book of Eleanor Roosevelt</i>	Topic 4: Lesson 1 Using Energy Topic 4: Lesson 2 Motion and Force Topic 5: Quest Help Make a Healthcare Guide

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 3
Grade 3	
Unit 1 Observing the World Around Us	
Module A	
Lessons 1-3 <i>Location, Location, Location</i>	Supporting Content: Topic 1: Lesson 1 Stars
Lessons 4-11, 16 Anchor Text: <i>The Case of the Gasping Garbage</i>	Topic 2: Lesson 1 Matter
Lesson 12 <i>Location, Location, Location and The Case of the Gasping Garbage</i>	Topic 2: Lesson 1 Matter Supporting Content: Topic 1: Lesson 1 Stars
Lessons 13-15 Supporting Text: <i>Thunder Cake</i>	Grade 2: Topic 1: Lesson 3 Changes in Weather
Lesson 17 <i>Thunder Cake and Location, Location, Location</i>	Supporting Content: Topic 1: Lesson 1 Stars Grade 2: Topic 1: Lesson 3 Changes in Weather
Lesson 18 <i>The Case of the Gasping Garbage, Thunder Cake, and Location, Location, Location</i>	Topic 2: Lesson 1 Matter Supporting Content: Topic 1: Lesson 1 Stars Grade 2: Topic 1: Lesson 3 Changes in Weather
Module B	
Lessons 1-3 <i>The Moon Seems to Change</i>	Grade 4: Topic 1: Lesson 3 Moon Phases
Lessons 4-9 Anchor Text: <i>Treasure in the Trees</i>	Topic 4: Lesson 1 Plants Use Energy Topic 4: Lesson 2 Plant Parts
Lessons 10-16 Supporting Text: <i>About Earth</i>	Grade 2: Topic 1: Lesson 1 Rocks and Minerals Topic 2: Lesson 2 Soil
Lessons 17-18 <i>The Moon Seems to Change, Treasure in the Trees, and About Earth</i>	Topic 4: Lesson 1 Plants Use Energy Topic 4: Lesson 2 Plant Parts Grade 2: Topic 1: Lesson 1 Rocks and Minerals Topic 2: Lesson 2 Soil Grade 4: Topic 1: Lesson 3 Moon Phases

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 3
Unit 2	
Module A	
Lessons 1-2 <i>The Athabascans: Old Ways and New Ways</i>	Topic 5: Lesson 3 Survival of Individuals
Lessons 3-12 Anchor Text: <i>The Year of Miss Agnes</i>	Nature of Science Handbook
Lessons 13 <i>The Athabascans: Old Ways and New Ways</i> <i>and The Year of Miss Agnes</i>	Nature of Science Handbook Topic 5: Lesson 3 Survival of Individuals
Lessons 14-16 Supporting Text: <i>The Frog Princess</i>	Topic 5: Lesson 3 Survival of Individuals
Lesson 17 <i>The Frog Princess and The Year of Miss Agnes</i>	Nature of Science Handbook
Lesson 18 <i>The Athabascans: Old Ways and New Ways,</i> <i>The Year of Miss Agnes, and The Frog Princess</i>	Nature of Science Handbook Topic 5: Lesson 3 Survival of Individuals
Module B	
Lessons 1-3 Supporting Text: <i>City Homes</i>	Topic 3: Lesson 1 Forms of Energy
Lessons 4-11 Anchor Text: <i>Deep Down and other</i> <i>Extreme Places to Live</i>	Topic 5: STEM Quest How are living things suited to their habitats?
Lessons 12 <i>City Homes and Deep Down</i>	Topic 3: Lesson 1 Forms of Energy Topic 5: STEM Quest How are living things suited to their habitats?
Lessons 13-15 Supporting Text: <i>The Song of Sky and Sand</i>	Topic 5: Lesson 3 Survival of Individuals Topic 5: Lesson 4 Survival When Environments Change
Lesson 16 <i>Deep Down, The Song of Sky and Sand</i>	Topic 5: STEM Quest How are living things suited to their habitats?
Lesson 17 <i>City Homes, The Song of Sky and Sand</i>	Topic 3: Lesson 1 Forms of Energy Topic 5: Lesson 3 Survival of Individuals Topic 5: Lesson 4 Survival When Environments Change

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 3
Lesson 18 <i>City Homes, Deep Down and other Extreme Places to Live, and The Song of Sky and Sand</i>	Topic 3: Lesson 1 Forms of Energy Topic 5: STEM Quest How are living things suited to their habitats? Topic 5: Lesson 3 Survival of Individuals Topic 5: Lesson 4 Survival When Environments Change
Unit 3 Seeking Explanations	
Module A	
Lessons 1-4 Supporting Text: <i>Knots on a Counting Rope</i>	Topic 5: Lesson 3 Survival of Individuals
Lessons 5-9 Anchor Text: <i>Storm in the Night</i>	Topic 5: Lesson 4 Survival When Environments Change
Lessons 10 Supporting Text: <i>Knots on a Counting Rope, Storm in the Night</i>	Topic 5: Lesson 3 Survival of Individuals Topic 5: Lesson 4 Survival When Environments Change
Lessons 11-15 Supporting Text: <i>Paul Bunyan</i>	Topic 5: Lesson 3 Survival of Individuals
Lesson 16 <i>Storm in the Night, Paul Bunyan</i>	Topic 5: Lesson 4 Survival When Environments Change
Lesson 17 <i>The Myth of Icarus and Anansi's Long, Thin Legs</i>	Topic 1: Lesson 2 The Sun and Its Energy
Lesson 18 <i>Storm in the Night, Knots on a Counting Rope, and Paul Bunyan</i>	Topic 5: Lesson 3 Survival of Individuals

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 3
Module B	
Lessons 1-7 Anchor Text: <i>Weather</i>	Topic 2: uEngineer It! STEM Snow Solutions
Lessons 8-9 Supporting Text: <i>On the Same Day in March: A Tour of the World's Weather</i>	Nature of Science Handbook Topic 2: Lesson 3 Solids, Liquids, and Gases
Lessons 10 <i>Weather and On the Same Day in March</i>	Nature of Science Handbook Topic 2: Lesson 3 Solids, Liquids, and Gases Topic 2: uEngineer It! STEM Snow Solutions
Lessons 11-15 Supporting Text: <i>Living Through a Natural Disaster</i>	Grade 2: Topic 1: Lesson 6 Stay Safe in Severe Weather
Lesson 16 <i>Living Through a Natural Disaster and Weather</i>	Topic 2: uEngineer It! STEM Snow Solutions Grade 2: Topic 1: Lesson 6 Stay Safe in Severe Weather
Lesson 17 <i>On the Same Day in March and Living Through a Natural Disaster</i>	Nature of Science Handbook Topic 2: Lesson 3 Solids, Liquids, and Gases Grade 2: Topic 1: Lesson 6 Stay Safe in Severe Weather
Lesson 18 <i>Weather, On the Same Day in March, and Living Through a Natural Disaster</i>	Nature of Science Handbook Topic 2: Lesson 3 Solids, Liquids, and Gases Topic 2: uEngineer It! STEM Snow Solutions Grade 2: Topic 1: Lesson 6 Stay Safe in Severe Weather
Unit 4 Becoming an Active Citizen	
Module A	
Lessons 1-3 Supporting Text: <i>Back of the Bus</i>	Topic 5: Lesson 3 Survival of Individuals
Lesson 4 <i>Back of the Bus and Rosa Parks: Hero of Our Time</i>	Topic 5: Lesson 3 Survival of Individuals
Lessons 5-9 Anchor Text: <i>Brave Girl</i>	Topic 5: Lesson 3 Survival of Individuals
Lesson 10 <i>Back of the Bus and Brave Girl</i>	Topic 5: Lesson 3 Survival of Individuals

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 3
Lesson 11 <i>The Little Black-Eyed Rebel</i>	Supporting Content: Topic 2: Lesson 2 Changes in Energy
Lesson 12 <i>Brother Against Brother, Dare, and Where?</i>	Supporting Content: Topic 2: Lesson 2 Changes in Energy Grade 4: Topic 4: Lesson 2 Collisions
Lessons 13-15 Supporting Text: <i>Below Deck: A Titanic Story</i>	Topic 5: Lesson 3 Survival of Individuals
Lesson 16 <i>Brave Girl and Below Deck</i>	Topic 5: Lesson 3 Survival of Individuals
Lesson 17 <i>Back of the Bus, Brave Girl and Below Deck</i>	Topic 5: Lesson 3 Survival of Individuals
Lesson 18 Rescue the Pufflings!	Topic 5: Lesson 4 Survival When Environments Change
Module B	
Lessons 1-6 <i>What Is a Government?</i>	Grade 2: Topic 1: Lesson 5 Air (Pollution)
Lesson 7-10 Supporting Text: <i>Who Really Created Democracy?</i>	Supporting Content: Topic 1: Lesson 2 The Sun and Its Energy (Gravity)
Lessons 11 <i>What Is a Government? and Who Really Created Democracy?</i>	Supporting Content: Topic 1: Lesson 2 The Sun and Its Energy (Gravity) Grade 2: Topic 1: Lesson 5 Air (Pollution)
Lessons 12-15 Supporting Text: <i>A More Perfect Union: The Story of Our Constitution</i>	Supporting Content: Topic 3: Lesson 2 Changes in Energy Topic 3: Lesson 3 Heat and Light

**A Correlation of Elevate Science ©2019 to
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ReadyGEN ©2016	Elevate Science, ©2019 Grade 3
<p>Lesson 16 <i>What Is a Government? and A More Perfect Union: The Story of Our Constitution</i></p>	<p>Supporting Content: Topic 3: Lesson 2 Changes in Energy Topic 3: Lesson 3 Heat and Light Grade 2: Topic 1: Lesson 5 Air (Pollution)</p>
<p>Lesson 17 <i>A More Perfect Union: The Story of Our Constitution and Who Really Created Democracy?</i></p>	<p>Supporting Content: Topic 1: Lesson 2 The Sun and Its Energy (Gravity) Topic 3: Lesson 2 Changes in Energy Topic 3: Lesson 3 Heat and Light</p>
<p>Lesson 18 <i>What Is a Government?, Who Really Created Democracy? and A More Perfect Union: The Story of Our Constitution</i></p>	<p>Topic 1: Lesson 2 The Sun and Its Energy (Gravity) Supporting Content: Topic 3: Lesson 2 Changes in Energy Topic 3: Lesson 3 Heat and Light Grade 2: Topic 1: Lesson 5 Air (Pollution)</p>

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 4
Grade 4	
Unit 1 Becoming Researchers	
Module A	
Lessons 1-8 Anchor Text: <i>Science Squad: Porpoises in Peril</i>	Topic 7: Lesson 4 Plants, Animals, and Humans Affect the Environment
Lessons 9-12 Supporting Text: <i>Mary Anning: The Girl Who Cracked Open the World</i>	Topic 2: Lesson 3 Rocks, Minerals, and Soil Topic 5: Lesson Topic 5: Lesson 2 Nonrenewable Energy Sources
Lesson 13 <i>Porpoises in Peril and Mary Anning: The Girl Who Cracked Open the World</i>	Topic 2: Lesson 3 Rocks, Minerals, and Soil Topic 5: Lesson Topic 5: Lesson 2 Nonrenewable Energy Sources Topic 7: Lesson 4 Plants, Animals, and Humans Affect the Environment
Lessons 14-15 Supporting Text: "Fragile Frogs" from <i>The Frog Scientist</i>	Topic 6: Lesson 2 Life Cycles of Florida Animals
Lessons 16-18 <i>Science Squad: Porpoises in Peril, Mary Anning: The Girl Who Cracked Open the World, and "Fragile Frogs" from The Frog Scientist</i>	Topic 2: Lesson 3 Rocks, Minerals, and Soil Topic 5: Lesson Topic 5: Lesson 2 Nonrenewable Energy Sources Topic 6: Lesson 2 Life Cycles of Florida Animals Topic 7: Lesson 4 Plants, Animals, and Humans Affect the Environment
Module B	
Lessons 1-8 Anchor Text: <i>Skeletons Inside and Out</i>	Grade 2: Topic 5: Lesson 4 Human Body Grade 5: Topic 7: Lesson 2 Skeletons, Muscles, and Skin
Lessons 9-11 Supporting Text: Movers and Shapers	Grade 2: Topic 5: Lesson 4 Human Body Grade 5: Topic 7: Lesson 2 Skeletons, Muscles, and Skin
Lesson 12 <i>Skeletons Inside and Out and Movers and Shapers</i>	Grade 2: Topic 5: Lesson 4 Human Body Grade 5: Topic 7: Lesson 2 Skeletons, Muscles, and Skin

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 4
Lesson 13-15 Supporting Text: King of the Parking Lot	Topic 2: Lesson 1 Maps and Data Grade 2: Topic 5: Lesson 4 Human Body Grade 5: Topic 7: Lesson 2 Skeletons, Muscles, and Skin
Lesson 16 <i>Skeletons Inside and Out</i> and King of the Parking Lot	Topic 2: Lesson 1 Maps and Data Grade 2: Topic 5: Lesson 4 Human Body Grade 5: Topic 7: Lesson 2 Skeletons, Muscles, and Skin
Lessons 17-18 <i>Skeletons Inside and Out</i> , King of the Parking Lot, and Movers and Shapers	Topic 2: Lesson 1 Maps and Data Grade 2: Topic 5: Lesson 4 Human Body Grade 5: Topic 7: Lesson 2 Skeletons, Muscles, and Skin
Unit 2 Interactions in Nature and Culture	
Module A	
Lessons 1-4 Anchor Text: <i>Why the Sea is Salty</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 5-8 <i>How the Stars Fell into the Sky</i>	Topic 1: Lesson 2 Patterns of Stars in the Sky
Lessons 9-12 <i>Pecos Bill</i>	Topic 2: Lesson 1 Maps and Data Topic 4: Lesson 1 Energy, Speed, and Moving Objects
Lesson 13-16 Supporting Text: "John Henry" from <i>American Tall Tales</i>	Topic 4: Lesson 1 Energy, Speed, and Moving Objects Topic 4: Lesson 2 Collisions
Lessons 17-18 <i>Why the Sea Is Salty, How the Stars Fell into the Sky, Pecos Bill, John Henry</i>	Topic 1: Lesson 2 Patterns of Stars in the Sky Topic 2: Lesson 1 Maps and Data Topic 2: Lesson 2 Patterns of Earth's Features Topic 4: Lesson 1 Energy, Speed, and Moving Objects Topic 4: Lesson 2 Collisions

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 4
Module B	
Lessons 1-6 Anchor Text: <i>The Longest Night</i>	Topic 1: Lesson 1 Earth's Movements
Lessons 7-8 <i>Northwest Coast Peoples</i>	Topic 2: Lesson 1 Maps and Data Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 9 <i>The Longest Night and Northwest Coast Peoples</i>	Topic 1: Lesson 1 Earth's Movements Topic 2: Lesson 1 Maps and Data Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 10-15 <i>Three Native Nations: Of the Woodlands, Plains, and Desert</i>	Topic 7: Lesson 2 Energy from Plants and Animals Topic 7: Lesson 3 Food Chains and Food Webs
Lesson 16 <i>The Longest Night and Three Native Nations: Of the Woodlands, Plains, and Desert</i>	Topic 1: Lesson 1 Earth's Movements Topic 7: Lesson 2 Energy from Plants and Animals Topic 7: Lesson 3 Food Chains and Food Webs
Lessons 17-18 <i>The Longest Night, Northwest Coast Peoples, and Three Native Nations: Of the Woodlands, Plains, and Desert</i>	Topic 1: Lesson 1 Earth's Movements Topic 2: Lesson 1 Maps and Data Topic 2: Lesson 2 Patterns of Earth's Features Topic 7: Lesson 2 Energy from Plants and Animals Topic 7: Lesson 3 Food Chains and Food Webs
Unit 3 Exploring Impact and Effect	
Module A	
Lessons 1-6 Anchor Text: <i>Earthquakes</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 7-12 Supporting Text: <i>Quake!</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 13 <i>Earthquakes and Quake!</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 14-15 Supporting Text: "Earthshaker's Bad Day" and "The Monster Beneath the Sea"	Topic 2: Lesson 2 Patterns of Earth's Features

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 4
Lesson 16 Supporting Text: <i>Earthquakes, Earthshaker's Bad Day</i> , "The Monster Beneath the Sea"	Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 17-18 <i>Earthquakes, Quake!, Earthshaker's Bad Day</i> , and "The Monster Beneath the Sea"	Topic 2: Lesson 2 Patterns of Earth's Features
Module B	
Lessons 1-8 Anchor Text: <i>Anatomy of a Volcanic Eruption</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 9-10 Supporting Text: <i>Escape from Pompeii</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 11 <i>Anatomy of a Volcanic Eruption</i> <i>Escape from Pompeii</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 12-15 Supporting Text: <i>A Tsunami Unfolds</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 16 <i>Anatomy of a Volcanic Eruption</i> <i>A Tsunami Unfolds</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Lessons 17-18 <i>Anatomy of a Volcanic Eruption</i> <i>Escape from Pompeii</i> <i>A Tsunami Unfolds</i>	Topic 2: Lesson 2 Patterns of Earth's Features
Unit 4 Creating Innovative Solutions	
Module A	
Lessons 1-9 Anchor Text: <i>Lunch Money</i>	Supporting Content: Nature of Science Handbook Topic 4: Lesson 1 Energy, Speed, and Moving Objects
Lessons 10-12 Supporting Text: <i>Max Malone Makes a Million</i>	Topic 3: Lesson 3 Measure Matter Topic 3: Lesson 4 Changes in Matter

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 4
Lesson 13 Lunch Money; Max Malone Makes a Million	Topic 3: Lesson 3 Measure Matter Topic 3: Lesson 4 Changes in Matter Supporting Content: Nature of Science Handbook Topic 4: Lesson 1 Energy, Speed, and Moving Objects
Lessons 14-15 Supporting Text: <i>Coyote School News</i>	Topic 2: Lesson 1 Maps and Data Topic 2: Lesson 2 Patterns of Earth's Features
Lesson 16 <i>Lunch Money; Coyote School News</i>	Topic 2: Lesson 1 Maps and Data Topic 2: Lesson 2 Patterns of Earth's Features Supporting Content: Nature of Science Handbook Topic 4: Lesson 1 Energy, Speed, and Moving Objects
Lessons 17-18 <i>Lunch Money, Max Malone Makes a Million, and Coyote School News</i>	Topic 2: Lesson 1 Maps and Data Topic 2: Lesson 2 Patterns of Earth's Topic 3: Lesson 3 Measure Matter Topic 3: Lesson 4 Changes in Matter Supporting Content: Nature of Science Handbook Topic 4: Lesson 1 Energy, Speed, and Moving Objects
Module B	
Lessons 1-8 Anchor Text: <i>Using Money</i>	Supporting Content: Nature of Science Handbook
Lesson 9-12 Supporting Text: <i>A Tale of Two Poggles</i>	Nature of Science Handbook Topic 5: uEngineer It! Improve STEM Hold that Phone
Lessons 14-15 Supporting Text: <i>The Boy Who Invented TV</i>	Topic 4: Lesson 3 Energy Transfer Topic 4: Lesson 4 Electric Circuits
Lesson 16 <i>Using Money The Boy Who Invented TV</i>	Topic 4: Lesson 3 Energy Transfer Topic 4: Lesson 4 Electric Circuits Supporting Content: Nature of Science Handbook

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<p align="center">ReadyGEN ©2016</p>	<p align="center">Elevate Science, ©2019 Grade 4</p>
<p>Lesson 17 <i>Robo Cleaner</i></p>	<p>Topic 3: uEngineer It! Design STEM Pancakes for Breakfast (Robot)</p>
<p>Lesson 18 <i>Using Money</i> <i>A Tale of Two Poggles</i> <i>The Boy Who Invented TV</i></p>	<p>Nature of Science Handbook Topic 4: Lesson 3 Energy Transfer Topic 4: Lesson 4 Electric Circuits Topic 5: uEngineer It! Improve STEM Hold that Phone</p>

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 5
Grade 5	
Unit 1 Depending on Each Other	
Module A	
Lessons 1-11 Anchor Text: <i>Night of the Spadefoot Toads</i>	Topic 3: Lesson 1 Weather Topic 8: Lesson 4 External Structures and Functions of Animals Topic 8: Lesson 5 Plant and Animal Responses to the Environment
Lessons 12-13 Supporting Text: "Shells" from <i>Every Living Thing</i>	Topic 8: Lesson 4 External Structures and Functions of Animals
Lesson 14 <i>Night of the Spadefoot Toads and Shells</i>	Topic 3: Lesson 1 Weather Topic 8: Lesson 4 External Structures and Functions of Animals Topic 8: Lesson 5 Plant and Animal Responses to the Environment
Lesson 15-16 Supporting Text: <i>Hatchet</i>	Topic 8: Lesson 5 Plant and Animal Responses to the Environment
Lesson 17 <i>Night of the Spadefoot Toads and Hatchet</i>	Topic 8: Lesson 5 Plant and Animal Responses to the Environment
Lesson 18 <i>Night of the Spadefoot Toads, Shells, and Hatchet</i>	Topic 8: Lesson 5 Plant and Animal Responses to the Environment
Module B	
Lessons 1-8 Anchor Text: <i>Washed Up!</i>	Topic 3: Lesson 1 Weather Topic 3: Lesson 3 Land Affects Weather Topic 3: Lesson 5 Severe Weather Safety
Lessons 9-12 Supporting Text: <i>Rain Forest Food Chains</i>	Grade 4: Topic 7: Lesson 3 Food Chains and Food Webs
Lesson 13 Supporting Text: <i>Washed Up!</i> and <i>Rain Forest Food Chains</i>	Grade 4: Topic 7: Lesson 3 Food Chains and Food Webs

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ReadyGEN ©2016	Elevate Science, ©2019 Grade 5
Lessons 14-16 <i>Pale Male</i>	Topic 8: Lesson 5 Plant and Animal Responses to the Environment
Lesson 17 <i>Washed Up! and Pale Male</i>	Topic 3: Lesson 1 Weather Topic 3: Lesson 3 Land Affects Weather Topic 3: Lesson 5 Severe Weather Safety Topic 8: Lesson 5 Plant and Animal Responses to the Environment
Lesson 18 <i>Washed Up!, Rain Forest Food Chains, and Pale Male</i>	Topic 3: Lesson 1 Weather Topic 3: Lesson 3 Land Affects Weather Topic 3: Lesson 5 Severe Weather Safety Topic 8: Lesson 5 Plant and Animal Responses to the Environment Grade 4: Topic 7: Lesson 3 Food Chains and Food Webs
Unit 2 Finding Courage	
Module A	
Lessons 1-10 Anchor Text: <i>The Road to Freedom</i>	Topic 6: Lesson 1 Forces and Motion
Lesson 11 <i>Harriet Tubman</i>	Topic 6: Lesson 1 Forces and Motion
Lessons 12-13 Supporting Text: <i>Operation Clean Sweep</i>	Supporting Content: Topic 6: Lesson 2 Newton's Laws
Lesson 14 <i>The Road to Freedom and Operation Clean Sweep</i>	Topic 6: Lesson 1 Forces and Motion Supporting Content: Topic 6: Lesson 2 Newton's Laws
Lesson 15-16 Supporting Text: Cesar Chavez: Champion of Workers	Topic 6: Lesson 3 Combined Forces
Lesson 17-18 <i>The Road to Freedom, Operation Clean Sweep and Cesar Chavez: Champion of Workers</i>	Topic 6: Lesson 1 Forces and Motion Topic 6: Lesson 3 Combined Forces Supporting Content: Topic 6: Lesson 2 Newton's Laws

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Module B	
Lessons 1-7 Anchor Text: <i>Real-Life Superheroes</i>	Topic 6: Lesson 1 Forces and Motion Topic 6: Lesson 3 Combined Forces
Lessons 8-10 Supporting Text: <i>The Great Migration</i>	Topic 6: Lesson 1 Forces and Motion
Lesson 11 <i>Real-Life Superheroes and The Great Migration</i>	Topic 6: Lesson 1 Forces and Motion Topic 6: Lesson 3 Combined Forces
Lessons 12-16 Supporting Text: <i>Angel Island</i>	Supporting Content: Topic 2: Lesson 3 Earth's Oceans
Lesson 17 <i>Real-Life Superheroes and Angel Island</i>	Topic 6: Lesson 1 Forces and Motion Topic 6: Lesson 3 Combined Forces Supporting Content: Topic 2: Lesson 3 Earth's Oceans
Lesson 18 <i>Real-Life Superheroes, The Great Migration, and Angel Island</i>	Topic 6: Lesson 1 Forces and Motion Topic 6: Lesson 3 Combined Forces Supporting Content: Topic 2: Lesson 3 Earth's Oceans
Unit 3 Understanding the Universe	
Module A	
Lesson 1-12 Anchor Text: <i>George's Secret Key to the Universe</i>	Topic 1: Lesson 1 Parts of a Galaxy Topic 1: Lesson 2 Inner Solar System Topic 1: Lesson 3 Outer Solar System
Lessons 13-14 Supporting Text: <i>The Man Who Went to the Far Side of the Moon</i>	Grade 4: Topic 1: Lesson 1 Earth's Movements Topic 1: Lesson 3 Moon Phases
Lesson 15 <i>George's Secret Key to the Universe and The Man Who Went to the Far Side of the Moon</i>	Topic 1: Lesson 1 Parts of a Galaxy Topic 1: Lesson 2 Inner Solar System Topic 1: Lesson 3 Outer Solar System Grade 4: Topic 1: Lesson 1 Earth's Movements Topic 1: Lesson 3 Moon Phases

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Lesson 16 Supporting Text: "Mayday on Moon of Jupiter"	Topic 1: Lesson 3 Outer Solar System
Lesson 17 <i>George's Secret Key to the Universe and Mayday on Moon of Jupiter</i>	Topic 1: Lesson 3 Outer Solar System
Lesson 18 <i>George's Secret Key to the Universe, and The Man Who Went to the Far Side of the Moon, Mayday on Moon of Jupiter</i>	Topic 1: Lesson 1 Parts of a Galaxy Topic 1: Lesson 2 Inner Solar System Topic 1: Lesson 3 Outer Solar System Grade 4: Topic 1: Lesson 1 Earth's Movements Topic 1: Lesson 3 Moon Phases
Module B	
Lessons 1-10 Anchor Text: <i>Jess and Layla's Astronomical Assignment</i>	Topic 1: Lesson 1 Parts of a Galaxy Topic 1: Lesson 2 Inner Solar System Topic 1: Lesson 3 Outer Solar System Grade 4: Topic 1: Lesson 1 Earth's Movements
Lessons 11-13 Supporting Text: <i>Our Mysterious Universe</i>	Topic 1: Lesson 1 Parts of a Galaxy Topic 1: Lesson 2 Inner Solar System Topic 1: Lesson 3 Outer Solar System
Lesson 14 <i>Jess and Layla's Astronomical Assignment and Our Mysterious Universe</i>	Topic 1: Lesson 1 Parts of a Galaxy Topic 1: Lesson 2 Inner Solar System Topic 1: Lesson 3 Outer Solar System Grade 4: Topic 1: Lesson 1 Earth's Movements
Lessons 15-16 Supporting Text: <i>A Black Hole Is NOT a Hole</i>	Supporting Content: Topic 1: Lesson 1 Parts of a Galaxy
Lessons 17 <i>Jess and Layla's Astronomical Assignment and A Black Hole Is NOT a Hole</i>	Topic 1: Lesson 1 Parts of a Galaxy Grade 4: Topic 1: Lesson 1 Earth's Movements

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<p>Lesson 18 <i>Jess and Layla's Astronomical Assignment, Our Mysterious Universe, and A Black Hole Is NOT a Hole</i></p>	<p>Topic 1: Lesson 1 Parts of a Galaxy Topic 1: Lesson 2 Inner Solar System Topic 1: Lesson 3 Outer Solar System Grade 4: Topic 1: Lesson 1 Earth's Movements</p>
Unit 4 Exploring New Worlds	
Module A	
<p>Lessons 1-8 Anchor Text: <i>Explorers: Triumphs and Troubles</i></p>	<p>Supporting Content: Topic 2: Lesson 3 Earth's Oceans Topic 3: Lesson 4 Climate</p>
<p>Lessons 9-13 Supporting Text: <i>Pedro's Journal</i></p>	<p>Supporting Content: Topic 2: Lesson 3 Earth's Oceans</p>
<p>Lesson 14 <i>Explorers: Triumphs and Troubles and Pedro's Journal</i></p>	<p>Supporting Content: Topic 2: Lesson 3 Earth's Oceans Topic 3: Lesson 4 Climate</p>
<p>Lessons 15-16 Supporting Text: <i>Secrets of the Canyon Cave</i></p>	<p>Grade 4 Supporting Content: Topic 2: Lesson 2 Patterns of Earth's Features</p>
<p>Lesson 17 <i>Turtle's Race with Bear and How the Butterflies Came to Be</i></p>	<p>Supporting Content: Topic 6: Lesson 2 Life Cycles of Florida Animals Topic 6: Lesson 4 Animal Behavior</p>
<p>Lesson 18 <i>Explorers: Triumphs and Troubles, Pedro's Journal, and Secrets of the Canyon Cave</i></p>	<p>Supporting Content: Topic 2: Lesson 3 Earth's Oceans Topic 3: Lesson 4 Climate Grade 4 Supporting Content: Topic 2: Lesson 2 Patterns of Earth's Features</p>
Module B	
<p>Lesson 1-8 Anchor Text: <i>Beyond the Horizon</i></p>	<p>Supporting Content: Topic 2: Lesson 3 Earth's Oceans</p>
<p>Lesson 9-13 Supporting Text: <i>Explorers of America</i></p>	<p>Engineering Practices Grade 4 Supporting Content: Topic 2: Lesson 2 Patterns of Earth's Features Topic 2: Lesson 4 Natural Resources</p>

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<p>Lesson 14 <i>Beyond the Horizon and Explorers of North America</i></p>	<p>Supporting Content: Topic 2: Lesson 3 Earth's Oceans Grade 4 Supporting Content: Topic 2: Lesson 2 Patterns of Earth's Features</p>
<p>Lesson 15-16 Supporting Text: <i>New Beginnings: Jamestown and the Virginia Colony</i></p>	<p>Supporting Content: Topic 8: Lesson 5 Plant and Animal Response to the Environment</p>
<p>Lesson 17-18 <i>Beyond the Horizon, Explorers of North America, and New Beginnings: Jamestown and the Virginia Colony</i></p>	<p>Supporting Content: Topic 2: Lesson 3 Earth's Oceans Topic 8: Lesson 5 Plant and Animal Response to the Environment</p>

A Standards Alignment of
enVision Florida Mathematics
Grade 1, ©2020



To
Florida Mathematics Grade 1
Standards Course Code 5012030

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RHA Appeal 000181

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

BID ID: 3587
SUBMISSION TITLE: enVision Florida Mathematics, Grade 1
GRADE LEVEL: Grade 1
COURSE TITLE: Mathematics - Grade K-5 Series
COURSE CODE: 5012000
ISBN: SE: 9780134944982 / TE: 9780134944562
PUBLISHER: Savvas Education, Inc.
PUBLISHER ID: 22-160368402

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.1.G.1.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	SE: 557–560, Lesson 14-1 561–564, Lesson 14-2 565–568, Lesson 14-3 577–580, Lesson 14-6 581–584, Lesson 14-7 589–592, Lesson 14-9 608, 3-ACT MATH 595–598, Reteaching Sets A, B, E, G, H 555–556, Pick a Project	TE: 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 565A–568B, Lesson 14-3 577A–580B, Lesson 14-6 581A–584B, Lesson 14-7 589A–592B, Lesson 14-9 608–608C, 3-ACT MATH 595–598, Reteaching Sets A, B, E, G, H 555–556A, Pick a Project
MAFS.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	SE: 569–572, Lesson 14-4 573–576, Lesson 14-5 585–588, Lesson 14-8 589–592, Lesson 14-9 608, 3-ACT MATH 596–597, Reteaching Sets C, D, F 555–556, Pick a Project	TE: 569A–572B, Lesson 14-4 573A–576B, Lesson 14-5 585A–588B, Lesson 14-8 589A–592B, Lesson 14-9 608–608C, 3-ACT MATH 596A–597, Reteaching Sets C, D, F 555–556A, Pick a Project

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MAFS.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	SE: 609–612, Lesson 15-1 613–616, Lesson 15-2 617–620, Lesson 15-3 621–624, Lesson 15-4 608, 3-ACT MATH 627–628, Reteaching Sets A-D 607 Pick a Project	TE: 609A–612B, Lesson 15-1 613A–616B, Lesson 15-2 617A–620B, Lesson 15-3 621A–624B, Lesson 15-4 608–608C, 3-ACT MATH 627–628, Reteaching Sets A-D 607–607A, Pick a Project
MAFS.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	SE: 493–496, Lesson 12-1 497–500, Lesson 12-2 511, Reteaching Sets A, B 491–492, Pick a Project	TE: 493A–496B, Lesson 12-1 497A–500B, Lesson 12-2 511, Reteaching Sets A, B 491–492A, Pick a Project

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MAFS.1.MD.1.a	Understand how to use a ruler to measure length to the nearest inch.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project
a.	Recognize that the ruler is a tool that can be used to measure the attribute of length.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project
b.	Understand the importance of the zero point and end point and that the length measure is the span between two points.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project

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c.	Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project
MAFS.1.MD.2.3	Tell and write time in hours and half-hours using analog and digital clocks.	SE: 529–532, Lesson 13-3 533–536, Lesson 13-4 537–540, Lesson 13-5 541–544, Lesson 13-6 520, 3-ACT MATH 547–548, Reteaching Sets B–D	TE: 529A–532B, Lesson 13-3 533A–536B, Lesson 13-4 537A–540B, Lesson 13-5 541A–544B, Lesson 13-6 520–520C, 3-ACT MATH 547–548, Reteaching Sets B–D
MAFS.1.MD.2.a	Identify and combine values of money in cents up to one dollar working with a single unit of currency ¹ . 4	SE: 521–524, Lesson 13-1 547, Reteaching Set A 519, Pick a Project	TE: 521A–524B, Lesson 13-1 547, Reteaching Set A 519–519A, Pick a Project
a.	Identify the value of coins (pennies, nickels, dimes, quarters).	SE: 521–524, Lesson 13-1 547, Reteaching Set A 519, Pick a Project	TE: 521A–524B, Lesson 13-1 547, Reteaching Set A 519–519A, Pick a Project
b.	Compute the value of combinations of coins (pennies and/or dimes).	SE: 525–528, Lesson 13-2 547, Reteaching Set A 519, Pick a Project	TE: 525A–528B, Lesson 13-2 547, Reteaching Set A 519–519A, Pick a Project

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c.	Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies <i>or</i> ten dimes <i>or</i> four quarters in one dollar.) (1Students are not expected to understand the decimal notation for combinations of dollars and cents.)	SE: 521–524, Lesson 13-1 547, Reteaching Set A	TE: 521A–524B, Lesson 13-1 547, Reteaching Set A
MAFS.1.MD.3.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	SE: 253–256, Lesson 6-1 257–260, Lesson 6-2 261–264, Lesson 6-3 265–268, Lesson 6-4 269–272, Lesson 6-5 364, 3-ACT MATH 275–276, Reteaching Sets A, B 251–252, Pick a Project	TE: 253A–256B, Lesson 6-1 257A–260B, Lesson 6-2 261A–264B, Lesson 6-3 265A–268B, Lesson 6-4 269A–272B, Lesson 6-5 364–364C, 3-ACT MATH 275–276, Reteaching Sets A, B 251–252A, Pick a Project

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MAFS.1.NBT.1.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	SE: 289–292, Lesson 7-2 293–296, Lesson 7-3 297–300, Lesson 7-4 301–304, Lesson 7-5 305–308, Lesson 7-6 309–312, Lesson 7-7 329–332, Lesson 8-2 333–336, Lesson 8-3 337–340, Lesson 8-4 537–540, Lesson 13-5 565–568, Lesson 14-3 577–580, Lesson 14-6 585–588, Lesson 14-8	TE: 289A–292B, Lesson 7-2 293A–296B, Lesson 7-3 297A–300B, Lesson 7-4 301A–304B, Lesson 7-5 305A–308B, Lesson 7-6 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2 333A–336B, Lesson 8-3 337A–340B, Lesson 8-4 537A–540B, Lesson 13-5 565A–568B, Lesson 14-3 577A–580B, Lesson 14-6 585A–588B, Lesson 14-8
MAFS.1.NBT.2.2	Understand that the two digits of a two-digit number represent amounts of tens and ones.	SE: 333–336, Lesson 8-3 337–340, Lesson 8-4 341–344, Lesson 8-5 457–460, Lesson 11-2 465–468, Lesson 11-4 469–472, Lesson 11-5 525–528, Lesson 13-2 364, 3-ACT MATH 355–356, Reteaching Sets A–C 323–324, Pick a Project	TE: 333A–336B, Lesson 8-3 337A–340B, Lesson 8-4 341A–344B, Lesson 8-5 457A–460B, Lesson 11-2 465A–468B, Lesson 11-4 469A–472B, Lesson 11-5 525A–528B, Lesson 13-2 364–364C, 3-ACT MATH 355–356, Reteaching Sets A–C 323–324A, Pick a Project

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a.	10 can be thought of as a bundle of ten ones — called a “ten.”	SE: 325–328, Lesson 8-1 285–288, Lesson 7-1 305–308, Lesson 7-6 309–312, Lesson 7-7 329–332, Lesson 8-2 345–2348, Lesson 8-6 349–352, Lesson 8-7 405–408, Lesson 10-2 417–420, Lesson 10-5 421–424, Lesson 10-6 425–428, Lesson 10-7 284, 3-ACT MATH	TE: 325A–328B, Lesson 8-1 285A–288B, Lesson 7-1 305A–308B, Lesson 7-6 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2 345A–348B, Lesson 8-6 349A–352B, Lesson 8-7 405A–408B, Lesson 10-2 417A–420B, Lesson 10-5 421A–424B, Lesson 10-6 425A–428B, Lesson 10-7 284–284C, 3-ACT MATH
b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	SE: 325–328, Lesson 8-1 355, Reteaching Set A	TE: 325A–328B, Lesson 8-1 355, Reteaching Set A
c.	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	SE: 285–288, Lesson 7-1 329–332, Lesson 8-2 297–300, Lesson 7-4 305–308, Lesson 7-6 401–404, Lesson 10-1 409–412, Lesson 10-3 413–416, Lesson 10-4 417–420, Lesson 10-5 453–456, Lesson 11-1 461–464, Lesson 11-3 573–576, Lesson 14-5 284, 3-ACT MATH	TE: 285A–288B, Lesson 7-1 329A–332B, Lesson 8-2 297A–300B, Lesson 7-4 305A–308B, Lesson 7-6 401A–404B, Lesson 10-1 409A–412B, Lesson 10-3 413A–416B, Lesson 10-4 417A–420B, Lesson 10-5 453A–456B, Lesson 11-1 461A–464B, Lesson 11-3 573A–576B, Lesson 14-5 284–284C, 3-ACT MATH

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d.	Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).	SE: 345–348, Lesson 8-6 349–352, Lesson 8-7 413–416, Lesson 10-4 356, Reteaching Set D 323, Pick a Project	TE: 345A–348B, Lesson 8-6 349A–352B, Lesson 8-7 413A–416B, Lesson 10-4 356, Reteaching Set D 323–324A, Pick a Project
MAFS.1.NBT.2.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	SE: 373–376, Lesson 9-3 377–380, Lesson 9-4 381–384, Lesson 9-5 385–388, Lesson 9-6 365–368, Lesson 9-1 369–372, Lesson 9-2 364, 3-ACT MATH 392, Reteaching Sets C, D 363, Pick a Project	TE: 373A–376B, Lesson 9-3 377A–380B, Lesson 9-4 381A–384B, Lesson 9-5 385A–388B, Lesson 9-6 365A–368B, Lesson 9-1 369A–372B, Lesson 9-2 364–364C, 3-ACT MATH 392, Reteaching Sets C, D 363–363A, Pick a Project
MAFS.1.NBT.3.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	SE: 409–412, Lesson 10-3 413–416, Lesson 10-4 417–420, Lesson 10-5 421–424, Lesson 10-6 425–428, Lesson 10-7 429–432, Lesson 10-8 401–404, Lesson 10-1 433–436, Lesson 10-9 452, 3-ACT MATH 439–442, Reteaching Sets A, C–H 399–400, Pick a Project	TE: 409A–412B, Lesson 10-3 413A–416B, Lesson 10-4 417A–420B, Lesson 10-5 421A–424B, Lesson 10-6 425A–428B, Lesson 10-7 429A–432B, Lesson 10-8 401A–404B, Lesson 10-1 433A–436B, Lesson 10-9 452–452C, 3-ACT MATH 439–442, Reteaching Sets A, C–H 399–400A, Pick a Project

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MAFS.1.NBT.3.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	SE: 365–368, Lesson 9-1 369–372, Lesson 9-2 405–408, Lesson 10-2 453–456, Lesson 11-1 457–460, Lesson 11-2 461–464, Lesson 11-3 469–472, Lesson 11-5 473–476, Lesson 11-6 477–480, Lesson 11-7 429–432, Lesson 10-8 452, 3-ACT MATH 391, Reteaching Sets A, B	TE: 365A–368B, Lesson 9-1 369A–372B, Lesson 9-2 405A–408B, Lesson 10-2 453A–456B, Lesson 11-1 457A–460B, Lesson 11-2 461A–464B, Lesson 11-3 469A–472B, Lesson 11-5 473A–476B, Lesson 11-6 477A–480B, Lesson 11-7 429A–432B, Lesson 10-8 452–452C, 3-ACT MATH 391, Reteaching Sets A, B
MAFS.1.NBT.3.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	SE: 453–456, Lesson 11-1 457–460, Lesson 11-2 461–464, Lesson 11-3 465–468, Lesson 11-4 473–476, Lesson 11-6 477–480, Lesson 11-7 452, 3-ACT MATH 483–484, Reteaching Sets A, B, D 451, Pick a Project	TE: 453A–456B, Lesson 11-1 457A–460B, Lesson 11-2 461A–464B, Lesson 11-3 465A–468B, Lesson 11-4 473A–476B, Lesson 11-6 477A–480B, Lesson 11-7 452–452C, 3-ACT MATH 483–484, Reteaching Sets A, B, D 451–451A, Pick a Project

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MAFS.1.OA.1.1	Use addition and subtraction within 20 to solve word problems ¹ involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (¹ Students are not required to independently read the word problems.)	SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 13–16, Lesson 1-3 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 29–32, Lesson 1-7 33–36, Lesson 1-8 37–40, Lesson 1-9 85–88, Lesson 2-8 137–140, Lesson 3-8 189–192, Lesson 4-8 233–236, Lesson 5-6	TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 37A–40B, Lesson 1-9 85A–88B, Lesson 2-8 137A–140B, Lesson 3-8 189A–192B, Lesson 4-8 233A–236B, Lesson 5-6
MAFS.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	SE: 229–232, Lesson 5-5 225–228, Lesson 5-4 569-572, Lesson 14-4 4, 3-ACT MATH 212, 3-ACT MATH 211, Pick a Project 252, Pick a Project	TE: 229A–232B, Lesson 5-5 225A–228B, Lesson 5-4 569A-572B, Lesson 14-4 4–4C, 3-ACT MATH 212–212C, 3-ACT MATH 211–211A, Pick a Project 251–252A, Pick a Project

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MAFS.1.OA.2.3	Apply properties of operations as strategies to add and subtract. <i>Examples If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	SE: 73–76, Lesson 2-5 225–228, Lesson 5-4 109–112, Lesson 3-1 141–144, Lesson 3-9 89–92, Lesson 2-9 229–232, Lesson 5-5 108, 3-ACT MATH 212, 3-ACT MATH 97, Reteaching Set E 244, Reteaching Set C 211, Pick a Project	TE: 73A–76B, Lesson 2-5 225A–228B, Lesson 5-4 109A–112B, Lesson 3-1 141A–144B, Lesson 3-9 89A–92B, Lesson 2-9 229A–232B, Lesson 5-5 108–108C, 3-ACT MATH 212–212C, 3-ACT MATH 97–98, Reteaching Set E 244, Reteaching Set C 211–211A, Pick a Project
MAFS.1.OA.2.4	Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	SE: 81–84, Lesson 2-7 173–176, Lesson 4-4 177–180, Lesson 4-5 181–184, Lesson 4-6 185–188, Lesson 4-7 29–32, Lesson 1-7 33–36, Lesson 1-8 4, 3-ACT MATH 108, 3-ACT MATH 98, Reteaching Set G 201, Reteaching Sets D, E 159–160, Pick a Project	TE: 81A–84B, Lesson 2-7 173A–176B, Lesson 4-4 177A–180B, Lesson 4-5 181A–184B, Lesson 4-6 185A–188B, Lesson 4-7 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 4–4C, 3-ACT MATH 108–108C, 3-ACT MATH 98, Reteaching Set G 201–202, Reteaching Sets D, E 159–160A, Pick a Project

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MAFS.1.OA.3.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	SE: 57–60, Lesson 2-1 77–80, Lesson 2-6 109–112, Lesson 3-1 113–116, Lesson 3-2 161–164, Lesson 4-1 61–64, Lesson 2-2 65–68, Lesson 2-3 117–120, Lesson 3-3 121–124, Lesson 3-4 185–188, Lesson 4-7 213–216, Lesson 5-1 217–220, Lesson 5-2 221–224, Lesson 5-3 525–528, Lesson 13-2	TE: 57A–60B, Lesson 2-1 77A–80B, Lesson 2-6 109A–112B, Lesson 3-1 113A–116B, Lesson 3-2 161A–164B, Lesson 4-1 61A–64B, Lesson 2-2 65A–68B, Lesson 2-3 117A–120B, Lesson 3-3 121A–124B, Lesson 3-4 185A–188B, Lesson 4-7 213A–216B, Lesson 5-1 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 525A–528B, Lesson 13-2
MAFS.1.OA.3.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	SE: 61–64, Lesson 2-2 69–72, Lesson 2-4 117–120, Lesson 3-3 121–124, Lesson 3-4 125–128, Lesson 3-5 129–132, Lesson 3-6 133–136, Lesson 3-7 165–168, Lesson 4-2 169–172, Lesson 4-3 57–60, Lesson 2-1 65–68, Lesson 2-3 77–80, Lesson 2-6 141–144, Lesson 3-9 173–176, Lesson 4-4 185–188, Lesson 4-7	TE: 61A–64B, Lesson 2-2 69A–72B, Lesson 2-4 117A–120B, Lesson 3-3 121A–124B, Lesson 3-4 125A–128B, Lesson 3-5 129A–132B, Lesson 3-6 133A–136B, Lesson 3-7 165A–168B, Lesson 4-2 169A–172B, Lesson 4-3 57A–60B, Lesson 2-1 65A–68B, Lesson 2-3 77A–80B, Lesson 2-6 141A–144B, Lesson 3-9 173A–176B, Lesson 4-4 185A–188B, Lesson 4-7

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MAFS.1.OA.4.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	SE: 217–220, Lesson 5-2 221–224, Lesson 5-3 237–240, Lesson 5-7 5–8, Lesson 1-1 9–12, Lesson 1-2 17–20, Lesson 1-4 4, 3-ACT MATH 212, 3-ACT MATH 243–244, Reteaching Sets A, D 211, Pick a Project	TE: 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 237A–240B, Lesson 5-7 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 17A–20B, Lesson 1-4 4–4C, 3-ACT MATH 212–212C, 3-ACT MATH 243–244, Reteaching Sets A, D 211–211A, Pick a Project
MAFS.1.OA.4.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>	SE: 213–216, Lesson 5-1 237–240, Lesson 5-7 221–224, Lesson 5-3 212, 3-ACT MATH 243, Reteaching Set B 211, Pick a Project	TE: 213A–216B, Lesson 5-1 237A–240B, Lesson 5-7 221A–224B, Lesson 5-3 212–212C, 3-ACT MATH 243, Reteaching Set B 211–211A, Pick a Project

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MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	<p>enVision® Florida Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>SE: 9–12, Lesson 1-2 29–32, Lesson 1-7 33–36, Lesson 1-8 37–40, Lesson 1-9 61–64, Lesson 2-2 85–88, Lesson 2-8 117–120, Lesson 3-3 133–136, Lesson 3-7 137–140, Lesson 3-8 169–172, Lesson 4-3 185–188, Lesson 4-7 193–196, Lesson 4-9 269–272, Lesson 6-5 385–388, Lesson 9-6 589–592, Lesson 14-9</p> </td> <td style="vertical-align: top; width: 50%;"> <p>TE: 9A–12B, Lesson 1-2 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 37A–40B, Lesson 1-9 61A–64B, Lesson 2-2 85A–88B, Lesson 2-8 117A–120B, Lesson 3-3 133A–136B, Lesson 3-7 137A–140B, Lesson 3-8 169A–172B, Lesson 4-3 185A–188B, Lesson 4-7 193A–196B, Lesson 4-9 269A–272B, Lesson 6-5 385A–388B, Lesson 9-6 589A–592B, Lesson 14-9</p> </td> </tr> </table>	<p>SE: 9–12, Lesson 1-2 29–32, Lesson 1-7 33–36, Lesson 1-8 37–40, Lesson 1-9 61–64, Lesson 2-2 85–88, Lesson 2-8 117–120, Lesson 3-3 133–136, Lesson 3-7 137–140, Lesson 3-8 169–172, Lesson 4-3 185–188, Lesson 4-7 193–196, Lesson 4-9 269–272, Lesson 6-5 385–388, Lesson 9-6 589–592, Lesson 14-9</p>	<p>TE: 9A–12B, Lesson 1-2 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 37A–40B, Lesson 1-9 61A–64B, Lesson 2-2 85A–88B, Lesson 2-8 117A–120B, Lesson 3-3 133A–136B, Lesson 3-7 137A–140B, Lesson 3-8 169A–172B, Lesson 4-3 185A–188B, Lesson 4-7 193A–196B, Lesson 4-9 269A–272B, Lesson 6-5 385A–388B, Lesson 9-6 589A–592B, Lesson 14-9</p>
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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	<p>enVision® Florida Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 13–16, Lesson 1-3 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 29–32, Lesson 1-7 65–68, Lesson 2-3 77–80, Lesson 2-6 89–92, Lesson 2-9 109–112, Lesson 3-1 121–124, Lesson 3-4 141–144, Lesson 3-9 193–196, Lesson 4-9 309–312, Lesson 7-7</p> </td> <td style="vertical-align: top; width: 50%;"> <p>TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 65A–68B, Lesson 2-3 77A–80B, Lesson 2-6 89A–92B, Lesson 2-9 109A–112B, Lesson 3-1 121A–124B, Lesson 3-4 141A–144B, Lesson 3-9 193A–196B, Lesson 4-9 309A–312B, Lesson 7-7</p> </td> </tr> </table>	<p>SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 13–16, Lesson 1-3 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 29–32, Lesson 1-7 65–68, Lesson 2-3 77–80, Lesson 2-6 89–92, Lesson 2-9 109–112, Lesson 3-1 121–124, Lesson 3-4 141–144, Lesson 3-9 193–196, Lesson 4-9 309–312, Lesson 7-7</p>	<p>TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 65A–68B, Lesson 2-3 77A–80B, Lesson 2-6 89A–92B, Lesson 2-9 109A–112B, Lesson 3-1 121A–124B, Lesson 3-4 141A–144B, Lesson 3-9 193A–196B, Lesson 4-9 309A–312B, Lesson 7-7</p>
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MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision® Florida Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> SE: 13–16, Lesson 1-3 21–24, Lesson 1-5 37–40, Lesson 1-9 61–64, Lesson 2-2 65–68, Lesson 2-3 69–72, Lesson 2-4 73–76, Lesson 2-5 89–92, Lesson 2-9 113–116, Lesson 3-2 117–120, Lesson 3-3 125–128, Lesson 3-5 129–132, Lesson 3-6 141–144, Lesson 3-9 193–196, Lesson 4-9 541–544, Lesson 13-6 </td> <td style="vertical-align: top; width: 50%;"> TE: 13A–16B, Lesson 1-3 21A–24B, Lesson 1-5 37A–40B, Lesson 1-9 61A–64B, Lesson 2-2 65A–68B, Lesson 2-3 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 89A–92B, Lesson 2-9 113A–116B, Lesson 3-2 117A–120B, Lesson 3-3 125A–128B, Lesson 3-5 129A–132B, Lesson 3-6 141A–144B, Lesson 3-9 193A–196B, Lesson 4-9 541A–544B, Lesson 13-6 </td> </tr> </table>	SE: 13–16, Lesson 1-3 21–24, Lesson 1-5 37–40, Lesson 1-9 61–64, Lesson 2-2 65–68, Lesson 2-3 69–72, Lesson 2-4 73–76, Lesson 2-5 89–92, Lesson 2-9 113–116, Lesson 3-2 117–120, Lesson 3-3 125–128, Lesson 3-5 129–132, Lesson 3-6 141–144, Lesson 3-9 193–196, Lesson 4-9 541–544, Lesson 13-6	TE: 13A–16B, Lesson 1-3 21A–24B, Lesson 1-5 37A–40B, Lesson 1-9 61A–64B, Lesson 2-2 65A–68B, Lesson 2-3 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 89A–92B, Lesson 2-9 113A–116B, Lesson 3-2 117A–120B, Lesson 3-3 125A–128B, Lesson 3-5 129A–132B, Lesson 3-6 141A–144B, Lesson 3-9 193A–196B, Lesson 4-9 541A–544B, Lesson 13-6
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MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using enVision® Florida Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>SE: 5–8, Lesson 1-1 21–24, Lesson 1-5 25–28, Lesson 1-6 33–36, Lesson 1-8 57–60, Lesson 2-1 69–72, Lesson 2-4 73–76, Lesson 2-5 89–92, Lesson 2-9 141–144, Lesson 3-9 173–176, Lesson 4-4 193–196, Lesson 4-9 217–220, Lesson 5-2 433–436, Lesson 10-9 477–480, Lesson 11-7 621–624, Lesson 15-4</p> </td> <td style="vertical-align: top;"> <p>TE: 5A–8B, Lesson 1-1 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 33A–36B, Lesson 1-8 57A–60B, Lesson 2-1 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 89A–92B, Lesson 2-9 141A–144B, Lesson 3-9 173A–176B, Lesson 4-4 193A–196B, Lesson 4-9 217A–220B, Lesson 5-2 433A–436B, Lesson 10-9 477A–480B, Lesson 11-7 621A–624B, Lesson 15-4</p> </td> </tr> </table>	<p>SE: 5–8, Lesson 1-1 21–24, Lesson 1-5 25–28, Lesson 1-6 33–36, Lesson 1-8 57–60, Lesson 2-1 69–72, Lesson 2-4 73–76, Lesson 2-5 89–92, Lesson 2-9 141–144, Lesson 3-9 173–176, Lesson 4-4 193–196, Lesson 4-9 217–220, Lesson 5-2 433–436, Lesson 10-9 477–480, Lesson 11-7 621–624, Lesson 15-4</p>	<p>TE: 5A–8B, Lesson 1-1 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 33A–36B, Lesson 1-8 57A–60B, Lesson 2-1 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 89A–92B, Lesson 2-9 141A–144B, Lesson 3-9 173A–176B, Lesson 4-4 193A–196B, Lesson 4-9 217A–220B, Lesson 5-2 433A–436B, Lesson 10-9 477A–480B, Lesson 11-7 621A–624B, Lesson 15-4</p>
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MAFS.K12.MP.5.1	Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>SE: 5–8, Lesson 1-1 17–20, Lesson 1-4 29–32, Lesson 1-7 81–84, Lesson 2-7 113–116, Lesson 3-2 129–132, Lesson 3-6 161–164, Lesson 4-1 165–168, Lesson 4-2 177–180, Lesson 4-5 185–188, Lesson 4-7 213–216, Lesson 5-1 293–296, Lesson 7-3 325–328, Lesson 8-1 381–384, Lesson 9-5 505–508, Lesson 12-4</p> </td> <td style="vertical-align: top; padding-left: 20px;"> <p>TE: 5A–8B, Lesson 1-1 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 81A–84B, Lesson 2-7 113A–116B, Lesson 3-2 129A–132B, Lesson 3-6 161A–164B, Lesson 4-1 165A–168B, Lesson 4-2 177A–180B, Lesson 4-5 185A–188B, Lesson 4-7 213A–216B, Lesson 5-1 293A–296B, Lesson 7-3 325A–328B, Lesson 8-1 381A–384B, Lesson 9-5 505A–508B, Lesson 12-4</p> </td> </tr> </table>	<p>SE: 5–8, Lesson 1-1 17–20, Lesson 1-4 29–32, Lesson 1-7 81–84, Lesson 2-7 113–116, Lesson 3-2 129–132, Lesson 3-6 161–164, Lesson 4-1 165–168, Lesson 4-2 177–180, Lesson 4-5 185–188, Lesson 4-7 213–216, Lesson 5-1 293–296, Lesson 7-3 325–328, Lesson 8-1 381–384, Lesson 9-5 505–508, Lesson 12-4</p>	<p>TE: 5A–8B, Lesson 1-1 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 81A–84B, Lesson 2-7 113A–116B, Lesson 3-2 129A–132B, Lesson 3-6 161A–164B, Lesson 4-1 165A–168B, Lesson 4-2 177A–180B, Lesson 4-5 185A–188B, Lesson 4-7 213A–216B, Lesson 5-1 293A–296B, Lesson 7-3 325A–328B, Lesson 8-1 381A–384B, Lesson 9-5 505A–508B, Lesson 12-4</p>
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MAFS.K12.MP.6.1	Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> SE: 37–40, Lesson 1-9 85–88, Lesson 2-8 189–192, Lesson 4-8 217–220, Lesson 5-2 221–224, Lesson 5-3 237–240, Lesson 5-7 253–256, Lesson 6-1 257–260, Lesson 6-2 261–264, Lesson 6-3 269–272, Lesson 6-5 289–292, Lesson 7-2 305–308, Lesson 7-6 329–332, Lesson 8-2 365–368, Lesson 9-1 373–376, Lesson 9-3 </td> <td style="vertical-align: top; width: 50%;"> TE: 37A–40B, Lesson 1-9 85A–88B, Lesson 2-8 189A–192B, Lesson 4-8 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 237A–240B, Lesson 5-7 253A–256B, Lesson 6-1 257A–260B, Lesson 6-2 261A–264B, Lesson 6-3 269A–272B, Lesson 6-5 289A–292B, Lesson 7-2 305A–308B, Lesson 7-6 329A–332B, Lesson 8-2 365A–368B, Lesson 9-1 373A–376B, Lesson 9-3 </td> </tr> </table>	SE: 37–40, Lesson 1-9 85–88, Lesson 2-8 189–192, Lesson 4-8 217–220, Lesson 5-2 221–224, Lesson 5-3 237–240, Lesson 5-7 253–256, Lesson 6-1 257–260, Lesson 6-2 261–264, Lesson 6-3 269–272, Lesson 6-5 289–292, Lesson 7-2 305–308, Lesson 7-6 329–332, Lesson 8-2 365–368, Lesson 9-1 373–376, Lesson 9-3	TE: 37A–40B, Lesson 1-9 85A–88B, Lesson 2-8 189A–192B, Lesson 4-8 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 237A–240B, Lesson 5-7 253A–256B, Lesson 6-1 257A–260B, Lesson 6-2 261A–264B, Lesson 6-3 269A–272B, Lesson 6-5 289A–292B, Lesson 7-2 305A–308B, Lesson 7-6 329A–332B, Lesson 8-2 365A–368B, Lesson 9-1 373A–376B, Lesson 9-3
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MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>SE: 9–12, Lesson 1-2 69–72, Lesson 2-4 73–76, Lesson 2-5 77–80, Lesson 2-6 81–84, Lesson 2-7 89–92, Lesson 2-9 129–132, Lesson 3-6 173–176, Lesson 4-4 221–224, Lesson 5-3 225–228, Lesson 5-4 265–268, Lesson 6-4 285–288, Lesson 7-1 293–296, Lesson 7-3 297–300, Lesson 7-4 349–352, Lesson 8-7</p> <p>TE: 9A–12B, Lesson 1-2 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 77A–80B, Lesson 2-6 81A–84B, Lesson 2-7 89A–92B, Lesson 2-9 129A–132B, Lesson 3-6 173A–176B, Lesson 4-4 221A–224B, Lesson 5-3 225A–228B, Lesson 5-4 265A–268B, Lesson 6-4 285A–288B, Lesson 7-1 293A–296B, Lesson 7-3 297A–300B, Lesson 7-4 349A–352B, Lesson 8-7</p>

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MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> SE: 13–16, Lesson 1-3 25–28, Lesson 1-6 57–60, Lesson 2-1 61–64, Lesson 2-2 133–136, Lesson 3-7 165–168, Lesson 4-2 169–172, Lesson 4-3 173–176, Lesson 4-4 177–180, Lesson 4-5 229–232, Lesson 5-5 261–264, Lesson 6-3 285–288, Lesson 7-1 297–300, Lesson 7-4 309–312, Lesson 7-7 329–332, Lesson 8-2 </td> <td style="width: 50%; vertical-align: top;"> TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 57A–60B, Lesson 2-1 61A–64B, Lesson 2-2 133A–136B, Lesson 3-7 165A–168B, Lesson 4-2 169A–172B, Lesson 4-3 173A–176B, Lesson 4-4 177A–180B, Lesson 4-5 229A–232B, Lesson 5-5 261A–264B, Lesson 6-3 285A–288B, Lesson 7-1 297A–300B, Lesson 7-4 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2 </td> </tr> </table>	SE: 13–16, Lesson 1-3 25–28, Lesson 1-6 57–60, Lesson 2-1 61–64, Lesson 2-2 133–136, Lesson 3-7 165–168, Lesson 4-2 169–172, Lesson 4-3 173–176, Lesson 4-4 177–180, Lesson 4-5 229–232, Lesson 5-5 261–264, Lesson 6-3 285–288, Lesson 7-1 297–300, Lesson 7-4 309–312, Lesson 7-7 329–332, Lesson 8-2	TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 57A–60B, Lesson 2-1 61A–64B, Lesson 2-2 133A–136B, Lesson 3-7 165A–168B, Lesson 4-2 169A–172B, Lesson 4-3 173A–176B, Lesson 4-4 177A–180B, Lesson 4-5 229A–232B, Lesson 5-5 261A–264B, Lesson 6-3 285A–288B, Lesson 7-1 297A–300B, Lesson 7-4 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2
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LAFS.1.SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Students participate in one-on-one and small-group conversations as they work on the Solve & Share problem. Students participate in teacher-led conversations in the "Discuss Solution Strategies and Key Ideas" part of Solve & Share, which includes questions to foster conversations about Sample Student Work. Other teacher-led conversations include the "Classroom Conversation" during the Visual Learning Bridge and Visual Learning Animation Plus. And avatar speech bubbles help model mathematics conversations. The Interactive Math Story has suggestions for conversations under the heading "Speak".</p> <p>SE: Solve & Share 5, 109, 213, 285 Avatar speech bubbles (model conversations) 6, 10, 14</p> <p>TE: Solve & Share 5, 109, 213, 285 Avatar speech bubbles (model conversations) 6, 10, 14 Classroom Conversation 110, 214, 286, 366 Interactive Math Story 1L, 53Q, 105L, 157L</p>

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LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>Discussions about Convince Me!, Revisit the Essential Question, and Guided Practice provide opportunities for students to ask and answer questions about key details in information presented through text, symbols, and a variety of visuals in the Visual Learning Bridge and in the online Visual Learning Animation Plus which includes audio. Discussions about the Interactive Math Story provide similar opportunities.</p> <p>SE: Convince Me! and Revisit the Essential Question 14, 118, 222, 294, 374 Guided Practice 10, 114, 218, 290, 370</p> <p>TE: Convince Me! and Revisit the Essential Question 14, 118, 222, 294, 374 Guided Practice 10, 114, 218, 290, 370 Interactive Math Story 209L, 249J, 281L, 321L, 361J</p>
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p>The small-group and whole-class discussions in Solve & Share, as well as the Classroom Conversations during the Visual Learning Bridge and Visual Learning Animation Plus provide many opportunities for students to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SE: Solve & Share 61, 165, 257, 329, 405, 497, 561, 565</p> <p>TE: Solve & Share 61, 165, 257, 329, 405, 497, 561, 565 Classroom Conversation 62, 166, 258, 330, 406, 498, 562</p>

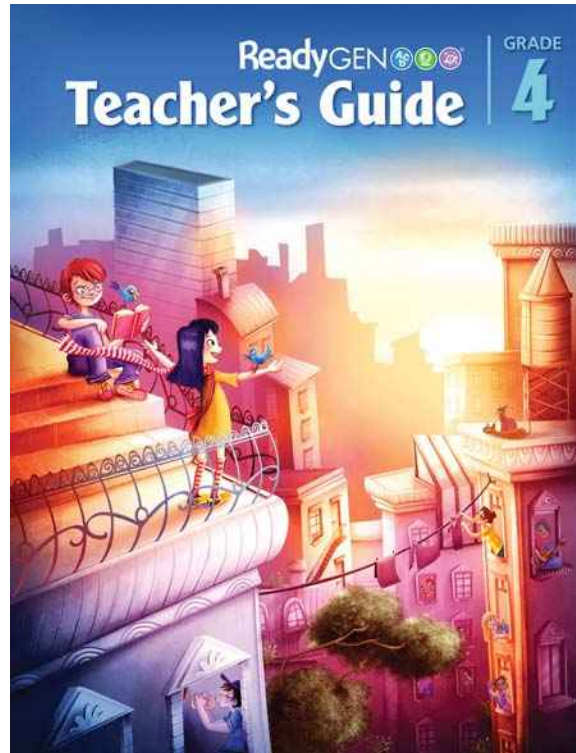
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LAFS.K12.W.1.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>In addition to lesson exercises that ask students to explain their thinking, the enVision® STEM Project, Pick a Project, Solve & Share, and Convince Me! ask students to write informative/explanatory text to convey ideas and information clearly.</p> <p>SE: enVision® STEM Project 1, 53, 105 Pick a Project 3, 55-56, 107 Solve & Share 17, 21, 25, 29 Convince Me! 18, 22, 26, 30</p> <p>TE: enVision® STEM Project 1, 53, 105 Pick a Project 3, 55-56, 107 Solve & Share 17, 21, 25, 29 Convince Me! 18, 22, 26, 30</p>
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	<p>English language learners have opportunities to communicate mathematical information, ideas, and concepts during small-group work and whole-class discussions in Solve & Share and during Convince Me! The Teacher’s Edition for every lesson provides 2 ELL activities to support English language learners—one to use with Solve & Share, the other to use with the Visual Learning Bridge. These activities use the 5 levels identified by WIDA (World-Class Instructional Design and Assessment).</p> <p>SE: Solve & Share 325, 365, 401, 453, 493 Convince Me! 326, 378, 402, 454, 494</p> <p>TE: Solve & Share 325, 365, 401, 453, 493 Convince Me! 326, 378, 402, 454, 494 ELL Activity 109A, 110, 161A, 162, 213A, 214</p>

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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>In the instructional portion of each lesson, English language learners have opportunities to communicate verbally and in writing during Solve & Share, during Classroom Conversations about the Visual Learning Bridge and the Visual Learning Animation Plus, and during Convince Me!</p> <p>SE: Solve & Share 333, 369, 409, 457, 501 Convince Me! 334, 382, 410, 458, 502</p> <p>TE: Solve & Share 333, 369, 409, 457, 501 Convince Me! 334, 382, 410, 458, 502 Classroom Conversations 338, 386, 414, 462, 506</p>

A Correlation of



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To the

Language Arts Florida Standards (LAFS)

Grade 4

**A Correlation of ReadyGEN ©2016 to the
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Grade 4**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Language Arts Florida Standards (LAFS)*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

ReadyGEN ©2016 is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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Language Arts Florida Standards (LAFS)	ReadyGEN ©2016
Grade 4	
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 13, 16, 23, 33, 43, 53, 63, 73, 83, 163, 167, 173, 183</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 243, 253, 263, 363, 373, 383</p> <p>TG U3: 72, 73, 74, 75, 76, 77, 82, 83, 92, 93, 102, 103, 104, 106, 107, 173, 182, 183, 292, 293, 302, 303, 304, 312, 313, 374, 375, 376, 377</p> <p>TG U4: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 293, 303, 313, 323, 333, 373, 383</p>
<p>LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 12, 52</p> <p>TG U2: 42, 43, 46, 47, 82, 83, 84, 85, 86, 87, 92, 93, 122, 123, 153, 156, 162, 163, 165, 216, 332, 372, 374, 376, 377</p> <p>TG U4: 17, 52, 53, 54, 56, 57, 92, 93, 94, 95, 96, 97, 152, 153, 182, 183, 184, 186, 187, 312, 313, 314, 315, 316, 317, 372, 373, 374, 375</p>
<p>LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 17, 23, 24, 26, 27, 33, 34, 53, 54, 56, 57, 63, 64, 66, 67, 73, 83, 86, 87</p> <p>TG U2: 12, 13, 14, 15, 16, 17, 52, 53, 55, 56, 57, 62, 63, 66, 72, 73, 156, 162, 163, 164, 165, 166, 167, 212, 213, 214, 215, 216, 217, 222</p> <p>TG U3: 92, 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 112, 113, 293, 302, 303, 304, 305, 306, 307</p> <p>TG U4: 12, 13, 14, 16, 17, 22, 23, 27, 32, 33, 34, 42, 43, 44, 52, 53, 72, 165, 166, 167, 172, 173, 182, 183, 292, 293, 294, 295, 296, 297, 372, 373</p>

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Cluster 2: Craft and Structure	
<p>LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 77, 83, 84,174, 184</p> <p>TG U2: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 93,174, 182, 184, 213, 214, 223, 224, 233, 234, 243, 244, 253, 254, 263</p> <p>TG U3: 83, 84, 103, 104, 105, 106, 107, 124, 125, 126, 127, 134, 142,143, 144, 145, 146, 147, 294, 313, 383</p> <p>TG U4: 13, 14, 23, 33, 34, 43, 44, 53, 64, 73, 74, 83, 84, 86, 87, 93,303, 313, 323, 333, 373, 374, 383, 384</p>
<p>LAFS.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 222, 242, 262</p> <p>TG U2: 39, 45</p> <p>TG U3: 72, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 122, 123,142, 143, 152, 153, 212, 282</p> <p>TG U4: 142, 272, 342, 352</p>
<p>LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 32, 33, 34, 35</p> <p>TG U2: 32, 33, 34, 35, 176</p> <p>TG U3: 143</p> <p>TG U4: 23, 63, 144, 145, 146, 147, 324, 326, 327</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U3: 184, 186, 187, 313, 384, 386</p> <p>TG U4: 24, 25, 26, 27, 372, 373</p>

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<p>LAFS.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U2: 172, 173, 175, 176, 177, 183, 372, 374, 375, 377, 382, 383, 387</p> <p>TG U3: 132, 133, 162, 167, 172, 173, 174, 177, 182, 183, 184, 185, 186, 314, 316, 317, 372, 373, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 174, 176, 177, 382, 383, 384, 385, 386, 387</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 175, 185, 222, 242, 262</p> <p>TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 365, 375, 385</p> <p>TG U3: 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 375, 385</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 295, 305, 315, 325, 335, 375, 385</p>
Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Cluster 3: Phonics and Word Recognition	
<p>LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 372, 382, FS2–FS16, FS20–FS25</p> <p>TG U2: 62, 72, 82, 92, 102, FS5–FS7</p> <p>TG U3: 62, 72, 82, 92, 102, 162, 172, 182, 212, 222, 232, 242, 252, 253, 362, 372, 382, FS2–FS7, FS11–FS16, FS23–FS25</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 312, 322, 332, 342, 352, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25</p>

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<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,372, 382, FS2–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 112, 122, 132, 142, 152, 162, 212, 222, 232,382, 392, FS2–FS4, FS8–FS10, FS14–FS25</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182,382, FS5–FS16, FS20–FS25</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252,353, 362, 372, 382, FS2–FS7, FS14–FS16, FS20–FS25</p>
Cluster 4: Fluency	
<p>LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 27, 87, 117, 157, 177, 217, 227, 267, 277, 297, 317, 357, 387</p> <p>TG U2: 25, 27, 47, 77, 117, 147, 177, 247, 277, 317, 347, 367, 377, 387</p> <p>TG U3: 77, 97, 117, 187, 217, 277, 317, 347, 377</p> <p>TG U4: 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 247, 277,287, 327, 347, 367, 387</p>
<p>a. Read on-level text with purpose and understanding.</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U4: 12, 22, 32, 42, 47, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142,152, 162, 172, 182, 187, 212, 222, 232, 242, 252, 262, 272, 282, 292</p>

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<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>TG U1: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187,217, 222, 227, 242, 247, 262, 267, 277, 287, 297, 317, 327, 347, 357 TG U2: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 155, 157, 167, 177, 187,217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387 TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 177, 187,217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387 TG U4: 17, 27, 67, 77, 87, 97, 117, 127, 157, 167, 177, 217, 227, 267,277, 297, 317, 347, 357, 377, 387</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TG U1: FS4, FS7, FS10, FS13, FS16, FS19, FS22, FS25 TG U2: 125, 225, 295, 317 TG U3: 277, 317, FS2–FS4, FS17–FS19 TG U4: 67, 97, 127, 167, 217, 277, 347, 387</p>
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
<p>LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 93, 103, 113, 123, 133, 136, 137, 143, 153, 163, 173, 183, 213,223, 233, 236, 237, 243, 263, 273, 283, 293, 303, 313, 323, 333, 336 TG U2: 136, 137, 272, 273, 282, 283, 292, 293, 302, 303, 312, 313, 322,323, 332, 333, 336, 337, 342, 343, 352, 353, 362, 363, 382, 383, 384 TG U3: 13, 23, 33, 34, 35, 36, 37, 43, 53, 63, 132, 133, 162, 163, 172,323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, 372, 373, 382, 383 TG U4: 213, 223, 233, 236, 237, 243, 244, 245, 246, 247, 252, 253, 263,273, 283, 284, 286, 287, 336, 337, 342, 343, 344, 345, 346, 347</p>

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<p>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 122, 123, 124, 125, 126, 127, 142, 143, 144, 146, 147, 214, 215,216, 217, 232, 233, 242, 243, 253, 262, 263, 282, 283, 292, 293</p> <p>TG U2: 272, 273, 274, 275, 276, 277, 304, 305, 306, 307, 322, 323, 324,325, 326, 327, 342, 343, 344, 345, 346, 347, 353, 356, 357, 362</p> <p>TG U3: 22, 23, 42, 43, 162, 163, 164, 165, 166, 167, 222, 223, 232,233, 242, 243, 244, 246, 247, 374, 376, 377</p> <p>TG U4: 212, 213, 214, 215, 216, 217, 222, 223, 224, 225, 226, 227, 232,233, 236, 237, 242, 243, 262, 263, 264, 265, 266, 267, 272, 273, 282</p>
<p>LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 127, 132, 212, 213, 222, 223, 232, 233, 242, 243, 272, 273,274, 275, 323, 324, 325, 326, 327</p> <p>TG U2: 282, 283, 286, 287, 302, 303, 322, 323, 332, 333, 334, 335,336, 337, 347</p> <p>TG U3: 13, 14, 15, 16, 17, 22, 23, 24, 32, 33, 34, 35, 42, 43, 53, 62, 63,212, 213, 222, 223, 272, 273, 274, 276, 277, 322, 323, 324, 327, 342</p> <p>TG U4: 212, 213, 222, 223, 226, 227, 232, 233, 242, 243, 246, 262,263, 266, 272, 273, 283, 342, 343, 344, 345, 346, 347, 352, 353</p>
Cluster 2: Craft and Structure	
<p>LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 93, 94, 103, 104, 113, 114, 123, 124, 133, 134, 135, 143, 144,316, 317, 324, 333, 334, 335, 343, 344, 353, 354, 364, 365, 366, 367</p> <p>TG U2: 273, 274, 283, 284, 294, 295, 296, 303, 304, 313, 314, 323,324, 334, 343, 344, 353, 354, 363, 364, 366, 384</p> <p>TG U3: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 65, 66, 67, 134,253, 254, 255, 256, 257, 263, 264, 273, 274, 283, 284, 314, 323, 324</p> <p>TG U4: 213, 214, 223, 224, 233, 234, 235, 243, 244, 253, 254, 257,263, 264, 273, 274, 283, 284, 344, 354, 363, 364, 383, 384</p>

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<p>LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 103, 105, 106, 107, 153, 154, 155, 156, 157, 223, 225, 226,227, 264, 265, 266, 267, 283, 284, 285, 286, 287, 293, 323, 352, 354</p> <p>TG U2: 312, 314, 315, 316, 317</p> <p>TG U3: 13, 14, 15, 16, 17, 37, 44, 45, 46, 47, 62, 174, 176, 177, 262,263, 264, 265, 266, 267, 312, 313, 316, 322, 342, 352, 353, 354, 355</p>
<p>LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 363, 367</p> <p>TG U3: 172, 173, 174, 176, 312, 313, 314, 315, 316, 317, 332, 333,334, 362, 363</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 242, 243, 244, 245, 246, 247, 274, 282, 283, 286, 287, 292,293, 295, 296, 297, 302, 303, 305</p> <p>TG U2: 323, 333, 343, 346, 347, 353</p> <p>TG U3: 13, 16, 17, 23, 24, 25, 26, 27, 33, 43, 163, 187, 222, 223, 224,225, 226, 227, 233, 243, 262, 263, 317, 322, 323, 373, 383</p> <p>TG U4: 223, 253, 263, 272, 273, 282, 283, 286, 343, 362</p>
<p>LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 96, 97, 164, 165, 166, 167, 303, 305, 332, 333</p> <p>TG U2: 352, 353, 356, 357, 363</p> <p>TG U3: 36, 136, 263, 282, 283</p> <p>TG U4: 212, 213, 214, 222, 223, 224, 225, 232, 233, 242, 243, 253,262, 263, 264, 265, 267, 272, 273</p>
<p>LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 172, 173, 174, 175, 176, 177, 322, 323, 372, 373, 374, 376,377, 382, 383</p> <p>TG U2: 292, 293, 372, 373, 376, 382, 383</p> <p>TG U3: 132, 133, 167, 182, 183, 184, 185, 186, 312, 313, 314, 362,363, 364, 366, 367, 372, 373, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 362, 363, 364, 365, 382, 383, 384, 385, 386, 387</p>

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Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235,245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 275, 285, 295, 305, 315, 325, 335, 345, 355, 385</p> <p>TG U3: 15, 25, 35, 45, 55, 65, 165, 175, 185, 215, 225, 235, 245, 255,265, 275, 285, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U4: 215, 225, 235, 245, 255, 265, 275, 285, 345, 355, 365, 385</p>
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
<p>LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 37</p> <p>TG U2: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258,259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299</p> <p>TG U3: 10, 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68,69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120</p> <p>TG U4: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258,259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299</p>
<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<p>TG U2: 218, 219, 220, 238, 239, 240, 248, 249, 250, 280, 338, 339,340, 350</p> <p>TG U3: 18, 19, 20, 48, 49, 50, 58, 59, 60, 88, 89, 90, 128, 129, 130,192, 193, 194, 195, 196</p> <p>TG U4: 228, 229, 230, 238, 239, 240, 260, 268, 269, 270, 280, 288,289, 290, 308, 309, 310, 349, 350, 359, 360, 368, 369, 370, 392</p>
<p>b. Provide reasons that are supported by facts and details.</p>	<p>TG U1: 37</p> <p>TG U2: 218, 219, 220, 230, 238, 248, 249, 250, 268, 269, 270, 278,279, 280, 308, 309, 310, 318, 319, 320, 348, 349, 350, 392, 396</p> <p>TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 68, 69, 70, 98, 99, 100, 108,109, 110, 118, 119, 120, 192, 193, 194</p> <p>TG U4: 238, 239, 240, 258, 259, 260, 268, 270, 278, 279, 280, 288,289, 290, 299, 328, 329, 330, 350, 360, 368, 369, 370, 392</p>

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<p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p>TG U2: 298, 299, 300, 358, 359, 360 TG U3: 68, 69, 70, 168, 169, 170, 192, 196 TG U4: 228, 230, 298, 299, 300, 368, 369, 370, 392</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>TG U2: 368, 369, 370, 392, 396 TG U3: 100, 128, 148, 149, 150, 158, 159, 160, 192, 196 TG U4: 279, 280, 288, 289, 290, 338, 339, 340, 369, 370, 392</p>
<p>LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 38, 39, 40, 58, 59, 60, 138, 139, 140, 188, 189, 190, 192, 378,379, 380, 392 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250,258, 259, 260, 278, 279, 280, 288, 289, 290, 308, 309, 310, 318, 319</p>
<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>TG U1: 18, 19, 20, 28, 29, 30, 68, 69, 70, 88, 89, 90, 118, 119, 120, 218,219, 220, 228, 229, 230, 248, 249, 250, 278, 279, 280, 288, 289 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 268, 269, 270,348, 349, 350, 392</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>TG U1: 48, 49, 50, 78, 79, 80, 138, 139, 140, 268, 269, 270 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 268,269, 270, 278, 279, 280, 288, 289, 290, 318, 319, 320, 328, 329</p>
<p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>TG U1: 158, 159, 160, 238, 239, 240 TG U3: 308, 309, 310, 392, 394, 396</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>TG U1: 98, 99, 100, 298, 299, 300, 318, 319, 320 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 258, 259, 260,298, 299, 300, 368, 369, 370, 392, 394, 396</p>

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<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>TG U1: 168, 169, 170, 192, 388, 389, 390, 392 TG U3: 358, 359, 360, 392, 396</p>
<p>LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U2: 18, 19, 20, 28, 29, 30, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 108, 109, 110, 118, 119, 120, 128, 129, 130, 192, 193, 194, 195, 196, 197, 198, 199 TG U4: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139, 140, 148, 149, 150, 158, 159, 160</p>
<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>TG U2: 18, 19, 20, 58, 59, 60, 130, 138, 139, 140, 158, 159, 160 TG U4: 18, 19, 20, 28, 29, 30, 128, 129, 130, 138, 139, 140, 192, 193, 196</p>
<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>TG U2: 28, 29, 30, 38, 39, 40, 58, 59, 60, 108, 109, 110, 118, 119, 120, 148, 149, 150, 192, 196 TG U4: 38, 39, 40, 59, 60, 68, 69, 70, 98, 99, 100, 192</p>
<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>TG U2: 28, 88, 89, 90, 158, 159, 160, 178, 179, 180 TG U4: 78, 79, 80, 120, 148, 149, 150, 192, 196</p>
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>TG U2: 28, 68, 69, 70, 78, 79, 80, 98, 99, 100, 192 TG U4: 48, 49, 50, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 192, 196</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>TG U2: 28, 129, 130, 168, 169, 170 TG U4: 100, 119, 120, 158, 159, 160, 192, 196</p>

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Cluster 2: Production and Distribution of Writing	
<p>LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 18, 28, 29, 38, 48, 49, 50, 58, 59, 68, 69, 78, 79, 98, 99, 138,148, 149, 150, 158, 168, 178, 188, 218, 228, 229, 230, 268, 278, 288</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 178, 188, 198, 218, 228, 238, 248, 258, 259, 268, 278, 288, 308</p> <p>TG U3: 18, 19, 28, 38, 48, 49, 58, 68, 78, 88, 98, 108, 109, 110, 118,128, 138, 148, 150, 158, 168, 218, 228, 238, 248, 258, 268, 278, 288</p> <p>TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 178, 188, 198, 218, 228, 238, 248, 258, 259, 268, 278, 288, 308</p>
<p>LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 128, 129, 130, 140,300, 310, 320, 328, 329, 330, 340, 350, 360, 368, 369, 370, 380, 390</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160,300, 310, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160,170, 180, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 110, 120, 130, 140, 150, 160, 168,169, 170, 178, 179, 180, 220, 230, 240, 250, 260, 270, 280, 290</p>
<p>LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,300, 310, 320, 330, 340, 350, 360, 370, 378, 379, 380, 390</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,330, 340, 350, 360, 370, 380, 390</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394, 398</p>

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Cluster 3: Research to Build and Present Knowledge	
<p>LAFS.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>	<p>TG U1: 38, 39, 40, 108, 109, 110, 192, 258, 259, 260, 392</p> <p>TG U3: 40, 219, 239, 249, 259, 278, 279, 280, 288, 289, 290, 298, 299, 309, 310, 318, 319</p> <p>TG U4: 58, 59, 60, 239, 258, 259, 318, 319, 320</p>
<p>LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 108, 109, 110, 258, 259, 260</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 290, 298, 299, 300, 309, 310, 318, 319, 340, 350, 360, 370, 380, 394</p> <p>TG U4: 18, 19, 20, 60, 239, 249, 258, 259, 278, 279, 298, 299, 318, 319, 320, 349, 359, 360</p>
<p>LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 328, 338, 348, 358, 368, 378, 388</p> <p>TG U2: 18, 28, 38, 48, 49, 50, 58, 68, 98, 108, 128, 138, 148, 158, 168, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 328, 348</p> <p>TG U3: 78, 79, 88, 89, 98, 99, 100, 110, 118, 119, 128, 129, 130, 138, 139, 158, 168</p> <p>TG U4: 18, 28, 38, 48, 58, 59, 68, 78, 88, 98, 108, 118, 119, 120, 128, 298, 318, 328, 329, 330, 338, 348, 349, 350, 378, 390</p>
<p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>TG U1: 68, 69, 70</p> <p>TG U2: 18, 28, 48, 58, 68, 98, 108, 128, 138, 148, 158, 168, 178, 188, 228, 238, 248, 258, 268, 374, 376</p> <p>TG U3: 78, 88, 89, 98, 99, 108, 109, 118, 119, 120</p> <p>TG U4: 28, 59, 68, 78, 88, 89, 108, 128, 148, 158, 168, 374, 376</p>
<p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>TG U1: 388, 389, 390</p> <p>TG U2: 278, 288, 298, 308, 328, 348</p> <p>TG U3: 228, 229, 238, 248, 268, 269, 270, 278, 279, 280, 288, 318, 328, 338</p> <p>TG U4: 284, 286</p>

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Cluster 4: Range of Writing	
<p>LAFS.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,307, 310, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160,170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160,170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310</p>
Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
<p>LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,322, 332, 342, 352, 362, 372, 382</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 192, 212, 222, 232, 242, 252, 262, 272, 282, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 192, 202, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,322, 332, 342, 352, 362, 372, 382</p>
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,323, 333, 343, 353, 363, 373, 383</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,323, 333, 343, 353, 363, 373, 383, 393</p> <p>TG U4: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 303, 313</p>

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b. Follow agreed-upon rules for discussions and carry out assigned roles.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,322, 332, 342, 352, 362, 372, 382</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 272, 282, 292, 302</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,322, 332, 342, 352, 362, 372, 382</p>
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 244, 254, 264, 274, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314</p>

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<p>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 216 TG U3: 24, 25, 26, 27, 162, 163, 164, 165, 166, 167, 222, 223, 224,225, 226, 227, 242, 243, 244, 245, 246, 247 TG U4: 223, 227, 229, 253, 263, 297</p>
<p>LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U2: 230, 250, 270, 280, 300, 310, 320, 330 TG U3: 112, 113, 140, 150, 230, 270, 282, 283, 290 TG U4: 30, 60, 90, 120, 130, 182, 183, 322, 323</p>
Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 17, 27, 47, 87, 97, 107, 117, 127, 147, 157, 167, 187, 217, 227,247, 267, 287, 297, 307, 317, 327, 347, 357, 367, 377 TG U2: 17, 27, 47, 57, 77, 87, 147, 157, 177, 217, 247, 267, 277, 287,307, 317, 327, 347, 357, 377, 387 TG U3: 17, 27, 36, 37, 47, 77, 136, 137, 167, 177, 187, 236, 237, 277,287, 307, 317, 327, 336, 337, 357, 377, 387 TG U4: 17, 27, 47, 72, 82, 93, 122, 127, 217, 227, 247, 267, 287, 297,307, 317, 327, 347, 357, 367, 377</p>
<p>LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 194, 222, 380 TG U2: 188, 189, 190, 194, 198, 388, 389, 390 TG U3: 188, 189, 190, 194, 198, 280, 300, 394, 398 TG U4: 194, 198, 390, 394, 398</p>

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<p>LAFS.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 384, 386 TG U4: 398</p>
Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
<p>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U2: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 301, 311 TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311 TG U4: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 241, 251, 261, 274, 275, 276, 277, 291, 301, 311</p>
<p>a. Demonstrate legible cursive writing skills.</p>	<p>TG U1: 40</p>
<p>b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p>TG U1: 41, 61 TG U2: 120, 121 TG U3: 40, 41, 170, 171, 230, 231, 240, 241, 250, 251 TG U4: 40, 41, 150, 151, 220, 221, 240, 241, 260, 261, 370, 371</p>
<p>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p>TG U1: 91, 351 TG U2: 140, 141, 160, 161, 350, 351 TG U3: 20, 21, 140, 141, 300, 301, 370, 371 TG U4: 90, 91, 250, 251, 320, 321</p>

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d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	TG U1: 101, 151, 321, 361 TG U3: 30, 31, 90, 91, 260, 261, 320, 321 TG U4: 110, 111, 300, 301, 330, 331
e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	TG U1: 81 TG U2: 20, 21, 30, 31 TG U3: 60, 61, 110, 111, 130, 131, 340, 341 TG U4: 20, 21, 340, 341, 350, 351
f. Form and use prepositional phrases.	TG U1: 131, 331 TG U2: 110, 111 TG U3: 70, 71, 150, 151, 350, 351, 360, 361 TG U4: 80, 81, 290, 291, 390, 391
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	TG U1: 111, 121, 141, 221, 231, 241, 281, 291, 301, 311 TG U2: 70, 71, 80, 81, 100, 101, 300, 301, 320, 321 TG U3: 220, 221, 280, 281, 290, 291 TG U4: 130, 131
h. Correctly use frequently confused words (e.g., to, too, two; there, their).	TG U1: 191, 371, 391 TG U2: 150, 151 TG U3: 100, 101, 160, 161
LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Cognitive Complexity:</i> Level 1: Recall	TG U1: 178, 179, 180, 368, 370 TG U2: 40, 41, 50, 51, 170, 171, 190, 191, 220, 221, 230, 231, 240, 241, 260, 261, 280, 281, 290, 291, 330, 331, 360, 361, 370, 371, 378, 379, 380, 381 TG U3: 51, 81, 121, 178, 179, 181, 191, 271, 311, 331, 381, 391 TG U4: 121, 141, 161, 178, 179, 180, 181, 191, 231, 271, 281, 311, 361, 381
a. Use correct capitalization.	TG U1: 161, 178, 180, 369, 370 TG U2: 190, 191, 220, 221, 230, 231, 240, 241 TG U3: 50, 51
b. Use commas and quotation marks to mark direct speech and quotations from a text.	TG U1: 171, 181 TG U2: 40, 41, 50, 51, 170, 171, 260, 261, 290, 291 TG U3: 80, 81, 270, 271, 390, 391 TG U4: 40, 43, 100, 120, 121, 230, 231, 280, 281, 360, 361

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c. Use a comma before a coordinating conjunction in a compound sentence.	TG U1: 111 TG U2: 90, 91, 311, 321, 331, 341, 360, 361 TG U3: 120, 121, 180, 181, 190, 191, 330, 331, 380, 381 TG U4: 140, 141, 180, 181, 270, 271, 380, 381
d. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 178, 180, 368, 369, 370, 381 TG U2: 181, 370, 371, 380, 381 TG U3: 310, 311 TG U4: 190, 191, 310, 311
Cluster 2: Knowledge of Language	
LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	TG U1: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316 TG U2: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296, 306, 316 TG U3: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 326, 336, 346, 356, 366, 376, 386 TG U4: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 326, 336, 346, 356, 366, 376, 386, 396
a. Choose words and phrases to convey ideas precisely.	TG U1: 74 TG U2: 68, 69, 70, 78, 79, 80, 148, 149, 150 TG U3: 64, 65, 66, 67, 124, 125, 126, 127, 258, 259, 260, 364, 365, 366, 367, 368, 369, 370 TG U4: 23, 33, 66, 124, 126, 127, 274, 275, 276, 277
b. Choose punctuation for effect.	TG U2: 281 TG U4: 34, 38, 40, 41, 43
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	TG U1: 384, 385, 386

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Cluster 3: Vocabulary Acquisition and Use	
<p>LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 213, 223, 233, 253, 263, 273, 293, 303, 333, 343, 353</p> <p>TG U2: 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 213,223, 233, 243, 253, 263, 273, 283, 293, 303, 313, 323, 343, 353</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 103, 143, 153, 173, 183, 213,223, 233, 243, 253, 263, 273, 283, 303, 323, 333, 343, 353, 383</p> <p>TG U4: 13, 23, 33, 43, 53, 73, 93, 103, 113, 123, 133, 143, 153, 163,173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293, 294, 303, 304</p>
<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>TG U1: 14, 24, 34, 44, 45, 46, 47, 54, 64, 74, 84, 94, 104, 114, 124,294, 304, 314, 324, 334, 344, 354, 363, 364, 374, 384</p> <p>TG U2: 93, 113, 162, 172, 182, FS11–FS13</p> <p>TG U3: 144, 145, 146, 147, 153, 163, 254, 255, 256, 257, 343, 353,373, 383</p> <p>TG U4: 154, 155, 156, 157, 213, 223, 243, 263, 273, 312, 323, 383</p>
<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>TG U1: FS8–FS10, FS14–FS16, FS20–FS25</p> <p>TG U2: 12, 22, 32, 42, 52, 212, 222, 232, 242, 252, 312, 322, 332, 342,352, FS2–FS4, FS14–FS16, FS20–FS22</p> <p>TG U3: 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182,212, 222, 232, 242, 252, 362, 372, 382, FS5–FS16, FS23–FS25</p> <p>TG U4: 212, 222, 232, 242, 252, 362, 372, 382, FS5–FS7, FS14–FS16,FS23–FS25</p>
<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>TG U1: 213, 381, FS15, FS17, FS18, FS23–FS25</p> <p>TG U2: 180, 181, 224, 371, 381, 390, 391, FS3, FS6, FS9, FS11–FS14,FS16, FS18, FS19, FS21, FS23</p> <p>TG U3: 63, 64, 292, 311, 312, 322, 343, 352, 370, 392, FS2, FS3, FS6,FS7, FS11–FS24</p> <p>TG U4: 213, 234, 262, 272, 292, 302, 322, 352</p>

**A Correlation of ReadyGEN ©2016 to the
Language Arts Florida Standards (LAFS)
Grade 4**

Language Arts Florida Standards (LAFS)	ReadyGEN ©2016
<p>LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>TG U1: 96, 103 TG U2: 53, 63, 97, 112, 113, 114, 115, 116, 117, 118, 119, 124, 126,127, 233, 254, 255, 256, 257, 263 TG U3: 82, 83, 134, 135, 273, 283, 297, 303 TG U4: 53, 63, 73, 83, 84, 85, 86, 87, 93, 253, 254, 255, 256, 257, 302,303, 304, 305, 306, 307, 312, 313, 322, 323, 332, 342, 352, 354, 356, 357</p>
<p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p>TG U2: 33, 113, 114, 115, 116, 117, 118, 119 TG U3: 53, 54, 56, 57, 84, 85, 86, 87, 113, 134, 135, 283 TG U4: 63, 73, 84, 85, 86, 87, 93</p>
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>TG U1: 63, 83, 153, 213, 273, 283, 303, 333 TG U2: 87, 94, 95, 96, 97, 103, 123, 143, 283, 313, 343 TG U3: 73, 103 TG U4: 33, 53, 67, 83, 97, 323, 373</p>
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>TG U1: 334, 335, FS17–FS19 TG U2: 224, 226, 227 TG U3: 124, 126, 127, 262, 272, 282, 292, 302, FS17–FS19 TG U4: 254, 255, 256, 257</p>
<p>LAFS.4.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>TG U1: 23, 43, 64, 73, 74, 83, 84, 104, 124, 144, 154, 164, 184, 213,214, 223, 224, 234, 244, 254, 264, 274, 284, 294, 304, 312, 314, 324 TG U2: 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164, 174, 184, 224,234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334, 344, 354, 364 TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314 TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 114, 124, 134, 144, 154, 164,174, 184, 214, 224, 234, 235, 244, 254, 264, 274, 284, 292, 293, 294</p>

Weekly Curriculum Map / Standards Correlation

Florida Studies Weekly 3rd Grade

Florida Third Grade Social Studies Standards Coverage

Level Standards (https://app.studiesweekly.com/online/standards/correlations_by_article/FL3V18/FL)

Week 1: Getting Information

Students will identify/analyze primary and secondary sources, utilize technology to gather information and define terms related to social sciences (history, geography, civics, government and economics). SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.1.1, SS.3.G.1.1, SS.3.G.1.2

Week 2: Types of Sources

Students will examine primary and secondary sources and how we use them in history. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.E.1.2, SS.3.G.2.6, SS.3.G.3.1, SS.3.G.4.1, SS.3.G.4.2

Week 3: Our World

Students will utilize maps to analyze geographic information, review map elements and label the continents and oceans. They will identify the purpose of maps and use map scales to measure distance. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.3, SS.3.G.1.4, SS.3.G.1.5, SS.3.G.1.6, SS.3.G.2.6

Week 4: Our Government

Students will explain the purpose and need for government. They will be introduced to the U.S. Constitution and will identify the three branches of government. Students will use technology to gather information and analyze primary and secondary sources. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.1.1, SS.3.C.1.2, SS.3.C.1.3, SS.3.C.2.1, SS.3.C.3.3, SS.3.C.3.4, SS.3.G.2.6

Week 5: Our U.S. Constitution

Student will explain how our government was established through the U.S. Constitution and how it is the foundation of our democracy. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.1.1, SS.3.C.1.2, SS.3.C.1.3, SS.3.C.2.1, SS.3.C.3.4, SS.3.G.2.6

Week 6: Our State Constitution

Students will recognize that every state has a state constitution. Students will recognize that the Constitution of the United States is the supreme law of the land. SS.3.A.1.2, SS.3.C.1.1, SS.3.C.1.2, SS.3.C.1.3, SS.3.C.3.1, SS.3.C.3.3, SS.3.C.3.4, SS.3.G.1.1

Week 7: Hispanic Heritage Month

Students will analyze primary and secondary sources and use technology to gather information. Students will identify cultures that have settled in the United States, compare the cultural

characteristics and identify contributions by Hispanics/Latinos. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.3, SS.3.G.1.6, SS.3.G.2.1, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4

Week 8: A Pirate's Guide to the Caribbean

Students will identify and label countries and commonwealths in North America and the Caribbean. Let pirate Mary Read be your guide for identifying the "rich" places and ports of our North American continent and the beautiful Caribbean! SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.3, SS.3.G.1.6, SS.3.G.2.1, SS.3.G.2.4, SS.3.G.4.2, SS.3.G.4.4

Week 9: Regions of the USA

Students will identify the five regions of the USA and label each of the states within each region. Students will describe physical features of the USA. SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.2.2, SS.3.G.2.3, SS.3.G.2.4

Week 10: Physical Features and Landmarks

Students will learn about the major rivers and mountain ranges in the U.S. They will use maps to locate major physical features of U.S. Geography. SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.4, SS.3.G.2.4, SS.3.G.2.5

Week 11: North American Landmarks

Students will describe physical features of the USA, Canada and Mexico. Students will identify natural and man-made landmarks. SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.2.4, SS.3.G.2.5

Week 12: Point of View

Students will investigate how people perceive places and regions differently by studying news, poems, legends and songs from a region or area. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.3, SS.3.G.2.2, SS.3.G.2.3, SS.3.G.2.6

Week 13: Natural Resources

Students will describe the climate and vegetation of the USA, Canada, Mexico and the Caribbean. Students will identify natural resources. SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.2.4, SS.3.G.3.1, SS.3.G.3.2

Week 14: Levels of Government

Students will identify groups/individuals that demonstrate civic virtues. Students will learn about the role of the armed forces in maintaining U.S. freedom. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.C.3.1, SS.3.C.3.2, SS.3.C.3.3, SS.3.G.1.1, SS.3.G.2.6

Week 15: Civic Virtues – Being a Good Citizen

Students will identify group and individual actions of citizens that demonstrate civility, cooperation and volunteerism. Florence Nightingale teaches students her role as a citizen during the Civil War. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.2.6

Week 16: Reporting the News

Students will identify individual actions that demonstrate civic virtues. Students will investigate how people perceive places and regions differently. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.2.5, SS.3.G.2.6

Week 17: Local Government

Students will identify the levels of government. Students will identify group and individual actions of citizens that demonstrate civic virtues. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.3.1, SS.3.C.3.2

Week 18: Black History Month

Students will identify individuals who demonstrate civic virtues and contributions made by African-Americans, highlighting Mary McLeod Bethune and Thurgood Marshall. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.1.1, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4

Week 19: Environment Influences Settlement

Students will explain how the environment influences settlement patterns in the USA, Canada, Mexico and the Caribbean. SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.4.1

Week 20: Contributions to American Culture: American Indians

Students will describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture various ethnic groups. This week students will identify individuals who demonstrate civic virtues and discuss contributions made by American Indians. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.1.3, SS.3.C.2.1, SS.3.G.2.6, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4

Week 21: Contributions to American Culture: African Americans

Students will describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture various ethnic groups. This week students will identify individuals who demonstrate civic virtues and contributions made by African Americans. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.2.6, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4

Week 22: Contributions to American Culture: Hispanic Americans

Students will describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture various ethnic groups. This week students will identify individuals who demonstrate civic virtues and contributions made by Hispanic Americans. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.1.1, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4

Week 23: Contributions to American Culture: Asian Americans

Students will describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture various ethnic groups. This week students will identify individuals who demonstrate civic virtues and contributions made by Asian Americans. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.1.1, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4

Week 24: An Immigrant's Story

Students will take an in-depth look at one immigrant's experience as his family came to the U.S. after WWII. Students will learn about the contributions from various ethnic groups to the United States. SS.3.A.1.1, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.3, SS.3.G.2.2, SS.3.G.2.6, SS.3.G.4.2, SS.3.G.4.4

Week 25: Comparing Places

Students will identify the cultures that have settled in North America. Students will compare and contrast the cultural characteristics of diverse populations in one of the five regions of the USA with

Mexico. SS.3.A.1.2, SS.3.A.1.3, SS.3.C.1.1, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.3, SS.3.G.2.2, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4

Week 26: Trading Goods and Services

Students will give examples of how scarcity results in trade. Students will recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. SS.3.A.1.2, SS.3.A.1.3, SS.3.E.1.1, SS.3.E.1.3, SS.3.G.1.1

Week 27: Money

Students will list the characteristics of money (divisible, recognizable and durable) and will understand what makes legal tender easy to use. SS.3.A.1.2, SS.3.E.1.1, SS.3.E.1.2, SS.3.E.1.3, SS.3.E.1.4

Week 28: Currencies

Students will study how the U.S. and other countries create their own currency for use as legal tender. Students will distinguish between currencies used in the USA, Canada, Mexico and the Caribbean. SS.3.A.1.3, SS.3.E.1.1, SS.3.E.1.2, SS.3.E.1.3, SS.3.E.1.4, SS.3.G.1.1

Week 29: Women's History

Students will identify individuals that demonstrate civic virtues and contributions made by women, highlighting Susan B. Anthony and Shirley Chisholm. SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.C.3.4, SS.3.G.4.3, SS.3.G.4.4

Week 30: Florida's Landmarks

Students will describe the physical features, and natural/man-made landmarks of Florida. They will describe natural resources and explain how the environment influences settlement patterns in Florida. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.G.1.1, SS.3.G.1.2, SS.3.G.1.3, SS.3.G.1.6, SS.3.G.2.5, SS.3.G.2.6, SS.3.G.4.2, SS.3.G.4.4

Week 31: Volunteers

Students will utilize technology to gather information and analyze primary and secondary sources as they discuss the importance of volunteering. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.1.2, SS.3.C.2.1, SS.3.C.3.4

Week 32: Independence Day

Students will describe how government gains its power from the people and how the government was established through a written Constitution. SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.1.2, SS.3.C.1.3, SS.3.C.2.1, SS.3.C.3.4, SS.3.G.4.4

Week 33: Quarter 1 Summative Assessment

First Quarterly Summative Assessment

Week 34: Quarter 2 Summative Assessment

Second Quarterly Summative Assessment

Week 35: Quarter 3 Summative Assessment

Third Quarterly Summative Assessment

Week 36: Quarter 4 Summative Assessment

Fourth Quarterly Summative Assessment

Attachment D ~ Reading

Reading instruction is one of the primary focus of Red Hills Academy. Reading is the foundation for all subject areas and reading instruction is integrated into all aspects of the academic day. In all grade levels, students will receive explicit instruction on phonemic awareness and phonics, vocabulary, comprehension, and fluency. Savvas ReadyGen and IStation, as well as other resources, provide teachers and students with a wide variety of activities to help grow students in all these skills. Leveled readers will be used with students to meet them at their level in small group to help build upon the foundations they already have in place while continuing to challenge them in a purposeful way. IStation also provides mini lessons with different texts to help students practice necessary skills to build their reading comprehension and fluency.

Teaching students how to read and understand what they are reading is simply not enough. Red Hills Academy teachers will also participate in read aloud time with their students. Hearing someone else fluently read and provide inflection and excitement while reading can help to build a child's interest. Celebrating reading successes is another way to keep students interested in and engaged in reading. It is very important that teachers have well stocked classroom libraries that have a wide range of genres and topics that students can relate to. Providing books that are rich with diverse topics and viewpoints help to create well rounded students, classrooms, and conversations.

Classes will participate in D.E.A.R, Drop Everything And Read, at different times during lessons. This is a great way for students to observe not only their peers participating, but their teachers, and the school administration. This is a great way to build reading stamina with students while encouraging the love of reading. During D.E.A.R time, students will select books for reading pleasure and will not select books based on reading level. If students are forced to continually only read books that are challenging and pushing them to build their reading level up, they may lose that joy of reading. If during D.E.A.R time a student in 3rd grade wants to read a few picture books instead of a chapter book they will be encouraged to do so, as long as they are sustaining the reading time.

Red Hills Academy is interested in participating in the Battle of the Books using the yearly Sunshine State Young Readers. This is a wonderful way to encourage the reading of fun and engaging books, building students' literacy knowledge, and engage in fun competition. The staff at Red Hills Academy will work to celebrate and reward students' reading successes and encourage as many books as they can each school year.


Teachers and staff will use student progress data in reading and writing to determine their individual needs, group needs, class needs, and school needs. The school day will be comprised of a 90-minute uninterrupted reading block with an additional 30-minute ELA intervention block. Teachers will use data collected from pre assessments, post assessments, classroom observations, running records, and IStation monthly ISIP (IStation's Indicators of Progress) scores to help determine individual student needs. Not only will all students receive Tier 1 through whole class instruction, they will also all receive small group instruction to support

them in areas where they need help and enrich them in the areas which they need to be challenged. Students that are performing slightly below grade level will be pulled into small groups during the ELA intervention block to receive T2 supports to help close gaps. These students will be progress monitored bi-weekly to track their progress. Students who are performing significantly below grade level will receive T2 supports as well as T3 supports. T3 supports will be provided two times a week during their foreign language block. These students will be progress monitored weekly to keep on track. If we see a student is not making the progress they should, we will look at opening an evaluation to get them more support. T3 students will be progress monitored through the use of DIBLES, EasyCBM, or other research-based programs that the school identifies.

Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

ReadyGEN meets ESSA's “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<p>Meets</p> <p>A summative field test where teachers implemented <i>ReadyGEN</i> for an entire school year.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <p>Students using <i>ReadyGEN</i> achieved statistically significant growth on the TerraNova 3 after one year of implementation.</p>  <ul style="list-style-type: none"> Students grew by 12 percentile points on the TerraNova 3 Reading test. This growth was larger than the average student in the national normed sampled. <p>Additionally, all subgroups including minorities, Special Education and English learners achieved statistically significant gains on the TerraNova 3 Reading test.</p>

What does edreports.org say about *ReadyGEN*?

Edreports.org found *ReadyGEN* met expectations for standards alignment and usability in all grade levels.

[See the full review of *ReadyGEN* here.](#)

For more information, visit:

[Savvas.com/EvidenceBased](https://www.savvas.com/EvidenceBased)



Savvas.com
800-848-9500

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Study completed by:

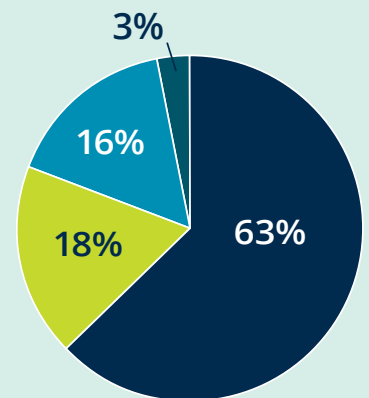
Savvas Academic and Product Research

[Available here.](#)

Year: 2015-2016

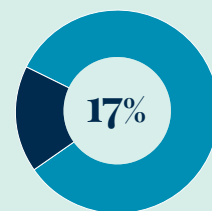
Study description: The study focused on improving first and fourth grade students’ critical reading skills using a core elementary reading program. Teachers implemented *ReadyGEN* every day for the course of the school year for core reading instruction. Results were analyzed for 297 students taught by 12 teachers across 2 schools in 1 state, with matched pretest/posttest scores.

The final sample was diverse including:

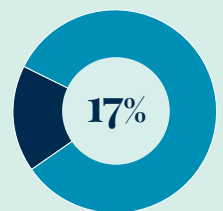


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



were designated
Special Education



were designated
English learners

RHA Appeal 000236

ReadyGEN

EVIDENCE OF EFFECTIVENESS

A Summary of the Results from the Summative Field Test

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Overview

Savvas strongly believes that its programs should be proven through scientific research to increase student achievement. As such, it conducted a one year summative field test of its *ReadyGEN* English language arts program. This study was conducted in first and fourth grade classrooms during the 2015-2016 school year. This report summary presents an excerpt of findings from the final report, including the evaluation design and methods, a description of program usage and implementation, student performance results, and a discussion of the findings. The full results of the report is available upon request.

Research Questions

The purpose of this study is to assess the effectiveness of the *ReadyGEN* program in helping students attain critical reading skills and to document usage and implementation of the *ReadyGEN* program. The study employed a summative field test research design. That is, teachers used the *ReadyGEN* program with their students for reading for the entire school year.

The study addressed the following overarching evaluation questions:

1. Is there a relationship between *ReadyGEN* and improvements in student reading skills? What reading gains, if any, are observed and how large are these gains? Does growth vary by subpopulations and contexts?
2. What other potential impacts does *ReadyGEN* have on students and teachers?
3. What do teachers think about *ReadyGEN*? How do the teachers rate the perceived usefulness and quality of program features?

Participants and Setting

1

A total of two schools were recruited to participate in the study located in North Carolina. The study schools were members of public school districts located in suburban and rural areas. The final study sample included 291 students from 12 classes with 11 teachers. The study sample demonstrated considerable variation in ethnicity and socioeconomic status as evidenced by eligibility for free or reduced lunch status. Figure 1 presents the sample demographics.

Figure 1: Site Demographics

		School Name					
		School A		School B		Total	
		Count	Column %	Count	Column %	Count	Column %
Grade	1	144	100.0%	72	47.1%	216	72.7%
	4	0	0.0%	81	52.9%	81	27.3%
Gender	Female	73	53.7%	65	42.5%	138	47.8%
	Male	63	46.3%	88	57.5%	151	52.2%
Ethnicity	White	88	64.7%	94	61.4%	182	63.0%
	Hispanic	22	16.2%	29	19.0%	51	17.6%
	African American	20	14.7%	27	17.6%	47	16.3%
	Asian/Pacific Islander	2	1.5%	0	0.0%	2	0.7%
	Other/Multi	4	2.9%	3	2.0%	7	2.4%
ELL	Yes	21	15.4%	28	18.3%	49	17.0%
Special Ed.	Yes	16	11.8%	33	21.6%	49	17.0%

Measures

Multiple measures were used to assess student achievement, program implementation, and student attitudes as well as teacher perceptions of the *ReadyGEN* program.

The TerraNova 3 (for 1st graders¹) and Terranova 3 Common Core edition (for 4th graders) features innovative items that deliver an authentic measure of the higher order thinking skills and increased depth of knowledge highlighted by the Common Core. This assessment offers constructed-response, extended constructed- response, and performance task items in the same test, on the same scale. As part of the field study, students were administered the Reading portion of the test. At the first grade, students were administered 40 reading test items measuring 6 objectives: Oral Comprehension, Basic Understanding, Analyze Text, Evaluate/Extend Meaning, Reading and Writing Strategies, and Introduction to Print. At the fourth grade, students were administered 45 reading test items measuring 4 objectives: Basic Understanding, Analyze Text, Evaluate/Extend Meaning, and Reading and Writing Strategies. The reading test produces a single scale score which was the primary measure for outcome analyses. For presentation and interpretability purposes, scores were also converted to percentile ranks.

In order to measure program implementation and teacher perceptions, evaluators collected data through observations, surveys, and interviews with reading teachers. Reading teachers also completed weekly implementation logs. This information provided researchers with a detailed data source on what was occurring in classrooms in terms of reading instruction. The biannual classroom observations and interviews with classroom teachers provided critical insight into the nature of use and the effectiveness of the reading materials used with students.

Additionally, student academic attitude surveys were administered in the fall and spring of the study year. Students completed the Elementary Reading Attitude Survey² that was designed to measure student attitudes toward academic and recreational reading.

Student Performance Results

Results for ReadyGEN Students

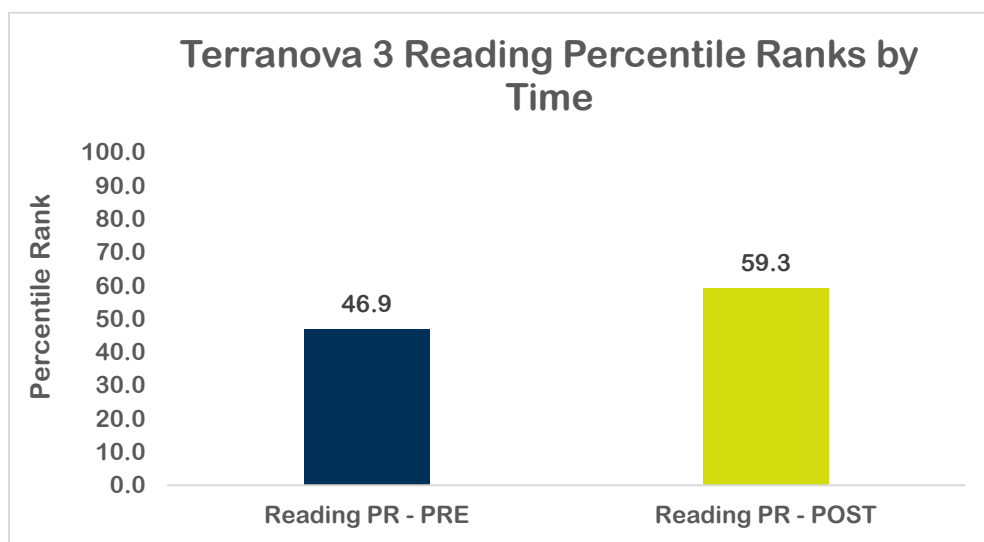
Student testing analyses on the Terranova was completed by an external independent evaluator, JEM & R LLC.

¹ The Common Core edition is unavailable for 1st graders

² McKenna, M. C. & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 43(9), 626-639.

Students using *ReadyGEN* achieved statistically significant gains in reading achievement on the Terranova after one year of program implementation. Improvement among *ReadyGEN* students can be seen in growth of percentile ranks³, see Figure 2. It is a general rule of thumb that if a student makes a year's growth for a year of instruction, then the percentile rank will remain the same. For the study sample, the percentile rank grew more than what would be expected in a typical academic year -- *ReadyGEN* students grew by 12 percentile points.

Figure 2: ReadyGEN First and Fourth Grade Student Performance Results



The results were analyzed by subpopulations in order to determine whether observed growth rates were consistent or accelerated between different types of *ReadyGEN* students. Subpopulations included: gender, ethnicity, Limited English Proficiency (LEP) status, Special education status, and grade level.

Results showed significant gains among all subgroups of *ReadyGEN* students as measured by scale scores. That is, females, males, Limited English Proficiency students and non-LEP students, Special Education students and non-Special Education students, and students of various ethnicities all demonstrated statistically significant reading gains from pre- to post-testing on the Terranova.

Specifically, as seen in Figure 3, Caucasian and Hispanic students gained 12 percentile points and African-American students gained 13 percentile points. Figure 4 shows that students of Limited English Proficiency gained 8 percentile points and non-Limited English Proficiency students gained 13 percentile points.

³ Percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) groups (in this case, the nation) who took the test at a comparable time. Since percentile ranks do not represent equal units, and since their interpretation is limited to the reference group from which they were derived, they are best used for reporting scores when position in relation to the reference group is of primary interest.

Figure 3: ReadyGEN Student Performance Results By Ethnicity

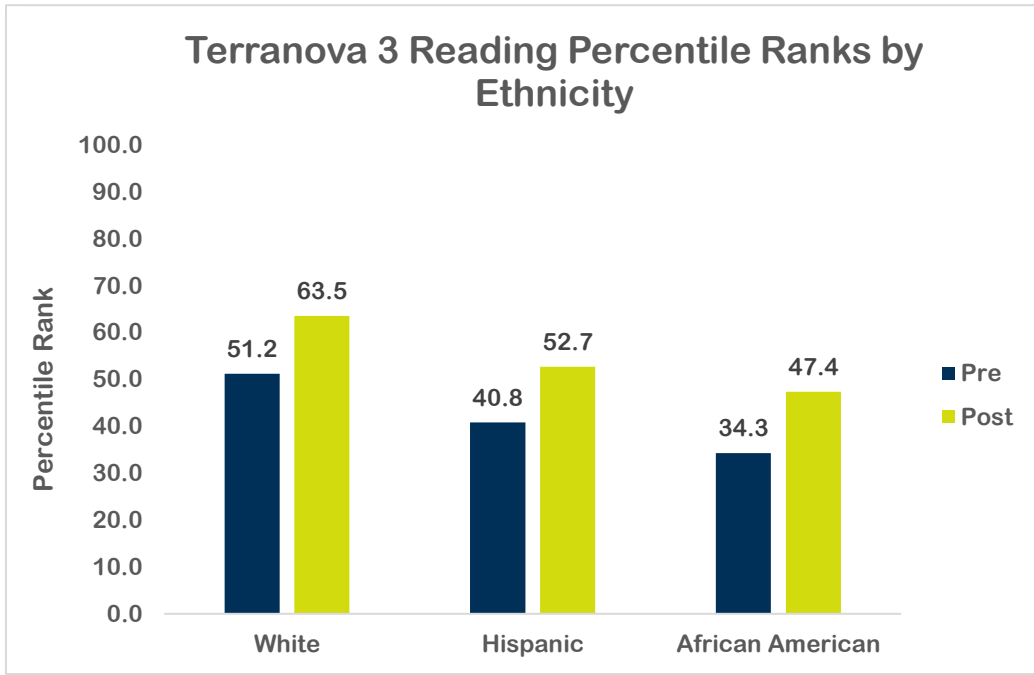
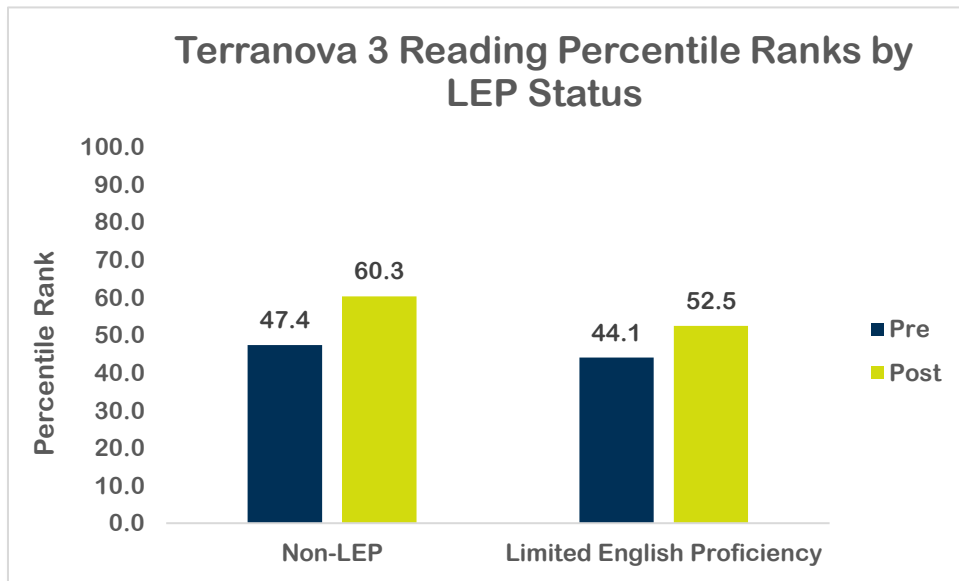


Figure 4: ReadyGEN Student Performance Results By Limited English Proficiency Status



ReadyGEN Implementation

All the teachers implemented *ReadyGEN* with moderate fidelity. An average of 101 lessons were completed during the school year with an average of 3.09 lessons implemented each week. When the average implementation for each of the key routines were analyzed, the majority of teachers implemented Build Understanding, Close Read, and Writing. While small groups were employed by both schools on a daily basis, one school utilized *ReadyGEN* resources much for extensively than the other.

Key routines were also examined more closely to determine on average what teachers were implementing. The majority of teachers utilized the following routines from Build Understanding: Set the Purpose, Engage Children, Read and Turn and Talk. Close Read routines were more varied with teachers implementing Cite Text Evidence and Reading or Language Analysis approximately 50% of the time. By The Way Words, Benchmark Vocabulary, Close Read Practice and Close Read Model were all implemented between 24% and 38% of the time.

All teachers met with small reading groups each week. On average each classroom had five small groups. Low-performing reading groups were met with an average of 3 times each week for approximately 21 minutes each meeting. On-level performing reading groups were met with an average of 2.5 times each week for just under 20 minutes each meeting. The high performing groups were met with an average of 2 times per week for an average of almost 21 minutes per meeting.

Participant Feedback

Student Attitudes

In addition to providing evidence of efficacy, other outcomes associated with use of the *ReadyGEN* program were investigated. Students completed the Elementary Reading Attitude Survey in the Fall and Spring to measure changes in their reading attitudes. Results showed that fourth grade students demonstrated an increase in their reading attitudes but first graders demonstrated a drop in their reading attitudes.

Teacher Attitudes

Overwhelmingly, *ReadyGEN* teachers (91%) reported that their students had learned important English Language Arts skills over the course of the study (and this is consistent with the Terranova 3 results). However, while they reported that students had learned, approximately only half were satisfied with their students' progress and felt their students had been academically challenged by *ReadyGEN*. Teachers reported that the biggest impacts of *ReadyGEN* were on student writing skills (73%), followed by vocabulary (55%).

In terms of the program's impact on teacher practices and preparedness, over half of teachers reported that *ReadyGEN*: 1) provided good ideas for reading and writing activities, 2) provided teachers with requisite knowledge to teach each lesson, 3) positively impacted their knowledge of the CCSS for Reading, and 4) assisted students with limited reading abilities (including LEP students).

Conclusion

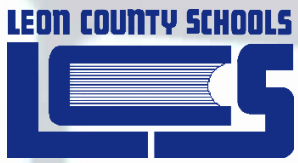
This study indicates that *ReadyGEN* is effective at significantly increasing student reading achievement. Results by *ReadyGEN* subgroups also showed significant learning gains across different types of students including females, males, Limited English Proficiency students and non-LEP students, Special Education and non-Special Education students, and students of various ethnicities. *ReadyGEN* teachers reported that students learned important English Language Arts skills over the course of the study but only half were satisfied with student progress. Student attitude results were mixed in that fourth grade students academic attitude increased with first graders decreased. In sum, scientific research indicates that the *ReadyGEN* program is an effective and useful program for both teachers and students.

About Academic and Product Research at Savvas

Savvas' Academic & Product Research team conducts formative and summative research that directly informs the development of K-12 instructional programs. This mission of this team is to provide Savvas' product developers with learner-centered insights and scientific data to drive the development of effective, industry-leading learning solutions.

About JEM E R, LLC

Research and evaluation firm, JEM & R, LLC, was founded in 2008 by Miriam Resendez, President and Senior Researcher. Ms. Resendez has served as a principal investigator or senior researcher on numerous large-scale, complex evaluation studies involving diverse target populations and multiple agencies and stakeholders. She has over 15 years of experience in evaluation research and possesses expertise in database development and management, quantitative/qualitative data analysis, interviewing, and large-scale multi-site data collection methods, and project management.



LEON COUNTY SCHOOLS
STUDENT PROGRESSION PLAN

Updated December 2017

Nondiscrimination Notification and Contact Information

“No person shall on the basis of sex (including transgender, gender nonconforming and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law.” No person shall deny equal access or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society.

An employee, student, parent, or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

Dr. Kathleen L. Rodgers
Equity Coordinator (Students) and
Title IX Compliance Officer
Leon County School District
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7306
rodgersk@leonschools.net

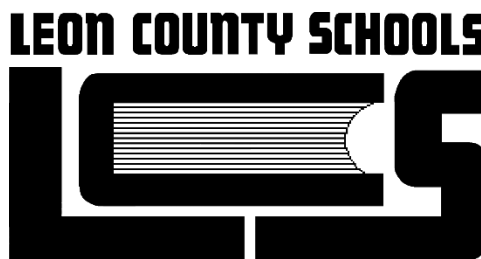
Deana McAllister, Labor and Relations
Equity Coordinator (Employees)
(850) 487-7207
mcallisterd@leonschools.net

A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

Karin Gerold, 504 Specialist
(850) 487-7160
geroldk@leonschools.net

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Prepared by
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2757 West Pensacola Street • Tallahassee, Florida 32304-2998
Phone (850) 487-7110 • Fax (850) 414-5194 • www.leonschools.net
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Building the Future Together

STATUTORY REQUIREMENT

In accordance with §1008.25, Fla. Stat., each district school board is required to establish a comprehensive program for student progression based upon an evaluation of each student's performance, including how well the minimum performance standards, approved by the State Board, are mastered. It is also required that school districts publish and post the Student Progression Plan through the local newspaper and district website.

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English language arts, science and mathematics; that District School Board policies facilitate such proficiency; and that each student and his or her parent/legal guardian be informed of that student's academic progress and any related policy and procedure.

Leon County Schools has established a comprehensive program of study that includes standards for evaluating student performance; specific levels of achievement in English language arts, mathematics, science and social studies for each grade level; levels of performance on statewide assessments; and promotion requirements from grade to grade, K-12. This comprehensive program includes state and federal requirements as well as district-level standards of performance.

Though every effort is made to address state statute and federal mandates, it is possible that answers may not be found in this document. These omissions are not to be construed as Leon County Schools granting permission for issues not covered in the Student Progression Plan. Clarification on these types of issues are available through school principals and curriculum teams, as well as from district staff.

Note: As policy changes midyear, or updates are needed, the date modified will be listed on the front cover of this document.

UPDATES

Section	Subsection	Description	Page(s)
Elementary Education (K-5)	School District Responsibilities	Updated language to comply with current practice	24
Elementary Education (K-5)	Program of Study	Added language to include recess as part of K-5 education	26
Elementary Education (K-5)	Retention	Replaced student progression with standards	30
Elementary Education (K-5)	Promotion for Good Cause	Updated language to clarify exemption 2	31
Elementary Education (K-5)	Grading Scales	Added K-1 grading scale and changed previous K-5 scale to 2-5	34-35
Elementary Education (K-5)	Grading Scales	Added Access course grading scales	35
Middle School (6-8)	Required Coursework	Removed Career and Education planning	38
Middle School (6-8)	Florida Assessments	Added FSAA language	39
Middle School (6-8)	Progress Reports	Added language to report student progress towards IEP goals	43
High School (9-12)	Standards-Based Program of Study	Removed requirement to use Department of Education fitness test	44
High School (9-12)	24-Credit Standard Diploma	Added language regarding diploma option selection timelines for students with disabilities	49
High School (9-12)	High School Graduation Requirements for Students with Disabilities	Amended language to reflect current assessment language for students working on Access Points	50-52
High School (9-12)	Florida Dept. of Education Graduation Requirements	Changed attached documents to reflect FLDOE's latest versions	56-59
High School (9-12)	Semester and Final Exams	Updated wording to comply with statute	62
High School (9-12)	Required Assessments - Retakes	Updated language to include 2016-17 assessments	64
High School (9-12)	Required Assessments - Retakes	Amended allowable scores to include SAT Reading Subtest score to comply with state statute	65

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SECTION I: K-12 GENERAL INFORMATION

ENROLLMENT AND ADMISSIONS

EVIDENCE OF RESIDENCE WITHIN A SCHOOL DISTRICT

The residence of a student is defined as the primary residence of the student's parent/guardian or of either parent when custody is mutually agreed upon and shared. Proof of residence must be provided at both initial enrollment and upon promotion to the next level (from elementary to middle school or from middle to high school).

Reasonable proof of the residence must include one item from each of the following categories:

Category 1: Mortgage deed, Lease/Rental Agreement, Homestead Exemption, or Property Tax Record

Category 2: Driver's License, Voter Registration Card, Utility Bill, Insurance Bill

EVIDENCE OF BIRTH DATE

While a transcript of birth record is the first prescribed evidence required, evidence obtainable in the order provided below may be accepted.

1. A transcript of birth record filed according to law;
2. A certificate of baptism showing the date of birth and place of baptism signed by the parent;
3. A life insurance policy on the child (at least 2 years old);
4. A Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
5. A passport or certificate of arrival in the United States showing the age of the child;
6. A transcript of record of age shown in the child's school records (at least 4 years prior to application);
7. If none of the above evidences can be produced, the parent can submit a sworn affidavit of age, accompanied by a certificate of age signed by a public health officer or public school physician.
8. If neither of these is available, a licensed practicing physician designated by the school board may issue a certificate stating that a health officer or physician has examined the child and believes that the age as stated in the parent's affidavit is correct.

Note: A homeless child, as defined by § 1003.02, Fla. Stat., shall be given temporary exemption from this requirement for 30 school days.

KINDERGARTEN AGE REQUIREMENT

Children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year (§ 1003.21(1)(a)2), Fla. Stat.).

FIRST GRADE AGE REQUIREMENT

First grade enrollment is limited to students who turn six years old on or before September 1, who have successfully completed kindergarten and out-of-state students who turn six years old after September 1, who meet the age requirement for public kindergarten admission from the transferring state and who have successfully completed kindergarten (§ 1003.21(1) (a)1), Fla. Stat.).

MAXIMUM AGE OF ENROLLMENT

All Leon County Schools' students shall be eligible for enrollment in the appropriate general education program authorized by Leon County Schools and the State of Florida except under ANY of the following conditions:

1. The student has received a high school diploma or its equivalent.
2. The student has attained the age of 20 by September 1.

No student shall be permitted to attend the regular high school program after attaining the age of 20. Those who attain the age of 20 during a school year may complete the school year. For students with disabilities who have not graduated with a standard diploma, the district provides services until the end of the semester in which the student turns 22 years of age.

3. The student is 18 years of age or older and cannot meet regular graduation requirements by the end of the school year in which they attain the age of 20. Such persons shall be afforded an opportunity to pursue a high school diploma through the Adult Education or General Educational Development (GED®) programs of the District.

Principals may refuse enrollment in the regular high school program if the student has:

- a documented history of disruptive behavior in the school setting and who has attained the age of 18 years; or
- previously dropped out of or discontinued enrollment in a regular high school program and has attained the age of 18 years.

Note: Students attending a Department of Juvenile Justice program or a contracted program with Leon County Schools may be exempt from the requirements for maximum age of enrollment. Once a student has exited the program, they are no longer exempt.

EVIDENCE OF IMMUNIZATION

All students (Pre K – 12), including Florida transfers who enroll in Leon County public schools, are required to have an up-to-date certificate of immunization prior to enrollment. Without this documentation, the student will not be allowed to attend school. This includes:

- DPT (Diphtheria): Five doses, unless the 4th primary dose was administered on or after the 4th birthday then only four doses are required.
- POLIO (TOPV): Four doses, unless the 3rd primary dose was administered on or after the 4th birthday, then only three doses are required.
- MEASLES, MUMPS & RUBELLA (MMR): In kindergarten through grade 4, two doses are required for measles and one dose is required for mumps and rubella. If MMR is combined, a second dose is required prior to kindergarten entrance.
- VARICELLA (or proof of documentation of chicken pox): Pre-K and kindergarten and each subsequent year the next highest grade will be included in the requirement (2006-2007 includes 5th grade).
- HIB (Haemophilus Influenza): At least one dose between the ages of 2 months and 59 months.
- HEPATITIS B: In pre-kindergarten through grade 12, a Hepatitis B series is required. In grades 6 through 12, a Hepatitis B Series, TB Booster, and a second MMR are required if this student as not previously.
- MENINGOCOCCAL VACCINE (MCV4): Recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never received MCV4 previously, a dose is recommended at high school entry.

Note: Religious exemptions are allowed. They may be obtained at a Health Department clinic. Students may enter school on Temporary Medical Exemption (DOH 680-Part B; DOE Code 2) provided the expiration date has not passed. Students will be excluded from school if they do not comply with immunization laws.

EVIDENCE OF A MEDICAL EXAMINATION

Upon initial enrollment into a Florida school, students must present certification of a school-entry health examination performed within 1 year prior to enrollment. Physicals completed out-of-county or state are acceptable. Any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds (§ 1003.22(1), Fla. Stat.).

MARRIED OR PREGNANT STUDENTS

Students who become or have become married and students who are pregnant shall not be prohibited from attending school. Married students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with § 1003.54, Fla. Stat., pregnant or parenting teens may participate in a teenage parent program (§ 1003.21(1)(d), Fla. Stat.)

SCHOOL OF ENROLLMENT

School of Enrollment is the school in which a student is officially enrolled in at least one course during the current school year. Enrollment begins on the first day the student attends school for educational purposes and is placed in the appropriate class(es) and/or program. School of enrollment is designated as the primary school for participation in athletic programs, commencement exercises and other extra-curricular activities.

TERMINATION OF SCHOOL ENROLLMENT

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond that date and may file a formal declaration of intent to terminate school enrollment. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's potential earning power and must be signed by the student and the student's parent.

The following steps must also be taken:

1. The school district shall notify the student's parent of receipt of the student's declaration intent to terminate school enrollment.
2. The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reason for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
3. The student shall be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult education and GED® test preparation.
4. The student shall complete a survey in a format prescribed by the Department of Education to provide data on the student's reasons for terminating enrollment and actions taken by the school to keep student enrolled (§ 1003.21(1)(c), Fla. Stat.).

ENROLLMENT APPEAL PROCESS

If a parent/guardian or student wishes to contest the recommendation of the principal, a written statement specifying the basis for the disagreement must be submitted to the office of Curriculum Services within ten (10) working days of receipt of the principal's decision. The statement must not contain new matters that were not presented in the original request. The appeal will be evaluated by a committee established by the superintendent.

If a parent/guardian or student wishes to contest the recommendation of the committee, a written appeal may be submitted to the Superintendent within ten (10) working days of notification. The decision of the superintendent is final.

ENROLLMENT AND PLACEMENT FOR TRANSFER STUDENTS

Grade placement of all transfer students, including those enrolled in home education programs, shall be on a probationary basis until transfer work is validated using official evidence of student achievement or competence available to the school principal or designee. Grade placement of students transferring from home education will be determined by age, portfolio, annual evaluation, and other pertinent material furnished through the home education program. The grade placement of students transferring from other countries, states, counties, or private schools will be determined by the principal or designee of the receiving school based on placement tests, age, and previous school records, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

The results of competency tests may be used to assist in the grade placement determination. Academic performance of the transfer student on screening and placement tests and in the classroom shall be considered in making the final decision. The principal or designee of each school will make the final placement decision based on the grade level at which the student can academically perform best, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

Educational Records and Enrollment

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records as quickly as possible.

Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Districts must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization or a series of immunizations required by the receiving school.

Students shall be allowed to continue their enrollment at grade level commensurate with their grade level (including kindergarten) from a local education agency in the sending state at the time of transition, regardless of age.

Placement

If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses.

The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The receiving school must initially honor placement of the student in educational programs such as Gifted and Talented and English as a Second Language based on current educational assessments conducted at the sending school.

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses.

Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission for such programs even if the program is being offered through a public school other than the school to which the student would be assigned. If the program is offered through a public school other than the school to which the student would be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, Dual Enrollment, Advanced International Certificate of Education, and International Baccalaureate.

Underage-in-state Transfers from Nonpublic Schools to Kindergarten

Students transferring from a nonpublic Florida kindergarten to Leon County Schools must meet the Florida age requirements for entry age to kindergarten as stated in §1003.21, Fla. Stat.

Underage In-State Transfers from Public & Nonpublic Schools to First Grade

Children entering the first grade in Leon County Schools for the first time must comply with §1003.21, Fla. Stat. Any child who has attained the age of six (6) years old on or before September 1 and who has written documentation of satisfactory completion of kindergarten from a public or nonpublic school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. Students not meeting the above requirements will be enrolled in kindergarten.

Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be in accordance with Fla. Admin. Code R. 6A-1.0985, which states:

1. Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following information:
 - Official documentation from the parent(s) or guardian(s) that the child was a legal resident of the state in which he or she was previously enrolled in school;
 - An official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - Evidence of immunization against communicable diseases as required in §1003.22, Fla. Stat.;
 - Evidence of date of birth; and
 - Evidence of a medical examination completed within the last 12 months.
2. Any student who transfers from an out-of-state nonpublic school may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring, and if the transfer of the student's academic credit is acceptable under the rules of Leon County Schools. Transfer students must provide the required information as stated above in subsection.
3. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection 1 (a) through (e) above.

Foreign Students

Any student entering the public school system from outside the United States will be placed by a combination of the following criteria:

- age appropriateness
- previous school experience
- academic proficiency

Each foreign student with educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. The family is responsible for providing a certified English translation of all records. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. Students who do not meet regular age requirements for entering kindergarten in Florida but who have attended kindergarten in their native

county must have an official letter or transcript from the proper school authority, which shows record of attendance, academic information, and grade placement.

English Language Learners (ELL)

Age appropriateness, parent input, review of records/assessments, and other pertinent data available are all considerations used when determining the proper academic placement of students. Initial determination of student's academic skills or performance is done based on a parent/guardian/student comprehensive interview and academic records available. ELL students may need more review than English proficient students in order to develop an appropriate instructional plan. Each school must document the prior school experiences of new students by means of school records and transcripts. Telephone calls and other means of communication to the student's previous school to request records will be made. Such experiences must be taken into account in planning and providing age appropriate instruction. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels may differ from systems in the United States. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements. The ELL Committee may be reconvened at any time after a student has been served for a semester to review and make recommendations for appropriate modifications. (Fla. Admin. Code R. 6A-6.0902)

Enrolling in Public School from Home Education

A home education student who enrolls in a district school must meet all district and State requirements for public school students. Students are encouraged to enroll at the beginning of a semester. The conditions described in Policy 5463- Transfer from Non-accredited Schools will be used to determine the home education student's appropriate grade placement or credits toward graduation.

For home education students enrolling in grades 9 through 12, the parent must provide an academic assessment record for all work completed during the home education program. The school will transfer the courses and grades to the student's district transcript. All home education program courses will be given credit pursuant to the Universal Transfer of Credit rule.

The high school student's grade point average will be calculated only after he/she has completed two (2) consecutive semesters of attendance at the school. To be eligible for awards such as Valedictorian, Salutatorian, Distinguished Scholar, and National Honor Society, the student must be enrolled for two (2) consecutive semesters prior to the second semester of the senior year.

To graduate the student must meet the requirements specified by State law and established by the district's policy on graduation and graduation procedures.

Note: The following opportunities are also available for Home Education students:

- Home education students may apply for a Bright Futures Scholarship.
- Home education students may participate in dual enrollment programs.
- Home education students are eligible for admission to Florida College System institutions and State universities.

Interstate Compact on Educational Opportunity for Military Children and Assistance to Transitioning Students from Military Families (§ 1003, Fla. Stat.)

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to § 1209 & § 1211, 10 U.S.C.
- Members of veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

The compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired,
- Veterans of the uniformed services;
- Other United States Department of Defense personnel, federal agency civilians, and contract employees not defined as active-duty members of the uniformed services.

ATTENDANCE

Regular attendance provides students the opportunity to master required skills at each grade level. Each public K-12 student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause, and must comply fully with the school's code of conduct. Types of absences listed as excused absences are considered to be "good cause. Therefore, with the goal of promoting student success, the Leon County School Board has adopted a uniform attendance policy. It is our intent to encourage honest, accurate, and consistent adherence to this policy by all students, parents, teachers, and administrators. It is the goal of the Leon County Schools that the parent of each public K-12 student comply with the school's reasonable and time-acceptable parental involvement requests (§ 1003.04, Fla. Stat.).

PARENT RESPONSIBILITY

Florida law (§ 1003.24, Fla. Stat.) requires each parent of a child who has attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, to be accountable for their child's school attendance and holds parents responsible for providing an explanation for any absence from school.

Students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district school board by the student or parent/legal guardian of a student who is less than 18 years of age.

If a student has unauthorized absences sufficient enough to jeopardize academic progress and it is determined that the student's parent or legal guardian is at fault for the absence, in accordance with §1003.24, Fla. Stat., the procedures under § 1003.26 & § 1003.27, Fla. Stat., shall be followed by the appropriate school personnel.

ABSENCES

Absence is nonattendance of a student at school or in an approved educational activity/field trip or program on days when school is in session. Absence occurs when a student is not physically present at school or not participating in an approved school activity as defined under the compulsory school law. Students shall be counted absent and shall not be recorded as in attendance on that day.

- **EXCUSED ABSENCES:** The law allows absences for illness or medical care, death in the family, religious holidays, prearranged absences for educational purposes approved by an administrator, financial reasons and certain

other special circumstances or insurmountable conditions. A student with an excused absence is not subject to any disciplinary or academic penalties.

Parents may request and be granted permission for absence of a student from school for religious instruction or religious holidays (§ 1003.21(2)(b), Fla. Stat.).

- **UNEXCUSED ABSENCES:** An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.
 - Elementary/Middle: Unexcused absenteeism sufficient enough to jeopardize academic progress at the elementary and middle school levels is defined as a student being absent without an acceptable reason five (5) times in a calendar month or ten (10) times in a 90 day calendar period.
 - High School: For each class in which the student has four or more unexcused absence(s) a grade of "F" shall be assigned for that nine (9) week grading period (§ 1001.53, 1003.21-27, 1003.31, Fla. Stat., LCS Policy 3.03, Compulsory Attendance (12)(b)4).

TARDINESS

Tardiness is any arrival to school or class after the bell to begin has sounded without an approved excuse. Leaving school early before the end of the school day also falls under this category.

- **ELEMENTARY/MIDDLE:** Unless the reason for arriving late or leaving early is covered under Florida Statute, elementary and middle school students who are chronically tardy or who leave early without an acceptable excuse more than five (5) times in a calendar month or ten (10) times in a 90 day calendar period will be subjected to action as dictated by § 1003.27, Fla. Stat.

If it is determined that the parent is the cause of the chronic tardiness or early check out without an acceptable excuse, then a referral shall be made to the State Attorney's Office. For the purposes of this policy, tardiness and early check out without an acceptable excuse are seen as violations of § 1003.21, Fla. Stat. (compulsory attendance).

A parent or guardian may appeal an unexcused tardy or unexcused early check out if the parent or guardian has documented proof of a student's chronic illness as a reason for the tardiness or early check out.

- **HIGH SCHOOL:** A student who arrives to class over 10 minutes after the scheduled beginning time shall be recorded as late. Being "late" is equivalent to an unexcused absence. A student with four (4) or more unexcused absences and/or lates shall be assigned a grade of "F" for the nine-week marking period for that class (LCS Policy 3.03 Compulsory Attendance (12)(d)6).

COMPULSORY ATTENDANCE & TRUANCY

Florida law (§ 1003.24, Fla. Stat.), requires each parent or guardian of a child who has attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, **to be accountable for their child's school attendance.** A student's primary teacher shall report to the principal or their designee if the student is exhibiting a pattern of non-attendance if the student accrues the following:

- at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or
- ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90-day calendar period.

The following definitions apply with regard to truancy:

- **Truant:** one who is not in attendance, with or without approval of the parent or other person having charge of the student, and whose absence has not been excused.
- **Habitual Truant:** a student who has fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian.

If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, the Superintendent or their designee shall refer the case to the district staff and Child In Need of Services/Family In Need of Services (CINS/FINS) provider committee.

If the child has had more than fifteen (15) unexcused absences in a ninety (90) day calendar period, the superintendent or their designee may file a truancy petition pursuant to the Florida Statutory procedures (§ 984.151, Fla. Stat.) which may result in a court hearing.

ASSESSMENT OVERVIEW

All students must participate in the Statewide Assessment Program as developed and/or implemented by the Florida Department of Education. Leon County Schools abides by this statutory requirement while also integrating other assessments to best monitor student progress. Both the state and district set specific levels of performance that students are expected to meet. Students who do not meet the performance levels for specific grade level assessments must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Some grade levels also require a student meet specific levels of performance on statewide, standardized assessments to be promoted to the next grade or to graduate (§1008.25, §1003.4282, Fla. Stat.). Grade-specific assessment information is outlined within the Elementary, Middle, and High School sections of this plan.

The list below includes assessments administered in Leon County Schools. It is important to note that, other than the required statewide assessments, not all sites offer each assessment listed. Assessments not listed may be utilized at certain sites for the purpose of progress monitoring to guide instruction based on student need.

State Assessments

- Florida Kindergarten Readiness Screener (FLKRS)
- Florida Standards Assessments (FSA)
- End-of-Course Assessments (EOC)
- FCAT 2.0 Science
- FCAT 2.0 Reading
- Florida Standards Alternative Assessment (FSAA)
- Florida Standards Access End-of-Course Assessments (Access EOC)
- ACCESS for ELLs 2.0

National Assessments

- SAT 10
- Advanced Placement (AP)
- Postsecondary Readiness Competency Test (PERT)
- National Assessment of Educational Progress (NAEP)
- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

International Assessments

- International Baccalaureate (IB)

OVERVIEW: FLORIDA STANDARDS ASSESSMENTS (FSA) AND END-OF-COURSE (EOC) ASSESSMENTS

The Florida Standards Assessments measure a student's content knowledge and skills in English language arts and mathematics as established by the Florida Standards. Other content areas are included as directed by the State Commissioner of Education. The FSA for English language arts (ELA) are administered annually in grades 3 through 10. The statewide, standardized mathematics assessments shall be administered annually in grades 3 through 8. The

statewide, standardized science assessment shall be administered at least once at the elementary and middle grades levels.

Students may also be required to take end-of-course (EOC) assessments if they are enrolled in an EOC course. Specific grade-level information regarding EOC and other statewide, standardized assessments is embedded within the grade/level-specific sections of this plan.

STATEWIDE ASSESSMENTS FOR STUDENTS WITH DISABILITIES

A student with a disability, as defined in §1007.02, Fla. Stat., for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student's IEP. Students who use instructional accommodations that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities. In cases such as this, the district must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.

If a student's IEP states that computer-based administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in paper-pencil format.

For students with significant cognitive disabilities, the Department of Education shall provide for implementation of the Florida Standards Alternate Assessment [FSAA] to accurately measure the core curricular content established in the Florida Access Point Standards (English Language Arts and Mathematics) and the Next Generation Sunshine State Standards Access points (Science and Social studies). If the Individual Education Plan team recommends that the student take the Florida Standards Alternate Assessment [FSAA], in lieu of the FSA, parent consent must be given for participation in the FSAA.

Students with significant cognitive disabilities may also be required to take Access End-of-Course (Access EOC) assessments if they are enrolled in an Access EOC course (Access Civics, Access Algebra 1, Access Geometry, Access Biology 1, or Access United States History). Specific grade-level information regarding EOC and other statewide, standardized assessments is embedded within the grade/level-specific sections of this plan.

STATEWIDE ASSESSMENT PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELL)

All ELL students must participate in statewide, standardized assessments regardless of participation in an ESOL program. Allowable test accommodations will be provided as indicated in the state Test Administration Manual.

Exemption status may be reviewed if an ELL student has been receiving services in an ESOL program operated in accordance with an approved ELL Plan for less than one year, based on the date the student entered a United States School (DEUSS). If the majority of the student's ELL Committee determines that it is appropriate, a student may be given exemption status during the current FSA ELA administration. Parents must be notified if an ELL student receives accommodations and/or if a student is exempt from the FSA-ELA assessment. (Fla. Admin. Code R. 6A-6.0909, 6A-6.09091) The ELL Committee must document the rationale for the exemption and mandate that the ACCESS for ELLs 2.0 be administered to the ELL student.

DOE's determination is not a license to exempt all ELL students from the FSA-ELA. Instead, the principal and the ELL Committee in each school must make individual decisions about what is best for the child, what realistically can be learned from the assessment when administered to a new ELL student, and the impact of any ESOL exemptions on the school's compliance with school grading criteria as well as adequate yearly progress requirements for NCLB.

PROGRESSION, SUPPORT, AND ACCELERATION

The Leon County School Board is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the subject, grade level, or special program best suited to meet the student's academic needs with consideration given to social, emotional and physical development.

It is expected that all students will make progress annually and demonstrate appropriate reading ability sufficient to move to the next grade level or to graduate in a timely manner.

STATE STANDARDS AND PROGRAMS OF STUDY

Leon County Schools is required to teach, and students are required to meet state curriculum standards as defined by the Florida Department of Education. State-adopted standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skill that public school students in kindergarten through grade 12 are expected to acquire. All teachers are expected to be proficient in teaching those standards that are applicable to the course, subject, and grade level of their students. The grading system employed by Leon County Schools represents each student's level of performance based on achievement of these standards.

Leon County Schools' implements a standards-based instructional approach reflecting state and local requirements for K-12 education, using the Next Generation Sunshine State Standards (NGSSS)/and Florida Standards (FS). You can find more information on both sets of standards by visiting: www.cpalms.org/public. While specific programs of study are described in the level-specific sections of this plan, listed are the district's standards-based content areas of focus:

- English Language Arts (FS)
- Mathematics (FS)
- Science (NGSSS)
- Social Studies (NGSSS)
- Health Education (NGSSS)
- Fine and Practical Arts (NGSSS)
- World Languages (NGSSS)

SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

The district school board may only exempt students from mandatory retention, as provided in § 1008.25(5)(b), Fla. Stat., for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties (§ 1008.25(6)(a), Fla. Stat.).

EXCEPTIONAL STUDENT EDUCATION

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida

Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP and reported periodically to parents.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student's IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student's IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student's annual goals.

ENGLISH LANGUAGE LEARNERS

Promotion requirements for ELL students shall be the same as for general education students. Promotion decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or the district's formal or informal assessment process. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency.

Retention of ELL students must be determined by a school's ELL Committee except in the case of mandatory retention for reading deficiencies in grade 3. Level of English proficiency may not be a primary consideration for retention. Retention decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or the district's formal or informal assessment process.

ANNUAL REPORTS TO PARENT

The district school board must annually report, to the parent of each student, the progress of the student towards achieving state and district expectations for proficiency in English Language Arts, science, social studies and mathematics, including the student's results on each statewide, standardized assessment.

The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in the format adopted by the district school board (§ 1008.25(8)(a), Fla. Stat.).

Report Cards

Student report cards for elementary, middle, and high school students shall be issued after each grading period. The report cards must clearly depict and grade the students based on academic performance as it relates to the state-approved standards. The report card must also include conduct, behavior, and attendance (including absences and tardiness).

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (§ 1003.33, Fla. Stat.). Grade-level specific information regarding promotion and progression are located in subsequent sections of this plan.

Teachers are required to provide their grading/assessment criteria in written form to the principal, students, and parents within two weeks of the beginning of class. No grade will be assigned without a plan approved by the principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

Public Notice

The District must annually publish on the district website and in the local newspaper the following information on the prior school year (§ 1008.25 (8)(b), Fla. Stat.).

1. The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in Grades 3-10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. The total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year

PROGRESS MONITORING

Any student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Any student who is not meeting the school district or state requirements for satisfactory performance in English language arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal;
or
3. An individualized progress-monitoring plan.

Reading intervention placement and progress monitoring must follow the guidelines established in Fla. Admin. Code R. 6A-6.054.

The Progress Monitoring Plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student. The plan should include:

1. Identification of the specific diagnosed academic needs to be remediated;
2. Identification of the success-based intervention strategies to be used;
3. Identification of the remedial instruction to be provided; and
4. Identification of the monitoring and re-evaluation activities to be employed.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Previously Problem Solving (PS)/Response to Intervention (Rti)

The Leon County School District is committed to the implementation of a multi-tiered system of supports to integrate and align efforts to improve educational outcomes and meet the educational needs of all students. The district provides high quality intervention matched to student needs and uses learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention, and remediation. A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

This problem-solving method and the systematic use of data at the district, school, grade, class, and individual levels guide decisions about the allocation of resources and intensity of interventions needed to improve learning and/or behavior. It is a general education process and no one tier represents special education. MTSS is composed of three tiers:

- Tier 1: Core Curriculum: All students, including students who require curricular enhancements for acceleration
- Tier 2: Strategic Interventions: Students who need more support in addition to the core curriculum
- Tier 3: Comprehensive and Intensive: Students who need individualized interventions

ACCELERATED PROMOTION (§ 1002.3105, FLA. STAT.)

Accelerated promotion is the assignment of a student to a higher grade that results in the student skipping a grade or part of a grade based on achievement by the student of the standards established by the district and evidence that the student will benefit more from the instructional program at the advanced grade level. Leon County Schools provides program offerings that present accelerated opportunities to all students at all grade levels with sufficient documentation.

ACCELERATION OPTIONS

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options provide academically challenging curriculum or accelerated instruction to eligible public school students in grades K-12. At a minimum, each school must offer the ACCEL options, which may include but not be limited to:

- Whole grade promotion;
- Midyear promotion;
- Subject matter acceleration;
- Virtual instruction in higher grade level subjects;
- and the Credit Acceleration Program under § 1003.4295, Fla. Stat.

Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to § 1003.492 & § 1008.44, Fla. Stat., work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

Information about these options shall be made available to the parents by the school pursuant to § 1002.3105, § 1003.492, & § 1008.44, Fla. Stat.

ELIGIBILITY AND PROCEDURAL REQUIREMENTS FOR ACCELERATION OPTIONS

The following criteria will be used for accelerated grade placement:

1. Extremely high academic achievement in standardized test scores, grades, and daily performance indicating achievement and academic aptitude two or more years above grade level
2. A minimum of absences and/or transfers
3. Comments and recommendations of previous teachers
4. Reports from previous years indicating above average academic progress
5. Demonstrated mastery in reading, language, science, and mathematics two or more years above grade level based on current state standards
6. Successful completion of appropriate enrichment strategies
7. Evidence that the student will benefit more, academically and emotionally, from an advanced assignment than from one based on chronological age
8. Students in 4th and 5th grade that earned a Level 4 or 5 in ELA or Math on the prior year statewide assessment are eligible to take accelerated courses using virtual school. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school.
9. Students in Kindergarten and first grade must meet the age requirements as set forth in § 1003.21, Fla. Stat.

All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent's

request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal. All parents and students shall be notified of the opportunities for academic acceleration.

The final decision for accelerated grade placed is at the sole discretion of the school principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

VIRTUAL EDUCATION

VIRTUAL INSTRUCTION OPTIONS

As defined in F.S. 1002.45 of the Florida K-20 Education Code, a virtual instruction program (VIP) is a "program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time and space."

Pursuant to F.S. 1002.20 (6)(a) ; F.S. 1002.45 (1)(2)(b); and Leon County School Board policy 2370.01, the District shall provide enrolled students within its boundaries the following options for participation part-time or full-time in virtual instruction, kindergarten through grade 12:

1. through courses delivered in the traditional school setting by instructional staff providing direct instruction through either virtual instruction or by blending traditional and online instruction
2. through enrollment in the Florida Virtual School
3. through enrollment with Virtual Instruction Providers approved by the Florida Department of Education (FLDOE)
4. through enrollment in an online course offered by any other Florida school district
5. through participation in the District-operated part-time or full-time VIPs organized under F.S. 1002.45(1).

DISTRICT REQUIREMENTS FOR VIRTUAL INSTRUCTION

Beginning with students entering grade 9 in 2011-2012, at least one (1) of the 24 credits required for graduation must be earned through online or blended learning. The District shall provide access to enroll in courses available through one of the District options for virtual instruction and shall award credit for successful completion. Access to online courses is available to students during and after the normal school day and through summer school enrollment. A public school student will not be required to take an online course outside the regular school day in addition to the student's courses for a given semester or on school grounds.

The purpose of the options listed above is to make instruction available to District students using online and distance education technology in either a traditional classroom or in a non-traditional classroom (primarily outside of public school buildings). If the student and his/her parents select part-time or full-time instruction delivered by providers approved by the FLDOE, they will have the right to select from the list of approved providers.

The District may offer a full-time or part-time program of core courses for students in grades 9 through 12 enrolled in dropout prevention; academic intervention; Department of Juvenile Justice (DJJ); or community colleges in order to meet class size requirements.

VIP ASSESSMENT AND ACCOUNTABILITY

The school district will require student compliance with the compulsory attendance requirements of F.S.1003.21 and will verify student attendance as required by F.S.1002.45 (6)(a).

Pursuant to F.S. 1002.45 (3), in all VIPs provided by Leon County Schools, curriculum and content will be aligned to state standards under F.S.1003.41. The virtual instruction will be "designed to enable students to gain proficiency in each course." Course credits will be awarded for successful completion of virtual courses. For courses requiring a statewide, standardized end-of-course (EOC) exams, credit will be awarded pursuant to District policy.

As stipulated in F.S. 1002.45 (6)(b), all VIP students (part-time and full-time) will take the state assessment tests, including required EOC exams, and the District will provide access to testing facilities.

As stipulated in F.S.1002.45 (8), all full-time VIPs will participate in Florida’s education performance accountability system under F.S.1008.31 and will receive a school grade or a school improvement rating, as applicable. A VIP receiving a school grade of “D” or “F” must file a school improvement plan with FLDOE.

The performance of part-time students in grades 9 through 12 will not be included for purposes of school grades for the VIP. However, their performance will be included for those purposes by the non-virtual school providing the students’ primary instruction. The FDOE will “develop an evaluation for part-time programs to include percentage of students making learning gains; passing required end-of-course assessment; taking Advanced Placement (AP) exams; and scoring 3 or higher on AP exams.”

WRITTEN PARENT NOTIFICATION OF VIP

The District must provide parents with timely written notification of a least one (1) open enrollment period for full-time students that consists of 90 days or more and ends 30 days before the first day of the school year.

The VIP written notification will be distributed annually during the prior school year’s third grading period to notify parents prior to the open enrollment period for the upcoming school year.

HOME EDUCATION (HOMESCHOOLING)

Home education is defined as the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy Florida’s requirement for compulsory education. The home educator is not required to hold a teaching certificate. However, parents assuming responsibility for educating a child at home must also assume the responsibility for providing curriculum, educational materials, and evaluations necessary to determine student progress. The district does not supply textbooks, curriculum guides, teaching materials, or educational standards for the home education student. (§ 1002.01, § 1002.41, § 1003.01(4), & § 1003.21(1), F.S.)

PARENT RESPONSIBILITIES

To establish a home education program under § 1002.41, F.S., a parent must take the following steps:

1. Notify the school superintendent of the district in which the parent resides of the intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be registered as students in a home education program. The notice shall be submitted to the district school superintendent’s office within 30 days of the establishment of the home education program.
2. Submit a written notice of termination of the home education program to the district school superintendent’s office within 30 days after said termination.
3. Maintain a home education work portfolio for each home education student including the following:
 - a. A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used.
 - b. Samples of any writings, worksheets, workbooks or creative materials used or developed by the student.
4. The portfolio shall be preserved by the parent for two (2) years and shall be made available for inspection by the district school superintendent, or designee, upon 15 days’ written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
5. Provide for an annual evaluation documenting the home education student’s demonstration of educational progress at a level commensurate with his/her ability. The parent shall select the method of evaluation and shall submit an evaluation report annually to the district school superintendent’s office. The annual educational evaluation shall consist of one of the following options:

- a. A teacher selected by the parent shall evaluate the student’s educational progress by reviewing the portfolio and conducting a discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level.
- b. The student shall take any nationally normed student achievement test administered by a certified teacher.
- c. The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district.
- d. The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of § 490.003(7) or (8), F.S.
- e. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the school superintendent of the district in which the student and parent reside.

The district school superintendent’s office shall review and accept the results of the annual educational evaluation of the home education student. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent’s office shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one (1) year from the date of receipt of the notification to provide remedial instruction to the student. At the end of the one-year probationary period, the student shall be reevaluated as specified in § 1002.41 (1)(c), F.S.

The continuation of the home education program shall be contingent upon the student’s demonstrating educational progress commensurate with his/her ability at the end of the probationary period.

SCHOOL DISTRICT RESPONSIBILITIES

Exceptional Student Education Services

Home education students who are gifted with an approved Educational Plan (EP) or have identified disabilities and who qualify for Exceptional Student Education (ESE) services shall be allowed to participate in those programs offered in the public schools consistent with an approved ESE Service Plan (SP). Parents/guardians can request a formal evaluation for the purpose of determining for eligibility for ESE services. As appropriate, parents shall be involved in the development of the student’s Service Plan.

PARTICIPATION IN HOME ZONE SCHOOL ACTIVITIES

Home education students shall be allowed to participate in middle and high school extra-curricular and interscholastic extra-curricular activities at their home zone schools and may take courses associated with those activities, provided the students meet the same requirements as public school students. Home education students who participate in activities at their home zone schools are subject to the same rules and regulations as full-time students.

ENROLLMENT IN CLASSES AT THE HOME ZONE SCHOOL

Home education students shall be allowed to enroll in any classes offered at their home zone school for part of the day. Enrollment in non-ESE classes shall be on a space-available basis and with prior approval of the district school’s principal. Home education students who attend classes at their home zone school must meet the same requirements as the full-time students.

TRANSPORTATION

The district does not provide transportation for home education students to attend classes or activities at their home zone schools. Parents are responsible for transportation to and from the school. The school principal will establish the time and place for arrival and departure of home education students.

FIELD TRIPS AND OTHER SCHOOL ACTIVITIES

With the exception middle and high school extra-curricular and interscholastic extra-curricular activities, home education students may not participate in activities or field trips sponsored by a district school unless enrolled in a related program or class at the school.

Home school students may participate in districtwide community-sponsored activities that include on-public school students, such as history and science fairs or spelling and speech contests.

TESTING SERVICES

Although home education students are not required by State law to take any districtwide or statewide assessments, the district will provide opportunities for home education students to take those assessments at their home zone schools, at no cost to the students. Parents must contact the district to request permission to test. Arrangements to take exams in advanced placement (AP) courses must be made through the teacher of the course.

The Florida Department of Education requires that scores resulting from any districtwide or statewide assessment taken by a home education student be submitted to the district as the annual evaluation of the student's progress.

The district will not arrange or pay for any other assessments or evaluations selected by home education parents.

COMPLETION OF A HOME EDUCATION PROGRAM

The school district is not authorized to award high school diplomas for students who complete their high school courses through a home education program. Although home education students are not eligible to receive the regular high school diploma, they may take the General Education Development (GED®) exam at an approved education center and will be awarded a diploma for a passing score.

Note: SEE K-12 GENERAL GUIDELINES: ENROLLMENT FOR MORE INFORMATION

SECTION II: ELEMENTARY EDUCATION (K-5)

STANDARDS-BASED PROGRAM OF STUDY

PROGRAM OF STUDY

The Leon County Schools K-5 education program of study is aligned to standards adopted by the state of Florida. As addressed in Section I, information regarding those standards can be located at www.cpalms.org/public.

- English Language Arts
- Mathematics
- Science Social Studies
- Physical Education
- Art
- Music

In addition to the above required areas of study, K-5 curriculum also includes:

- **Health Education:** Students in grades K-5 will be provided 150 minutes of physical education each week (§1003.455, Fla. Stat.) Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide significant health benefit to students, subject to the differing capabilities of students. The requirement shall be waived for a student who meets one of the following criteria*:
 1. The student is enrolled or required to enroll in a remedial courses;
 2. The parent requests in writing by completing the waiver request form and submitting to the principal that the student is enrolled in another enrichment or elective course; or
 3. The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

*Parents will be notified annually of the waiver options prior to scheduling of classes for the following school year.
- **Recess:** In addition to the physical education requirements above students shall be provided at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. §1003.455(6), Fla. Stat.
- **Character Education:** Leon County Schools has adopted character education in the elementary school that is secular in nature. The curriculum stresses the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation (§ 1003.42(2)(s), Fla. Stat.).
- **Integrated Areas of Study:** Topics which are not course specific, but are supported by state statute, will be integrated into the curriculum (§1003.42, Fla. Stat.).

PERFORMANCE STANDARDS, PROGRESSION, & SUPPORT

KINDERGARTEN READINESS SCREENING

The statewide kindergarten screening must be administered to each student in the school district within the first 30 school days of each school year as outlined in § 1002.69(1), Fla. Stat. This screening assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under § 1002.67(1), Fla. Stat., for the Voluntary Prekindergarten Program.

The Florida Kindergarten Readiness Screener (FLKRS) implemented by the Department of Education consists of the STAR Early Literacy assessment.

FLORIDA STANDARDS ASSESSMENTS (FSA) AND FCAT 2.0 SCIENCE

At the elementary level, the FSA for English language arts and mathematics is administered annually for third, fourth, and fifth graders. The state determines passing scores for these assessments and students who do not meet the set performance levels on these assessments shall be evaluated for the nature of the deficiency and provided with targeted instructional support. Please see the MANDATORY THIRD GRADE RETENTION REQUIREMENTS section for additional third-grade promotion requirements.

The FCAT 2.0 Science assessment is administered to fifth graders.

REGULAR PROMOTION

The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information in terms of appropriate instructional goals established by the Florida Department of Education's NGSSS or FS. The primary responsibility for authorizing grade placement for the next year is that of professional staff members, subject to review and approval of the principal and superintendent, and subject to state statute, the rules of the State Board of Education and/or the Leon County School Board. The only exception is the Mandatory Grade 3 Retention (§ 1008.25(5)(b), Fla. Stat.).

Social Promotion

As stated in the K-12 GENERAL GUIDELINES, no student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement; however, this does not prevent students from being promoted based upon exemption according to state law and district policy.

The student's growth toward the accomplishment of state and district identified minimum levels of performance in English Language Arts, mathematics, science, and social studies shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity (§ 1008.25(2)(b), Fla. Stat.).

When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to § 1008.22, Fla. Stat.;
- The student's final passing grade in the grade-specific core course;
- The student's attendance;
- Recommendations from one or more of the student's teachers in core-curricula courses as outlined in §1003.01(14)(a-e)

TARGETED INSTRUCTIONAL SUPPORT

All students shall be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive targeted, intensive instructional support in order to accelerate the student's rate of progress towards standards.

STUDENTS WITH DISABILITIES

Students with disabilities who are instructed using regular standards must meet the same promotion requirements as general education students. These students may have accommodations that help them to compensate for the effects of their disabilities.

Accommodations are made in the area of instruction and assessment. Expectations for student achievement do not change when accommodations are used.

GRADE LEVEL PROMOTIONAL STANDARDS

Kindergarten

Promotion of students in Kindergarten will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in English Language Arts (ELA) and Mathematics
- Attain a grade equivalent (GE) score of 1.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Exhibit letter and sound fluency equal to kindergarten end-of-year expectations

First Grade

Promotion of students in First Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 2.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Read with accuracy and fluency equal to first grade end-of-year expectations

Second Grade

Promotion of students in Second Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 3.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Read with accuracy and fluency equal to second grade end-of-year expectations

Third Grade

Promotion of students in Third Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 4.0 GE by year's end on an individualized assessment in the subjects of ELA and math
- Read with accuracy and fluency equal to third grade end-of-year expectations
- Score at Level 3 or higher on FSA English Language Arts and mathematics

Note: Please see the **Mandatory Third Grade Retention Requirements** section for additional third-grade promotion requirements.

Fourth Grade

Promotion of students in Fourth Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 5.0 GE by year's end on an individualized assessment in the subjects of reading and math
- Read with accuracy and fluency equal to fourth grade end-of-year expectations
- Score Level 3 or higher on both FSA Reading and Mathematics

Fifth Grade

Promotion of students in Fifth Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each FS at 70% or greater in ELA and Mathematics
- Attain a grade equivalent (GE) score of 6.0 GE by year's end on an individualized assessment in the subjects of reading and math
- Read with accuracy and fluency equal to fifth grade end-of-year expectations
- Score Level 3 or higher on both FSA Reading, Mathematics and FCAT 2.0 Science

REPORTING TO PARENTS

Parents will be notified in writing:

- If a student's progress is below the standards established for the student's grade placement.
- If the student is not progressing satisfactorily in any subject.
- If the student is being considered for retention.
- When the current and proposed supplemental remedial services are being provided to the child.
- To explain that if the reading deficiency is not remediated by the end of grade 3, the child will be retained, unless promoted with good cause exemption.
- To outline the student's results on each statewide assessment.

In addition, parents must be notified annually of their child's progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, science, and social studies.

PROGRESSION ALTERNATES

ACCELERATION

Accelerated promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that the student may benefit from assignment to a higher grade level than the one to which the student would normally be assigned. An elementary student may be granted an accelerated promotion from an elementary school to a middle school. It will be the principal's responsibility to make a recommendation of acceleration to the Superintendent or his designee, who will make the final decision, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

PROMOTION WITH INTERVENTIONS

Students who have not mastered grade level benchmarks in reading and/or math may be promoted with interventions in lieu of retention based on the recommendation of the classroom teacher and principal. A student promoted with interventions must receive a minimum of thirty additional minutes of remedial instruction per day in the deficient area. In addition, documentation of the interventions provided to the child and consistent progress monitoring to determine the effectiveness of the interventions will be required throughout the school year.

Parents are to be notified that the child is being promoted with interventions through a letter or conference.

RETENTION

Student retention is to be used as the last resort to provide students with additional time to master skills required for success in the next higher grade. Any student being considered for possible retention should be referred to the school-based MTSS team (see MTSS in K-12 GENERAL GUIDELINES for more information). Parents are to be notified of the fact that retention is being considered through progress alerts, quarterly report cards, and/or a letter. The principal in

collaboration with the designated director has the final decision, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

Prior to retention, students must receive documented remediation as required by the progress monitoring/MTSS plan.

Students with disabilities on regular standards must meet the same promotion requirements as general education students. These students may have accommodations that help them to compensate for the effects of their disabilities. Accommodations are made in the area of instruction and assessment. Expectations for student achievement do not change when accommodations are used. It is the principal's responsibility to recommend retention for a student on Special Student Progression based upon information from the Individual Educational Plan (IEP) team.

The IEP team's decision to recommend retention for a student with significant cognitive disabilities on Access Point standards is based upon lack of progress toward mastery of IEP annual goals and lack of mastery of FS and/or NGSSS Access Points. A student who does not show progress toward mastery of the IEP annual goals may be retained.

School personnel considering retention of an English Language Learner (ELL) student should consult with the ELL Committee. A formal retention recommendation regarding an ELL student may be made through action of an ELL Committee (Fla. Admin. Code R. 6A-1.09432(6)).

Students Who Become Retained

Students who are retained must be given a different educational experience from the one they had previously in that grade. The nature of this experience will be determined by the school staff through a diagnosis of each student's needs and shall include consideration of the student's learning style.

Any decision as to promotion or retention of a student after the school year begins should be examined on a case-by-case basis using all available student data

STUDENTS WITH DISABILITIES ELEMENTARY PROGRESSION

The Individual Educational Plan (IEP) team will determine if a student with a disability will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student's IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student's IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student's annual goals.

It is the principal's responsibility to recommend promotion of a student on Access Points based on information from the IEP team, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

The IEP team's decision to recommend promotion of a student to the principal should be based on progress toward mastery of Access Points, progress toward mastery of his/her annual goals, and may include additional factors. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP and periodically reported to parents.

MANDATORY THIRD GRADE RETENTION REQUIREMENTS

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under § 1008.22, Fla. Stat., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under § 1008.22, Fla. Stat., for grade 3, the student must be retained.

PARENT NOTIFICATION

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading.
- A description of the current services that are provided to the child.
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency

The statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available for the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion, (§ 1008.25, Fla. Stat.).

PROMOTION FOR GOOD CAUSE

If the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause. Good cause exemptions, as outlined in Florida Statute, are as follows:

- **Exemption 1:** Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- **Exemption 2:** Students with significant cognitive disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education Rule.
- **Exemption 3:** Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.
- **Exemption 4:** Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a Level 2 performance on the statewide standardized reading assessment.
- **Exemption 5:** Students with disabilities who take the statewide English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- **Exemption 6:** Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
- **Exemption 7:** Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Florida Statute § 1008.25(6)(c), requires that requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record.
- Discussion between the teachers and the school principal to review the recommendation and make the determination if the student should be promoted or retained.
- The principal submits the recommendation in writing through the area director to the superintendent.
- The superintendent accepts or rejects the recommendation in writing.

PROGRESSION FOR RETAINED THIRD GRADE READERS

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided intensive interventions in reading, to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

The district shall:

- Provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
 - Integration of science and social studies content within the 90-minute block
 - Small group instruction
 - Reduced teacher-student ratios
 - More frequent progress monitoring
 - Tutoring or mentoring
 - Transition classes containing 3rd and 4th grade students
 - Extended school day, week, or year
 - Provide written notification to the parent of a student who is retained that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of § 1002.20(15), Fla. Stat. and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 - Implement a policy for the midyear promotion of a student retained who can demonstrate that he or she is a successful and independent reader and performing, at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that the school district may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.
 - Provide students who are retained with a highly effective high-performing teacher as determined by the teacher's performance evaluation under § 1012.34, Fla. Stat.
 - Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year.
 - The Intensive Acceleration Class shall:
 - Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized Reading assessment or upon implementation, the English Language Arts assessment, and who was retained in grade 3 the prior year because of scoring Level 1.
 - Have a reduced teacher-student ratio.
 - Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
 - Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.

- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of speech-language therapist.

The district reports to the State Board of Education on the specific intensive reading interventions and supports implemented at the school district level (§ 1008.25(7)(b)9, Fla. Stat.). The district will provide a student, who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency.

MID-YEAR PROMOTION

Mid-year promotion of a retained 3rd grade student may occur once the student has demonstrated the ability to read at or above grade level and is ready to be promoted to 4th grade. Tools that may be used in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews (§ 1008.25(7)(b)4, Fla. Stat.).

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills (§ 1008.25(7)(b)3, Fla. Stat.)

STUDENT READING INTERVENTION

Any elementary student who exhibits a substantial deficiency in reading based on locally determined assessments, statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

For elementary students not participating in the statewide reading assessment, substantial deficiency in reading is measured by a normed percentile score. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Standards Assessment Test (FSA) in Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

The reading proficiency of students transferring in to the district will be evaluated to determine if remediation is appropriate (§ 1008.25, Fla. Admin. Code R. 6A-6.054(1)).

REPORTING STUDENT PROGRESS

REPORT CARDS

Report cards shall be issued to students in grades K-5 each nine weeks to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement. The final report card for the school year will indicate the following designations:

- Promoted
- Promoted with Interventions
- Retained

No penalty or reward shall be reflected in a student’s academic grade for his/her conduct. Report cards will contain separate designations for:

- Behavior
- Work/Study Skills

PROGRESS ALERTS

Parents of students in grades K-5 shall receive a progress alert if there are concerns about the student’s social/academic/development progress. Progress alerts should be sent home no later than the last day of each grading period.

Progress for ESE students on annual goals must be monitored and periodically reported to parents. The IEP team must review the student’s IEP at least annually to determine whether annual goals are being met. The IEP may be revised at any time to address any lack of expected progress toward annual goals or in the general curriculum.

CONFERENCES

Conferences regarding individual student achievement will be held with parents/guardians during the first nine-weeks for grades K through 1 and the first semester of school for all students in grades 2 through 5. A conference will be held during the third nine weeks for all K-5 students not meeting minimum proficiency levels.

GRADING SCALES

Kindergarten & First-grade

The Report Card uses the letter grades “A, B, C, and N” for students working on grade level. These grades are not based on a student’s work on his/her own instructional level, but reflect the student’s performance as outlined by the Grade Level Benchmarks.

A - Student has learned and can use at least 90% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

B - Student has learned and can use at least 80% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

C - Student has learned and can use at least 70% of the skills/concepts/process outlined by the grade level state standards taught during the nine weeks and daily work consistently meets acceptable standards

N - Student has learned and can use less than 70% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks or daily work is inconsistent in meeting acceptable standards

Note: The percentages indicated for the letter grades above should not be interpreted as a statistical percentage of the benchmarks within a domain. Individual benchmarks may be more or less inclusive in their coverage of the breadth of an area and benchmarks may differ in degree of complexity. These factors must be considered when a teacher is determining if a student has achieved the requisite, percentage of the skills/concepts/processes outlined by the standards and therefore, should be assigned a certain grade.

Second-grade through fifth-grade

The Report Card uses the letter grades “A, B, C, D, and F” for students working on grade level. These grades are not based on a student’s work on his/her own instructional level, but reflect the student’s performance as outlined by the Grade Level Benchmarks.

A - Student has learned and can use at least 90% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

B - Student has learned and can use at least 80% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards

C - Student has learned and can use at least 70% of the skills/concepts/process outlined by the grade level state standards taught during the nine weeks and daily work consistently meets acceptable standards

D - Student has learned and can use at least 60% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks or daily work is inconsistent in meeting acceptable standards

F - Student has learned and can use less than 60% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks or daily work does not meet acceptable standards most of the time

Note: The percentages indicated for the letter grades above should not be interpreted as a statistical percentage of the benchmarks within a domain. Individual benchmarks may be more or less inclusive in their coverage of the breadth of an area and benchmarks may differ in degree of complexity. These factors must be considered when a teacher is determining if a student has achieved the requisite, percentage of the skills/concepts/processes outlined by the standards and therefore, should be assigned a certain grade.

Access Course GRADING SCALES

A – Student has learned and can use at least 90% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

B – Student has learned and can use at least 80% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

C – Student has learned and can use at least 70% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

D – Student has learned and can use at least 60% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

E– Student has learned and can use less than 60% of the skills/concepts/ processes outlined by the Grade Level Access Points taught during the nine weeks and daily work consistently meets high quality standards.

KINDERGARTEN GRADE REPORTING

To assist students and parents in the transition to kindergarten, letter grades will not appear on report cards for kindergarten students at the end of the first nine weeks. Parents will attend a conference with the teacher to discuss their child’s academic progress. Following this initial conference, letter grades will appear on subsequent report cards to be distributed at the end of each grading period.

Behavior and Work/Study Skills

The codes below indicate a student’s performance in relation to behavior and work/study skills:

E - Student is very consistent in demonstrating all characteristics listed under Behavior and Work/Study Skills

S - Student demonstrates characteristics listed under Behavior and Work/Study Skills most of the time

N - Student is inconsistent in demonstrating the characteristics listed under Behavior and Work/Study Skills

✓ - Student consistently demonstrates this individual behavior/skill

SECTION III: MIDDLE SCHOOL (6-8)

STANDARDS-BASED PROGRAM OF STUDY

The program of study adopted by the Leon County School Board reflects state and local requirements for middle school education. For grades 6 through 8, the following areas of study are required: English Language Arts, mathematics, science, social studies (to include Civics), career and education planning, health and physical education, and elective study.

Middle school students must adhere to requirements of the state of Florida as well as those set by the Leon County School Board. Leon County Schools implements a standards-based instructional model tied directly to the state-adopted standards.

While general information about state standards (www.cpalms.org/public) and programs of study is addressed in the K-12 GENERAL GUIDELINES section, it is important to note that middle school students also must take a course in the area of Career and Education Planning.

REQUIRED COURSEWORK

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

- *English/Language Arts*
 - (3) year-long middle grades or higher courses in English Language Arts (ELA)
- *Mathematics*
 - (3) year-long middle grades or higher courses in mathematics.
 - Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit.
 - To count as a middle school math credit, the completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment; however, to earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment, and pass the course. This requirement is in place because a student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- *Social Studies*
 - 3 year-long middle school or higher social studies courses
 - One of the required social studies courses must be in civics education. The course content and assessment requirements are listed below:
 - the roles and responsibilities of federal, state, and local governments;
 - the structures and functions of the legislative, executive, and judicial branches of government;
 - the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - A student's performance on the statewide, standardized Civics EOC assessment required under § 1008.22, Fla. Stat., constitutes 30 percent of the student's final course grade.
 - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the

student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

- *Science*

- 3 year-long middle grades or higher courses in science.
- To count as a middle school science credit, completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under § 1008.22, Fla. Stat.; however, to earn high school credit for a Biology I course, a middle school student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- *Health Education*

- Middle school curriculum includes comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; personal health; prevention and control of disease; and substance use and abuse (§ 1003.42(2)(n), Fla. Stat.).
- Option to be Exempt
 - Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of the exemption (§ 1003.42(3), Fla. Stat.).

- *Physical Education*

Physical Education is defined as the development or maintenance of skills related to strength, agility, flexibility, movement and stamina including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle and the development of positive attitudes regarding sound nutrition and physical activity as a component of physical well-being.

The physical education program is designed to stress physical fitness and encourage healthy, active lifestyles.

The program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of the students.

- Activities promoting physical education shall be regularly scheduled for students in grades six through eight and may be provided through formal physical education courses, regularly scheduled intramural activities, and/or regularly scheduled school-wide activities. It is recommended that students in Grades six through eight participate in 225 minutes of physical education each week (§ 1003.455, Fla. Stat.).

The requirement shall be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course;
- The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
- The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Parents will be notified of the waiver options annually prior to the scheduling of classes for the following school year.

FULL TIME ENROLLMENT

To participate in middle school activities, a student must be full time enrolled (6 periods) or a home school enrolled student.

Like all students, middle school students are required to participate in the statewide assessment program as designated by the Florida Department of Education. While broad-scope information regarding assessment is located within the GENERAL GUIDELINES section of this progression plan, below outlines the required statewide, standardized assessments for middle school students:

FLORIDA ASSESSMENTS

- FSA English Language Arts
 - Administered annually in grades 6-8
- FSA Mathematics*
 - Administered annually in grades 6-8
- FCAT 2.0 Science
 - Administered in grade 8*
- NGSSS EOC Civics
 - Administered in conjunction with Civics course grade 7*

*Course-Specific Required Assessments

Certain courses in the course code directory are specified as being associated with end-of-course (EOC) assessments. Students enrolled in these courses are must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment (§1008.22, Fla. Stat.).

Example: if an 8th grade student is enrolled in high school Algebra I, he or she must take the Algebra I EOC and may not take the Grade 8 FSA Math.

High school level EOC courses include: Biology, Algebra I, Geometry, Algebra II, and United States History.

Students with significant disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Fla. Admin. Code R. 6A-1.0943(5) the following are the required statewide standardized assessments for middle school:

Florida Standards Alternate Assessments (FSAA)

- FSAA English Language Arts
 - Administered annually in grades 6-8
- FSAA Mathematics
 - Administered annually in grades 6-8
- FSAA Science
 - Administered in grade 8*
- FSAA EOC – Access Civics (7th grade)

ASSESSMENT RESULTS

Student assessment results are to be reported in a timely manner to students, parents, and teachers. When available, results are to be used to guide and improve instruction for all students. Students not meeting state-determined levels of performance on statewide, standardized assessments shall be evaluated to identify the nature of the deficiency and to provide targeted instructional support in the area of need. Students not meeting state or district requirements may be placed in remedial courses in the content-area of the deficiency. Remediation courses sometimes replace elective courses.

THE CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program (CAP) was created for the purpose of allowing a student to earn high school credit in Algebra I, Algebra II, geometry, United States history, or biology if the student passes the statewide, standardized assessment administered under § 1008.22, Fla. Stat. Leon County Schools shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Leon County Schools permits a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a “C” or above (§ 1003.4295, Fla. Stat.).

STUDENTS WITH DISABILITIES ON ACCESS POINTS

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP, and reported quarterly to parents.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student’s IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student’s IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student’s annual goals.

PERFORMANCE STANDARDS & PROMOTION REQUIREMENTS

Middle school students in Leon County schools are expected to meet state and local performance standards as follows: Earn a yearly final grade of “D” or better in language arts, mathematics, science, and social studies

Middle School Students must meet the following requirements to be promoted to the next grade:

Promotion to Grade 7

A sixth grade student must have earned a final grade of “D” or better in two of the four core courses: English Language Arts, mathematics, science, or social studies.

Students who are retained and completely recover the failed course may have the opportunity for midyear promotion as determined by the school principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

Promotion to Grade 8

A seventh grade student must have earned a final grade of “D” or better in two of four core seventh grade courses; English, mathematics, science, or social studies and the required sixth grade courses.

Students must earn a passing final grade in all previous academic courses.

Students who are retained and completely recover the failed course may have the opportunity for midyear promotion as determined by the school principal, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

Promotion to Grade 9

An eighth grade student must earn a final grade of “D” or better in three (3) yearlong courses taught at the middle school level or higher in each of the following areas:

- English (emphasizing literature, composition, and technical text)
- Mathematics
- Science
- Social studies, one (1) semester of which must include the study of state, federal, and civics education

STATE GRADING SCALE (§ 1003.437, FLA. STAT.)

A grading system of A, B, C, D, or F is used at the end of the grading period for each course. Grades reflect a student’s achievement of grade level standards within the respective courses. The grading system and interpretation of letter grades used to measure student success in middle grade (6th through 8th) courses for students enrolled Leon County Schools shall be as follows:

Letter Grade	Percent Value	Point Value	Definition
A	90 - 100%	4	Outstanding
B	80 - 89%	3	Above Average
C	70 - 79%	2	Average
D	60 - 69%	1	Below Average
F	0 - 59%	0	Failure
I	0%	0	Incomplete

All students are continually monitored for progress throughout the school year and instruction is adjusted accordingly to help students reach their full potential. A student repeatedly earning a grade of “F” on the Middle School Report Card is in danger of not meeting expectations for promotion to the next grade level.

FINAL COURSE GRADES

While some final course grades are computed as a function of nine weeks grades and semester exams or EOC exams, final course grades are computed in several ways due to a number of factors including, but not limited to: school-level exam exemption policy and statewide assessment requirements.

A student must earn four or more grade points in a year in a middle school course, at least one of which must be earned during the second semester.

STUDENTS WITH DISABILITIES ON ACCESS POINTS

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the Florida Standards or Florida Standards Access Points. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the Regular Florida Standards. If the Individual Education Plan team recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these Florida Standards Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student’s IEP team has determined the student should follow a modified curriculum aligned with the Florida Standards Access Points, the student’s IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student’s annual goals.

REMEDICATION & ACCELERATION

ACADEMICALLY CHALLENGING CURRICULUM, TO ENHANCE LEARNING (ACCEL)/ VERTICAL ACCELERATION

Each school must offer the following ACCEL options:

- whole-grade and midyear promotion,

- subject matter acceleration
- virtual instruction in higher grade-level subjects.

Additional ACCEL options may include but are not limited to: enriched science, technology, engineering, and mathematics (STEM) coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, rigorous industry certifications that are articulated to college credit and approved, work-related internships or apprenticeships, curriculum compacting, advanced-content instruction, and telescoping curriculum. Information about these options shall be made available to the parents by the school, pursuant to § 1003.492 & § 1008.44, Fla. Stat.

STUDENT ELIGIBILITY CONSIDERATIONS

The principal, after consultation with the parent/guardian, guidance counselors, teachers, and the Division Director of Secondary Education shall determine if placement in an above-grade level course offered by a Leon County School or grade level acceleration is appropriate.

Factors considered in making this placement decision shall include, but not be limited to:

- The student’s performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered (§ 1008.22, Fla. Stat.).
- The student’s grade point average.
- The student’s attendance and conduct record.
- Recommendations from one or more of the student’s teachers in core-curricula courses as defined in § 1003.01(14)(a)-(e), Fla. Stat.
- A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.
- The student’s academic history, standardized test performance, current final exam performance, the student’s attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent’s request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student’s participation in an ACCEL option, the student’s parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

HIGH SCHOOL CREDIT COURSES IN MIDDLE SCHOOLS

Students will be screened to determine readiness for high school credit classes in middle school using appropriate assessment and district set criteria. All middle school students will be given the opportunity to participate in the screening. Students may enroll in high school credit courses that are offered on the middle school campus. Students must fulfill high school attendance requirements for these courses. Students may also enroll in high school credit courses offered through a virtual platform.

Students enrolled in a high school credit science course must remain co-enrolled in an Algebra 1 or higher math class in order to meet upper level high school science course prerequisites, unless determined otherwise by the school principal. Students enrolled in a high school course that requires an end-of course exam will receive credit pursuant to district guidelines and timelines.

DUAL ENROLLMENT IN MIDDLE SCHOOL AND HIGH SCHOOL

The dual enrollment program for middle school and high school is designed for the student who has successfully demonstrated mastery of the highest available middle school course of a subject area. The student may be permitted in the next sequential course of the subject at the high school campus. The principal of both the middle school and the

high school must agree to the placement. The student will generate FTE funding for each respective school for the amount of time spent in class in that school. High school credit courses will be applied to the student's promotion requirements in middle school.

High school credit courses will apply to the student's promotion requirements in middle school (more information above under GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION). High school courses taken while in middle school will be included on the student's high school transcript and in the student's high school grade point average.

GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

A student in the middle grades who takes any high school course for high school credit and earns a semester grade of "C," "D," or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average (§ 1003.428, Fla. Stat.).

REPORTING TO PARENTS

PARENT NOTICE OF CURRICULUM

Each school must hold a parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities (§ 1003.4156, Fla. Stat.).

CLASS STANDARDS FOR GRADES

Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the principal within two weeks after classes begin. No grade will be assigned without a plan approved by the principal. Teachers are required to provide approved grading standards and classroom rules and/or regulations that affect grades in written form to the students they are instructing.

PROGRESS REPORTS

All students will receive an interim progress report during the mid-point of each nine week grading period. The progress report dates will be published annually by the school and placed on school and district websites.

Progress reports may be either mailed from the school to the student's home address or given to the student. In the latter case, the student is charged with delivering the interim progress report to his/her parent.

The school will be responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grades.

Progress for ESE students on annual goals must be monitored and periodically reported to parents. The IEP team must review the student's IEP at least annually to determine whether annual goals are being met. The IEP may be revised at any time to address any lack of expected progress toward annual goals or in the general curriculum.

REPORT CARDS

Report cards shall be issued to students in grades 6-8 each nine weeks to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement.

The final report card for the school year will indicate promotion or retention.

HONOR ROLL CRITERIA

Honor roll designations will be determined using the following criteria:

- All "A" Honor Roll – 4.0 grade point average
- Honor Roll – 3.0 grade point average with only one grade of C permitted and no grade of D or F
- Citizenship Honor Roll – All 3's in Citizenship

SECTION IV: HIGH SCHOOL (9-12)

STANDARDS-BASED PROGRAM OF STUDY

Leon County Schools has implemented a standards-based instructional approach reflecting state and local requirements. As expanded below, high school students are required to complete courses in the areas of: English language arts, mathematics, science, social studies, fine or practical arts, and physical education. In addition, high school students must also take a course virtually and partake in eight elective courses above and beyond the required core courses. Specific information regarding the Florida Standards and Next Generation Sunshine State Standards are outlined in the GENERAL GUIDELINES section at the beginning of this progression plan. The complete standards can be found by visiting www.cpalms.org/public.

While complete graduation/credit requirements are expanded upon in subsequent sections, here are some general items of note based on high school requirements. Reviewing these general guidelines will be helpful in the transition to high school and also in understanding specific graduation requirements discussed later.

Online Course Requirement

At least one course within the 24 credits required under this section must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online course taken in grade 6, grade 7, or grade 8 may meet this requirement if it is a high school credit course. This requirement is met through an online course offered by the Leon County Virtual School or Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course.

A student who is enrolled in a full-time or part-time virtual instruction program under § 1002.45, Fla. Stat., meets this requirement. This requirement does not apply to a student who has an individual education plan under § 1003.57, Fla. Stat., which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school (§ 1003.4282(4), Fla. Stat.).

Physical Education (PE) Requirements

Physical education must include the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan (§ 1003.4282 (1)(f), Fla. Stat.).

ENROLLMENT IN COURSES

Students designated at the beginning of the school year as freshmen or sophomores must be enrolled in six periods per day. Students designated as juniors or seniors, unless participating in a certified work program, will also be enrolled in six periods. For further information is available through the principal and curriculum staff at each site.

CREDITS EARNING OVERVIEW

CREDIT ACCUMULATION

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of valid instruction in a designated course of study that contains student performance standards except as otherwise provided through the Credit Acceleration Program (CAP) under § 1003.4295(3), Fla. Stat.

The State Board of Education shall determine the number of post-secondary credit hours earned through Dual Enrollment, as specified in § 1007.271, Fla. Stat., that satisfy the requirements of the District's inter-institutional articulation agreement, as specified in § 1007.23, Fla. Stat., and that equal one full credit of the equivalent high school course identified, as specified in § 1007.271(6), Fla. Stat.

One-half credit means one-half the requirement for a full credit.

Credit is earned upon successful mastery of course performance standards requirements, Next Generation Sunshine State Standards or Florida Standards as appropriate. In awarding credit for high school graduation, Leon County Schools maintains a one-half credit earned system that includes courses provided on a full-year basis:

- Students enrolled in a full-year course receive one-half credit if they successfully complete either the first half or the second half of a full-year course but fail to successfully complete the other half of the course and the averaging of the grades obtained in each half do not result in a passing grade.
- A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade.

Students with Disabilities may earn multiple credits for some exceptional student education courses (special ESE courses, therapies, and some Access courses). Further information is available in the Course Code Directory <http://www.fldoe.org/policy/articulation/ccd/>

Students must meet the district policies for attendance applied to the class in question for the purpose of grade averaging, homework, participation, and other indicators of performance.

A student earning 3 or more grade points during the first marking period must earn at least one additional point in the second nine weeks or on the semester exam in order to earn credit for the semester. Should a student earn no additional points, during the second nine weeks or on the semester exam, the final grade average for that semester will be an "F" (§ 1003.436,(2), Fla. Stat.).

The District will provide opportunities to students to make up missed instructional time or work for excused absences. In the event the student has not been in instruction for a minimum of 67.5 hours for a half-credit course, credit may still be awarded if the student demonstrated mastery of at least 70% of the District course performance standards and passed the teacher's written grading standards.

REMEDIAL AND COMPENSATORY CREDIT

Remedial and compensatory courses taken in Grades 9-12 may only be counted as elective credit.

High School Uniform Transfer of Credits

Leon County Schools accepts transfer work and courses for students entering grades 9, 10, 11, and 12 from out of state, out of country, or home schooling in accordance with Fla. Admin. Code R. 6A-1.09941. The procedures are as follows:

1. Credits and Grades

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection 3 below.

2. State Assessments

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the statewide standardized assessment unless the student earned a comparative score pursuant to § 1008.22, Fla. Stat., passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, § 6301, U.S.C.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must take and pass the required statewide, standardized grade 10 Reading or English Language Arts assessment based on cohort or, earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade (§ 1003.4282(8), Fla. Stat.).

3. Validation of Credits

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection 4 below.

4. Alternative Validation Procedure

If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- portfolio evaluation by the superintendent or designee
- written recommendation by a Florida certified teacher selected by the parent and approved by the principal
- demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools
- demonstrated proficiencies on nationally-normed standardized subject area assessments
- demonstrated proficiencies on the FCAT and on EOC assessment(s) for course(s) that require a passing score on an EOC assessment in order to award course credit; or
- written review of the criteria utilized for a given subject provided by the former school

Note: Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined § 1003.25(3), Fla. Stat., and Fla. Admin. Code R. 6A-1.09941.

SECONDARY STUDENT TRANSFERS (§ 1003.433, FLA. STAT.)

Students who enter Leon County Schools in the 11th or 12th grade from out of state or out of country are not required to spend additional time in school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring.

Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and meet the requirements under § 1008.22, Fla. Stat.

Students who have earned the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under § 1003.4282 or § 1008.22, Fla. Stat., or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Graduates with a Certificate of Completion, may enroll in any public community college in Florida by taking the Postsecondary Education Readiness Test (P.E.R.T.) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.
- Participation in an adult general education program as provided in § 1004.93, Fla. Stat., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under § 1003.4282 or § 1008.22, Fla. Stat., an unlimited number of times in order to receive a standard high school diploma.
- Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under § 1003.4282 or § 1008.22, Fla. Stat., or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment FCAT 2.0 or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment.

ACCELERATED HIGH SCHOOL GRADUATION

Students shall be advised of courses through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, and career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

POST-SECONDARY CREDIT

Advanced Placement (AP) Courses

Advanced Placement (AP) courses are offered by specially trained teachers on the high school campuses through the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded by the enrolling institute to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.

International Baccalaureate (IB) Program

The International Baccalaureate (IB) Program allows students to participate in a specialized international curriculum. The State Board of Education has established rules that specify the cutoff scores for the IB

Examination that will be used to grant postsecondary credit. Students shall be exempt from the payment of any fees.

Dual Enrollment in High School and College

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

The dual enrollment program permits upper level high school students to enroll simultaneously in high school, college, community college or technical school. The purpose is to provide courses that are not available to the student at the high school. Credits earned at the college level may be applied toward graduation requirements according to the State equivalency table. These credits, with permission from the college, may also be placed in escrow and, upon entering college, are applied toward college graduation requirements.

The student must be accepted for admission to the college and have written permission from the high school principal to participate in this program. The institution must have a current contract with the Leon County School Board to provide instruction under this provision. The Inter-institutional Articulation Agreement with each college specifies the grade point average and entering grade level required for college credit dual enrollment.

Courses may be taken either on the college campus or in specially arranged courses on the high school campus where the college or community college instructors come to the high school. Students in a dual enrollment program at a college may attend the college at no cost. Instructional materials assigned for use within dual enrollment courses will be supplied free of charge for students dually enrolled in college courses which are creditable towards a high school diploma (§ 1007.271, Fla. Stat.).

Full-Time Early Admission

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis on a college or technical center campus. Students can earn both high school and college/career credits for courses completed. Participation in the career early admission program is limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade (§ 1007.271, Fla. Stat.).

CREDIT ACCELERATION PROGRAM (CAP)

The Credit Acceleration Program allows a student to earn high school credit in Algebra I, Algebra II, geometry, United States history, or biology if the student passes the statewide, standardized assessment administered under § 1008.22, Fla. Stat. Notwithstanding, § 1003.436, Fla. Stat., course credit may be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Students not enrolled in the course, or who have not completed the course may take the assessment during the regular administration of the assessment.

HIGH SCHOOL GRADUATION OPTIONS

It is the goal of the state of Florida and Leon County Schools to provide students, with help and guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To assist students and parents with this task, Leon County Schools provides each student in grades six through twelve, and their parents, with information concerning the three 24-credit high school graduation options. Selection of one of the graduation options may be completed by the student at any time during

grades 9 through 12, subject to the written consent of the student’s parent or the written consent of the student if the student is 18 years of age or older (§ 1003.429,(3), Fla. Stat.).

24-CREDIT STANDARD DIPLOMA

This program requires students to take 24 credits in the subject areas of English, mathematics, science, social studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is required for admission to Florida’s state universities. This program requires students to take eight elective credits (§ 1003.428, Fla. Stat.), (See graduation requirements by ninth (9th) grade cohort.)

Optional Diploma Designations

Students and parents shall be provided information about diploma designations through an online education and career planning tool, which allows students to monitor their progress toward the attainment of each designation.

The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.

Students with disabilities, with parent consent, must choose which diploma option the student is working toward at each Transition Individual Education Plan (TIEP) beginning when the student reaches 14 years of age.

24-Credit Scholar Designation Diploma

In order to earn a Scholar designation diploma, a student must satisfy specified requirements in addition to the requirements for a standard diploma as set forth in § 1003.428 and § 1003.4282, Fla. Stat. These specified requirements differ by cohort, or 9th grade entry year, and are expanded upon in the cohort requirements in subsequent sections.

24-Credit Merit Designation Diploma

In addition to the requirements of § 1003.428 & § 1003.4282, Fla. Stat., as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under § 1003.492, Fla. Stat.

EARLY GRADUATION OPTION UNDER § 1003.4281, FLA. STAT.

Award of a standard high school diploma – A student who meets the requirements of § 1003.4282(3)(a)-(e), Fla. Stat., earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in the approved form prescribed by the Florida State Board of Education. Such students are not required to complete any additional district mandated graduation requirements.

FLORIDA HIGH SCHOOL DIPLOMA (GED®)

The State of Florida High School Diploma is awarded to students based on the student’s satisfactory completion of the General Education Development (GED®) Test.

CERTIFICATES OF COMPLETION

A certificate of completion is available to any student who completes the State-required courses but fails to meet the other diploma requirements.

- **Regular Certificate of Completion (COC)**

A regular Certificate of Completion shall be awarded to a student who has passed the courses required by the State of Florida but failed to pass the Grade 10 FCAT 2.0, FSA, or FSAA to pass courses required by the District, and/or achieve the required grade point average.

- **College Placement Test Eligible COC**

A College Placement Test Eligible Certificate of Completion (CPT) shall be awarded to a student who has completed all requirements for the standard high school diploma, including a cumulative grade point average of 2.0 on a 4.0 scale, except for passage of the state approved graduation test or alternate assessment. A student who receives a CPT-Eligible certificate of completion is allowed to take the College Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.

A College Placement Test Eligible Certificate of Completion shall be awarded to a student who has met all graduation requirements except passing the Grade 10 FCAT 2.0 or Grade 10 FSA English Language Arts (depending on cohort).

Certificate Acceptance

A student may accept the Certificate of Completion, in order to retake FCAT 2.0 or FSA through the adult education program; the student may enroll in a remedial course.

A former student who was issued a Certificate of Completion and who subsequently meets the State requirements for the year the certificate was issued shall be issued a diploma. According to the student's wishes, this diploma may be awarded from the high school formerly attended, from adult education, or other program at the end of the school term in which the deficiencies were rectified. The date on the student's diploma should be the year during which graduation requirements were met.

Certificate Refusal

A student may refuse the Certificate of Completion. The student may elect to remain in high school, as designated by the District, either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

The student may retake the FCAT 2.0 or FSA. Upon completion of the State requirements, the student is eligible to receive a diploma. The date on the student's diploma should be the year in which the student met all applicable State of Florida and Leon County Schools' graduation requirements.

HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES (FLA. ADMIN. CODE R. 6A-1.09963)

General Requirements

Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in § 1003.4282(1)-(9), § 1002.3105(5) or § 1003.4282(11) & § 1003.4285, Fla. Stat. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with § 1008.22(3)(c)2, Fla. Stat., or participation in a statewide assessment has been exempted in accordance with § 1008.212 [extraordinary exemption] or § 1008.22(10), Fla. Stat [medical complexity exemption]. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

- Requirements for a standard diploma for students with significant disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate

measure of the student's skills, in accordance with Fla. Admin. Code R. 6A-1.0943(5) and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in § 1003.4282(1)-(9) or § 1002.3105(5), Fla. Stat., through access core and elective courses or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Eligible career and technical education (CTE) courses, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Students with significant cognitive disabilities working on Access Points participate in the Florida Standards Alternate Assessments in English Language Arts 1 and 2 (ninth and tenth grade), and participate in End-of-Course (EOC) assessments for Access Algebra I, Access Geometry, Access Biology I, and Access United States History.

Students with a significant cognitive disability working on Access Points must earn a score of at least level three (3) on the Florida Standards Alternate Assessments in grade 10 English Language Arts (ELA 2) and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with § 1008.22(3)(c), Fla. Stat. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to §1008.22(3)(c), Fla. Stat., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in §1003.572, Fla. Stat.

For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

- Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in § 1003.4282(1)-(9) or § 1002.3105(5), Fla. Stat. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Eligible CTE courses, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Fla. Admin. Code R. 6A-1.09441.

Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in § 1003.4282(11)(b)2d., Fla. Stat., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

Documented achievement of all components defined in § 1003.4282(10)(b)2b, Fla. Stat., on the student's employment transition plan.

- A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to § 1008.22(3)(c), Fla. Stat., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in § 1003.572, Fla. Stat.

DEFERRAL OF RECEIPT OF A STANDARD DIPLOMA

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at § 1003.4282(10)(c), Fla. Stat.

The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with Fla. Admin. Code R. 6A-6.03311(8), must sign a separate document stating the decision.

- The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
- School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.
- The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

In accordance with Fla. Admin. Code R. 6A-6.03028(1), a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22) (§ 1003.4282, § 1008.22, Fla. Stat.).

STUDENTS WITH DISABILITIES SEEKING A SPECIAL DIPLOMA WHO ENTERED THE 9TH GRADE PRIOR TO THE 2014 – 2015 SCHOOL YEAR

Special diploma options are available to certain students with disabilities who have been identified as a student with an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; another health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability; or students who are deaf or hard of hearing; or dual sensory impaired and who are not able to meet the requirements for a standard diploma and who require instruction on the Florida Standards or NGSSS Access Points to support the development of academic and functional life skills. Students identified as visually impaired or speech impaired are not eligible for a special diploma unless they have another identified disability. Parents must consent to instruction in the Florida Standards or NGSSS Access Points and participation in the Florida Alternate Assessment.

There are two types of special diplomas: Option 1 and Option 2. The requirements for each are listed below. The three-year, 18-credit graduation programs are not available for students working toward a special diploma.

Option 1: Special Diploma Graduation Requirements

For students entering 9th grade prior to the 2013-2014 school year, in order to graduate with Special Diploma Option 1, a student must earn a total of 24 credits in the following courses:

- 11 credits in:
Any of the basic courses or Exceptional Student Education Academic Access Courses in Language Arts, mathematics, science, and social studies, with 1 credit in any PE, which may include specially designed PE.
- 4 credits in:
any career course
- 9 credits in:
any appropriate electives

The student must demonstrate progress toward mastery of Next Generation Sunshine State Standards Access Points. The student follows a specialized curriculum offered through ESE non-equivalent courses and has no specific GPA requirement.

For students entering 9th grade in 2013-2014 school year, in order to graduate with Special Diploma Option 1, a student must earn a cumulative 2.0 GPA in a minimum of 24 credits in the following courses:

Thirteen (13) credits in core academic skills required for postsecondary education or training, employment, and/or independent living, to include:

- Four (4) credits in reading/language arts;
- Four (4) credits in mathematics;
- Three (3) credits in science; and
- Two (2) credits in social studies.
- One half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health
- Four (4) credits in exceptional student education (ESE) career and technical education or basic career and technical education; and
- Six (6) credits in electives, (Fla. Admin. Code R. 6A-1.09961).

Option 2: Special Diploma Graduation Requirements

The goal of Option 2 is to prepare the student for the transition from school to work and independent living that will continue after graduation. Graduation is based on demonstration of mastery of specified employment and community competencies. Students will be assigned to the 12th grade when Option 2 is initiated. This status shall remain until graduation or diploma options change.

Students entering 9th grade prior to the 2013-2014 school year, wishing to be considered for a special diploma under Option 2 must:

- Be at least 17 years of age,
- obtain mastery of a set of employment and community competencies identified in the Graduation Training Plan developed for each individual student by the IEP team, and
- Complete at least 1 semester of successful paid employment

If a change in diploma option from Option 2 occurs, the Employment and Community Competencies mastered under the Option 2 plan shall be converted to credits. Converted credits shall determine grade classification.

Students entering 9th grade in the 2013-2014 school year, who want to be considered for a special diploma under Option 2 must:

- be at least 17 years of age;
- have earned a 2.0 cumulative GPA in a minimum of eight (8) credits in the following courses;
- Four (4) credits in core academic areas to include
- Two (2) credits in reading/language arts; and
- Two (2) credits in mathematics

- One (1) credit in ESE career and technical education or basic career and technical education
- Three (3) credits in electives
- have achieved all the annual goals and short term objectives or benchmarks, if required, that were specified on the IEP related to employment and community competencies;
- have mastered the academic, employment, community, and technology competencies specified in his/her training plan. The training plan shall be developed and signed by the student, parent(s) and/or guardian(s), teacher, and employer prior to placement in employment and shall identify the following:
 - The expected employment and community competencies
 - The criteria for determining and certifying mastery of the competencies;
 - The work schedule and the minimum number of hours to be worked per week; and
 - A description of the supervision to be provided by school district staff.
 - be employed in a community-based job for the number of hours a week specified in the student’s training plan, for the equivalent of one (1) semester or eighteen (18) weeks of successful employment and be paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act (Fla. Admin. Code R. 6A-1.09961).

PARTICIPATION IN GRADUATION CEREMONIES

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Leon County high school in order to participate in that high school’s graduation ceremony.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the General Educational Development (GED®) tests, may participate in the adult high school graduation ceremony and is awarded a State of Florida diploma. These students may not participate in the graduation ceremony with their previous high school.

A student who receives a Certificate of Completion may participate in a graduation ceremony.

GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION

To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the Student Performance Standards (§ 1001.03 & § 1010.305, Fla. Stat.), and meet all requirements established by the Florida Department of Education and the Leon County School Board.

Graduation requires the successful completion of a minimum of 24 credits (exception for ACCEL Diploma). In addition, students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, or unless requirements are changed for all students by Florida Statute, or unless the student is scheduled to graduate more than two years after the student's original class.

Graduation requirements prescribed by Florida Statute may not be waived.

As a result of the many acceleration mechanisms, students can graduate in fewer than four years (less than eight semesters) if the student has completed a minimum of 24 credits and meets the general requirements for graduation. If a student meets the requirements, the student must be allowed to graduate early.

The 24 credits required for a standard diploma can be earned through career education courses.

The one-half credit required in economics shall include financial literacy.

Section 1003 of the Florida Statutes; identify state minimum graduation requirements for basic, adult, and students with disabilities who are to be awarded a standard high school diploma by any public school. The state has specified a total

number of credits that students shall earn in certain subject areas. While principals and curriculum staff at each school can answer in-depth questions about all requirements, below is the information provided by the Florida Department of Education regarding cohort (9th grade entry year) specific requirements for graduation. While the documents look very similar, close attention must be focused to each independent set of requirements for different cohorts. These documents can be found by visiting <http://www.fldoe.org/academics/graduation-requirements>. Each two-page document includes:

- Diploma Options
- State Assessment Requirements
- CAP Information
- Requirements for Students with Disabilities
- 24-Credit Standard Diploma Credit GPA Requirements (and optional designations)
- Credit and GPA Requirements for the ACCEL Diploma Option
- Information on graduating early
- Information on the Bright Futures Scholarship
- State University System, Florida State College System, and Career/Tech Center minimum requirements

FLORIDA DEPT. OF EDUCATION GRADUATION REQUIREMENTS, BY COHORT

Students Entering Grade Nine in the 2013-2014 School Year

Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Geometry
- U.S. History
- Biology I
- Algebra II (if enrolled)

*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

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

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry. ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts[†]
1 Credit Physical Education[†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 credits of approved college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives <p>http://www.fbog.edu/forstudents/planning</p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Career and Technical Directors</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade* or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

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

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)	
<ul style="list-style-type: none"> ▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement. 	
4 Credits Mathematics	
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry. ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry). 	
3 Credits Science	
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I). 	
3 Credits Social Studies	
<ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics with Financial Literacy 	
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts[†]	
1 Credit Physical Education[†]	
<ul style="list-style-type: none"> ▪ To include the integration of health 	
<p>[†] Special note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory.</p>	
8 Elective Credits	
1 Online Course Within the 24 Credits	
<ul style="list-style-type: none"> ▪ Students must meet the state assessment requirements (see left column). ▪ Students must earn a 2.0 grade point average on a 4.0 scale. 	



Revised July 2017

What are the requirements for standard diploma designations?

Diploma Designations
<p align="center">Scholar Diploma Designation</p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Pass the Geometry EOC; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
<p align="center">Merit Diploma Designation</p> <ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

What are the public postsecondary options?

State University System (SUS)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none"> ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 Credits of approved college preparatory academic courses <ul style="list-style-type: none"> ○ 4 English (3 with substantial writing) ○ 4 Mathematics (Algebra I level and above) ○ 3 Natural Science (2 with substantial lab) ○ 3 Social Science ○ 2 World Language (sequential, in the same language) ▪ 2 Approved electives <p align="right">State University System of Florida</p>
The Florida College System
<p>The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program.</p> <p align="right">Division of Florida Colleges</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p align="right">Secondary Career and Technical Education Directors</p>

Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

Revised July 2017

PERFORMANCE STANDARDS

PROMOTION/GRADE CLASSIFICATION

A student, including an ELL student, will be placed in accordance with the number of credits earned by the beginning of the school year. Unless enrolled in an alternative site, students must fulfill the following requirements in order to be promoted:

- Freshman (9th Grade): A student must have been assigned to the ninth grade by his/her middle school.
- Sophomore (10th Grade): A student must have earned five (5) credits and a cumulative grade point average of 1.0 on an unweighted 4.0 scale on the credit being submitted for promotion.
- Junior (11th Grade): A student must have earned a total of ten (10) credits and a cumulative grade point average of 1.50 on an unweighted 4.0 scale on the credit being submitted for promotion.
- Senior (12th Grade): A student must have earned a total of seventeen (17) credits and a cumulative grade point average of 2.0 on an unweighted 4.0 scale on the credit being submitted for promotion.

GRADE POINT AVERAGE (GPA)

A marking system of A, B, C, D, and F is used at the end of the grading period for each course. Grades reflect student's achievement of grade level benchmarks within the respective courses. A student's GPA is the standardized scale used to determine if the student has met the state high school graduation requirements of a minimum of 24 credits (18 credits for the accelerated graduation option).

The GPA represents the average number of grade points a student earns for each graded high school course. Grade points are points per course credit assigned to a grade, indicating the numerical value of the grade. To determine a student's GPA, the total number of grade points earned are divided by the total number of possible grade points in a course. The meaning of each letter, its numerical value, and GPA conversion to a letter grade of each letter is based on the following scales:

Grading Scale and Definitions

Definition	Percent Value	Letter Grade
Outstanding	90 - 100%	A
Above Average	80 - 89%	B
Average	70 - 79%	C
Below Average	60 - 69%	D
Failure	0 - 59%	F

QUALITY POINTS

Quality Points, ranging from 0 to 4, are earned for all courses completed in which an academic grade has been awarded. This total is used in the calculation of the Grade Point Average and is cumulative. Quality points are assigned to all letter grades earned in a course according to the following table:

Table: Conversion of Letter Grades to Quality Points

Letter Grade	General/Unweighted Quality Points	LCS Weighting for Accelerated Courses*	
		Honors Quality Points	AP/IB/Dual Enrollment Quality Points
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
All Other Grades	0	0	0

*Postsecondary institutions and scholarship entities may calculate weighted GPA differently

Table: Conversion of unweighted GPA to a Letter Grade

Summative Quality Points GPA	Final Grade
3.50 – 4.00	A
2.50 – 3.49	B
1.50 – 2.49	C
0.50 – 1.49	D
0 – 0.49	F

FINAL GRADES FOR NON-EOC COURSES

Traditionally, high school course final grades are calculated on a semester basis, using one of two calculation methods.

No additional final assessment may be administered in a course with a statewide, standardized EOC, AP or IB assessment.

For courses without required EOC, AP or IB assessments, the local assessment may be used as the final cumulative examination for its associated course in accordance with the Leon County Schools’ district policy (§ 1008.22(7)(e), Fla. Stat.).

Quality points are assigned to all letter grades earned in a course according to the table “Conversion of Letter Grades to Quality Points.”

1. Courses with a final exam grade:

# of grading periods	The formula used to determine the Grade Point Average (GPA) is:
2	$GPA = (Total\ Grading\ Period\ 1\ Quality\ Points * .4) + (Total\ Grading\ Period\ 2\ Quality\ Points * .4) + (Exam\ Quality\ Points * .2)$

2. Courses with final exam exempted:

# of grading periods	The formula used to determine the Grade Point Average (GPA) is:
2	$GPA = (Total\ Grading\ Period\ Quality\ Points / Number\ of\ Grading\ Periods)$

The GPA is then converted back to a final letter grade based on the table “Conversion of a GPA to a Letter Grade.”

FINAL GRADES FOR EOC COURSES

Starting in school year 2010/11 statewide, standardized end-of-course (EOC) exams began to be required for certain core academic courses, with a final grade being calculated on a yearly basis.

A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.

At the end of semester 1, courses with an EOC exam only reflect quarter 1 and quarter 2. The exam field will show an "X." This placeholder will be filled once student EOC scores are returned. Student course grades are recalculated to reflect the statutory requirement that the EOC count for 30% of the course grade. The formula below is applied when EOC scores are received at the end of the year.

1st Semester GPA = (Quarter 1 Total Grading Period Quality Points * .35) + (Quarter 2 Total Grading Period Quality Points * .35) + (EOC Exam Quality Points *.3)

2nd Semester GPA = (Quarter 3 Total Grading Period Quality Points * .35) + (Quarter 4 Total Grading Period Quality Points * .35) + (EOC Exam Quality Points *.3)

Quality points are assigned to all letter grades earned in a course according to the table "Conversion of Letter Grades to Quality Points."

The GPA is then converted back to a final letter grade based on the table "Conversion of a GPA to a Letter Grade."

SEMESTER AND FINAL EXAMS

All students must take a written or performance-based final semester exam in each course unless otherwise exempted or enrolled in an EOC/AP/IB course with a standardized assessment. Students with 10 or more unexcused absences per semester must earn a passing grade on the semester examination in order to be eligible to receive credit in that course.

EXEMPTION FROM EXAMS

A student with parent permission may elect to exempt non-core academic exams provided that the student has earned an "A" each grading period. If approved by the school advisory council, any high school may offer a student the opportunity to exempt core academic exams provided the student has earned an "A" each grading period, has satisfactory citizenship, has provided a permission form authentically signed by the parent or guardian, and is not taking a course that has a required final exam or end of course assessment.

A student will not be exempt from any exam if any of the following occur:

- The student transfers in or out of the district during the semester or transfers to or from one Leon County School to another.
- The student is suspended from school or assigned to in-school detention or the teacher determines or informs the students at the beginning of the semester that an exam will be required of all students.

SECOND SEMESTER EXAMS FOR SENIORS

Final semester senior students who have met attendance requirements may exempt their final exams for each class in which they have earned a passing grade or higher and earned a passing grade during the final grading period.

HONOR ROLL CRITERIA

High Honor Roll will be awarded to students with a 3.6 grade point average or better and no grade of "C," "D," or "F."

Honor Roll will be awarded to students with a 3.0 grade point average or better with only one grade of C permitted and no grade of "D" or "F."

Students with Disabilities seeking an access points standard diploma are placed on Grade and Citizenship Honor Rolls as per the individual school criteria for recognition. However, students with disabilities working below grade level and enrolled in courses designed to meet the state adopted standards for students working on the NGSSS Access Points and/or Common Core Connectors shall not be eligible for high honors designation as defined by the Leon County School Board.

RECOGNITION OF HONOR STUDENTS

In the interest of encouraging and recognizing outstanding academic achievement, valedictorian, salutatorian and cum laude honors may be selected for each high school graduating class.

To be eligible for consideration for valedictorian, salutatorian or cum laude honors, a student must be enrolled in a district high school, must be in attendance the last two semesters of their senior year at the same high school, and must have met all requirements for graduation. If the student is a transfer, official transcripts must be submitted to the school registrar no later than December 1 of the student's senior year.

HONORS DESIGNATION

Upon approval of the School Advisory Council, a high school may choose from the recognition options below:

1. Weighted GPA – Cum Laude

- Recognition will be based upon a weighted grade point average calculated at the end of the first semester of the senior year on all credits attempted and/or earned while taking high school courses and college/high school dual enrollment courses.
- All grades received in courses taken through college/high school dual enrollment shall receive the same quality point assignment as district-approved honors courses when the college courses are equivalent to district-approved honors courses.
- All other college courses will receive the appropriate quality points as designated by Leon County's "Educational Programs and Graduation Requirements."
- A minimum 4.0 or higher weighted grade point average will be required for any Cum Laude recognition.
- Each school choosing the weighted grade point average Cum Laude option may determine the grade point average range for Cum Laude, Magna Cum Laude and Summa Cum Laude designations. The ranges must be approved by the School Advisory Council and communicated to all affected students at the beginning of their 9th grade year.

2. Unweighted GPA – Cum Laude

- Recognition will be based upon an unweighted grade point average calculated at the end of the first semester of the senior year on all credits attempted and/or earned while taking high school courses and college/high dual enrollment courses.
- All courses will receive quality points based upon a four-point scale as designated by Leon County's "Educational Programs and Graduation Requirements."
- A minimum 3.7 higher unweighted grade point average will be required for any Cum Laude recognition.
- The following grade point average ranges will be used for recognition categories:
 - Summa Cum Laude: Seniors with an unweighted grade point average of 3.9 to 4.0
 - Magna Cum Laude: Seniors with an unweighted grade point average of 3.8 to 3.899
 - Cum Laude: Seniors with an unweighted grade point average of 3.7 to 3.799

3. Valedictorian/Salutatorian

In addition to Cum Laude recognition, a high school may choose with the approval of the School Advisory Council, to include the recognition of a Valedictorian and Salutatorian.

With this addition, the following procedures will be followed:

- The designation of Valedictorian will be given to the student with the highest grade point average of a given high school at the end of the 7th semester of the cohort year based upon a weighted grade point average calculated on all credits attempted and/or earned while taking high school courses and college/high school dual-enrollment courses.
- For this calculation purpose, all grades received in courses taken through college/high school dual enrollment shall receive the same quality point assignment as district-approved honors courses when the college courses are equivalent to district-approved honors courses.

- All other college courses will receive the appropriate quality points as designated by Leon County’s “Educational Programs and Graduation Requirements.”
- In the event of a tie, the 3d nine-week’s grades will be compared. If there remains a tie, co-valedictorians may be selected.
- The person selected as Salutatorian shall be the student or students with the second highest weighted grade point average of a given high school following the same procedures outlined for the selection of Valedictorian.

GRADE FORGIVENESS

Students who earn a “D” or “F” in a course may retake the same course or a comparable course. Any student eligible to repeat a required course that is part of a progressive sequence must retake the course prior to or jointly with the next higher-level course in the sequence.

For any repeated course, the original grade of “D” or “F” may only be replaced with a grade of “C” or higher. All semester grades will be placed on the student’s transcript; however, only the higher semester grade will be used in computing the student’s grade point average. No additional credit shall be awarded for a previously passed repeated course (§ 1003.4282, Fla. Stat.).

MID-YEAR PROMOTION

Students who do not meet promotion requirements prior to the beginning of the subsequent school year may be promoted at mid-year provided all requirements have been met by that time and they have earned required credits and GPA as indicated on the chart:

Classification	Required # Credits	Grade Point Average
Sophomore	7	1.25
Junior	13	1.75
Senior	21	2.0

REQUIRED GRADE POINT AVERAGE

All students must earn a cumulative grade point average of 2.0 on an unweighted 4.0 scale, as required by § 1003.4282, Fla. Stat., on the credits being submitted for graduation before the diploma will be awarded. The required grade point average must be based on all courses taken, except courses forgiven under state and district forgiveness policies. Parents of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting graduation requirements. This notification shall be in the form provided for in the District approved reporting procedures.

REQUIRED ASSESSMENTS - RETAKES, CONCORDANT/COMPARATIVE SCORES

Florida law requires that all students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments.

Students who meet all other requirements but do not pass the required assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

- **Retakes:** For students who are unable to meet the performance levels set by the State Board of Education, opportunities to retake the assessments required for graduation are available. Currently, the following assessments are graduation requirements:

Cohort	2013-14	2014-15	2015-16	2016-17
Reading/ELA Required Assessment	Grade 10 FSA	Grade 10 FSA	Grade 10 FSA	Grade 10 FSA
Mathematics Required Assessment	Algebra I EOC	Algebra I EOC	Algebra I EOC	Algebra I EOC

- Depending on the student’s cohort, retakes will be available for the corresponding assessment. Regardless of the required assessment, students will be able to meet the assessment requirements above by achieving the following concordant or comparative scores:

Assessment	Passing Score	SAT Concordant	SAT Reading Subtest	ACT Concordant	PERT Comparative
Grade 10 FSA ELA	350	430	24	19	n/a
Algebra I EOC (prior to 1415)	399	n/a	n/a	n/a	97
Algebra I EOC (1415 and beyond)	497	n/a	n/a	n/a	97

- **General Education Diploma (GED®)**

If students have not received a passing score on the reading/ELA assessment required for graduation, they may enroll in a GED® preparation course through Leon County Schools Adult & Community Education.

- **Waiver for Students with Disabilities**

Students with disabilities who are working toward a standard high school diploma are expected to participate in the Statewide Assessment Program; however, after attempting the assessments at least one time, legislation provides for a waiver of this requirement for a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments.

The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0/FSA requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in § 1003.4282, Fla. Stat. Students with disabilities with Section 504 plans are not eligible for a waiver.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student’s course grade.

PROGRESSION OPTIONS

EARLY COMPLETION OF CREDITS

Early completion is available for students who begin the senior year with enough credits to meet the District graduation requirements by the end of the first semester. Provided the course and grade point requirements are met, these students are not required to attend school the second semester.

CORRESPONDENCE COURSE

High school correspondence courses, which fully meet the requirements in the Course Performance Standards and State Board rules and Statutes, may be accepted for credit. The student shall submit a course description and a rationale for taking the course and receive written approval by the principal or his/her designee prior to the course enrollment. In such instances, all costs shall be borne by the student.

In order for credits earned to be used for promotion or graduation, the course shall be completed and the credit report received by the school within the time previously determined by the principal.

CO-ENROLLMENT IN HIGH SCHOOL AND ADULT EDUCATION

While still in high school, any student in grades 9 through 12 may enroll in adult education classes deemed appropriate and authorized in writing by the high school principal or designee. All credits earned may be transferred to the high school to be credited toward graduation requirements. Classes in the Adult Education Program are performance based. Students must demonstrate mastery at 70% or higher to be issued a grade of "C" or higher. A grade of "D" or higher is required to earn credit for the course.

FULL-TIME ENROLLMENT IN ADULT EDUCATION

When a student becomes 16, they are no longer required by Florida law to attend school. A student 16 years of age or older and has withdrawn from school is eligible to enroll in the adult education program.

DUAL ENROLLMENT IN HIGH SCHOOL AND LIVELY TECHNICAL CENTER

While still enrolled in high school, a student who has completed grade 9 or has reached age 16 may, with the prior written permission of the high school principal or designee, enroll at the same time in vocational-technical classes at Lively Technical Center. All credits earned may be transferred to the high school to be credited toward graduation requirements. To qualify for vocational certificate dual enrollment courses, a student must have a 2.0 unweighted grade point average. The age and grade point average requirements may be waived by the joint approval of both the high school principal and the principal of Lively Technical Center.

ENROLLMENT IN LIVELY TECHNICAL CENTER AS AN ADULT

When a student becomes 16, they are no longer required by Florida law to attend school. Out-of-school students who are 16 years of age or older may complete the requirements for a high school diploma through the Leon County Adult & Community Education Program. Elective vocational credits may be earned toward graduation through Lively's occupational training programs.

VOCATIONAL COOPERATIVE EDUCATION

The Co-Op Program provides students the opportunity to earn money and to learn on-the-job skills while they are going to school. A student in a Co-Op program is enrolled in school part-time and employed part-time. In some cases, the student may be employed full-time while learning and earning credit under the supervision of a program coordinator. A student interested in a Co-Op program should consult the guidance counselor or a cooperative vocational education program coordinator for current requirements and other details.

GENERAL EDUCATION DEVELOPMENT TEST (GED®)

The GED® is a national test that permits a person to receive a State of Florida high school diploma upon successfully passing an examination. The credential issued by the Florida Department of Education is the State of Florida High School Diploma. The GED® is a battery of four tests covering the areas of language arts, social studies, science, and mathematics.

A person must be eighteen years of age or older at the time of application unless they have been granted a GED® age waiver by the Leon County School Board. Information regarding GED® testing is available online at <http://www.fldoe.org/academics/career-adult-edu/hse>

When a student enrolled in regular high school successfully passes the GED® test, the following rules apply:

1. The regular high school program is terminated immediately.
2. The student is no longer eligible to participate in any high school function or activity reserved for students. These activities include, but are not limited to, the following:
 - graduation exercise,
 - prom, and
 - athletic events, etc.

THIRTEENTH YEAR STUDENTS (§ 1003.4282(7)(C)(D), FLA. STAT.)

A student who earns the required 24 credits, or the required 18 credits under § 1002.3105(5), Fla. Stat., but fails to pass the assessments required under § 1008.22(3), Fla. Stat., or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services may continue to receive the specified instruction and services until his/her 22nd birthday.

SECTION V: ADULT & COMMUNITY EDUCATION (ACE)

Florida does not require students who are sixteen years or older to attend school. The adult program is designed to further educate this population. To qualify for the adult program, a person must be sixteen or older and not enrolled in a K-12 school. Effective July 1, 2011 the Florida Statutes have been amended to include a tuition requirement for some of the adult general education programs. Tuition is \$30 per semester. High school credit co-enrolled students do not pay tuition. Students may enroll in adult general education classes at any time and progress at their own rates of speed.

PROGRAMS

ADULT HIGH SCHOOL

Persons who left high school but only lack a few credits to graduate may join the Adult High School program. Students are enrolled following an evaluation of the student's official high school transcript. To receive a high school diploma a student must earn 24 credits or follow the 18 credit progression plan. Credits are earned as stated in the Student Progression Plan for all high school students in the county with the exception of science lab, physical education and practical or fine arts requirements, which are not required for adult students. Credits earned in high school in these areas may be counted as elective credits toward graduation requirements.

Students must pass graduation assessments and End of Course exams (EOCs) as stated in district and state guidelines. To complete diploma requirements, students must have at least a 2.0 overall average on an unweighted 4.0 scale.

HIGH SCHOOL CREDIT CO-ENROLLED

High school students who need to retrieve credit in classes for which they earned a grade of D or F, or who need credit for dropout prevention may co-enroll in the adult education program with prior written permission from their high school guidance counselor. Students co-enrolled in high school credit courses must demonstrate proficiency (70% "C" or higher/grade) on the course standards before credit can be awarded. There is no tuition charge for these classes. Fall, spring and summer semesters are offered. As a result of legislative changes high school credit co-enrolled students are limited to two courses (not credits) per school year. Enrollment in these courses is limited to an approved core list generated by the Florida Department of Education, Division of Career and Adult Education.

GED®

The General Educational Development (GED®) course of instruction prepares students for academic and personal success through obtaining the necessary skills required to pass the GED® test. The 2014 GED® test has four sections, Reasoning through Language Arts, Science, Social Studies, and Mathematical Reasoning. A score of 145 on each subtest and a total of 580 is required. Students take the GED® test when their skills are evaluated as sufficient to pass the test. When a student passes the GED® test, a State of Florida High School Diploma will be issued.

- To take the test, a person must be eighteen years of age or older at the time of application. Candidates sixteen or seventeen years of age may take the current GED® test only if they enroll in a GED® class and pass each GED® Ready test. Scores from the GED® Ready achieved by taking the test away from class will not be accepted in the approval process for a GED® age waiver. Any GED® subtests taken before the approval of an age waiver will be invalidated.
- Extraordinary circumstances are also considered and include emotional, psychological, medical or serious social difficulty prohibiting the student from attending regular classes. Principal discretion is allowed.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Classes are offered at all levels of English: beginning, intermediate and advanced. ACE classes emphasize English skills needed for everyday life in the United States. The purpose of this program is to improve the employability skills of the state's workforce.

ESOL GED® PREPARATION

At ACE, ESOL GED® courses are offered as part of the ESOL course catalog. These classes are GED® preparation classes specifically designed for native speakers of other languages. The GED® preparation curriculum is taught using ESOL strategies. These classes will help high intermediate and advanced level ESOL students prepare to take the GED® test, while simultaneously addressing their English language proficiency needs.

ADULTS WITH DISABILITIES

This program provides instruction to develop literacy, employability, work-related skills and life skills.

GENERAL GUIDELINES

STUDENT CONDUCT

All students will be given a copy of "Rules of Student Conduct - Adult Education", which include attendance and behavioral expectations. Rules will be reviewed orally with those students who do not possess functional literacy skills.

Since adult education students are beyond compulsory school age, participation in the program is voluntary; therefore, student conduct must be consistent with required behavioral and attendance standards. When it is not, informal disciplinary measures, such as teacher-student conference(s), administrator-student conference(s), counseling and/or temporary dismissal, may be used. Students who require repeated informal disciplinary measures, present a threat to the safety of others and/or interrupt the learning environment shall be administratively withdrawn by the principal or his/her designee. In all such cases, the informal disciplinary measures must be documented. Students who are administratively withdrawn due to behavioral problems may be permitted to re-enroll in the adult education program at the discretion of the principal.

Students may appeal withdrawal for inappropriate conduct. Such appeals must be made to the Superintendent or designee, in writing, within five school days following the withdrawal action. The Superintendent or designee shall investigate the facts of the situation and shall render a final decision in writing to the student within ten school days following notification of student appeal.

Where adult education classes are offered in facilities owned and operated by another agency, students shall be notified that the rules of that agency will apply, in addition to those of adult education, and that observation of the agency rules is a condition of enrollment in that class.

RULES OF STUDENT CONDUCT

The following rules of conduct are expected to serve as a guide to students in the program. Students are reminded that participation in all programs is voluntary. Student conduct must be consistent with required behavioral and attendance standards. Failure to observe these rules may result in administrative withdrawal from the program.

1. Students must wear their ID's at all times.
2. Students are expected to report to classes on time and remain for the entire class period. Failure to attend on a regular basis may result in the student's withdrawal from the program.
3. Students with vehicles are expected to park in the designated student parking area only.
4. Students are expected to respect the rights and property of other students, visitors and staff, at all times in all class locations. Discriminatory slurs, sexual harassment, vulgar or profane language or gestures, loud, disruptive talk, provision of false information and moral laxity will not be permitted.
5. Defacement of school property is a violation of school board policy. All students are expected to refrain from behavior which is damaging to school property.
6. Students are expected to inform friends and acquaintances not to visit them at school during class time unless prior approval is given by the teacher.

7. Food and beverages are not permitted inside of classrooms, unless authorized. This includes gum, candy, and snacks.
8. No weapons of any kind are permitted. Metal detectors may be used to scan and screen for weapons and may be used at random without cause at times to be determined by administration.
9. Students are expected to dress appropriately for a school/work environment.
10. Possession or use of illegal substances, tobacco products, e-cigarettes or alcohol is prohibited at all class locations.
11. Alteration of grade reports, transcripts, cheating, or plagiarism may result in student withdrawal from the program.
12. Personal telephones or other electronic communication devices may not be used during school hours. Devices may not be on or visible during class time.

Statutory Authority: § 1001.41, Fla. Stat.

Law Implemented: § 1000.04 & 1011.80, Fla. Stat.

ATTENDANCE

Students are expected to attend as many class meetings as possible to gain the maximum benefit from the instructional program. A student who misses six consecutive class meetings will be withdrawn from that course. Though many adult students have competing demands for their time, such as child care, jobs and other family responsibilities, continued patterns of excessive absence shall be grounds for administrative withdrawal. Excessive absence is defined, in this case, as absence or tardiness so repetitive as to impede the learning progress for that student in the judgment of the teacher. Conditions for re-enrollment in any adult education course will be determined by the principal of the Adult & Community Education Program.

GRADING

Grades are not used in adult education programs, with the exception of the adult high school program and the high school credit program. The grading system used in those two programs is as follows:

Definition	Percent Value	Letter Grade
Outstanding	90-100%	A
Above Average	80-89%	B
Average	70-79%	C
Below Average	60-69%	D
Failure	0-59%	F

Adult high school and adult high school credit co-enrolled courses are individualized, self-paced, and performance based. Students in high school credit co-enrolled classes must demonstrate proficiency (70% "C" or higher/grade) on the course standards before credit can be awarded. Student progress in other adult education courses is determined by pre and posttests using Florida Department of Education approved assessment instruments.

PLACEMENT

Students are placed in courses based on their performance level as assessed by available student records and Florida Department of Education approved placement tests.

RECORDS AND REPORTS

Individual folders with records showing participation and progress are maintained on all students who enroll in adult education classes. All information is recorded according to procedures in the Leon District Schools' Educational Records Policy. The student work folders will be kept in the class and will be purged during the year following the student's withdrawal.

MONITORING PROCESS

The principal or designee is responsible for monitoring the adult education program to ensure compliance with the Student Progression Plan. The Superintendent shall establish procedures and guidelines for district-wide monitoring of compliance with provisions of this policy, subject to state statute, the rules of the State Board of Education and/or the Leon County School Board.

GRIEVANCE PROCEDURE

When a dispute on student placement or progression arises, the student (or guardian) shall first discuss the complaint informally with the person against whom it is directed. If the dispute is not resolved at this level, the student (or guardian) shall, within five school days following the dispute, discuss the dispute with the principal or designated assistant principal who shall render a written decision within five school days.

The decision, normally made by the principal or designated assistant principal, may be appealed to the Superintendent or designee in writing, within five school days following the school administrator's decision. The Superintendent or designee shall investigate the facts of the situation and shall render a final decision in writing to the student within ten days following notification of student appeal.

Red Hills Academy Assessment Schedule	
Kindergarten – 5 th grade	
Monthly	IStation ISIP <ul style="list-style-type: none"> • Reading • Math
As needed/when designated in curriculum	Curriculum Based Assessments <ul style="list-style-type: none"> • Comprehension checks after novel is read • Unit Assessment after Unit is completed for all core subjects

PRELIMINARY FLORIDA STATEWIDE ASSESSMENT PROGRAM 2022–2023 SCHEDULE*

English Language Arts (ELA)** , Mathematics** , and Science	
Dates	Assessment
April 3–14, 2023	Grades 4–10 ELA Writing Grade 3 ELA Reading
May 1–12, 2023	Grades 4–6 ELA Reading Grades 3–6 Mathematics
May 1–26, 2023	Grades 7–10 ELA Reading Grades 7 & 8 Mathematics
May 8–19, 2023	Grades 5 & 8 Science
End-of-Course Assessments	
Dates	Assessment
September 12–30, 2022 November 28–December 16, 2022 May 1–26, 2023 July 10–21, 2023	Algebra 1** , Biology 1, Civics, Geometry** & U.S. History
Florida Standards Assessments (FSA) Retakes	
Dates	Assessment
September 12–30, 2022	Grade 10 ELA Reading Retake Grade 10 ELA Writing Retake
February 20–March 10, 2023	Grade 10 ELA Writing Retake Grade 10 ELA Reading Retake Algebra 1 Retake

* School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization’s website.

** Statewide ELA and Mathematics assessments aligned to Florida’s B.E.S.T. Standards will be administered for the first time in spring 2023.

PRELIMINARY FLORIDA STATEWIDE ASSESSMENT PROGRAM 2022–2023 SCHEDULE

Other Statewide Assessments	
Dates	Assessment
July 11–October 14, 2022	Florida Kindergarten Readiness Screener (FLKRS) (Administered within the first 30 instructional days of the school year)
August 2022–June 2023	Florida Assessments for Instruction in Reading (FAIR) (optional: Grades 3–12)
September 26–October 14, 2022	Florida Standards Alternate Assessment (FSAA)—Performance Task Grade 10 ELA Makeup Algebra 1 Makeup
September–December 2022	Preliminary ACT (PreACT)
TBD	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
January–March 2023	National Assessment of Educational Progress (NAEP) Mathematics (Grades 4, 8 & 12) Reading (Grades 4, 8 & 12) Science (Grade 8) Technology and Engineering Literacy (Grade 8)
January 23–March 17, 2023	ACCESS for ELLs Alternate ACCESS for ELLs
February 27–April 14, 2023	FSAA—Performance Task Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science End-of-Course Assessment (Civics)
March 13–April 28, 2023	FSAA—Performance Task Grades 9 & 10 ELA Grades 9 & 10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry & U.S. History)
Data Collection Periods: September–October 2022 November–December 2022 March–April 2023	FSAA—Datafolio Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry & U.S. History)
May 2023	Advanced Placement (AP) Exams

2020-2021



**All Children Learning....
Building the Future Together**

SCHOOL BOARD OF LEON COUNTY, FLORIDA

Rocky Hanna, Superintendent

2757 West Pensacola Street

Tallahassee, Florida 32304-2998

(850) 487-7100

Board Members

Dee Dee Rasmussen, Board Chair

Georgia “Joy” Bowen, Vice-Chair

Darryl Jones

Alva Striplin

Roseanne Wood

DISTRICT CONTACTS

Academic Services	487-7219
Early Childhood Programs Office	922-2099
Elementary	487-7175
Exceptional Student Education	487-7160
FERPA	487-7177
Health Services	487-7184
HIPAA	487-7184
Prevention, Intervention and Equity Services	487-7306
Nutrition Services	488-7426
Policy and Planning	487-7177
Professional and Community Services	487-7177
School Safety Officer	487-7117
Secondary	487-7175
Sexual Harassment	487-7306
Special Programs and Sites	487-7175
Student Reassignment	561-8484
Student Services	488-2275
Transportation	488-2636
Zoning	487-7177

Please Note

This publication is developed to assist parents, guardians, and students to understand their rights and responsibilities as Leon County Schools strive to maintain a safe and orderly educational environment. The descriptions contained within this document do not supersede applicable Florida Statutes or School Board Policy. Copies of School Board Policies may be found at <https://go.boarddocs.com/fla/leon/Board.nsf/> or may be obtained by calling 487-7177.

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August 2020

Dear Student and Parent/Guardian:

Welcome to the 2020-2021 school year! Leon County Schools (LCS) is one of the best school districts in the state of Florida. Our teachers, administrators and staff members work hard every day to develop a school culture which allows our students to achieve at the highest level possible. We strive to ensure that everyone is treated equally with both dignity and respect.

In partnership with our School Board Members, we believe that an environment that is positive and safe is an absolute necessity for students and teachers to be successful. This year we will continue to build on our new safety & security program LCS SAFE—a comprehensive plan to include a sworn law enforcement officer on every campus, alliances with community organizations, improvements to our facilities and an emphasis on the social and emotional health of our students.

The safety and well-being of every student is our top priority. During the COVID-19 pandemic, LCS has been working in partnership with a wide variety of stakeholders like the City of Tallahassee, Leon County Government, the Leon County Health Department, Florida State University, Florida Agricultural and Mechanical University, Tallahassee Community College, Capital Regional Medical Center, Tallahassee Memorial Healthcare, and Capital Health Plan. In addition, LCS formed a Re-open LCS Task Force. The goal is to provide a variety of educational options to ensure instructional continuity for parents and students, while taking all precautions for the safety of our students and employees.

The rights and responsibilities outlined in this handbook will be discussed at school by students, teachers, administrators, and others. I encourage you to spend some time with your child to review its contents and to commit to make this school year one of the best ever! By adhering to the guidelines in this Student Code of Conduct Handbook, and working together, we can ensure that all students in the Leon County School District are provided the very best educational opportunities and experiences we have to offer.

Thank you in advance for your cooperation. If you have any questions or comments, please contact your child's school or my office.

Sincerely,



Rocky Hanna
Superintendent

August 2020

Dear Parent or Guardian:

School year 2020-2021 promises to be a year of new experiences! It is yet another opportunity to continue our partnership in the best interest of your student. As your child's primary advocate, I know your number one goal is to ensure he or she is on a path for success. This Student Code of Conduct Book captures our District's expectations for your child's behavior while at school and school sponsored events. It provides you with policies and procedures that governs our work while working with you, and your student. It is designed to encourage your child's success academically and behaviorally.

The Student Code of Conduct book outlines the key rights, responsibilities and requirements for all students, their parents and District staff. A more detailed description of discipline, grievance procedures, as well as other policies and procedures can be found at the Leon County Schools Policies website at www.leonschools.net. Site specific information may be found in your child's student handbook or agenda book.

This document was created to provide you with the information needed to understand what we have envisioned for a model student in the Leon County School District. Once you have reviewed its contents, please sign the "Notice of Receipt" and return it to your child's school/teacher.

You are a respected and valued partner in the home-school partnership and with our collective endeavors, we are sure to help your child realize a noteworthy year. Do not hesitate to let us know if you have any questions or concerns.

Warmest Regards,

A handwritten signature in blue ink, appearing to read 'Kathleen Rodgers', with a large, sweeping flourish at the end.

Kathleen L. Rodgers, Ph.D. – Assistant Superintendent
Title IX Coordinator and Equity Officer for Students
Prevention, Intervention Equity and Support Services

LEON COUNTY SCHOOLS

Vision

Leon County Schools will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

Mission

The mission of Leon County Schools is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

Core Values

Excellence - Leon County School District pursues the highest standards in academic achievement and organizational performance.

Integrity and Personal Responsibility - Leon County School District requires the highest level of integrity and personal responsibility for individual actions as a family member, teacher, student, and citizen.

Equity - Leon County School District fosters an environment that serves all students as we strive to eliminate the achievement gap.

Citizenship - Leon County School District honors the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Compassion and Respect - Leon County School District builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of all stakeholders.

Perseverance - Leon County School District promotes the inner strength to remain constant to a purpose, idea or task in the face of obstacles. This includes dedication, consistency and having a positive attitude.

STUDENT CODE OF CONDUCT

INTRODUCTION

This Code of Conduct applies to all students in the district. It applies to activities at school, on school buses or other school property, on field trips, at athletic events, and at other school-sponsored activities. State law and district policy also provide for discipline for certain serious offenses by students that occur off campus, at school bus stops, and after school hours.

RULES OF CONDUCT

Expectations

The School Board acknowledges that conduct is closely related to learning -- an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.

The Board and community hold the highest expectations for the conduct of all students in order to create a caring and safe environment that prepares learners for success in school and society. Violence in the schools shall not be tolerated and students who engage in violent or criminal acts on school property, on a school bus or other school-sponsored transportation, at a school bus stop or during school-sponsored activities will receive the most severe consequences provided for by this policy.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. The Board has zero tolerance of violent, disruptive, or inappropriate behavior by its students.

The Board shall require each student of this District to adhere to the Student Code of Conduct/Student Discipline Code adopted by the Board and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged;

- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority;
- F. be in school and learning every day;
- G. demonstrate quality and pride in their academic work and co-curricular activities;
- H. refrain from any conduct that interferes with another student's opportunity to learn;
- I. contribute to a safe and orderly learning environment by respecting themselves and others, their property and school rules and regulations.

Schools and their staffs are expected to provide a supportive learning environment with a fair and equitable application of rules and procedures without regard to real or perceived race, religion, color, gender, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability.

Parents/Guardians and the community are expected to support student learning and the maintenance of a positive, safe and orderly learning environment and shall be encouraged to be involved in planning programs for the school or their individual student.

Each student while waiting at a school bus stop, during the time he/she is being transported to or from school, during the time he/she is attending school, participating in school activities on or off school campus, or is presumed by law to be attending school, and during any time he/she is on the school premises shall be under the control of the Principal in charge of the school, and shall be subject to these provisions.

Failure to meet the above expectations, in-school misconduct, or other inappropriate behavior on the part of the students shall require interventions and, when necessary, informal or formal consequences.

The Student Code of Conduct/Student Discipline Code designates sanctions for the infractions of rules, excluding corporal punishment, which shall:

- A. relate in kind and degree to the infraction;
- B. help the student learn to take responsibility for his/her actions;

- C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student s misconduct.

Teachers' Authority

Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior thereby providing for the safety of all students.

- A. establish classroom rules of conduct;
- B. establish and implement consequences, designed to change behavior, for infractions of classroom rules;
- C. have violent, abusive, uncontrollable, or disruptive students temporarily removed from the classroom for behavior management intervention;
- D. assist in enforcing school rules on school property, on school-sponsored transportation, and during school-sponsored activities;
- E. request and receive information as to the disposition of any referrals to the administration for violation of classroom or school rules;
- F. request and receive immediate assistance in classroom management if a student becomes uncontrollable or in case of emergency;
- G. request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas;
- H. press charges if a crime has been committed against the teacher or other instructional personnel on school property, on school-sponsored transportation, or during school-sponsored activities; and
- I. use reasonable force, according to standards recommended by the Education Standards Commission and the Education Practices Commission and adopted by the State Board of Education, to protect himself/herself or others from injury.

When knowledgeable of the likely risk of physical violence in the schools, the School District shall take reasonable steps so that teachers, other school staff, and students are not at undue risk of violence or harm.

Corporal Punishment

Corporal punishment is not permitted by Board policy. (See Policy **5630** - Corporal Punishment and Use of Reasonable Force and Restraint).

Schools shall promote the utilization of nonviolent dispute resolution through the development of curriculum, programs, mediation, arbitration, or other dispute resolution systems at designated schools.

Infractions Requiring Informal Consequences

Infractions involving informal, natural or logical consequences should be dealt with by the classroom or supervising teacher or staff, prior to referral for formal consequences, utilizing appropriate procedures consistently applied to all students. Consequences may include loss of privileges, time out, after school detention, or confiscation of prohibited items to be returned to parent or guardian. These infractions are defined as disregard for school rules and/or the rights of others where the appropriate discipline does not necessarily require suspension or expulsion. These infractions may be viewed as involving a degree of carelessness or negligence.

The student involved has the right to be informed, before consequences are administered, of the exact nature of the charges against him/her and the possible consequences of that misconduct, and the right to offer an explanation in defense or mitigation. The proposed consequences may thereafter be summarily administered if warranted. Examples of in-school misconduct include, but are not limited to, the following:

- A. tardiness (see Policy 5200 - Attendance);
- B. failure to return required forms;
- C. Failure to have required materials or equipment;
- D. possession and/or use of tobacco products (see Policy 5512 - Tobacco-Free Environment);
- E. cheating, or plagiarism;
- F. unauthorized use of school property;
- G. Failure to report to class or leaving class without permission (see also Policy 5200 - Attendance);
- H. theft of less than three hundred dollars (\$300.00);
- I. violation of school parking regulations;
- J. targeted behaviors in a student's Individual Education Plan (IEP) or accommodation plan;
- K. violation of school bus rules of conduct;

- L. display or use of toys, games, audio or video players, or other potentially disruptive items during the school day; and
- M. use of a wireless communication device during instructional time without approval. Such devices include computers, tablets, electronic readers, smart phones, and/or other web-enabled devices of any type. (See Policy 5136 - Use of Personal Communication Devices and Policy 7542 - Network Access to Technology Resources from Personally-Owned Personal Communication Devices)

References to such offenses involve a matter of degree, and frequency. Whenever possible, these offenses should be dealt with on an individual basis without invoking formal discipline procedures. If repetition of these offenses occurs, or if they are of a severe nature, formal discipline may be considered necessary.

Informal Teacher Interventions

The basic responsibility for the maintenance of appropriate conduct and discipline in the classroom shall rest with the teacher. Teachers are expected to utilize positive classroom management procedures in their efforts to maintain appropriate classroom conduct.

Teachers shall consider the following alternatives with regard to pupils who are disciplinary problems:

- A. work with the student on a one-to-one basis to attempt to determine the source of the problem and recommend alternative solutions;
- B. change the curriculum or instruction if such procedures appear warranted;
- C. contact the parents, guardian, relative, or emergency contact person if necessary
- D. refer the student to Student Services;
- E. contact outside social agencies;
- F. refer the student to a dispute resolution program, if available.

Teachers shall maintain objective and accurate records of all attempts to deal with serious student misconduct.

For students with disabilities, teachers or other members of the IEP team shall review the annual goals and objectives if provided of the student's IEP and revise instructional, behavioral and other strategies as needed.

Teachers shall submit written referrals to the Principal on the appropriate discipline referral form. Such referrals shall indicate the failure of less formal interventions on the part of the teacher, or a serious breach of conduct requiring immediate administrative response. The discipline referral file shall be open only to authorized individuals (see Policy 8330 - Student Records). At the end of the school year, the teacher's referral files shall be returned to the Principal for appropriate disposition.

A teacher may send a student to the Principal office to maintain effective discipline in the classroom. The Principal shall respond by employing appropriate discipline-management techniques consistent with the *Student Code of Conduct* and State law.

A teacher may:

- A. have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students temporarily removed from the classroom for behavior management intervention; or
- B. have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district personnel.

A teacher may have removed from a class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

If a teacher has a student removed from class under this section, the Principal may place the student in another appropriate classroom, in in-school suspension, or in an alternative education program, or the Principal may recommend the student for out-of-school suspension or expulsion, as appropriate. The student may also be prohibited from attending or participating in school-sponsored or school-related activities. The Principal may not return the student to that teacher's class without the teacher's consent unless the committee established under F.S. 1003.32 determines that such placement is the best or only available alternative. The teacher must give consent or the placement review committee must review all relevant documentation, including previous student infractions and teacher interventions and render a decision within five (5) days of the removal of the student from the classroom.

Each school shall establish a placement review committee to determine the appropriate and available placement of a student when a teacher withholds consent to the return of a student to the teacher's class. Committee membership must include at least the following:

- A. two (2) teachers selected by the school's faculty and an alternate; and
- B. one (1) member from the school's staff who is selected by the principal.

For students with disabilities the required members of IEP team must be a part of the committee.

The teacher who withheld consent to readmitting the student may not serve on the committee.

Any teacher who requests twenty-five percent (25%) or more of his/her students to be removed from a class shall be required to complete professional development to improve classroom management skills that include a plan to improve discipline in his/her classroom.

Informal Consequences

Examples of informal consequences include, but are not limited to:

- A. confiscation of contraband items and/or direct discussion with student and/or parent/guardian, in order to work out a problem. In cases where it is appropriate, Student Services staff or outside social agencies may be called in for assistance in this procedure;
- B. a written warning or reprimand to a student and parent/guardian from the teacher, or if deemed necessary, from the Principal;
- C. class reassignment may be imposed during school hours by the Principal;

The student may be assigned for a period of time, determined by the Principal, to an alternative classroom under the direction of a certified teacher. Regular academic instruction shall continue in this classroom.

- D. school detention may be imposed for a limited period of time with a maximum of one (1) hour a day unless extended at the parent/guardian request;

A period of detention may not begin without one (1) days' notice to the student and parent/guardian and a student shall be detained only under the supervision of school personnel.

- E. school privileges may be withdrawn by the Principal;
These may involve field trips, co-curricular activities, school government and school social events as well as other functions.
- F. referral may be made to a dispute resolution program, if available;
- G. probation or other consequences may be imposed in lieu of suspension; and
- H. consequences may be implemented for students with disabilities as described in a student's IEP or Section 504 accommodation plan or a behavior intervention plan including the use of "time out" procedures as described in AP 5600. For an identified student with a disability, temporary detention or reassignments within the school that does not result in a change of placement does not require an IEP or accommodation plan review.

Infractions Requiring Formal Consequences

Infractions on school property, on a school bus or at a school bus stop, or a school-sponsored activity involving formal consequences are those where the appropriate punishment may be suspension or expulsion from school, and may include petty acts of misconduct. The appropriate school authority may suspend, or recommend to the Superintendent for expulsion, any student enrolled as a student when his/her presence has or tends to substantially disrupt or interfere with the orderly educational process, destroys school property, endangers the health or safety of the student or others, or infringes on the rights of others. These infractions include, but are not limited to:

- A. disruption or obstruction of the orderly educational process;
- B. defacement or destruction of school property;
- C. disrespect or disobedience of school officials acting pursuant to their official responsibilities, which results in a disruptive effect upon the education of other students;
- D. interference with, or intimidation of, school personnel by threat or actual force or violence or creating a hostile environment that includes harassment;
- E. interference with, or intimidation of other students, by threat or actual force or violence;

- F. behavior that is inappropriate or detrimental to the welfare or safety of other students including fighting on school grounds or on a school bus, at a school bus stop or while participating in a school-sponsored function or activity;
- G. interference with, or disruption or obstruction of the operation of a school bus or severe infractions at a school bus stop;
- H. failure to correct repeated misconduct as described under Infractions Requiring Informal Consequences above;
- I. participation in secret societies;
- J. illegal possession, distribution, use, sale, or attempted sale of drug, including any alcoholic beverage or any substance controlled under F.S. Chapter 893;

Self-referral or court-ordered referral to a State-licensed drug abuse program, and successful completion thereof; or voluntarily disclosing unlawful possession of controlled substances prior to arrest; or divulging information leading to the arrest and conviction of the person(s) who supplied the controlled substance may constitute sufficient grounds for a waiver of the suspension or expulsion for illegal possession or use only.

- K. theft or larceny;
- L. burglary;
- M. extortion;
- N. possession of a self-defense spray (such as Mace or pepper gas), pocket-knife, or laser pointer that is not displayed in a threatening manner or used as a weapon;
- O. indecent exposure;
- P. malicious mischief including intentional damage to personal property or vandalism;
- Q. robbery;
- R. trespass;
- S. leading or participating in a riot on school grounds;
- T. intentionally making false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff;

- U. creating a hostile environment that includes harassing physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities;

This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by Board policies.

- V. formally charged by a proper prosecuting attorney with a felony, or with a delinquent act that would be a felony if committed by an adult, which allegedly occurred on property other than Board property, if that incident is shown in a properly noticed administrative hearing to have an adverse impact on the educational program, discipline or welfare in the school in which the student is enrolled.

Each of these offenses calls for three (3) immediate responses:

- A. reference to the appropriate governmental authorities having jurisdiction for possible criminal penalties;
- B. if the offense involves a victim, notice to the victim and the victim's parents or legal guardian if the victim is a minor, of the offense and of the victim's right to press charges against the offender; and

School personnel shall cooperate in any investigation or other proceedings leading to the victim's exercise of rights as provided by law.
- C. action to suspend or expel from school pursuant to the suspension and expulsion policies and procedures of the Board.

OFF CAMPUS INCIDENTS - LCSB POLICY- 5500

- A. When a student has been arrested for an off-campus delinquent act that would be a felony if committed by an adult, and the Principal determines that the student's presence on the school grounds or on a school bus may threaten the order of the school or the safety of others, s/he may request the student be assigned to another school or alternative educational setting pending the filing of formal charges. There shall be no interruption of educational services to the student.
- B. When a student is formally charged with a felony by a proper prosecuting attorney for an incident that allegedly occurred on property other than

public school property, the Principal shall determine if there may be an adverse impact upon the school that may warrant a suspension of the student and/or a recommendation for expulsion.

Serious incidents that occur off school grounds may result in a recommendation for suspension and/or expulsion if the presence of the student will substantially disrupt the educational process or endanger the health or safety of other students.

**OFFENSES REQUIRING SEVERE CONSEQUENCES (Zero Tolerance)
LCSB POLICIES – 5500**

Offenses on school property, school-sponsored transportation, at a school bus stop, or during a school-sponsored function or activity that pose a serious threat to the health or safety of students, staff, or others are those in which the appropriate punishment is expulsion, with or without continuing educational services, for a period of not less than one (1) full calendar year, and referral to the criminal justice or juvenile justice system. The appropriate school authority shall recommend to the Superintendent for expulsion pursuant to this section, any student who has been found to have committed the following offenses:

- A. homicide (murder or manslaughter)
- B. sexual battery
- C. armed robbery
- D. aggravated battery
- E. battery or aggravated battery on a teacher or other school personnel
- F. kidnapping or abduction
- G. arson
- H. possession, display, transmission, use or sale of any firearm or weapon, or such object which is utilized as, or is intended to function as a weapon while the student is on school property, in attendance at a school function, in a school vehicle, or at a school bus stop. For use in this policy, weapons shall include but not be limited to those defined in F.S. Chapter 790, and the following: air rifle, BB or pellet gun, rifle, shotgun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, machete, hypodermic needles(s), brass knuckles, club, nunchakus, razor blade, sling shot, spear, sword, or any other object that can reasonably be considered a weapon. Exceptions may be made only in an authorized and

supervised school-sponsored activity or program with the prior approval of the Superintendent.

- I. threat or intimidation using any pointed or sharp object or the use of any substance or object as a weapon with the threat or intent to inflict bodily harm
- J. making a threat or deliberate false report of any explosive or destructive device

Zero-tolerance policies are not intended to be applied to petty acts of misconduct and misdemeanors, which are not required to be reported to a law enforcement agency. These include, but are not limited to:

- A. disorderly conduct;
- B. disrupting a school function;
- C. simple assault or battery;
- D. affray;
- E. theft of less than \$300.00, trespassing; and
- F. vandalism of less than \$1,000.00.

Any student who, without the prior approval of the Superintendent, is determined to have brought a firearm or weapon on school grounds or a school bus, at a school bus stop, or to a school-sponsored function or activity, or who is determined to have made a threat or false report shall be expelled, with or without continuing education services, from the student's regular school for a period of not less than one (1) full calendar year and referred for criminal prosecution. The Board may assign the student to a disciplinary program or alternative learning center for the purpose of continuing educational services during the period of expulsion.

The Superintendent may consider less than a one (1) year expulsion requirement on a case-by-case basis and request the Board to modify the requirement if determined to be in the best interest of the student and the school system based on information submitted by the school administration. The following mitigating factors, uniformly applied to all students, must be documented:

- A. nature and circumstances of the offense;
- B. the age, grade level and the ability of the student to comprehend the policy's intent;
- C. the student's past disciplinary and attendance history;
- D. the effect upon other students and/or the welfare, safety or discipline of the school.

Except for possession of a firearm or a weapon or a threat or false report of an explosive device on Board property as specified in F.S. 1006.13 (12)(a) and (b), the principal or site administrator may recommend to the Superintendent, and s/he may approve, a suspension or a stipulated agreement in lieu of expulsion for any

offense, the documentation of the mitigating factors. The expulsion shall be held in abeyance pending the completion of all required conditions in the agreement.

Any disciplinary or prosecutorial action taken against a student who violates a zero-tolerance policy must be based on the particular circumstance surrounding the student's misconduct.

Notwithstanding any other provision of Board policy, pursuant to F.S. 1006.13(5), any student found to have committed an act of assault or aggravated assault, or battery or aggravated battery, on any elected official of the School District, teacher, administrator, or other School District personnel, shall be recommended for expulsion or placement in an alternative school setting, as appropriate.

The minimum period of this expulsion or placement in an alternative school setting shall be one (1) year and the student shall be referred to the criminal justice or juvenile justice system. Further, upon being charged with such offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

Students with Disabilities

Short-Term Removals. To the extent that children without disabilities would be disciplined, school district personnel may remove a child with disabilities for up to ten consecutive or cumulative days in a school year when that child has violated the school district's code of conduct. The school district is not required to provide educational services during these short-term removals.

Long-Term Removals. The school district may also remove a child for more than ten cumulative days in a school year when the removal is not considered a pattern of exclusion. When determining whether or not there has been a pattern of exclusion, the following factors must be considered: the length of each removal; the total amount of time the child has been removed; and the proximity of the removals to one another. Whenever a child is removed for more than ten school days in a school year, the school district will meet to determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the district's failure to implement the IEP.

Interim Alternative Educational Setting

An interim alternative educational setting (IAES) is a different location where educational services are provided for a specific time period due to disciplinary reasons. The IAES must be determined by the IEP team and must be selected to

enable the child with a disability to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable him/her to meet IEP goals. The IAES must also include services and modifications to address the behavior which resulted in the removal and that are designed to prevent the misconduct from recurring.

If your child, as a student with a disability, commits any of the following offenses, the school district may place your child in an IAES for up to 45 school days without your written consent.

1. Carries a weapon to school or to a school function or possesses a weapon at school or at a school function; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

The IEP Team will determine where educational services will be provided. This process may be completed without a formal meeting. When the decision to place your child in an IAES has been made, the school district must notify you of this decision that day and provide you with a copy of the notice of procedural safeguards. The school district must also follow all of the procedures described above under Long-Term Removals.

If you disagree with the decision and request an expedited due process hearing, your child will remain in the IAES placement pending the decision of the hearing officer or until the 45-day time period expires, whichever occurs first, unless you and the school district agree otherwise.

Conditions of Suspension

1. When a child is suspended from riding a school bus due to misconduct, absence from school is not excused. The parent or guardian is expected to provide transportation both to and from school during the time the student is suspended from the bus. For a student with disabilities with transportation listed as a related service on the IEP or accommodation plan, an alternative mode of transportation must be provided by the District if cumulative suspensions have exceeded 10 days.
2. Absence due to an out-of-school suspension or expulsion shall be considered an administrative absence. A high school student may make

up any work missed during the period of only the first suspension in a school year and shall receive a passing grade in a course if all performance standards and other requirements are met. Elementary and middle school students may make up work during any suspension.

3. There shall be no evidence of the suspension posted on the student's permanent record other than that reflected by an attendance record.
4. A suspension may be terminated by the principal when it is reasonably determined that the student's presence in the school or on the school bus will not result in a situation warranting further suspension. In no case may a student's suspension be extended or prolonged because of a failure on the part of the parent(s) or guardian(s) to attend a school conference.
5. For suspensions of 10 days or less, the decision of the principal shall be final if all appropriate procedures of Policy 5610 are followed.

Expulsion. Expulsion is a denial of access to the Leon County School District. Violent crimes on school grounds, school transportation, or at school functions and serious and/or repeated misconduct may be cause for expulsion. Expulsion may be affected and rescinded only by the School Board. The length of the expulsion shall not exceed the end of that school year during which it was effected and one additional year of attendance. (See LCSB Policy 5610.)

The School Board shall honor all expulsions from other Florida public or charter schools and may, upon the Superintendent's recommendation, honor expulsions from non\public and out-of-state schools or require assignment to Second Chance Learning Center or other appropriate programs.

STUDENT CONDUCT/DISCIPLINE- LCSB POLICY– 5500

NOTE: A minor who has been suspended or expelled from school may not be or remain in a public place or establishment within 1,000 feet of a school during the hours of 9:00 a.m. to 2:00 p.m. during any school day – F.S. 877.22(2). Suspended or expelled students cannot be on school grounds anytime during the school day or when a school activity is being held.

Suspension, expulsion and exclusion are formal consequences and shall be employed only after parental/guardian assistance and all available school and support services have been unsuccessful in dealing with the student's misconduct, or when the student's conduct or conditions are disruptive to the learning environment, dangerous to the safety or welfare of other students or staff or if the situation is of an emergency nature. Out-of-school suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities. Suspension from school, from riding a school bus, and/or co-curricular activities may be authorized by the principal or

designee and extended beyond ten (10) days by the Superintendent or Board as provided by Board policy.

Parent/guardian attendance with a child may be substituted for a portion or all of a suspension when offered as an alternative and approved by the principal or his/her designee. The parent must agree to attend school, shadowing his/her child, throughout the entire school day.

Conditions of Suspension

1. When a student is suspended from riding a school bus due to misconduct, his/her absence from school is not excused. The parent or guardian is expected to provide transportation during the time the student is suspended from the bus. For an ESE student, except gifted, or other student with a disability with transportation listed as a related service on the IEP or accommodation plan, an alternative mode of transportation shall be provided by the district only if the student has been suspended more than ten (10) days cumulatively.
2. Absence due to an out-of-school suspension shall be considered an administrative absence. A high school student other than an ESE student, except gifted, or other student with disability may make up any work missed during the period of only the first suspension in a school year, and shall receive a passing grade in a course if all performance standards and other requirements are met. An ESE student, except gifted, or other student with a disability may make up work if suspended for more than ten (10) days cumulatively upon the recommendation of the ESE teacher and the principal or designee. Elementary and middle school students may make up work during any suspension.
3. There shall be no evidence of the suspension posted on the student's permanent record other than that reflected by his/her attendance record.
4. A suspension may be terminated by the principal or designee when it is reasonably determined that the student's presence in the school or on the school bus will not result in a situation warranting further suspension and it is in the best interest of the student or the school. In no case may a student's suspension be extended or prolonged because of a failure on the part of the parent(s) or guardian to attend a conference requested by the school.
5. For suspensions of 10 days or less, the decision of the principal shall be final if all appropriate procedures of Policy 5500 are followed.

Expulsion – LCSB POLICY – 5610.06

- I. RECOMMENDATION
 - A. Principal's Recommendation

A Principal may recommend to the Superintendent the expulsion of a student who has committed a violation of the Student Code of Conduct for which formal consequences are warranted (in accordance with District Policy 5500). The determination regarding which level of discipline is appropriate will be made on a case by case basis, and necessarily start with a preliminary recommendation regarding the appropriate formal consequence from the Principal. The Principal shall reduce their recommendation to writing and provide such written recommendation to the parent, and to the Superintendent.

B. Superintendent's Recommendation

1. Upon receipt of the Principal's recommendation, the Superintendent will review the recommendation along with supporting documentation and make a recommendation regarding expulsion or other discipline. The Superintendent will give consideration to the recommendation of the Principal, but is not bound by the Principal's recommendation and may reject or amend the recommendation as deemed appropriate.
2. When the Superintendent makes a recommendation for expulsion to the School Board, written notice in the form of a written charging letter will be given to the student and his/her parent or guardian of the specific recommendation, the applicable Board policy, setting forth a summary of the factual, legal and policy grounds for the proposed action and advising the student and his/her parent or guardian of their right of due process.
3. In addition to the charging letter, the parent or adult student will receive:
 - a. an election of rights form;
 - b. a notice of hearing template; and,
 - c. any other appropriate documentation.

II. EXTENSION OF SUSPENSION

When a recommendation for the expulsion of a student is pending, the Board may extend the suspension assigned by the Principal beyond ten (10) school days if such suspension expires before the next regular or special meeting of the Board.

III. WAIVER OF HEARING

If the student elects to waive their right to hearing on the recommendation, the recommendation goes to the Board for approval and entry of a final order.

IV. STIPULATED AGREEMENT FOR ALTERNATIVE PLACEMENT IN LIEU OF EXPULSION

- A. If it is determined that the appropriate discipline is Alternative Placement in Lieu of Expulsion, the Office of Intervention Services will contact the parent to discuss the terms of the stipulation agreement that the parties may enter into. All stipulation agreements must obtain Board approval.
- B. At a minimum, the stipulation agreement must state:
 - 1. the nature of the offense warranting formal consequences;
 - 2. the alternative placement (Second Chance, virtual instruction, homes education, etc.);
 - 3. the period of time for alternative placement (which be the period of time recommended for expulsion, unless good cause exists for a shorter period, another setting);
 - 4. that the student will comply with all attendance requirements and the Code of Student Conduct; and,
 - 5. that the student (through his or her parent) agrees that if he/she commits any infraction of the Code of Student Conduct or violates any of the disciplinary policies of the District during the Alternative Placement period, the Superintendent may seek the immediate expulsion of the student for the period of time recommended by the Principal in his/her charging letter, without any further notice or hearing on the issues raised in the charging letter.

V. EXPULSION HEARING

- A. A parent or adult student may elect to have a hearing on the Superintendent's recommendation, provided that such election is made within twenty-one (21) days from the date of the receipt of the Superintendent's charging letter.
 - 1. The Office of Intervention Services must serve a notice of hearing setting the date, time and location for the hearing.
 - 2. The hearing will be conducted in accordance with F.S. 120.57 and 120.569.
 - 3. Pursuant to F.S. 120.81(1)(h), the Board is not subject to a fourteen (14) day notice requirement.
 - 4. Upon request, a continuance may be granted by the Hearing Officer for good cause shown. Except in cases of emergency, requests for continuance must be made at least five (5) days prior to the date noticed for hearing.
- B. The matter will be heard by a member of the Board, who will be selected to serve as a Hearing Officer. The selection of Hearing Officer is at random, provided that no Board member can serve as Hearing Officer for an offense occurring at a school within his/her

district area. The Board attorney will assist the Hearing Officer with all procedural aspects of the expulsion hearing process.

- C. The recommendation for expulsion will be prosecuted by special counsel to the Superintendent. The student may, at his/her own expense, be represented by counsel or other representative. Counsel means a member of the Florida Bar. Any attorney who seeks to appear at the hearing must file a notice of appearance with the Board Clerk no later than five (5) days before the hearing. A party seeking representation by a representative (other than a parent) must file a written notice of representation with the Board Clerk as soon as practicable, but no later than five (5) days before the date of the hearing. The Hearing Officer may accept a late-filed notice of appearance or representation for good cause shown. The notice of representation will identify the name, address, email address, and telephone number of the representative and state that the party is aware of the services which the representative can provide, and is aware that the party can be represented by counsel at the party's own expense and has chosen otherwise. An attorney disbarred in any state is not authorized to serve as a representative.
- D. Hearings will be conducted in accordance with Florida statutes and this policy. Reasonable flexibility in method or order of presentation will be permitted. No parent or adult student is prohibited from presenting reasonable matters because of insubstantial procedural irregularities.
- E. At hearings, the Hearing Officer will receive testimony under oath, and evidence under the provisions of the Florida Evidence Code and F.S. 120.569. All witness testimony must be sworn or affirmed and the Hearing Officer will rule on admissibility of evidence. The hearing will be recorded by a court reporter at the Board's expense. Either party may obtain a transcript of the proceedings by furnishing the cost of transcription.
- F. The student may, at his/her own expense, testify or present any witnesses or evidence at the hearing. The student may request subpoenas from the Board Clerk to compel the presence of witnesses, and bear the cost of service of such subpoenas and witness fees.
- G. Failure to timely request a hearing or failure to appear at a hearing after notice of the date of the hearing will be deemed to be a waiver of any hearing on the matter. However, upon presentation of good and sufficient reasons for non-appearance, the Hearing Officer may direct that the hearing be re-scheduled.
- H. The Hearing Officer may issue any orders necessary to effectuate discovery, to prevent delay, and to promote the just, speedy, and inexpensive determination of all aspects of the case. Attendance at

all hearings is required by the school administrator who is familiar with the facts of a case and the rationale and facts underlying the recommendation for expulsion. Additional members of the faculty, staff, or student body may be required to attend to provide testimony.

VI. SUMMARY HEARING

If there is no disputed issue of material fact, the hearing will be limited to whether the proposed penalty is appropriate, and the parent or adult student, or their counsel, will have the opportunity at the hearing to present written or oral evidence in opposition to the proposed action or a written statement challenging the grounds of the proposed action.

VII. FINAL ORDER

A. Proposed Recommendation of Orders

1. At the conclusion of the evidentiary portion of the hearing, each party will have an opportunity to submit a proposed recommended order containing findings of fact in the record and conclusions of law in support of their respective positions, along with a proposed penalty, if any.
2. Within fifteen (15) days after receipt of the proposed recommended order(s), the Hearing Officer will prepare and enter a written Recommended Order consisting of findings of fact, conclusions of law and a recommended penalty, if any.
3. The Hearing Officer's recommended order will be submitted to the Board for action.

B. Written Exceptions

1. Either party may submit written exceptions to the Recommended Order, provided that the exceptions are submitted within fifteen (15) days after the entry of the Recommended Order.
2. Any party that chooses to file exceptions to the Recommended Order must also submit a transcript of the proceedings.
3. Any party that has timely submitted exceptions to the Recommended Order may appear before the Board to be heard on the exceptions.
4. This portion of the meeting shall be exempt from the provisions of F.S. 286.011, unless the parent elects to have that portion held in compliance with that section.
5. The parent, adult student or representative will be allowed ten (10) minutes to address the Board. The

- Superintendent's attorney will be allowed ten (10) minutes to respond.
6. No new evidence will be received or considered.
 7. The Board will consider each of the exceptions and will render a final order which includes a ruling on each exception.
- C. The Superintendent will serve notice of the Board's final order on all parties.

Students Taken Into Custody

The arresting agency, juvenile justice or court authority is required to immediately notify the Superintendent, parents/guardians and adult students shall be requested to inform the school at initial registration if a student has:

- A. been taken into custody for a delinquent act or violation of law that would be a felony if committed by an adult or involves a crime of violence;
- B. been charged with a felony or a delinquent act that would be a felony if committed by an adult;
- C. been adjudicated delinquent for an offense that would be a felony if committed by an adult;
- D. had adjudication withheld for a delinquent act that would be a felony if committed by an adult; or
- E. been found guilty of a felony.

Due Process – LCSB POLICY - 5611

POLICY STATEMENT

- A. The School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures, and establishes the following to provide students appropriate due process.
- B. The Superintendent will ensure that all members of staff use the below processes when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

- C. These processes are not applicable to in-school disciplinary alternatives including in-school suspensions.
 - 1. An in-school suspension is one served entirely within a school setting.
 - 2. Disciplinary alternative procedures do not apply to students who are prohibited, by authorized school personnel, from all or part of their participation in co-curricular, interscholastic, and/or non-interscholastic extra-curricular activities.

II. STUDENTS SUBJECT TO SUSPENSION

Prior to a suspension, a student will receive notice of the charge and an explanation of the evidence against him/her.

- A. The Principal will give the student an opportunity to explain his/her side of the story.
- B. In the event the Principal determines that the student violated the Student Conduct Code and that suspension is the appropriate discipline, the student and their parent will be provided written notice of the charge(s) and the recommendation.

An appeal may be addressed to the Principal, whose decision is final.

III. STUDENTS SUBJECT TO EXPULSION

- A. Prior to a recommendation for expulsion, a student will receive notice of the charge(s) and an explanation of the evidence against him/her.
 - 1. The Principal will give the student an opportunity to explain his/her side of the story.
 - 2. In the event the Principal determines that the student violated the Student Conduct Code and that expulsion is the appropriate discipline, the student and their parent will be provided written notice of the charge(s) and the recommendation.
- B. The student and his/her parent will be given an opportunity to meet with a representative of Intervention Services staff to discuss the charge(s) and the expulsion process; discussion will include a hearing process, waiver and stipulation, if appropriate in the sole discretion of the Superintendent. The expulsion process is set forth in Policy 5610.06-Expulsion Process.
- C. The Board will act on any recommendation for expulsion.

SCHOOL DISTRICT RESPONSIBILITIES

It is the responsibility of the School District and each school to:

- F. provide high quality instruction for all students;
- G. provide and maintain a safe atmosphere that encourages good behavior and learning for all students;
- H. teach students to respect themselves and others by treating them fairly and with dignity and respect;
- I. provide in-service courses in communications to further improve the working relationships among the staff and with the students, parents, and community;
- J. provide courses of study, programs, activities and materials to meet the academic and social needs of all students;
- K. involve parents/guardians in selecting strategies for reaching academic or behavioral goals; and,
- L. inform parents/guardians of the availability of homebound instruction when the school suspects or knows that a student will be absent for at least fifteen (15) or more school days for health reasons.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have a right to:

- A. an education appropriate to their needs;
- B. a positive learning climate free of disruption;
- C. a copy of clearly defined rules of student conduct and rules enforced fairly, without discrimination;
- D. express their viewpoints in appropriate ways;
- E. print and distribute publications within the guidelines provided by the school and District;
- F. meet together in accordance with school rules and scheduled use of facilities;
- G. privacy of their personal possessions;
- H. prior notification of any general search of book bags, lockers, or vehicles;
- I. participate in all eligible school programs and activities;
- J. be provided due process in all instances involving disciplinary actions or the exercise of their rights
- K. attend a school where all students and adults are treated equitably without regard to race, color, religion, national origin, age, sex, sexual

- orientation, marital status, disability, perceived disability, or record of disability as defined by the Americans with Disabilities Act; and,
- L. participate and learn in an environment free from sexual and other harassment.

Students have a responsibility to:

- A. make an effort to learn;
- B. come to class prepared with required books and materials; complete all assignments;
- C. ask questions, seek help and make up missed work due to excused absences or tardies;
- D. become familiar with the Student Code of Conduct and the school student handbook;
- E. know and observe school rules and regulations related to conduct and behavior;
- F. express themselves in a manner that does not interfere with the orderly process of education, violate school rules, or infringe on the rights of others;
- G. conduct themselves and their activities consistent with the educational objectives of the school;
- H. not disrupt the educational process or endanger the health, safety, or welfare of other students or staff;
- I. not carry or conceal anything prohibited by law or that would detract from the educational process;
- J. abide by the rules for co-curricular or other school-sponsored activities;
- K. use the grievance procedures described within this Code and Board policy when a serious problem arises;
- L. treat others equitably, fairly, and with mutual respect;
- M. conduct themselves and their activities in such a manner that they do not harass or discriminate against others; and
- N. report occurrences of discrimination or sexual harassment to the Principal or District Equity Officer.

PARENT RIGHTS AND RESPONSIBILITIES

Parents and guardians are afforded numerous statutory rights including:

- A. the entitlement to a quality education for their child through a uniform, safe, secure, efficient, and high-quality system;
- B. the opportunity to request and be granted permission for the absence of the student from school for religious instruction or religious holidays

- C. a written notice and an administrative review by certified mail prior to placement in a dropout prevention, academic intervention or other special program;
- D. the opportunity to request exemptions related to certain health issues, including school entry health exams, immunizations, participation in biological services, if offered by the school;
- E. timely notification of any verified substance abuse violation by the student;
- F. a good-faith effort by the school district to notify the parent by telephone of the student's suspension and the reason and a report in writing within twenty-four (24) hours by U.S. mail;
- G. a good-faith effort to use parental assistance before suspension unless the situation requires immediate suspension;
- H. a written notification of a recommended expulsion including the charges against the student and a statement of the right of due process;
- I. that victims and siblings of certain felony offences by other students are kept separate from the student offender both at school and during school transportation;
- J. controlled public school choice options (requested by March 1st of each year) that are applicable and available to students in the District;
- K. access to all educational programs, activities, and opportunities offered by the District without discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status;
- L. notice and due process for parent of public school students with disabilities including an individualized written educational program plan;
- M. receipt of ESOL (English for Speakers of Other Languages) instruction and parental involvement for limited English proficient students;
- N. a written request to excuse a student from reciting the pledge of allegiance;
- O. access, waiver of access, challenge and hearing and privacy regarding student records of their children;
- P. an easy to read report card on a regular basis that clearly depicts and grades the student's academic performance in each class or course, the student's conduct, and the student's attendance;
- Q. an appraisal at regular intervals of the academic progress and other needed information about their child; and
- R. notification in writing requiring written consent before a student may be transported in a privately owned vehicle to a school function.

Parents and guardians can ensure proper discipline in school by meeting the following responsibilities:

- A. encouraging respect for the authority of teachers, principals, and other school staff members;
- B. showing interest in their child's school progress;
- C. working with school personnel to solve disciplinary academic problems;
- D. getting to know their child's school, staff, programs, and activities;
- E. attending parent-teacher conferences and school/parent functions, such as PTO and/or School Advisory Committee meetings, and volunteering to help in the classroom;
- F. teaching their child to be clean, well groomed, and wear clothes that are appropriate for school;
- G. making sure their child gets to school on time every day unless their child is ill or has a contagious disease;
- H. keeping up-to-date information at the school, including home, work and emergency telephone numbers, addresses, and health data;
- I. contacting the school to explain why their child is absent, as is required by Florida statutes and Board policies; and
- J. teaching their child by word and example respect for law, the authority of the school, and the rights and property of others.

WEAPONS ON SCHOOL PROPERTY LCSB POLICY – 7217

The School Board prohibits any visitor from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under the control and supervision of the Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

Weapons and firearms as defined in F.S. 790.001 and include, but are not limited to, firearms, guns of any type, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

For purposes of this policy, the term "weapon" also means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons.

The Superintendent shall require that any visitor possessing a weapon or other device designed to inflict serious bodily harm, including a concealed weapon, is reported immediately to the appropriate law enforcement agency, regardless of whether such visitor possesses a valid concealed weapon license.

A weapon may be brought on District property for educational purposes under controlled circumstances when authorized by the Superintendent.

The Board directs the Superintendent to post notices prohibiting the carrying and possession of concealed weapons in a school safety zone, including schools and school buildings, on school premises and school buses, and at school activities.

The Superintendent shall conspicuously post such notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report. Notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and parcel of land. Further, notices shall be posted in each school bus and other Board-owned vehicle, including a school van.

Pursuant to F.S. 790.115(2)(a)3, for the purpose of campus parking privileges, this prohibition shall include any firearm or weapon even if securely encased in a vehicle or other private conveyance regardless of licensure or permit. The District will post appropriate signage at all properties.

DESTRUCTIVE DEVICES ON SCHOOL PROPERTY

A “destructive device” includes, but is not limited to the following: any explosive, incendiary, or poison gas bomb, grenade, mine, rocket, missile, or similar device; and includes any type of weapon which will, or is designed to or may readily be converted to, expel a projectile by the action of any explosive and has a barrel with a bore of one-half inch or more in diameter and ammunition for such destructive devices.

NOTIFICATION OF RIGHTS UNDER HIPAA

Board Duties

The Board is required by law to maintain the privacy of protected health information that belongs to your child enrolled in the District. This Notice of Privacy Practices states how your child’s protected health information may be used and how the District keeps your information private and confidential. As part of the District's legal duties, this Notice of Privacy Practices must be given to you. The District is required to follow the terms of the Notice of Privacy Practices currently in effect.

Uses and Disclosures of Your Protected Health Information

Protected health information includes demographic and medical information that concerns the past, present, or future physical or mental health of an individual.

Demographic information could include your name, address, telephone number, social security number, and any other means of identifying you as a specific person. Protected health information contains specific information that identifies a person or can be used to identify a person.

Protected health information is health information created or received by a health care provider, health plan, employer, or health care clearinghouse. This medical information is used in many ways while performing normal business activities.

Your child's protected health information may be used or disclosed by the District for purposes of treatment, payment, and health care operations. *Health care professionals use medical information in the clinics or hospitals that take care of your child. Your child's protected health information may be shared, with or without your consent, with another health care provider for purposes of your treatment. The District may use or disclose your child's health information for case management and services. The District may send the medical information to insurance companies or community agencies to pay for the services provided to your child.*

Your child's information may be used by certain District personnel to improve the operations of the District's health care components. Personnel may send your child appointment reminders, information about treatment options, or other health-related benefits and services.

Some protected health information can be disclosed without your written authorization as allowed by law. Those circumstances include:

- A. reporting abuse of children, adults, or disabled persons;
- B. investigations related to a missing child;
- C. internal investigations and audits by the District's divisions, bureaus, and offices;
- D. investigations and audits by the State's Inspector General and protected health information

This summary does **not** include disclosures:

- A. made to you;
- B. to individuals involved with your care;
- C. authorized to you;
- D. made to carry out treatment, payment, and health care operations;
- E. for public health;
- F. for health professional regulatory purposes;
- G. to report abuse of children, adults, or disabled persons;
- H. prior to April 14, 2003.

This summary does include:

- A. purposes of research, other than you authorized in writing;
- B. responses to court orders, subpoenas, or warrants.

You may request a summary of disclosures for not more than a six (6) year period from the date of your request.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; 34 C.F.R. Part 99, is a Federal law that generally requires the District to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, as one exception to this general rule, FERPA permits the District to disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary. Directory information is limited to the student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas, certificates, awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age (eligible students) certain rights with respect to the student's education records. These include the right to:

- A. Inspect and review the student's education records within the forty-five (45) days of the day the District receives a request for access;

Parents or eligible students should submit to the school Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- B. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading; Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing

regarding the request for amendment. This notice will include information regarding the hearing procedures.

- C. Consent to disclosures of personally identifiable information contained in the student's education records, *except to the extent that FERPA authorizes disclosure without consent*;
- D. File a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA;

The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

In certain circumstances, FERPA permits the District to disclose personally identifiable information contained in a student's education records without consent. These include but are not limited to disclosures to/of:

- A. school officials with legitimate educational interests;
A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or entity with whom the District has contracted to perform services or functions required by the institution (such as legal; auditing; health care; safety and security; therapy; student support; or assessment, progress monitoring and other data services); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (such as a volunteer). A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
- B. Officials of another school district;
Upon request, the District discloses education records without consent to officials of another school system or district in which a student seeks or intends to enroll.
- C. directory information (a student's name; photograph; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation or program completion; diplomas; certificates; and awards received, and the most recent previous educational agency or institution attended) may be disclosed unless the parent has specifically informed the school

(in writing) not to disclose directory information.

For a complete list of the entities and circumstances in which disclosure is authorized under FERPA, please visit <http://www2.ed.gov/policy/gen/guid/fpco/index.html> .

Military Recruiter Access To Student Directory Information

Federal law requires secondary public schools to permit access by military recruiters to a student's name, address, and telephone listing. If a parent of a student (or the student himself/herself if an emancipated minor) does not want directory information disclosed to military recruiters, the parent must make this known to the school in writing. A form for this purpose is attached to this notice, or is available via the District's forms website (www.forms.leon.k12.fl.us). This form should be sent directly to the school.

For Further Information/Complaints

Requests for more information about matters covered by both the HIPAA and FERPA notices may be directed to school personnel, the school divisional director or the administrator of the school health facility where you received the notice. You may also contact:

Superintendent's Office
2757 West Pensacola Street
Tallahassee, Florida 32304
Phone: 850-487-7147

REVIEW OF STUDENT RECORDS – LCSB POLICY 8330

The rights of students and their parents with respect to education records created, maintained, or used by the District must be protected in accordance with FERPA, and the implementing regulations issued pursuant thereto. Students and their parents have the right to access their education records, including the right to inspect and review those records, have the right to waive their access to their education records in certain circumstances, have the right to challenge the content of education records, have the right of privacy with respect to such records and reports, and receive annual notice of their rights under FERPA with respect to education records.

In addition to students and their parents and eligible students, student records shall be available only to designated school officials and personnel, to such other

persons as the parent or eligible student authorizes in writing, or a court of competent jurisdiction or to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to students who are eighteen (18) years of age or older, or who are enrolled in a postsecondary institution, regardless of age.

The District presumes that the eligible student or either parent of the student has the right to inspect, review, and receive copies of the education records of the student or eligible student unless the Board, its staff, or the individual school has been provided a legally binding instrument or court order governing such matters as divorce, separation, or custody which provides to the contrary.

The District shall make available, upon request, certain information known as "directory information" without prior permission of the parents or the eligible student. The Board designates as student "directory information": a student's name; address; telephone number, if it is a listed number; date and place of birth; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation or program completion; diplomas; certificates; and awards received, and the most recent previous educational agency or institution attended.

An annual written notice shall be given to inform parents, guardians, and eligible students of their rights of access, waiver of access, challenge and hearing, privacy, categories of personally identifiable student information designated as directory information data, and the location and availability of the District's policy on education records of students. Alternate methods of notice shall be made for parents, guardians, or eligible students unable to comprehend a written notice in English. Parents or eligible students may, by providing a written statement to the principal within two (2) weeks of the first day of the school year or entry into the school system request that all specific portions of directory information for that specific student not be released.

STUDENT INFORMATION – LCSB POLICY 8330

Confidentiality of student records shall be maintained in accordance with Board Policy 8330. However, the school or District shall provide information to parties to an interagency agreement among the Department of Juvenile Justice, school and law enforcement authorities, and other signatory agencies for the purpose of reducing juvenile crime and especially motor vehicle theft by promoting cooperation and collaboration, and the sharing of appropriate information in a joint effort to improve school safety, to reduce truancy and in-school and out-of-

school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions that provide structured and well-supervised educational programs supplemented by a coordinated overlay of other appropriate services designed to correct behaviors that lead to truancy, suspensions, and expulsions, and that support students in successfully completing their education. Information provided in furtherance of such interagency agreements is intended solely for use in determining the appropriate programs and services for each juvenile or the juvenile's family, or for coordinating the delivery of such programs and services, and as such is inadmissible in any court proceedings prior to a dispositional hearing unless written consent is provided by a parent or other responsible adult on behalf of the juvenile.

ALTERNATIVE EDUCATION - LCSB POLICY 2451

The School Board recognizes that the regular school program may not be appropriate for all students and that certain students may need special programs to help them overcome attendance, academic, and/or behavioral problems.

The Board authorizes the Superintendent to provide dropout prevention/alternative education programs for students who, in the opinion of the Superintendent, will benefit from this educational option and who meet eligibility requirements for the program. Participation in dropout prevention/alternative education programs does not exempt the student from adherence to school attendance rules or the Student Code of Conduct (Policy **5500** - Student Conduct).

Parents shall be notified annually in writing of their child's placement in any dropout prevention/alternative education program and their right to review any action related to such placement. For educational alternatives of choice, which are voluntary and for which a student's parent or guardian has requested participation, such notification of administrative review shall not be required.

ATTENDANCE – LCSB POLICY 5200

All students are expected to attend all classes each day that school is in session. Unexcused absences will result in a disciplinary consequence and will negatively affect a student's grade. Determination of whether an absence is excused or unexcused is the responsibility of the site principal or designee.

The following absences may be excused with the proper documentation:

- A. Illness and/or medical care
- B. Death in the family
- C. Legal reasons

- D. Financial conditions
- E. Religious Holidays (Religious Holiday(s)/Observance(s) exemption forms shall be available), and
- F. Prearranged absences for educational purposes approved by an administrator.

BUS RULES OF CONDUCT

- A. Students shall obey the following bus rules:
 - 1. Be on time and stand off the roadway while waiting for the bus.
 - 2. When crossing the roadway, be sure that the road is clear of traffic in both directions. When needing to cross the road, follow the driver's instructions and never cross behind the bus.
 - 3. Wear a properly adjusted and fastened safety belt at all times when the bus is in operation if the bus is equipped with safety belt.
 - 4. Remain in the seat at all times while bus is in motion.
 - 5. Use ordinary quiet conversation and classroom conduct.
 - 6. Be respectful to the driver. Do not talk to or distract the driver while the bus is in operation.
 - 7. Refrain from foul language, racial slurs, or making obscene gestures.
 - 8. Keep hands, feet, arms, head, and objects to yourself and inside windows at all times.
 - 9. Do not throw wastepaper or other rubbish on the floor or otherwise litter, mark, deface, or damage any part of the bus.
 - 10. Do not throw anything from the bus. Nothing may be thrown into, within, out of, or at the bus.
 - 11. Do not tamper with or exit from the bus emergency exit doors or windows. Do not use for ordinary boarding and alighting.
 - 12. Do not stand or sit in the service door step well.
 - 13. Do not sit or climb on top of seat backs or stand in bus seats.

14. Take backpack off before entering the bus, and while on the bus keep it off. Students will put their backpack on their lap.
 15. Remain quiet approaching and during a railroad crossing procedure.
 16. Students will ride their assigned bus and get on and off at their assigned bus stop. Exceptions must be preapproved and signed by the Principal.
 17. Electronic devices, such as, I-Pods, MP3 players, PCDs, tablets, etc., may be used on school buses at the discretion of the bus driver, classroom teacher, and/or sponsor/advisor/coach and only if used with headphones. Cell phone cameras and other cameras are not to be used on the bus. A student will not use a cell phone or electronic device to make a video or audio recording while on the school bus. At no time should an electronic device create a distraction for the bus driver or interfere with safe operation of the bus.
- B. The following are prohibited on the school bus:
1. Bullying, including pushing, shoving, calling names, or harassment, such as sexual gestures and aggressive behavior. Behavior on the bus should not make any student feel uncomfortable or unsafe.
 2. Gum chewing, eating, drinking or tobacco products.
 3. Animals or pets; including animal cages, unless approved service animals.
 4. Small objects or toys that are loose and that could get underfoot and cause passengers to trip or fall. Examples: toys, such as laser lights, toy guns or weapons, air guns, paintball guns, BB guns, water guns, flashing lights, reflective surfaces, including noise makers and party poppers.
 5. Band instruments, projects, athletic equipment, and other objects will need to be held in the student's lap. Other arrangements will need to be made if, band instruments, projects, athletic equipment, and larger items cannot be held by the student. Large objects can become dangerous projectiles on the bus and interfere with driver's visibility.
 6. All athletic equipment needs to be in a backpack, book bag, or an athletic bag. Examples, skate board, baseball glove, baseball bat, baseball, basketball, pool stick, tennis racket, tennis ball, etc.
 7. Glass bottles or containers and fragile items. Aerosol cans such as deodorant, hairspray, or perfume need to stay in the student's backpack or purse.

8. Balloons.

- C. The driver shall be in full charge of the bus and students at all times and his/her directions shall be obeyed.
- D. The driver will assign students to certain seats.
- E. The driver may issue verbal warnings, contact parent/guardian, and issue written referrals for violations of these rules.
- F. The Principal shall consider the bus driver's recommendation for discipline when making a decision regarding a student's referral.
- G. The Principal may suspend a student from riding the bus for rule violations or repeated violations.

CIVILITY IN SCHOOLS – LCSB POLICY 1380

The School Board believes that a staff member should be able to work in an environment free of threatening speech or actions. This policy promotes mutual respect, civility, and orderly conduct among District employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for staff members.

Threatening behavior consisting of any words or deeds that intimidate a staff member or cause anxiety concerning physical well-being is strictly forbidden. Any parent, visitor, staff member, volunteer, or agent of the Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities. Members of the District staff will treat parents and other members of the public with respect and expect the same in return.

The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/District grounds. Staff will take the necessary actions to protect students' and other employees' personal safety and positive work environment.

Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on School District property, will be directed to leave school or School District property promptly by the site administrator or designee, or shall be

escorted from the property with the assistance of other staff or a law enforcement officer.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will attempt to calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the District employee will verbally notify the abusing party that the meeting, conference, or telephone conversation is termination and, if the meeting or conference is on District premises, the offending person will be directed to leave promptly.

RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES – LCSB POLICY 8800

Student Participation in Pledge of Allegiance

The student has the right not to participate in reciting the Pledge of Allegiance. Upon a written request by his/her parent, a student must be excused from reciting the Pledge of Allegiance, including standing and placing the student's right hand over his/her heart.

Students who do not provide a written request by his/her parents to be excused from reciting the Pledge of Allegiance are still required to show full respect to the flag by standing at attention, men removing headdress, except when such headdress is worn for religious purposes.

Instructional staff members are authorized to lead students in the Pledge of Allegiance at an appropriate time each school day. However, no student shall be compelled/required to participate in the recitation of the Pledge. Additionally, the Board prohibits the intimidation of any student by other students or staff for the purpose of coercing participation. The Superintendent shall develop procedures which ensure that any staff member who conducts this activity does it at an appropriate time, in an appropriate manner, and with due regard to the need to protect the rights and the privacy of a nonparticipating student.

NOTE: According to (F.S. 1003.44), if a parent/guardian wants to request that their child be excused from participating in the Pledge of Allegiance, they can notify the school by sending a note to their child's teacher and or principal.

NONDISCRIMINATION – LCSB POLICY 1122

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship, and/or personal sense of self-worth. As such the School Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of race, color, national origin, sex, disability (including HIV, AIDS, or sickle cell trait), marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (Protected Classes). In addition, the Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of sexual orientation or gender identity.

Any student who believes that he/she has been discriminated against may file a complaint in accordance with the Student Grievance Procedure described in this Code of Conduct to the Equity and Title IX Compliance Officer, Leon County School, 2757 West Pensacola Street, Tallahassee, FL 32304, (850) 487-7306.

TITLE IX - LCSB POLICY 2260

The School district shall comply with Title IX of the Educational Amendments of 1972 (Title 20 U.S.C. Sections 1681-1688). This law states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Any person who believes that he or she has been discriminated against under the protections of Title IX may file a written complaint with the Title IX Compliance Officer, Leon County Schools, 2757 West Pensacola Street, Tallahassee, FL 32304, (850) 487-7306.

IMPARTIAL HEARINGS under Section 504, Rehabilitation Act of 1973 – LCSB POLICY 2260.03

The parents or guardians of a student who, because of disability, as defined under Section 504 of the Rehabilitation Act of 1973, may request an impartial hearing under Section 504 with respect to actions that occurred within 180 days of the request, regarding the identification, evaluation, or educational placement of such student.

Such hearings will be conducted before a hearing officer appointed by the District who is not an employee of the District. The hearing officer may not have a direct

interest in the outcome of the hearing. The hearing officer shall conduct the hearing in a fair and impartial manner. The hearing officer will have adequate training or experience relating to the requirements of Section 504.

The District shall give the parent or guardian notice of the time, date and place of the hearing at least twenty-one (21) days in advance of the hearing.

The parent or guardian and the District shall have a full and fair opportunity to present evidence relevant to the issues raised. The parents or guardians may, at their own expense, be represented by one or more individuals of his/her own choice, including an attorney, and shall have an opportunity to examine relevant records.

The hearing officer shall make a decision in writing within a reasonable period of time after the hearing. The decision must be based solely on the evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.

The hearing officer's decision may be reviewed by filing a notice of appeal with the clerk of the School Board within twenty (20) days of the rendition of the hearing officer's decision. Thereafter, the appealing party shall within fifteen (15) days file with the clerk of the Board and serve on the other party a memorandum not to exceed twenty (20) pages explaining why the appealing party believes the hearing officer's decision violates Section 504. Thereafter, the other party may within fifteen (15) days file and serve a responsive memorandum that does not exceed twenty (20) pages. The hearing officer's decision, the two memoranda and the record below shall be considered by a reviewing hearing officer appointed by the District who is not an employee of the District and who shall render a decision in writing within twenty-one (21) days. The reviewing hearing officer may not have a direct interest in the outcome and may not be same person who served as the initial hearing officer. The hearing officer will have adequate training or experience relating to the requirements of Section 504.

DRESS AND GROOMING - LCSB POLICY 5511

The School Board recognizes that each student's dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. The Board authorizes the Superintendent to establish a reasonable dress code in order to promote a safe and healthy school setting and enhance the educational environment. The dress code shall be incorporated into the Student Code of Conduct.

Items of apparel that when worn together are usually indicative of gang membership or apparel that contain a message that is obscene or promotes illegal activities, drugs, discrimination, alcohol, or tobacco products shall not be permitted on school grounds or at school sponsored functions.

Students may wear sunglasses, hats, or other sun-protective wear while outdoors for extended periods of time during school hours, such as when students are outside at lunch, recess or physical education. Students shall not wear hats or sunglasses in the classroom, hallways or other indoor instructional spaces.

While on school grounds during the regular school day, students are prohibited from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

Students who violate the foregoing rules will not be admitted to class and are subject to the following disciplinary action:

- A. For a first offense, the student shall be given a verbal warning and the school principal shall call the student's parent or guardian.
- B. For a second offense, the student is ineligible to participate in any extra-curricular activity for a period of time not to exceed five (5) days and the school principal shall meet with the student's parent or guardian.
- C. For a third or subsequent offense, a student shall receive an in-school suspension pursuant to F.S. 1003.01(5), for a period not to exceed three (3) days, the student is ineligible to participate in any extra-curricular activity for a period not to exceed thirty (30) days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extra-curricular activities.

The Superintendent designates the principal as the arbiter of student dress and grooming in his/her building.

DRUG PREVENTION – LCSB POLICY 5530

It is the intent of the School Board that all schools, school-sponsored activities, and school vehicles shall be drug free. The School Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers through education. The Board, through this policy, establishes a drug-free zone within 1,000 feet of any facility used by the District for educational purposes.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Florida statute;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. anabolic steroids;
- F. any substance that is a "look-alike" to any of the above;
- G. any substance other than food and water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state.

The Board prohibits the use, possession, concealment, sale, or distribution of any drug or any drug-related paraphernalia as the term is defined by law, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect on school grounds, in or on school vehicles, and at all school-sponsored event.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school standards of conduct and a description of those sanctions.

District employees shall report to the Superintendent any suspected unlawful use, possession, concealment, sale, or distribution of drugs.

HAZING – LCSB POLICY 5516

Hazing activities of any type as a condition for membership and/or participation in a District club or activity or a non-district sponsored club or activity, or for acceptance by any group of students, are inconsistent with and disruptive to the educational process, and prohibited at any time in school facilities, on school property, and/or off school property if the misconduct is connected to activities or incidents that have occurred on school property. No administrator, faculty member, or other School Board employee shall encourage, permit, authorize, condone, or tolerate any hazing activities. No student shall plan, encourage, or engage in any hazing. No volunteer of the School District shall plan, direct, encourage, aid, condone, or engage in hazing.

Hazing is defined as performing any act or coercing another, including the victim, to perform any act that causes or creates a substantial risk of causing mental or physical harm. "Hazing" includes, but is not limited to, pressuring or coercing the student into violating State or Federal law, any brutality of a physical nature, such

as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student, and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

WELLNESS – LCSB POLICY 8510

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the development process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits. In partnership with the School Health and Wellness Committee. The Board will engage parents, students, and other community members in the periodic review of District policies and procedures associated with wellness.

The Board establishes the following goals in consideration of evidenced-based strategies to enable students and employees to make good health and nutrition choices:

- A. To promote nutrition education with the objective of improving students' health and reducing childhood obesity.
- B. To improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

- C. To require compliance with USDA school meal nutrition standards and the USDA *Smart Snacks in Schools* regulations, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity.
- D. To provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active lifestyle.
- E. To promote the health and wellness of students and staff through other school-based activities.
- F. Each school shall provide at least 100 minutes of supervised, safe and unstructured free-play recess each week for students in kindergarten through grade five (5) so that there are at least twenty (20) consecutive minutes of free-play recess per day, except, in limited circumstances, when in the professional judgement of the teacher/administrator, it is not possible. Scheduling and flexibility are to be at the discretion of the teacher/administrator.

HEALTH

IT'S ALL ABOUT HEALTH: Tips and Tools to Make a Healthy Lifestyle Easy

For Parents...

- Explain to your child how a healthy lifestyle will improve his or her life. Healthy eating and exercising are things your children can do to improve their lives. They are not things they should do to make others admire or approve of them. Explain how wonderful they will feel with more energy and more confidence.
- Diets are not for children. Children need healthy food and exercise to grow. They grow at different rates. As they grow they often put on weight and may look overweight and then hit a growth spurt and “grow into their weight.” Please be patient with them and help them make healthy choices. Don’t use the word “diet” when talking to your children about eating and exercise. Avoid rapid weight loss and fad diet plans, and focus on healthy eating.
- Encourage your child, but don’t use food as a reward. Praise your children when they make healthy choices, and don’t act like the “food police.” Use of nonfood rewards can be great for your relationship. Try rewarding good behavior by playing a game or having a fun family outing.

- Be a good role model. Children will often mimic their parents' habits. Join your children in creating a healthier lifestyle. Take a team approach. Improve your children's fitness as you improve your own. Take part in family activities such as walking, hiking, biking, playing tennis, jumping rope, swimming, dancing, shooting hoops, kicking a soccer ball, raking leaves, or working out to an exercise video. Activities will improve your fitness and your children's fitness, and you will enjoy time with each other.
- Shop smart. Stock your kitchen with healthy, high fiber foods that are naturally low in sugars and fat. Since the parents buy the food, choose to purchase only healthy food, so children will only have healthy foods from which to choose.

For the whole family...

- Eat together as a family. If children see you eating healthy foods, they may want to try them out of curiosity. Invite children to try new foods, but never insist. Teach by example by eating a wide variety of foods.
- Make time to participate in physical activities. Start an evening tradition of walking with your child or taking part in some other activity that will get the whole family moving. Participate in a community program for healthy eating and activity or weight control. Look for the upcoming resource guide in the Tallahassee Democrat.
- Create an atmosphere for success. Chips, dips, sugary sodas, and the like should not come into your house. Stock up on fruit, low-fat cheeses, nuts, and other healthy snacks, instead of foods high in fat and sugar.
- First drink choice: water. Many times, when someone thinks he or she is hungry, he/she is really thirsty, and then is no longer hungry after drinking a glass of water. Offer other healthy choices, such as fat-free milk and 100% juice. Sodas and flavored drinks are high in sugar and calories. They are not good for your health or teeth.
- Quick tip: Try the 5, 4, 3, 2, 1 rule. That is, every day should include 5 fruits and vegetables, 4 glasses of water, 3 servings of low-fat milk products, less than 2 hours of screen time, and **1** hour of physical activity.
- Always eat breakfast. It makes a tremendous difference in your child's ability to concentrate and learn during school hours. (It makes a difference for adults, too!) Local schools offer a school breakfast program which is great for busy families.
- Get kids involved in buying, cooking and eating. If children pick it out, they are more excited about eating it. Take them to the grocery store so they can see you choosing healthy foods. Allow them to choose a fruit or vegetable. Have your children help you in the kitchen. When they

help prepare foods that are good for them, they are more likely to eat them.

Health screenings and services are available free of charge to all students. Parents are given an opportunity to refuse health screenings in writing. LCS will provide care and management for students with sudden illness and/or injuries, and any chronic health conditions occurring on the school campus. If you do not wish your child to receive any of these school health services, please provide written notification to your child's school nurse. If you have any questions or concerns, contact Health Services at 487-7184.

USE OF MEDICATIONS – LCSB POLICY 5330

The School Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication, non-prescribed drugs (over-the-counter/OTC) for temporary medical conditions, and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or if the child requires medication to benefit from his/her educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a licensed physician, licensed physician assistant (PA), or advanced registered nurse practitioner (ARNP) who has been delegated the authority to prescribe medicines by a supervising physician and any non-prescribed (OTC) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures that require special training, such as catheterization.

Parents may administer medication or treatment to their own children at school or during school-sponsored events. Before any prescribed medication, OTC medication, or medical treatment may be administered to any student by School District personnel or before a student is permitted to self-administer a medication or treatment, as approved by statute, during school hours or at school-sponsored events, the Board shall require the written authorization of the parent on the Medication Permission Form, which shall be valid for the school year in which it is signed by the parent. A separate Medication Permission Form (Form 5330 F1) shall be signed and placed on file at the school for each prescription or nonprescription medication or medical treatment.

For prescription medication or treatment that is to be self-administered by the student, the child's physician must authorize in writing, by completing the

Authorization for Carrying Medication Form (Form 5330 F3), any self-medication/treatment to be administered by the student, and the Board shall require the prior written consent of the parent on the Authorization for Carrying Medication Form (Form 5330 F3), along with a waiver of any liability of the District, before self-administration of the medication or treatment occurs. No other medication shall be carried on a student's person in the school. Furthermore, no student is allowed to provide or sell any type of prescription or OTC medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention, Policy 5330.01 - Self-Administered Medication, Policy 5600 - Student Discipline, and of the Student/Parent Handbook.

For prescription medication, only medication, in its original container, labeled with the student's name, name of the medication, exact dosage to be given, route of medication (mouth, eyes, ears, injection, etc.), time to be administered, and date prescribed, if a prescription will be administered. Requests for the school to administer prescription medication classified as narcotics will be reviewed by the Principal, in consultation with the parent/guardian, the student's physician, if a parent release is signed, and the local health department, to determine if possible side effects of the prescription narcotic could result in potential safety concerns for the student at school. If potential safety concerns exist, the student may be excluded from school until the student is no longer being administered the medication.

For OTC medication for a temporary medical condition (i.e. cough and cold medicines, pain relievers, allergy medications, skin conditions, etc.), a written health care provider order is not required for the first five days of medication administration. After the initial five days of administration, a written health care provider's order is required. Dosage shall not exceed the recommended dosage printed on the container and/or package. Such medication shall be provided in its original container/package labeled with the student's name.

Prescription and OTC medication, unless approved for self-administration by a student, shall be transported to and from school by the parent/guardian. Medications, other than those approved for self-administration, may not be transported by students unless an exception to this rule is approved by the Principal due to special hardships.

USE OF MOTOR VEHICLES - LCSB POLICY 5515

The School Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students -- a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.

For the operation and parking of motor vehicles students shall be licensed drivers and have adequate liability insurance.

The Board shall not be responsible for motor vehicles that are lost, stolen, or damaged.

Students and parents/guardian visitors may park only in designated spaces during regular school hours. The site administrator may restrict student vehicle parking on school property by grade level or other equitable means. Students on high school campuses may be charged a fee for parking permits.

Illegally parked vehicles are subject to being towed at the owner's expense.

SEARCH AND SEIZURE BY SCHOOL PERSONNEL – LCSB POLICY 5771

The School Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Such spaces remain the property of the Board and, in accordance with law, may be the subject of random search. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board directs the school principals to conduct a routine inspection at least annually of all such storage places.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. These searches should be conducted in the presence of another authorized

person. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. These searches must have prior review and authorization of the Principal or Site Administrator.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Administrators are permitted to conduct a random search of any student's locker and its contents at any time, providing proper notice has been posted in the locker areas of each building.

Strip searches of a student's person or intimate personal belongings by school staff are not permitted, and shall only be conducted by an appropriate law enforcement or intake facility personnel.

The Board also authorizes the use of canines, trained in detecting the presence of drugs, weapons, or other harmful devices, when the Superintendent has reasonable suspicion that illegal drugs, weapons, or other harmful devices may be present in a school. This means of detection shall be used only to determine the presence of drugs, weapons, and other harmful devices in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search. Pursuant to Policy 7440, the Superintendent is also authorized to use metal detectors for this purpose as well.

BULLYING AND HARASSMENT – LCSB POLICY 5517.01

The School Board is committed to providing an educational setting that is safe, secure, and free from harassment and bullying of any kind for all of its students, school employees, and volunteers. The Board will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

- A. during any education program or activity conducted by the District;
- B. during any school-related or school-sponsored program or activity or on a school bus of the District; or
- C. through the use of data or computer software that is accessed through a computer, computer system, or computer network of the District.

Consequences and remedial action for students who commit an act of bullying or harassment will be determined in accordance with School Board Policy 5517.01

SEXUAL HARASSMENT – LCSB POLICY 5517

It is the policy of the School Board to maintain an educational and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, religion, disability, or any other legally prohibited basis, and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of unlawful harassment and in those cases where legally prohibited harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District Community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when

responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Any student who believes he or she has been placed in a hostile environment or harassed by another student or any other person in the school, on a school bus, or while participating in a school activity may file a complaint utilizing the Student Grievance Procedure in this Code of Conduct with the District's Equity Officer, Leon County Schools, 2757 West Pensacola Street, Tallahassee, Florida 32304, (850) 487-7306.

TEEN DATING VIOLENCE AND ABUSE – LCSB POLICY 5517.03

The School Board believes that all its students and school employees should have an educational setting that is safe, secure, and free from dating violence and abuse of any kind. The District will not tolerate dating violence and abuse of any type. The Board strictly prohibits any act of dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.

Teen dating violence and abuse shall be defined as a pattern of emotional, verbal, sexual, or physical abuse of a student who is in a current or was in a past intimate relationship to exert power and control over another when one or both of the partners are teenagers. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of mental, physical or sexual abuse. It may also be a pattern of demeaning, coercive, abusive actions that amount to emotional or psychological abuse. Dating violence and abuse may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, as well as harassment through a third party. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner.

Any student who is the victim of an act of dating violence and abuse, or has cause to believe that s/he is in immediate danger of becoming the victim of an act of dating violence and abuse, should report the matter to the Principal or to any member of the school staff.

Any Board employee who receives a report of an act of dating violence and abuse, who directly observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse shall report such report, observations, or suspicions to the Principal.

Any resident of the community or other member of the school community, including students, parents, volunteers, and visitors, who observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse is encouraged to report the matter to the Principal. These reports can be made either in person or anonymously.

Procedure for Reporting Bullying and Harassment

The Board designates the principal as the person responsible for receiving all complaints of bullying. Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above. The alleged violations and acts must be reported by school employees to the principal within twenty-four (24) hours.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment, anyone who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

If, during an investigation of reported act of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the principal or his/her designee will report the act of bullying and/or harassment to one of the Compliance Officers who shall investigate the allegation in accordance with Policy **5517** – Anti-Harassment.

STUDENT GRIEVANCE PROCEDURE – LCSB POLICY 9130

Any dispute concerning student rights and responsibilities and the application of School Board Policy and Procedures may be grieved using these steps outlined in the next two sections.

Informal Grievance/Complaint Resolution – LCSB POLICY 9130

When a dispute arises, the student, parent or guardian is encouraged to first discuss the grievance informally with the person against whom it is directed. The student may seek the assistance of Student Services personnel, other faculty members, or his/her parents/guardians in mediating the dispute. The student may be accompanied by his/her parent/guardian or other representative at all steps in this process in order to arrive at an equitable resolution to a dispute.

If an initial complaint about a building level problem, issue or administrator is made at the District office or to the Board, it shall be referred back to the principal or site administrator to attempt to resolve the issue following the process outlined below.

The complainant shall make an appointment with the administrator regarding the issue. The meeting shall be during normal work hours unless both parties agree to a different time.

When such a meeting is requested, the affected administrator or designee is expected to respond within forty-eight (48) hours, or document attempts to reach the complainant. S/He should arrange the requested meeting within no more than five (5) work days unless there are documentable extenuating circumstances. At no time shall the meeting be permitted to interfere with the orderly operation of the school.

In the event that additional information is required to respond appropriately to a complaint, the administrator shall have no more than five (5) additional work days to complete the fact gathering and provide appropriate follow-up.

Both parties are expected to make a good faith effort to attain a mutually agreeable accommodation regarding the issue or problem in a timely fashion. Failure on the part of the site administrator to respond to the complaint as required above shall be justification for the complainant to immediately move to the next level of the process.

Grievance Steps – LCSB POLICY 9130

Any student, parent or guardian who believes that a District policy or procedure was violated, misinterpreted or misapplied and was unable or unwilling to reach an accommodation through the informal process may file a formal written grievance in accordance with the following procedures:

- A. The complainant shall file a written grievance with the principal or site administrator within sixty (60) calendar days of the alleged improper action. Upon receipt of the written grievance, the principal or site administrator, if s/he has not previously done so, shall interview the complainant and the accused. It shall be the responsibility of the school/site to complete an investigation and make recommendations to the Superintendent or his/her designee or the District Equity Officer, if appropriate. Confidentiality shall be maintained to the extent allowed by law.
- B. The principal or site administrator shall meet with the complainant and investigate all specific allegations, which shall include interviewing any student, parent or staff witnesses, and take statements from witnesses if it is deemed necessary. The principal or site administrator shall report, in writing, the results of the investigation and his/her recommendation to the person who filed the grievance and the area director or other District staff as appropriate within twenty (20) work days of the receipt of the grievance.
- C. If the issue is not resolved by the principal/site administrator within twenty (20) work days or not resolved to the student/parent/guardian's satisfaction, the complainant may file an appeal to the site administrators' area director or supervisor within fifteen (15) work days of the site administrator's response or deadline for a response. The complainant shall provide the principal's supervisor with a written summary of the issues that could not be resolved at the previous level. The issues shall remain the same as those addressed at the previous levels. The principal or site administrator's supervisor shall investigate and furnish both parties with a written response within twenty (20) work days of the receipt of the appeal.
- D. In the event the complainant is not satisfied with the response or resolution provided by the principal or site administrator's supervisor, the complainant shall have fifteen (15) work days from receipt of the written response from the supervisor to appeal the decision to the Superintendent.
- E. After reviewing all written materials and consulting with the principal, site administrator and area director or supervisor, the Superintendent or his/her designee will notify the complainant and the accused of the final disposition of the grievance within twenty (20) work days from

- the date of the receipt of the appeal of the grievance. A copy of the "Notice of Final Action" will be filed with and maintained in the office of the appropriate area director or supervisor.
- F. If the Superintendent's decision is unacceptable to the individual complainant, she/he may submit a signed appeal to the Board. Such submission shall be filed with the Superintendent within fifteen (15) work days following notification of the Superintendent's decision. The appeal shall be accompanied by a true copy of the Superintendent's written grievance decision, together with a true copy of all documents presented to or considered by the Superintendent in reaching his/her decision. No additional documents or evidence may be presented to the Board and no additional testimony or evidence will be heard or considered by the Board.
 - G. Within twenty (20) work days of the receipt of the individual's appeal addressed to the Board, the Superintendent shall cause the grievance to be placed on the agenda at the next meeting of the Board at which matters for consideration are included and shall notify the person of the date, time and place of such meeting.
 - H. The Board shall not act on any person to be heard nor consider any matters which were not previously raised in the written grievance filed with the Superintendent.
 - I. The Board may permit the person and/or his/her representative and the Superintendent to make a brief oral presentation to the Board regarding the appeal of the Superintendent's decision. The order and recommended time limits of presentation shall be:
 - a. complainant and/or representative (five (5) minutes);
 - b. Superintendent and/or staff (five (5) minutes);
 - c. complainant response (three (3) minutes);
 - d. Superintendent's response (three (3) minutes);
 - e. Board questions;
 - f. complainant's closing comments (one (1) minute);
 - g. Superintendent's closing comments (one (1) minute);
 - h. Board discussion and action.
 - J. The decision of the Board shall be final.
 - K. Unless safety or the learning environment for other students is at risk, all negative consequences for the grievant shall be held in abeyance from the date the appeal is submitted until its completion. This policy, however, prohibits the use of these procedures to interfere with the orderly learning process or to prevent any Board employee from completing their assigned responsibilities.

PERSONAL COMMUNICATION DEVICES – LCSB POLICY 5136

The use of personal communication devices (PCDs) on school grounds must be appropriately regulated to protect students, staff, and the learning environment. This policy sets forth the District's policy with respect to PCDs.

For purposes of this policy "personal communication device" includes computers, tablets (e.g. iPad-like devices), electronic readers (Kindle-like devices), cell phones, smartphones, and/or other web-enabled devices of any type.

Pursuant to State law, students shall not operate a motor vehicle owned or leased by the District on or off school property, or personal motor vehicle on District property, while manually typing or entering multiple letters, numbers, symbols, or other characters into a personal communication device or while sending or reading messages on such a device, for the purpose of non-voice interpersonal communication, including, but not limited to, communication methods known as texting, e-mailing, instant messaging, and snap chatting.

Students may use personal communication devices (PCDs):

- A. before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment during after school activities (e.g. extra-curricular activities) at school-related functions;
- B. while riding on a school bus or other vehicle provided by the Board at the discretion of the bus/vehicle driver, classroom teacher and/or sponsor/advisor/coach as long as the device is used with headphones. Cell phone cameras and other cameras are not to be used on such a vehicle. Furthermore, students will not use a cell phone or electronic device to make a video or audio recording while on such a vehicle. Behavior that distracts the driver of the school bus or other vehicle provided by the Board, or interferes with safe operation of the vehicle, will not be tolerated;
- C. for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. However, the non-instructional use of any communication functionality of the PCD is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer-to-peer (ad-hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's business network.

At all other times, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight. Under certain circumstances, a student may keep his/her PCD "on" with prior approval from the Principal.

PCDs shall not be in a student's possession during State mandated testing.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students are prohibited from using PCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit, written consent for the capture, recording or transmission of such words or images. Using a PCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the Principal. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until the end of the school year.

PCDs, including but not limited to those with cameras, may not be possessed, activated, or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, classrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Principal has authority to make determinations as to other specific locations and situations where possession of a PCD is absolutely prohibited. No expectation of confidentiality will exist in the use of PCDs on school premises/property.

Students are prohibited from using a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy [5517.01](#) – Bullying and Harassment. In particular, students are prohibited from using their PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation, age, disability, religion, ancestry, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. As set forth in State law, sexting is the knowing transmission or distribution to another minor by a computer or similar device any photograph or video of any person that depicts nudity and is harmful to minors. Sexting also

includes possessing a photo of any person that was transmitted or distributed by another minor that depicts nudity and is harmful to minors. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their PCDs to receive such information.

Possession of a PCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The Principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). If the violation involves potentially illegal activity the confiscated PCD may be turned over to law enforcement. Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. In particular egregious offenses involving the invasion of another person's privacy, the Board reserves the right to confiscate the PCD and hold it until the end of the school year. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy [5771](#) – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the Principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of PCDs brought onto its property.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians during the school day.

TOBACCO PRODUCTS – LCSB POLICY 5512

Students shall be prohibited from possessing and/or using tobacco products while on school property and/or when on a school bus participating in school-sponsored activities. (See Policy 5512 – Tobacco-Free Environment)

TRESPASSING – LCSB POLICY 9150.01

Any student enrolled in and attending any school in the District is prohibited from entering upon the premises or grounds of another school center from one (1) hour before the start of school to one (1) hour following the end of school without specific authority of both the principal of the school in which s/he is enrolled and the principal of the school which s/he intends to visit.

Students may wait at one school for transfer of buses, or secondary students may meet to escort home younger students at the elementary schools.

Any District student who is suspended or expelled from school and school functions shall be prohibited from entering upon the premises or grounds of any District center at any time during the period of their suspension or expulsion.

Violators of this regulation shall be subject to disciplinary procedures as described in policy and the Student Code of Conduct and criminal penalties prescribed by law.

Nonstudents shall report to the school office immediately upon entering a school premise or grounds. Failure to report to the school office or the commission of any act which interferes with the orderly conduct of school activities shall be considered grounds for prosecution for trespass.

VANDALISM – LCSB POLICY 7440.02

A student who willfully damages school property shall be properly disciplined and his/her parent(s) or legal guardian, if the student is a minor, shall be requested,

in writing, to restore or to replace any damaged property in accordance with the true value as determined by the principal, the responsible District department head, or in extreme circumstances the Superintendent and/or School Board. In extreme cases of vandalism, a student shall be subject to suspension or expulsion from school under the charge of serious misconduct. The *Student Code of Conduct* shall identify disciplinary procedures for students who abuse school property. An adult student involved in the destruction of school property shall be held solely responsible for the damages.

A civil action against the student's parent(s) or legal guardian may be instituted by the Board in an appropriate action to recover damages in an amount not to exceed the limit prescribed by Florida statutes if vandalism or theft of school property is known to have been committed by a minor and the parent(s) or legal guardian refuses to restore or replace the property

VICTIMIZATION – LCSB POLICIES 5500 and 8405

The District shall take all steps necessary to protect the victim of any violent crimes from any further victimization. When a student or staff member has been the victim of a violent crime perpetrated by a student who attends the same school, the principal shall make full and effective use of his/her statutory authority to take steps to protect the victim of any such crime.

These steps shall include, but not be limited to, in-school suspension of the offender or rescheduling of classes, lunch, or other school activities of the victim and the offender so as not to coincide. A reassignment request for the offender or the victim will also be considered. ESE students shall require an IEP review to determine an appropriate placement and, if applicable, continuation of services required by law.

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law, the parents or the eligible student shall be offered the opportunity to transfer to another school within the District that serves the same grades. If there is another school serving the same grades, the transfer shall be completed in a timely manner. If there is not another school serving the same grades, the parents or eligible student will be advised that, although they have the right to transfer, they will be unable to do so.

Notes

Notes

Notes

NOTICE OF RECEIPT
(FILL IN ALL REQUIRED INFORMATION)

**PLEASE SIGN AND RETURN THIS FORM
TO YOUR CHILD'S SCHOOL**

Student Name	Grade	School
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We have received, read, and discussed the Leon County School District Student Code of Conduct.

Student Signature

Date

Parent/Guardian Signature

Date

Comments:

Nondiscrimination Notification and Contact Information

“No person shall on the basis of sex (including transgender, gender nonconforming and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, military status or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law.” No person shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

An employee, student, parent or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

Dr. Kathleen L. Rodgers, Assistant Superintendent
Equity Coordinator (Students) and
Title IX Compliance Officer
Leon County School District
2757 West Pensacola Street
Tallahassee, Florida 32304
(850) 487-7306
rodgersk@leonschools.net

Deana Y. McAllister, Assistant Superintendent
Labor and Employee Relations
Equity Coordinator
(850) 487-7193
mcallisterd@leonschools.net

A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

Karin Gerold, 504 Specialist
(850) 487-7160
geroldk@leonschools.net

**Rocky Hanna, Superintendent
Leon County School District
Tallahassee, Florida**



December 30, 2020

RED HILLS ACADEMY, INC.
2427 OWLS HEAD ROAD
TALLAHASSEE, FL 32310US

The Articles of Incorporation for RED HILLS ACADEMY, INC. were filed on December 29, 2020, effective January 1, 2021, and assigned document number N20000014260. Please refer to this number whenever corresponding with this office.

Enclosed is the certification requested. To be official, the certification for a certified copy must be attached to the original document that was electronically submitted and filed under FAX audit number H20000442586.

To maintain "active" status with the Division of Corporations, an annual report must be filed yearly between January 1st and May 1st beginning in the year following the file date or effective date indicated above. It is your responsibility to remember to file your annual report in a timely manner.

A Federal Employer Identification Number (FEI/EIN) will be required when this report is filed. Apply today with the IRS online at:

<https://sa.www4.irs.gov/modiein/individual/index.jsp>.

Please be aware if the corporate address changes, it is the responsibility of the corporation to notify this office.

Should you have questions regarding corporations, please contact this office at (850) 245-6052.

Jalesa S Dennis
Regulatory Specialist II
New Filings Section
Division of Corporations

Letter Number: 620A00026286

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of RED HILLS ACADEMY, INC., a Florida corporation, filed on December 29, 2020 effective January 1, 2021, as shown by the records of this office.

I further certify the document was electronically received under FAX audit number H20000442586. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N20000014260.

Authentication Code: 620A00026286-123020-N20000014260-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Thirtieth day of December, 2020



Ronald R. ...
Secretary of State

**ARTICLES OF INCORPORATION
OF
RED HILLS ACADEMY, INC.**

The undersigned hereby forms a corporation not for profit under Chapter 617 of the Florida Statutes, and, for these purposes, hereby adopts the following Articles of Incorporation.

ARTICLE I – NAME

The name of the Corporation shall be: RED HILLS ACADEMY, INC. (the “Corporation”), a Florida not for profit corporation.

ARTICLE II – PURPOSES

The purposes for which the Corporation is organized are:

In particular, to establish and operate one (1) or more charter schools as defined in the laws of the State of Florida within Leon County, Florida, and in other areas as permitted by Florida law as determined by the Corporation’s Board of Directors. Each charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public. In particular, the Corporation will establish programs that provide a challenging academic curriculum that will encompass an enriched second language program that will be provided in a safe, nurturing, and stimulating environment where high academic expectations, self-esteem and good character are promoted within a supportive community of teachers, parents and administrators.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to the laws of the State of Florida for the purpose of accomplishing any of the purposes of the Corporation.

The purposes for which the Corporation is organized shall be limited to those which are strictly charitable and educational. In no event shall the Corporation engage in any activity which would be contrary to the purposes and activities: (i) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; or (ii) of a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended (the “Code”), and the applicable rules and regulations thereunder. Provided, however, that the Corporation shall not conduct its business or affairs in such a manner as to discriminate against any person on the basis of sex, race, color, ethnicity, national origin, religion, marital status, disability, sexual orientation, age or genetic information that are protected by Federal civil rights laws.

The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements)

any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Code, and the applicable rules and regulations thereunder.

No benefits shall be solicited or received by, nor shall any compensation be paid to, any officer, director, trustee, creator or organizer of the Corporation or substantial contributor to it pursuant to Section 112.313 of the Florida Statutes.

The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE III – POWERS

The Corporation shall have all the powers granted to not for profit corporations under the laws of the State of Florida which are necessary or convenient to effect any and all purposes for which the Corporation is organized. Subject to any applicable limitations, the Corporation shall have the power to receive, accept, use, hold, manage, and dispose of all types of real and personal property given, transferred, devised, or bequeathed to it, in trust or otherwise, for the purposes described above and for any purposes incidental thereto. In no event, however, shall the Corporation have or exercise any power which would cause it not to qualify as a tax-exempt organization under Section 501(c)(3) or Section 170 of the Code, and the applicable rules and regulations thereunder; nor shall the Corporation engage directly or indirectly in any activity which would cause the loss of such qualification. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of any private individual.

ARTICLE IV – MEMBERS

This Corporation shall have no Members.

ARTICLE V – TERM OF EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE VI – OFFICERS AND DIRECTORS

The affairs of the Corporation in operating the charter school shall be managed on a day-to-day basis by the principal of the charter school. The Board of Directors shall set policy for the Corporation including but not limited to, the academic, financial and operation policies of the charter school, with the principal charged to implement these policies pursuant to the Bylaws. The offices of the Corporation, the manner of election and removal of officers and the term of office of each officer shall be set forth in the Corporation's Bylaws. Officers may be re-elected to serve subsequent terms. In the event of a vacancy in any office for any reason, the Board of Directors

shall fill such vacancy for the unexpired term. An officer does not have to be a member of the Board of Directors and a member of the Board of Directors does not have to be an officer.

ARTICLE VII – FIRST BOARD OF DIRECTORS

The number of persons constituting the first Board of Directors shall be four (4); provided, however, that the number of directors may expand as provided in the Corporation’s Bylaws, but shall never be less than three (3). The names and addresses of the persons who are to serve as directors until the first election under these Articles of Incorporation are as follows:

<u>Name</u>	<u>Address</u>
Laura G. Joanos	2427 Owls Head Road Tallahassee, Florida 32310
Ana Lucia Arrieta	9381 Buck Haven Trail Tallahassee, Florida 32312
Chauncy Haynes	P.O. Box 10835 Tallahassee, Florida 32302
William Messer	3082 Shamrock Street North Tallahassee, Florida 32309

The length of terms to be served, qualifications, number of directors and the manner of their election and removal shall be set forth in the Bylaws of this Corporation.

ARTICLE VIII – INITIAL OFFICERS

The names of the initial officers who are to serve until their successors are duly elected and qualified in accordance with the Bylaws of the Corporation are as follows:

<u>Name</u>	<u>Office</u>
Shannon Paasch	President
Chauncy Haynes	Vice-President
Laura G. Joanos	Secretary
William Messer	Treasurer

ARTICLE IX – BYLAWS

The Bylaws of the Corporation shall be approved by a majority vote of the Board of Directors, and thereafter may be altered or rescinded by a majority vote of the Board of Directors at the annual meeting of the Board or at a duly called meeting of the Board in accordance with the Bylaws.

ARTICLE X – AMENDMENTS TO THE ARTICLES OF INCORPORATION

The Articles of Incorporation may be amended in the manner provided by law.

ARTICLE XI – DISSOLUTION

In accordance with the Bylaws of this Corporation, upon the liquidation or dissolution of the Corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the Corporation (including, but not limited to any liability or obligation to the School Board of Leon County), shall be distributed to, and only to, an organization qualified as tax exempt under Section 501(c)(3) of the Code engaged in educational activities in the State of Florida. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of a private individual.

ARTICLE XII – INITIAL REGISTERED OFFICE AND AGENT

The street address of the initial registered office of this Corporation shall be:

301 S. Bronough Street, Suite 600
Tallahassee, Florida 32301

The name of the initial registered agent of this Corporation shall be:

George Levesque

**ARTICLE XIII – CORPORATION'S PRINCIPAL OFFICE
AND MAILING ADDRESSES**

The principal and mailing address of this Corporation shall be:

2427 Owls Head Road
Tallahassee, Florida 32310

ARTICLE XIV – INCORPORATOR


The following is the name and street address of the incorporator signing these Articles of Incorporation:

George Levesque
301 S. Bronough Street, Suite 600
Tallahassee, Florida 32301

ARTICLE XV – EFFECTIVE DATE AND TIME

These Articles of Incorporation shall be effective as of 12:01 a.m. on January 1, 2021.


IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation this 29th day of DECEMBER, 2020.


George Levesque, Incorporator

CERTIFICATE OF ACCEPTANCE AS REGISTERED AGENT

The undersigned, having been named as Registered Agent and to accept service of process for the above stated Corporation at the place designated in the foregoing Articles of Incorporation, hereby accepts this appointment as such Registered Agent and agrees to act in this capacity. The undersigned further agrees to comply with the provisions of all statutes relating to the proper and complete performance of the undersigned's duties. The undersigned further certifies that the undersigned is familiar with and accepts the obligations of such position as Registered Agent.

Dated: 12/29/20.


George Levesque

Attachment I

Federal Not-For-Profit tax-exempt 501(c)(3) status cannot be obtained until the charter is approved.

Not-For-Profit tax-exempt status will be filed with the United States Treasury following approval of charter.

**BYLAWS
OF
RED HILLS ACADEMY, INC.**

ARTICLE I. NAME

The corporation shall be known as RED HILLS ACADEMY, INC. (hereinafter, the “Corporation”), a Florida not-for-profit corporation.

ARTICLE II. MEMBERSHIP

The Corporation shall have no Members.

ARTICLE III. PURPOSES

The purposes for which the Corporation is organized are:

In particular, to establish and operate charter schools as defined in the laws of the State of Florida within Leon County, Florida, and in other areas as permitted by Florida law as determined by the Corporation’s Board of Directors. The charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public. In particular, the Corporation will establish programs that provide a challenging academic curriculum that will encompass an enriched second language program that will be provided in a safe, nurturing, and stimulating environment where high academic expectations, self-esteem and good character are promoted within a supportive community of teachers, parents and administrators.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to the laws of the State of Florida for the purpose of accomplishing any of the purposes of the Corporation.

The purposes for which the Corporation is organized shall be limited to those which are strictly charitable and educational. In no event shall the Corporation engage in any activity which would be contrary to the purposes and activities: (i) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; or (2) of a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended (the “Code”), and the applicable rules and regulations thereunder. Provided, however, that the Corporation shall not conduct its business or affairs in such a manner as to discriminate against any person on the basis of sex, race, color, ethnicity, national origin, religion, marital status, disability, sexual orientation, age or genetic information that are protected by Federal civil rights laws.

The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements)

any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Code, and the applicable rules and regulations thereunder.

No benefits shall be solicited or received by, nor shall any compensation be paid to, any officer, Director, trustee, creator or organizer of the Corporation or substantial contributor to it pursuant to Section 112.313 of the Florida Statutes.

The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE IV. BOARD OF DIRECTORS

SECTION 1. FUNCTION. All corporate powers shall be exercised by or under the authority of the Board of Directors of the Corporation, and the business and affairs of the Corporation shall be managed by the Board of Directors.

SECTION 2. QUALIFICATIONS. The members of the Board of Directors must be natural persons who are 18 years of age or older, and are to be residents of this state. By two-thirds (2/3rds) vote of the Board of Directors, the Directors may, from time to time, establish additional qualifications and requirements for Directors, by written policy and procedure; such written policies and procedures shall be maintained with the books and records of the Corporation.

SECTION 3. COMPENSATION. Directors, as such, shall not receive any compensation for their services as members of the Board of Directors.

SECTION 4. DUTIES OF THE BOARD. The Board of Directors shall transact all business of the Corporation, determine the policies of the Corporation and in general assume responsibility for the guidance and the affairs of the Corporation. The duties of the Board of Directors include, but are not limited to setting policy, establishing procedures, approving budgets, approving selection of the principal and overseeing and managing the financial and administrative management of the charter school, consistent with applicable law and the charter school agreement with the district. The Board of Directors shall be responsible for making or executing the charter school's performance standards, supervising ongoing accounts, overseeing financial reporting and meeting state and district requirements and providing annual programs and accountability reports. A Director shall perform his/her duties in said capacity, including his/her duties as a member of any committee of the Board of Directors upon which he/she may serve, in good faith, in a manner he/she reasonable believes to be in the best interests of the Corporation and with such care as an ordinarily prudent person in a like position would use under similar circumstances.

In performing his/her duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) one or more of the officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- (b) counsel, public accountants or other persons as to matters that the Director reasonably believes to be within such person's professional or expert competence; or
- (c) a committee of the Board of Directors upon which the Director does not serve, duly designated in accordance with a provision of the Articles of Incorporation or these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence.

A Director shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause the reliance described above to be unwarranted.

A person who performs his/her duties in compliance with this section shall have no liability by reason of being or having been a Director of the Corporation.

Board members shall be subject to Florida law requirements for charter school board members including Sections 112.313(2), (3), (7), and (12) and 112.3143(3), Florida Statutes, as they may be amended.

SECTION 5. NUMBER. The Corporation shall have at least three (3) Directors but shall not have more than fifteen (15) Directors, and the initial number of Directors shall be four (4). The number of Directors may be increased or decreased from time to time by the majority vote of the Board of Directors of the Corporation; provided, however, that the Board of Directors shall consist of not fewer than three (3) Directors and no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director.

SECTION 6. ELECTION AND TERM. The below Board of Directors initially set forth in the Articles of Incorporation shall be called the Founding Directors. The Founding Directors shall each hold office for the following initial terms and shall hold the following Seats:

<u>Name of Director</u>	<u>Term</u>	<u>Seat</u>
Will Messer	1 year	1
Ana Lucia Arrieta	2 years	2
Chauncy Haynes	2 years	3
Laura G. Joanos	3 years	4

At the end of the initial term for the Founding Directors, their successors shall be elected by the Board for the term provided below for each Seat for the next succeeding term:

	<u>Term</u>
Seat 1	1 year
Seat 2	1 year
Seat 3	2 years
Seat 4	2 years

Thereafter, each successor to Seat 1, Seat 2, Seat 3 and Seat 4 shall be elected to a three (3) year term. The Directors for Seat 1, Seat 2, Seat 3 and Seat 4 shall be eligible to serve until they resign or are not re-elected. Additional Directors added shall serve for a three (3) year term unless otherwise determined by the Board of Directors.

At any time, Directors may elect new members to the Board of Directors provided the number of Directors will not exceed the maximum authorized. Such new Board members' terms will coincide with the terms of other Directors.

The initial term of the Founding Directors shall begin on the date of Incorporation; thereafter, each term shall begin when elected.

Each Director shall hold office for the term for which he/she is elected and until his/her successor shall have been elected and qualified or until his/her earlier resignation, removal from office or death.

SECTION 7. RESIGNATION. The resignation of a Director shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice. A Director shall resign from the Board if such Director violates Florida law in a manner that would impact the Corporation and/or the charter school, knowingly causes the charter school to be in violation of Florida law or its charter agreement with the District, or is no longer eligible to serve as a Director of a charter school or on the Board. If a director resigns prior to the end of his/her term, a successor for the unexpired term shall be selected by the Board of Directors.

SECTION 8. REMOVAL OF DIRECTORS, OFFICERS AND OTHER EMPLOYEES. Any Director, officer and/or employee may be removed by a majority vote of the Board of Directors whenever, in the judgment of the Board of Directors, the best interests of the Corporation will be served thereby. In the exercise of their judgment, the Board shall remove a Director who should have otherwise resigned pursuant to Section 7. Any Director may be removed at any time by a two-thirds (2/3rds) majority vote of the Board of Directors for any reason consistent with applicable law.

SECTION 9. VACANCIES. Any vacancy occurring on the Board of Directors, including that created by reason of an increase in the number of Directors may be filled by appointment of a majority vote of the members of the Board of Directors. A Director elected to fill any vacancy shall hold office only until the next annual meeting of Directors.

SECTION 10. QUORUM AND VOTING. The presence of a majority of all the Directors shall be necessary at any meeting to constitute a quorum to transact business. The act

of a majority of Directors present at a meeting when a quorum is present shall be the act of the Board of Directors. If at any meeting there shall be less than a quorum, a majority of those present may adjourn the meeting to a place and time indicated and a copy of such adjournment action shall be delivered by hand or by U.S. Mail to all members of the Board of Directors.

SECTION 11. PLACE OF MEETINGS. The annual meeting, and any special meeting, of the Board of Directors must be held within Leon County of the State of Florida.

SECTION 12. MEETINGS. The Board of Directors shall meet at least four times each fiscal year in January, March, June and September (Regular Meetings) at the time and place designated by the Board of Directors of the Corporation. The Annual Meeting shall be held during the month of January and shall be the January meeting of the Board of Directors. Notice of the Annual Meeting and all other Regular Meetings shall be given by the Secretary to each Director at least two (2) days before the meeting, unless each Director shall waive notice thereof before, at, or after the meeting.

SECTION 13. SPECIAL MEETINGS. Special Meetings of the Board of Directors shall be held at such other times as shall be determined by the President or by a majority of the Directors. Notice of any Special Meeting shall be given by the Secretary to each Director at least two (2) days before the meeting unless each Director shall waive notice thereof before, at or after the meeting.

SECTION 14. PRESUMPTION OF ASSENT. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any Corporation matter is taken shall be presumed to have assented to the action taken unless the Director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

SECTION 15. PUBLIC MEETINGS AND PUBLIC RECORDS OF THE BOARD OF DIRECTORS. Notwithstanding anything to the contrary in these bylaws, the Board of Directors of the Corporation shall conduct its activities and its meetings (regular and special) in accordance with the Florida Open Meetings Laws (also Florida Sunshine Law) as set forth in Article I, Section 24 of the Florida Constitution as it may exist from time to time and in Florida Statutes Chapter 286.011 as amended or restated from time to time. Notice of all meetings shall be provided as set forth in such laws. The Corporation shall maintain its records in such a way so as to comply with Florida Statutes Chapter 119 relating to Public Records.

SECTION 16. DIRECTOR CONFLICTS OF INTEREST. A Conflict of Interest is described as: “an actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This “actual or appearance of a bias” in the decision making process is based upon the dual role of a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity. A conflict of interest shall include, but not be limited to, a violation of Florida Statute §112.313(7) as it applies to members of the Board of Directors. To avoid potential conflicts, members of the Board of Directors shall not serve on the Board of Directors of other charter schools unless the persons serving on the Board of Directors of such charter school(s) are identical to the members of the Board of the Corporation. In no event may a member of the Board of Directors have or hold any employment

or contractual relationship with the Corporation or any business entity or other entity doing business with the Corporation. In no event may a member of the Board of Directors have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her duties as a member of the Board of Directors.

SECTION 17. EXECUTIVE AND OTHER COMMITTEES. The Board of Directors, by resolution adopted by a majority of the full Board of Directors, shall designate from among its members an executive committee consisting of the Officers set forth in Article VI below, and one at-large Director. The Executive Committee will handle the affairs of the Corporation as necessary between meetings of the Board of Directors.

The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may designate from among its members one or more other committees each of which, to the extent provided in such resolution, shall have and may exercise all the authority of the Board of Directors, except that no committee shall have the authority to:

- (a) fill vacancies on the Board or any committee thereof, or
- (b) adopt, amend or repeal the Bylaws.

Each committee must have two (2) or more members who serve at the pleasure of the Board of Directors. The Board of Directors, by resolution adopted in accordance with this section, may designate one (1) or more Directors as alternate members of any such committee, who may act in the place and stead of any absent member or members at any meeting of such committee.

SECTION 18. POWER TO ELECT OFFICERS. The Board of Directors, at their annual meeting, shall elect a President, Vice-President, Secretary and Treasurer. The Board of Directors shall have the power to appoint such other officers and employees as the Board of Directors may deem necessary for the transaction of the business of the Corporation. The Board of Directors shall have the power to fill any vacancy in any office, occurring for any reason whatsoever.

SECTION 19. DELEGATION OF POWERS. For any reason deemed sufficient by the Board of Directors, the Board of Directors may delegate any power or duty of any officer or Director to any other officer or Director.

SECTION 20. ANNUAL REPORTS. The President, Vice-President, Secretary and Treasurer shall present their respective reports of the operation of the Corporation for the preceding year, at the annual meeting of the year of the Board of Directors.

ARTICLE V. MANAGEMENT OF CORPORATION'S ASSETS

The assets of the Corporation shall be held, managed and invested by the Executive Committee of the Board of Directors, however, at no time may said assets be used or administered other than in furtherance of charitable purposes, within the meaning of Section 501(c)(3) of the Code. All investments of funds of the Corporation shall be first approved by the Board of Directors.

ARTICLE VI. OFFICERS

SECTION 1. OFFICERS. The officers of the Corporation shall consist of a President, Vice-President, Secretary and Treasurer, each of whom shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors, and shall serve until their successors are chosen and qualify. Such other officers and assistant officers and agents as may be deemed necessary may be elected or appointed by the Board of Directors from time to time.

Any two (2) or more offices may be held by the same person. The failure to elect a President, Vice-President, Secretary or Treasurer shall not affect the existence of the Corporation. The Board of Directors may elect a Chairman of the Board to preside at its meetings, if it sees fit to do so.

SECTION 2. PRESIDENT. The President of the Corporation shall:

- (1) preside at all meetings of the Board of Directors;
- (2) be a member ex-officio of all committees;
- (3) perform all other duties usually pertaining to the office of President.

SECTION 3. VICE-PRESIDENT. The Vice-President of the Corporation shall:

- (1) in the absence or on the death, inability or refusal to act of the President, preside at all meetings of the Board of Directors;
- (2) be a member ex-officio of all committees;
- (3) be given those powers and duties determined by the Board of Directors;
- (4) in the absence or on the death, inability or refusal to act of the President, perform all other duties usually pertaining to the office of President.

SECTION 4. SECRETARY. The Secretary of the Corporation shall:

- (1) record the minutes of all meetings;
- (2) write up the minutes the day following the meeting;
- (3) confer with the President for possible omissions;
- (4) send a duplicate copy of the minutes to all members of the Board of Directors;
- (5) have custody of the seal of the Corporation;
- (6) give notices of all meetings required by statutes, bylaws or resolutions;
- (7) take the attendance record at meetings;

- (8) maintain committee reports;
- (9) carry on all necessary correspondence of the Corporation;
- (10) perform such other duties as may be delegated to him/her by the Board of Directors.

SECTION 5. TREASURER The Treasurer of the Corporation shall:

- (1) be custodian of all funds and securities of the Corporation and collect interest thereon;
- (2) keep a record of the accounts of the Corporation and report thereon at each regular meeting of the Board of Directors;
- (3) make a report at the annual meeting and special reports when requested;
- (4) deposit all moneys of the Corporation in the name of RED HILLS ACADEMY, INC., in a financial institution selected and designated by the Board of Directors subject to withdrawal for authorized purposes, upon the joint signatures of two (2) of the officers of the Corporation, one (1) of whom shall be the Treasurer and the other of whom shall be the President;
- (5) give bond in such amount as the Board of Directors may require, the Corporation to pay the premium for such bond;
- (6) see that all government agency reports and returns are prepared and filed.

SECTION 5. AUDITORS. The Corporation's accounts and records shall be audited from time to time by a firm of certified public accountants at the expense of the Corporation.

SECTION 6. RESIGNATION. The resignation of an officer shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice.

ARTICLE VII. CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. LOANS. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

SECTION 3. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the

Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. DEPOSITS. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE VIII. LOANS TO DIRECTORS AND OFFICERS

Loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, may not be made by the Corporation to its Directors, officers or employees, or to any other corporation, firm, association or other entity in which one or more of its Directors, officers, or employees is a Director, officer or employee or holds a substantial financial interest, except a loan by one corporation which is exempt from federal income taxation under Section 501(c)(3) of the Code. A loan made in violation of this Article is a violation of the duty to the Corporation of the Directors or officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan may not be affected thereby.

ARTICLE IX. PAYMENT OF DIVIDENDS AND DISTRIBUTION OF INCOME TO DIRECTORS AND OFFICERS PROHIBITED

A dividend may not be paid, and no part of the income or profit of the Corporation may be distributed, to its Directors or officers.

ARTICLE X. INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS

SECTION 1. ACTION AGAINST PARTY BECAUSE OF CORPORATE POSITION. The Corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he is or was a Director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees inclusive of any appeal), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such claim, action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct unlawful. The termination of any claim, action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

SECTION 2. ACTION BY OR IN THE RIGHT OF CORPORATION. The Corporation may indemnify any person who was or is a party or is threatened to be made a party to any

threatened, pending, or completed claim, action, or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he is or was a Director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection with the defense or settlement of such claim, action, or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation unless and only to the extent that a court of competent jurisdiction (the "Court") in which such claim, action, or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the Court shall deem proper.

SECTION 3. REIMBURSEMENT IF SUCCESSFUL. To the extent that a Director, officer, employee, or agent of the Corporation has been successful on the merits or otherwise in defense of any claim, action, suit, or proceeding referred to in Sections 1 or 2 of this Article X, or in defense of any claims, issue, or matter therein, he shall be indemnified against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection therewith, notwithstanding that he has not been successful (on the merits or otherwise) on any other claim, issue, or matter in any such claim, action, suit, or proceeding.

SECTION 4. AUTHORIZATION. Any indemnification under Sections 1 and 2 of this Article X (unless ordered by the Court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee, or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit, or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, or by independent legal counsel in a written opinion.

SECTION 5. ADVANCED REIMBURSEMENT. Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation as authorized in this Article.

SECTION 6. INDEMNIFICATION NOT EXCLUSIVE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, rule of law, provision of Articles of Incorporation, Bylaws, agreement, vote disinterested Directors, or otherwise, both as to action in his official capacity and as to action in another capacity, while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person. Where such other provision provides broader rights of indemnification than these Bylaws, said other provision shall control.

SECTION 7. INSURANCE. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE XI. BOOKS AND RECORDS

SECTION 1. BOOKS AND RECORDS. The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees. The Corporation shall comply with the provisions of Florida Statutes Chapter 119 in regard to Public Records.

The books, records and minutes of the Corporation may be in writing or in any other form capable of being converted into written form within a reasonable time.

ARTICLE XII. FISCAL YEAR

The fiscal year of the Corporation shall be determined by the Board of Directors.

ARTICLE XIII. SEAL

The Board of Directors shall provide a corporate seal that shall be circular in form and shall be affixed in conjunction with the execution of documents by the Corporation, as required by law.

ARTICLE XIV. AMENDMENTS TO THE BYLAWS

The Bylaws of the Corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered, amended or repealed by a majority vote of the Board of Directors.

ARTICLE XV. DISSOLUTION AND/OR TERMINATION OF CHARTER

When a charter is not renewed or is terminated, any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the Leon County School Board. Capital outlay funds provided pursuant to Florida Statute §1013.62 (concerning Charter School Capital Outlay Funding) or its successor statute and federal charter school program grant funds that are unencumbered shall revert to the Department of Education to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all Leon County School Board property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Leon County School Board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, Leon County School Board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession

of any person, entity, or holding company, other than the charter school, shall be held in trust upon the Leon County School Board's request, until any appeal status is resolved. Further, upon the liquidation or dissolution of the Corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the corporation and the distributions provided for above, shall be distributed to, and only to, an organization qualified as tax exempt under Section 501(c)(3) of the Code engaged in educational activities in the State of Florida. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of a private individual.

THE UNDERSIGNED HEREBY adopts and approves the foregoing Bylaws of RED HILLS ACADEMY, INC. effective as of January 1, 2021.

Signed this ____ day of _____, 2021.

RED HILLS ACADEMY, INC.

(CORPORATE SEAL)

By: _____
Shannon Paasch, President

RED HILLS ACADEMY, INC.

CODE OF ETHICS AND CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the Code of Ethics and Conflict of Interest Policy is to protect the interest of RED HILLS ACADEMY, INC. (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit public and charitable corporations or Public Schools in the State of Florida. As a Charter School, the Corporation is a Public School pursuant to Florida Statutes.

Article II

Definitions

1. Interested Person

Any director, officer, or member of a committee with 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 Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation 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 Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

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 board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or the members of committees with 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 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 board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- b. If a conflict of interest is determined to exist which violates Section 112.313(7), Florida Statutes, the Board of Directors must immediately eliminate the conflict of interest or the member of the Board of Directors involved in the conflict of interest must resign from membership of the Board of Directors.

4. Violation of the Code of Ethics and Conflict of Interest Policy

- a. If the board or committee has reasonable cause to believe that 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 response of the member and making such further investigation as may be warranted in the circumstances, the board or

committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, up to and including removal of the member from the Board of Directors.

Article IV

Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain—

1. 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 board's or committee's decision as to whether a conflict of interest in fact existed.
2. 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 all votes taken in connection therewith.

Article V

Compensation and Benefits

It is the strict policy of the Corporation that all directors, officers and members of committees with board delegated powers shall serve without compensation of any kind. Further, no director, officer or member of a committee with board delegated powers shall solicit or accept anything of value, including a gift, loan, reward, promise of future employment, favor or service, based on any understanding that the vote, official action or judgment of the director, officer or member of a committee with board delegated powers would be influenced thereby.

Article VI

Annual Statements

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person—

- a. has received a copy of the Code of Ethics and Conflict of Interest Policy,
- b. has read and understands the policy,

- c. has agreed to comply with the policy, and
- d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Code of Ethics for Directors and Officers

The Code of Ethics for directors (the Governing Board Members) and officers aligns directly with the relevant portions of Section 112.313, Florida Statutes, namely:

(1) **SOLICITATION OR ACCEPTANCE OF GIFTS.** No Governing Board Member shall solicit or accept anything of value to the recipient, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the public officer, employee, local government attorney, or candidate would be influenced thereby.

(2) **DOING BUSINESS WITH THE SCHOOL.** No member of the Governing Board acting in his or her official capacity shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for his or her own agency from any business entity of which the officer or employee or the officer's or employee's spouse or child is an officer, partner, director, or proprietor or in which such officer or employee or the officer's or employee's spouse or child, or any combination of them, has a material interest. Nor shall any board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the officers or employees of the school.

(3) **UNAUTHORIZED COMPENSATION.** No Governing Board Member or his or her spouse or minor child shall, at any time, accept any compensation, payment, or thing of value when such public officer, employee, or local government attorney knows, or, with the exercise of reasonable care, should know, that it was given to influence a vote or other action in which the officer, employee, or local government attorney was expected to participate in his or her official capacity.

(4) **MISUSE OF PUBLIC POSITION.** No board member shall corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others.

(5) **CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP.**
(a) No board member shall have or hold any employment or contractual relationship with any business entity or any agency which is subject to the regulation of, or is doing business with, an agency of which he or she is an officer or employee; nor shall any board member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the

performance of his or her public duties or that would impede the full and faithful discharge of his or her public duties.

(6) DISCLOSURE OR USE OF CERTAIN INFORMATION. A current or former Governing Board Member may not disclose or use information not available to members of the general public and gained by reason of his or her official position, except for information relating exclusively to governmental practices, for his or her personal gain or benefit or for the personal gain or benefit of any other person or business entity.

(7) EMPLOYEES HOLDING OFFICE. No Governing Board Member shall hold office as a member of the governing board while, at the same time, continuing as an employee of the school.

RED HILLS ACADEMY, INC.

ANNUAL STATEMENT

THE UNDERSIGNED, being a director, officer or member of a committee for board delegated power, hereby affirms the following:

1. I have received a copy of the Code of Ethics and Conflict of Interest Policy.
2. I have read and understand the Code of Ethics and Conflict of Interest Policy.
3. I agree to comply with the Code of Ethics and Conflict of Interest Policy.
4. I understand that RED HILLS ACADEMY, INC. is a charitable organization, and that in order to maintain its Federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

Signed this 30 day of December, 2020



Laura G. Joanos

RED HILLS ACADEMY, INC.

ANNUAL STATEMENT

THE UNDERSIGNED, being a director, officer or member of a committee for board delegated power, hereby affirms the following:

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2. I have read and understand the Code of Ethics and Conflict of Interest Policy.
3. I agree to comply with the Code of Ethics and Conflict of Interest Policy.
4. I understand that RED HILLS ACADEMY, INC. is a charitable organization, and that in order to maintain its Federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

Signed this 31 day of December, 2020.



Ana Lucia Arrieta

RED HILLS ACADEMY, INC.

ANNUAL STATEMENT

THE UNDERSIGNED, being a director, officer or member of a committee for board delegated power, hereby affirms the following:

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2. I have read and understand the Code of Ethics and Conflict of Interest Policy.
3. I agree to comply with the Code of Ethics and Conflict of Interest Policy.
4. I understand that RED HILLS ACADEMY, INC. is a charitable organization, and that in order to maintain its Federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax exempt purposes.

Signed this 30th day of December, 2020.

Chauncy E. Haynes
Chauncy Haynes


RED HILLS ACADEMY, INC.

ANNUAL STATEMENT

THE UNDERSIGNED, being a director, officer or member of a committee for board delegated power, hereby affirms the following:

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Signed this 30th day of December, 2020


William Messer

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Red Hills Academy
2. Full Name Laura G. Joanos
Home Address 2427 Owls Head Road
Tallahassee, Florida. 32310

Business name and address Retired Leon County Schools Elementary Teacher

Phone number 850-443-1274

Email Address joanosl@me.com

Professional Organization or society Memberships: LWREA-Leon Wakulla Retired Educators Association

Resume and professional bio are attached here.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

-
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.) If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school provide any relevant data related to academic performance of the school(s).

Yes No

Grade level team leader.

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

5. Write a brief statement about your vision for an ideal educational environment.
The ideal educational environment is a safe, nurturing and stimulating environment in which high academic standards are in place and each child is supported by a loving community of teachers, parents and administrators.
6. Share your thoughts about the role of charter schools in FL.
Charter schools give parents another choice for the education of their child.
7. Why do you wish to serve on the Red Hills Academy Chart School Board?
I am a recently retired elementary teacher and would love to share my educational expertise and continue to be involved in education.
8. List experiences that you have had to prepare you to serve on this board.
38 years as an elementary teacher. Team leader for many years. Master's Degree in Science Education. National Board Certified teacher.

- A listing of volunteer history may be attached. Answers to the above can also be attached if additional space is needed.
-

Please list three (non-Board member) references who could be contacted
(Name/Relationship/Phone or Email):

Rhonda Lambert. Life time friend. 850-556-8809. rhondaglambert@gmail.com

Janet Hinkle. Life time friend. 850-545-4958. bianchimej@gmail.com

Joy O'Loughlin. Priest's wife. 850-320-1101. hmog@comast.net

- NOTE: All board member candidates will require a background check prior to selection.

Signature: Laura G. Joanos

Print Name: Laura G. Joanos

Date: Monday December 21, 2020

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction of the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interest.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal assistant principal, or any other person employed by this charter school who has equivalent decision-making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the board. I have attached all required document.

Name: Laura G. Joanos
Print

Laura G. Joanos
Signature

12/21/2020
Date

LAURA JOANOS

2427 Owls Head Road
Tallahassee, FL 32310
joanos@me.com
850-443-1274

Skills Summary:

Elementary Teacher for 38 years.

Education:

Bachelor's of Science Degree
Graduated 1978 from Florida State University.
Certified in Pre-K through 6th grade Elementary Education
Master's Degree in Science Education from FSU 1995
National Board Certified 2006

Employer:

Leon County Schools

Elementary teacher K, 1, 3, 5, 4/5 grades from 1978 through 2019

Schools at which I taught:

Sabal Palm
Ruediger
Fort Braden
Canopy Oaks

Awards:

Teacher of the Year 1992, 1996

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Red Hill Academy

2. Full Name Ana Lucia Arrieta

Home Address 9381 Buck Haven Trail

Tallahassee Florida 32312

Business name and address _____

Phone number 650-5750918

Email Address ana.l.arrieta@gmail.com

Professional Organization or society Memberships _____

Resume and professional bio are attached here.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes (No)

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.) If you served at a charter school, include performance data on form IEPC-M11. If you served in a position of leadership at a non-charter school provide any relevant data related to academic performance of the school(s).

Yes (No)

5. Write a brief statement about your vision for an ideal education environment
My vision is to encourage critical thinking that enables students to become powerful leaders for the school community.

6. Share your thoughts about the role of charter school in FI
Charter school is public, offer high quality education and help students to achieve academically in many cases and also empower parents to be active participates in their child education.

7. Why do you wish to serve on the Red Hills Academy Charter School Board?
I believe I can contribute my time, skills and knowledge through volunteer action to create a new school in our community.

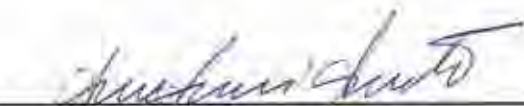
8. List experiences that you have had to prepare you to serve on this board,
I am a Spanish Teacher. I am bilingual (Spanish-English). Experience working with Special Education classroom in elementary school.

- A listing of volunteer history may be attached. Answers to the above can also be attached if additional space is needed.
-

Please list three (non-Board member) references who could be contacted (Name/Relationship/Phone or Email):

Patricia Callender (Friends) 850-5452337 pcallender@cornerstonelc.com
 Patricia Bakes (Friends) 850-5248711 pbakes@cornerstonelc.com
 Elizabeth Ricci (Friend) 850-5449900 elizabeth.ricci@rambana.com

- NOTE: All board member candidates will require a background check prior to selection.

Signature: 
 Print Name: Ana Lucia Arrieta
 Date: 01/06/2021

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction of the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statues)

- (a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
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- (c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
 1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal assistant principal, or any other person employed by this charter school who has equivalent decision-making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
 2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.
- (b) Charter school personnel may not appoint, employ, promote, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
- (c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the board. I have attached all required document.

Name: Ane Arrieta
 Print
 Signature [Handwritten Signature]
 Date 01/06/2021

ANA LUCIA ARRIETA

9381 Buck Haven Trail
Tallahassee, FL 32312
(650) 575-0918
ana.l.arrieta@gmail.com

Summary: I have 25 years of teaching experience. Most recently, I taught Spanish I-II for three years to middle school in MYP program and regular Spanish for elementary students. I have 8 years of experience teaching Spanish in pre-k, elementary, middle and high school programs. I taught English as a Second Language (ESOL) to students in middle and high school. Six years of experience teaching in Early Head Start, Head Start, Montessori, and a traditional preschool program. Ten years of experience working with students that have learning and behavior disabilities; including children with developmental disabilities and early stimulation needs. The students ranged from 1 to 18 years of age and included elementary and high school special education classrooms.

Skills:

- Teach Spanish to K through 12 grade students
- Advanced Placement Spanish Literature and Culture Education
- Language Acquisition Category 3 Middle Years Programme.
- WIDA Assessment ELL Program
- Experience working with children with various disabilities
- Experience teaching and developing individual and group educational programs
- Bilingual, English and Spanish
- Currently certified for cardiopulmonary resuscitation of infants to adults and first aid
- Classroom management
- Individual Education Program (IEP)
- Needs Assessment
- Parents Conferences in Services

EXPERIENCE:

Cornerstone Learning Community, Tallahassee, FL **2017- Present**

Taught children from 5-15 years old, in elementary and middle school program. Developing Spanish curriculum for elementary students focused on music, puppets and games. And for middle school students developing the MYP program.

RAMBANA AND RICCI, Tallahassee, FL **2016-2017**

Legal Assistant

Assisting immigration lawyers. Investigate the facts of a case. Conduct research on relevant laws, regulations, and legal articles. Gather and file legal documents with the court and other offices related to immigration. Call clients, lawyers, immigration office, embassies, and consulates to discuss topics related to the cases.

WEST GADSDEN HIGH SCHOOL, Tallahassee, FL **2015-2016**
ESOL Teacher (Middle and High School)

Taught children, 12-17 years old, in middle and high school programs. Developed an English curriculum for the ESOL students.

ES INTERNATIONAL SCHOOL, Naples FL **2014-2015**

Spanish Teacher/Learning Specialist (Middle and High School)

Taught children, 12-16 years old, in middle and high school programs. Developed a Spanish education curriculum. Provided individualized tutoring for children with possible disabilities who were enrolled in the boarding school.

LETS PLAY IN SPANISH, Campbell, CA **2012-2014**

Spanish Teacher (Pre K and Elementary School).

Taught Spanish using an entertaining and educational curriculum in private and public schools. The students were 3-11 years old enrolled in pre-k and elementary school programs. Developed a Spanish education curriculum for the after school, summer camp, and elementary school programs.

BEACON SCHOOL, San Jose, CA **2009-2011**

Special Education Teacher (Elementary and High School)

Taught children, 9-18 years old, with emotional disturbance, autism spectrum disorders, intellectual disability, and others disabilities. Taught Spanish to 13-18 years-old students in an elective class, for the high school program.

SANTEE ELEMENTARY SCHOOL, San Jose, CA **2007-2008**

Special Education Teacher

Taught children, 7-13 years old, enrolled in the special education program. The students had developmental disabilities, behavior deficiencies, intellectual disability, and autism.

CHILDREN'S CREATIVE LEARNING CENTER, Los Altos, CA **2007**

Teacher Assistant

Taught children, 3-5 years old, enrolled in the preschool program.

CHILDREN FIRST INC., Venice, FL **2005-2006**

Teacher

Taught children, 3 months to 3 years old, enrolled in the Early Head Start program using Montessori methods

CHILDREN FIRST INC., Venice, FL **2004-2005**

Teacher

Taught children, 3-5 years old, enrolled in the Head Start Program.

CEMPAI, Bogota, Colombia **1995-1997**

Teacher

Integrated Center of Medicine and Psychology for Learning Disabilities. Worked with individual children, 3-15 years old, with learning disabilities in reading, writing, and arithmetic who were enrolled in traditional schools.

CENTRO DE REHABILITACION INTEGRAL, Cartagena, Colombia **1995-1993**

Teacher

Center for Integrated Rehabilitation. Taught children, 7-12 years old, with Cerebral Palsy. Used individual educational programs focused on reading, writing, and arithmetic.

INSTITUTO NACIONAL PARA CIEGOS, Cartagena, Colombia

1993-1992

Teacher

National Institute for the Blind. Worked with blind children 1-5 years old. Used individual educational programs focused on early stimulation. Also, worked with children and parents to develop living skills in the home environment

UNIDAD INTEGRAL, Cartagena, Colombia

1992-1993

Teacher

Integrated Unit for Learning Disabled Children. Trained parents of children with developmental disabilities and behavior deficiencies. Taught workshops for teachers in traditional classrooms with learning disabled students.

APRENDER, Cartagena, Colombia

1990-1992

Teacher

Integrated center of psychology and education. Taught children, 5-15 years old, with learning disabilities. Used individual educational programs focused on reading, writing, and arithmetic.

CERTIFICATIONS:**TEMPORARY CERTIFICATE****EXCEPTIONAL STUDENT EDUCATION (K-12)**

02/13/2015 - 02/13/2018

Department of Education, State of Florida

EDUCATION SPECIALIST INSTRUCTION CREDENTIALS**MILD TO MODERATE DISABILITIES**

02/09/07 – 03/01/12

Department of Education, State of California.

EDUCATION SPECIALIST INSTRUCTION CREDENTIAL**MODERATE/SEVERE DISABILITIES**

02/01/07-03/01/12

Department of Education, State of California

EMERGENCY CROSSCULTURAL, LANGUAGE AND ACADEMIC**DEVELOPMENT PERMIT**

03/01/08-04/01/09

Department of Education, State of California

TEMPORARY CERTIFICATE

EXCEPTIONAL STUDENT EDUCATION, GRADES K-12,

2005 - 2010

Department of Education, State of Florida.

EDUCATION:

BACHELOR'S DEGREE IN EXCEPTIONAL EDUCATION 2007

Certification by Educational Credential Evaluators, Inc. Milwaukee, Wisconsin

LICENCIADO EN EDUCACION ESPECIAL 1995

Rafael Nunez University, Cartagena, Colombia

TECNOLOGO EN EDUCACION ESPECIAL 1990

Tecnologico de Antioquia, Medellin, Colombia

CONTINUING EDUCATION:

Advanced Placement Summer Institute Spanish Literature and Culture

University of Central Florida, Division of Continuing Education

June 20-23, 2016, 30 Hours

FSA Test Administrator Certificate

American Institutes for Research

February 26, 2016

ELL Test Administrator Certificate

WIDA

January 20, 2016

Sunnyvale Family Ambassador Program

Students and Teachers as Writers

Tools for Teaching

Introduction to Child Care

Preschool Appropriate Practices

Behavioral Observation and Screening

Beyond ABC'S and Writing My Name

Wrightslaw Advocacy Program

Managing Difficult Behavior in Young Children

Training in Montessori with Practical Life

Language Sensorial and Math Lessons.

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Red Hills Academy
2. Full Name Chauncy E. Haynes
- Home Address Post Office Box 10835
Tallahassee, Florida 32302
- Business name and address _____

- Phone number (850) 251-1735
- Email Address cehkap@aol.com
- Professional Organization or society Memberships Kappa Alpha Psi Fraternity, Inc. – National and Regional Officer

Resume and professional bio are attached here.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain

Yes

No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.) If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school provide any relevant data related to academic performance of the school(s).

Yes

No

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

5. Write a brief statement about your vision for an ideal educational environment.
An ideal educational environment is a safe and nurturing place where children can learn and stakeholders will be involved in every aspect of the success of the school.

6. Share your thoughts about the role of charter schools in FL.
One size does not fit all, is a phrase that describes charter schools. Every child, regardless of status or family income deserves the right to a free quality education. Charter schools provide smaller class sizes and more flexibility.

7. Why do you wish to serve on the Red Hills Academy Chart School Board?
My mother had a PhD and my father did not have a high school degree. It is from my father who expressed the importance of receiving an education and what a difference it would make in my life. Serving on this board allows me to give back to my community and make a difference.

8. List experiences that you have had to prepare you to serve on this board.
I have over 20 years of experience in Education from working in Vocational Rehabilitation, as a GED Instructor, and as a Project Manager for the Leon County School Board.

- A listing of volunteer history may be attached. Answers to the above can also be attached if additional space is needed.
.....

Please list three (non-Board member) references who could be contacted
(Name/Relationship/Phone or Email):

Linnes Finney, Esq. Friend linnesf@aol.com/772-595-8194

Carolyn D. Cummings, Esq. Leon County Commissioner ctcummings@embarqmail.com/850-491-9769

Rev. Michael R. Moore Friend mrmkapsi@gmail.com/850-251-1658

- NOTE: All board member candidates will require a background check prior to selection.

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

Signature: Chauncey E. Haynes

Print Name: Chauncey E. Haynes

Date: 30 December 2020

Attestation

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- (c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

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 - 2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.
- (b) Charter school personnel may not appoint, employ, promote, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the board. I have attached all required document.

Name Chauncy E. Haynes
Print

Chauncy E. Haynes
Signature

12/30/20
Date

CHAUNCY E. HAYNES

Post Office Box 10835 • Tallahassee, Florida 32302 | (850) 251-1735 | cehkap@aol.com

EDUCATION

BS | APRIL 1992 | TROY STATE UNIVERSITY

Major: Political Science

Minor: Criminal Justice

PERSONAL PROFILE AND SUMMARY OF QUALIFICATIONS STATEMENT

- My professional and administrative experience has equipped me with the ability to develop new insights into situations; question conventional approaches; encourage new ideas and innovations; as well as:
- Understand and keep up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views
- Aware of the organization's impact on the external environment.
- Open to change and new information; and rapidly adapt to new information, changing conditions, or unexpected obstacles.
- Deal effectively with pressure and remain optimistic, vigilant, and persistent under adversity.
- Take a long term view and build a shared vision with others; and act as a catalyst for positive organizational change.
- Understand political reality and act accordingly.
- Persuade others; build consensus through give and take; and gain cooperation from others through fairness in actions to obtain information and ultimately accomplish the mission, vision and values of the organization.

PROFESSIONAL WORK EXPERIENCE

COMMISSION AIDE

LEON COUNTY BOARD OF COUNTY COMMISSIONERS | NOVEMBER 2020 – PRESENT

Relieved commissioner from administrative detail and office management functions by planning, initiating and carrying to completion, various clerical and administrative activities; assist commissioner in handling details of general concerns from constituents by coordinating and resolving the subject matters with the proper departments; conducts research on the internet and by use of other resources, such as County archives and staff.

PROJECT MANAGER

LEON COUNTY SCHOOL BOARD | MARCH 2004 – NOVEMBER 2020

Transportation - Short-Term Planning including setting goals, objectives, and priorities to improve productivity, monitor annual FEFP reporting projects, oversee administrative details, develop, maintain, interpret, and execute department procedures and practices. Review, verify, observe, and manage the work of personnel. Address citizens and parent's questions and concerns. Liaison between the department and school administration. Direct supervision and management of over 100 employees, review, Develop, maintain, interpret, and execute administrative procedures and practices.

Facilities and Construction - Develop long range goals and priorities for schools; provide consultation and assistance regarding Americans with Disabilities Act (ADA); conduct ADA analysis and assessment of existing education and ancillary facilities; provide ADA recommendations relating to capital outlay projects; work with project coordinators to complete various ADA projects.

GED INSTRUCTOR

TALLAHASSEE COMMUNITY COLLEGE | NOVEMBER 2002 – JULY 2005

Instruct GED preparatory courses at the Tallahassee Road Prison (ABE, GED, and Workplace & Workforce Readiness Skills course); formulate instruction around the State of Florida benchmark standards; register students and provide database management for student progression via LCP's (Literacy Completion Points) and calculate LCP's for DOE accountability reports; provide student retention and counseling; administer and proctor the Test for Adult Basic Education (TABE) to incoming students, analyze student score sheets, and track student progression in the program.

COMMISSION AIDE

LEON COUNTY BOARD OF COUNTY COMMISSIONERS | DECEMBER 2002 – JANUARY 2003

Relieved commissioner from administrative detail and office management functions by planning, initiating and carrying to completion, various clerical and administrative activities; assist commissioner in handling details of general concerns from constituents by coordinating and resolving the subject matters with the proper departments; conducts research on the internet and by use of other resources, such as County archives and staff.

SENIOR MANAGEMENT ANALYST I

DEPARTMENT OF EDUCATION, VOCATIONAL REHABILITATION | DECEMBER 1998 – DECEMBER 2002

Served as contract manager for departmental contracts related to rehab service acquisition; conducted reviews of contract log and other operations within the Division of Vocational Rehabilitation; developed support documentation and working papers to support recommendations; respond to review notes on reports and working papers.

OPERATIONS AND MANAGEMENT CONSULTANT I

DEPARTMENT OF LABOR, WORKFORCE SUPPORT | JULY 1994 – DECEMBER 1998

Served as contract manager, developed with grantees, benchmark and timelines for the delivery of outcomes for state and federal grant awards; monitored contracts for compliance with all applicable state and federal regulations; conducted on-site performance audits and reviews of programmatic activities; provided quality assurance via workshops and other improvement strategies.

**Application for Board Director for Red Hills Academy
for Fiscal Year Starting July 1, 2021**

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Red Hills Academy
2. Full Name William Atwood Messer
- Home Address 3082 Shawrock St. N.
Tall., FL 32309
- Business name and address Earl Bacon Agency
3131 Lombardh Road
- Phone number Tall., FL 32308
- Email Address Will@earlbacon.com
- Professional Organization or society Memberships NEBA,
Tallahassee Exchange Club, Tiger Bay Member

Resume and professional bio are attached here. ✓

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes

No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.) If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school provide any relevant data related to academic performance of the school(s).

Yes

No

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

5. Write a brief statement about your vision for an ideal educational environment.

A safe and secure facility where children can learn without food insecurity or outside distractions.

6. Share your thoughts about the role of charter schools in FL.

I think they are an excellent vehicle for parents to be able to choose what works best for their children.

7. Why do you wish to serve on the Red Hills Academy Chart School Board?

I believe I can bring forth a life time of business experience which should provide value when looking at where money can be saved and allocated to children.

8. List experiences that you have had to prepare you to serve on this board.

Served on multiple boards served our community deeply passionate about our children's future. I am a father of five.

- A listing of volunteer history may be attached. Answers to the above can also be attached if additional space is needed.

Please list three (non-Board member) references who could be contacted
(Name/Relationship/Phone or Email):

Bill Moore	Synovus Bank	850-205-5164
Doug Dunlap	Syn-Tech	850-878-2558
Tom Rollins	Community Volunteer	850-224-2276

- NOTE: All board member candidates will require a background check prior to selection.

**Application for Board Director for Red Hills Academy
for Fiscal Year Starting July 1, 2021**

Signature: William A. Messer

Print Name: William A. Messer

Date: 12-21-20

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction of the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).
- (b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interest.
- (c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:
 - 1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal assistant principal, or any other person employed by this charter school who has equivalent decision-making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.
 - 2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.
- (b) Charter school personnel may not appoint, employ, promote, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

Application for Board Director for Red Hills Academy for Fiscal Year Starting July 1, 2021

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the board. I have attached all required document.

Name: William A. Messer
Print

William A. Messer
Signature

12-21-20
Date

Will Messer

3082 Shamrock Street North
Tallahassee, Florida
850-408-4992
will@earlbacon.com

Summary

A native Floridian, born and raised in Tallahassee. I have built my life developing and fostering relationships with many different people. This has served me well in my professional career providing risk management and insurance solutions to businesses and individuals for nearly 25 years. After receiving a Bachelor of Arts in English and Communication from Mercer University, in 1994, my career in risk management and insurance began in Tallahassee. In 2001 I started the Messer Insurance Group which was built into a multi-million-dollar insurance business by 2012. We provided risk management, insurance, and bonds to businesses throughout the State of Florida and later sold to Earl Bacon Agency.

Throughout my career I have dedicated time serving my community in many aspects including being a member of the Leon County Sales Tax Committee, President of the Network of Entrepreneurs and Business Advocates (NEBA), Executive Board of Tallahassee Chamber of Commerce, Leadership Tallahassee Class XIII, and a past member of the Leon County Board of Adjustments and Appeals.

After a long and successful career in the private risk management and insurance industry, I am interested in taking my skills, experience, and relationships into serving my community in a greater capacity. My relevant strengths include management, business development and sales, risk management solutions, cost benefit analysis, and establishing relationships through strong communication skills.

Education

Mercer University
B.A. - English and Communication
Macon, Georgia
Graduated March 1993

Licenses

2:20 General Lines Insurance License
2:18 Life and variable annuity license
24 years of insurance experience

Employment History

Landrum-Yaeger & Associates
Commercial Insurance Producer
Tallahassee, Florida
January 1994 – January 1997

Rogers, Atkins, Gunter & Associates
Risk Manager
Tallahassee, Florida
February 1997 – October 2001

Messer Insurance Group
President/ CEO
Tallahassee, Florida
October 2001 – January 2013

Earl Bacon Agency
Risk Manager
Tallahassee, Florida
January 2013 – Present

Community Involvement

- Past Board member Leon County Sales Tax Committee
 - Helped develop \$1.2 Billion Budget for 20 year capital outlay projects
- Past Board member Leon County Board of Adjustments and Appeals
 - Worked in Committee to develop business friendly government policies
- Started Messer Insurance Group, 2001
 - Employed personal and made every payroll until business sold in 2012
 - Developed clients with multi state presence and advised risk management and human resource decisions regarding client needs.
- St. Peter's Anglican Church
- Past Board member Lungforce (Tallahassee)
- Past board member Tallahassee Chamber of Commerce Executive Committee
- Past President Tallahassee Northeast Business Association
- Past President Tallahassee Independent Insurance Agents
- Member of FAIA
- Former candidate for Leon County Commission
- Leadership Tallahassee Class XIII
- Former Board member Florida Property Casualty Joint Underwriting Association
 - Worked in Committee to establish working procedures for State of Florida Insurance Company
- Current Board Member Killlearn Homeowner Association

References

Gwen Graham
Former U. S. Congresswoman

Doug Dunlap
CEO, Syntech Fuel Systems

Tom & Barbara Rollins
Community Volunteers

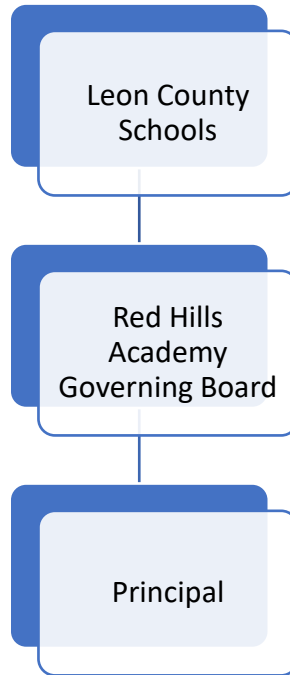
Personal:

Married to Stephani Miller, father to five children and two dogs.

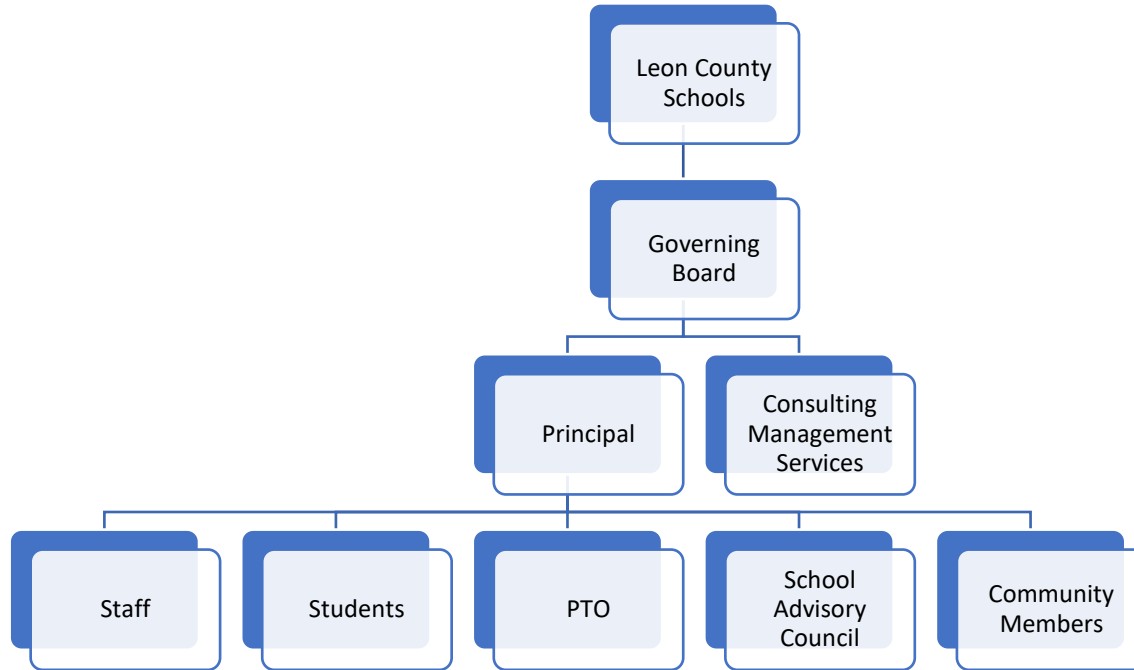
Enjoy spending time with family, meeting new people, and am an avid outdoorsman

Attachment M

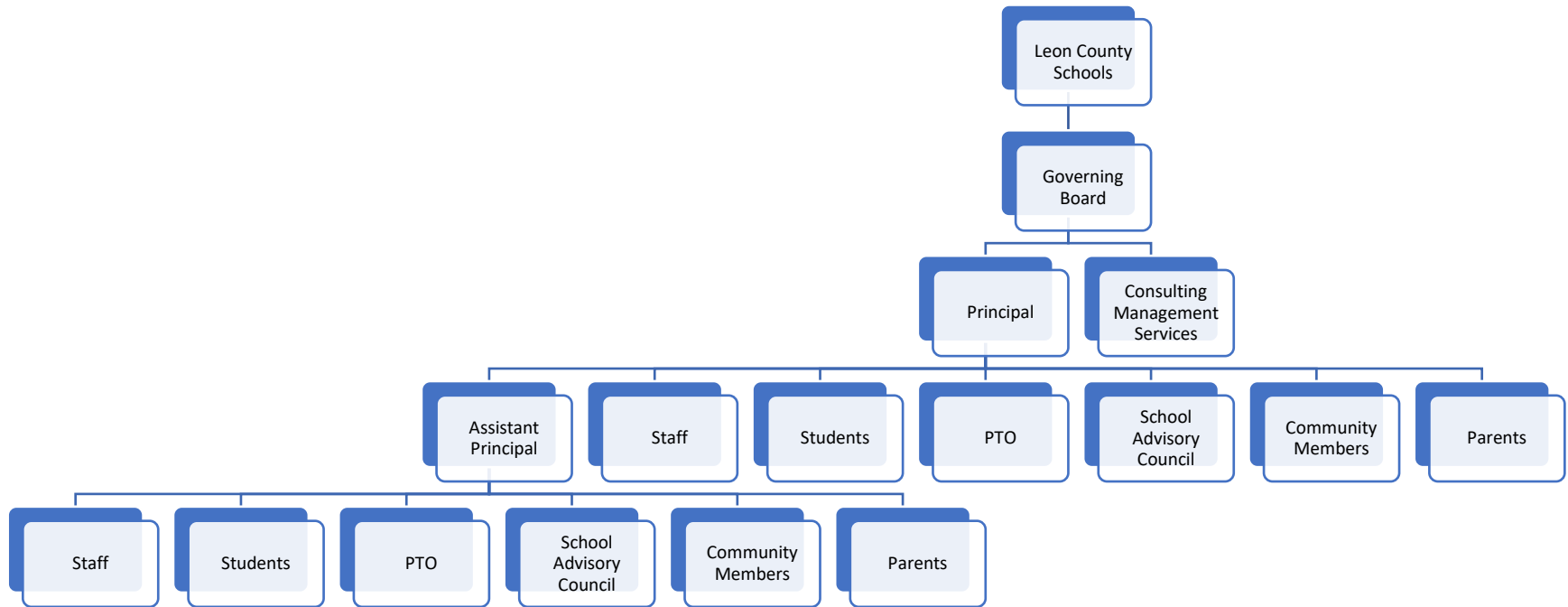
Pre-Planning Year



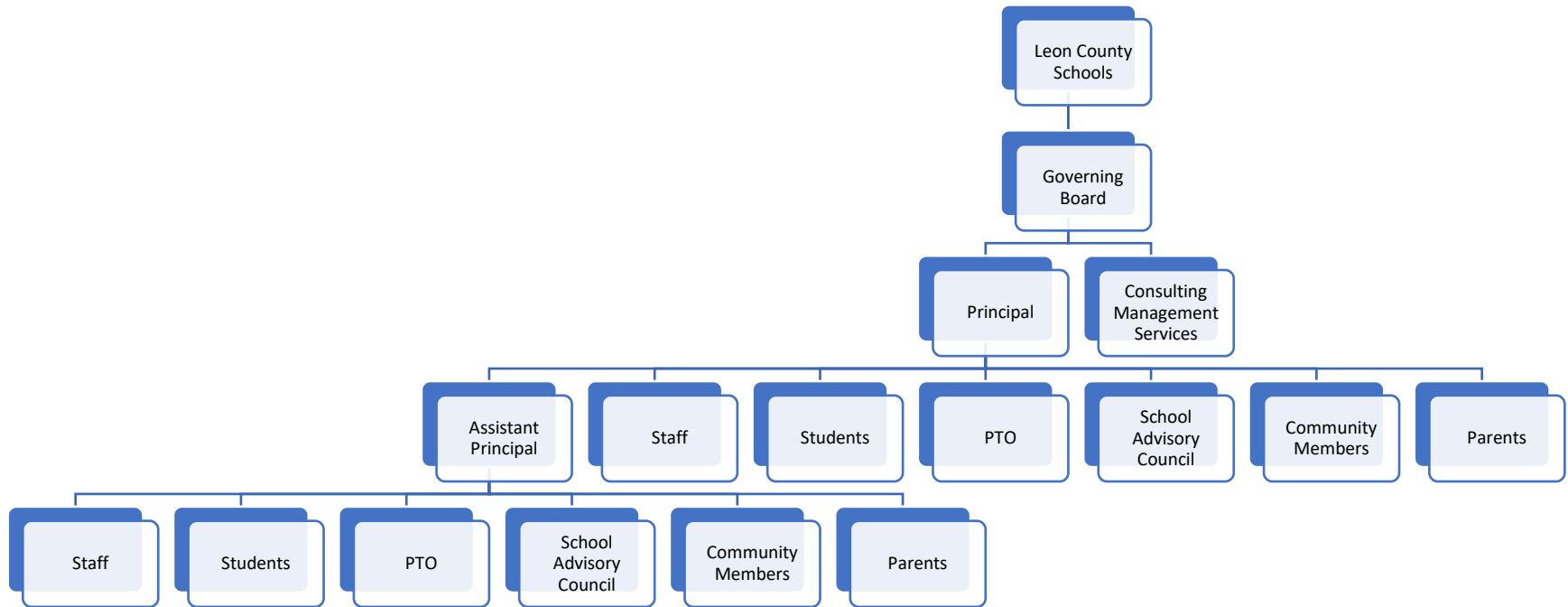
First Year of School Operations



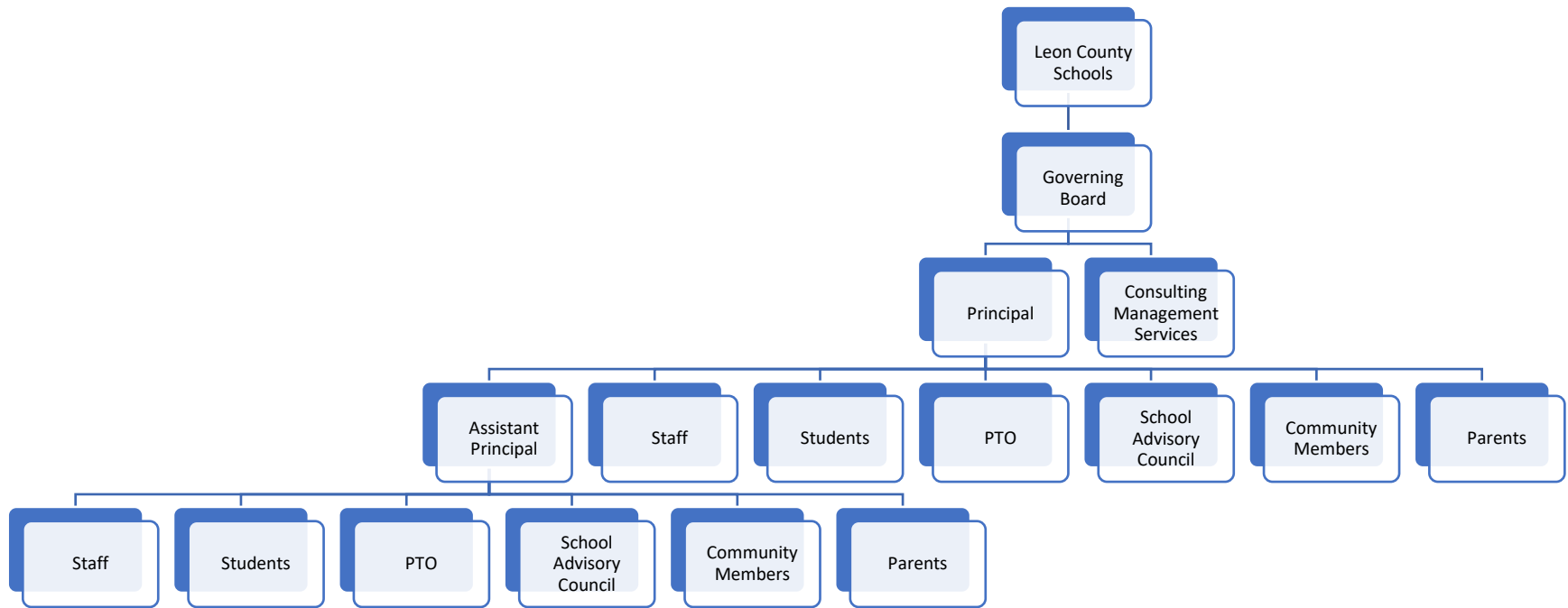
Second Year of School Operations



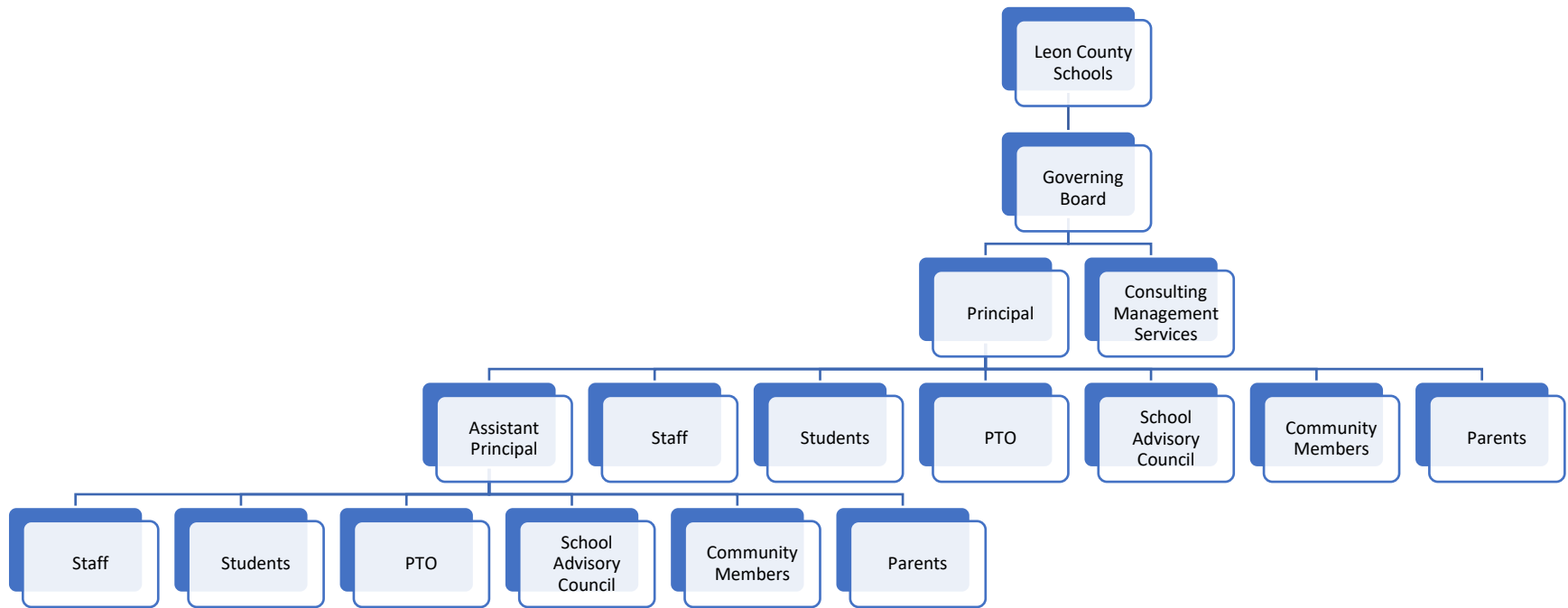
Third Year of School Operations



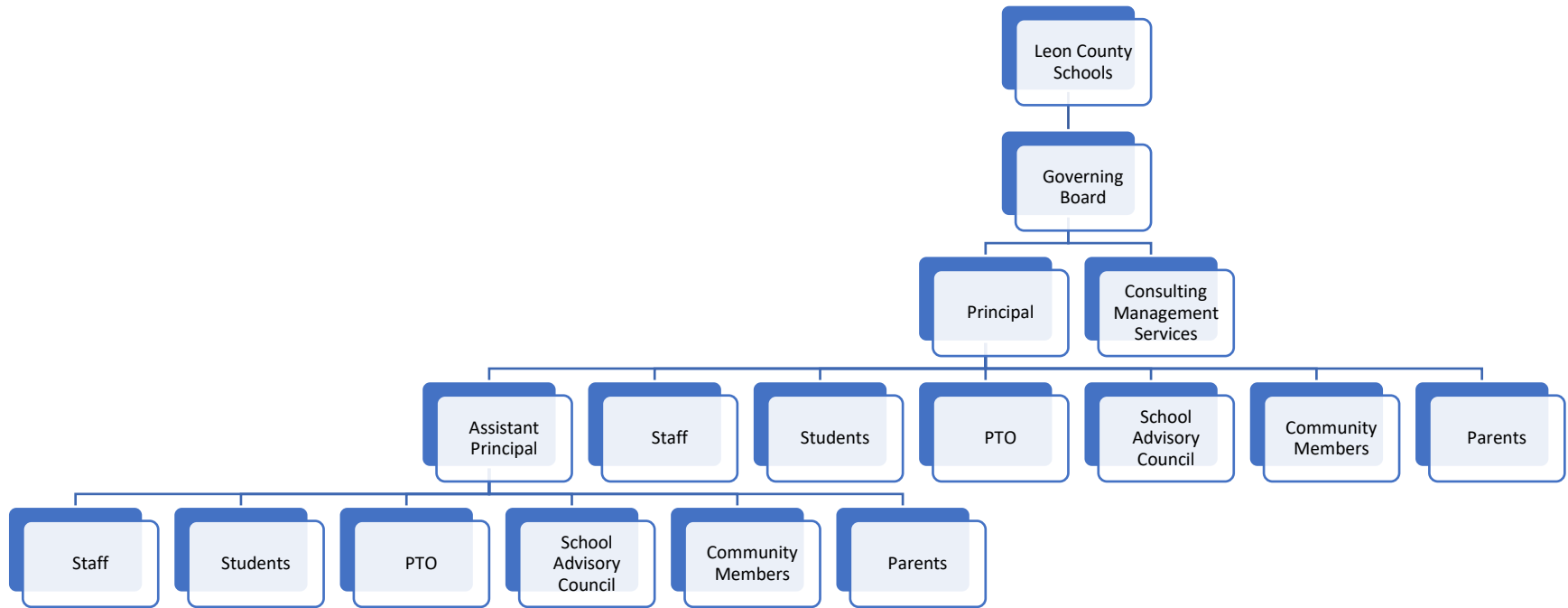
Fourth Year of School Operations



Fifth Year of School Operations



End of Charter Term:



ATTACHMENT N

PRINCIPAL – JOB DESCRIPTION

MAJOR FUNCTION:

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students that incorporates multiple intelligences and a creative education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Leadership:

- Implementing, evaluating and reporting to the LCS Superintendent and or Board of Directors the school's goals and objectives reflecting organizational and state goals.
- Maintain a positive school/community climate and a safe and healthy environment

Instructional:

- Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines.
- Review teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.

Administrative:

- Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Recommends to the Governing Board the appointment or dismissal of all employees of the school.
- Ensuring the school is operating within the set budget.
- Overseeing the proper record keeping processes, and inventory control of all school resources.
- Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Recruit students and faculty for the school as needed.
- Assure that all academic components of the school's charter are being met.
- Enforce the Policies and Procedures of the organization as set by the Board of Directors and Superintendent.
- Develops and implements school rules and regulations in keeping with the Policies and Procedures.
- Attends and participates in meetings of the Board and its committees as requested.
- Ensure that the Governing Board is informed of the operations of the school and any problems which arise.
- Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Superintendent.

Computer Skills:

- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.

MINIMUM QUALIFICATIONS:

Florida certification as either School Principal or Educational Leadership required within the first year of employment. Five (5) years of related professional experience required. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) is preferred.

Attachment N

Shannon M. Paasch

Education:

University of West Florida, Pensacola, FL

Master of Education in Educational Leadership, Graduated: May 5, 2018

GPA: 3.97 Summa Cum Laude

Certificate: Educational Leadership

Flagler College, Tallahassee, FL

Bachelor of Arts in Elementary Education, Graduated: December 13, 2009

GPA: 3.73 Magna Cum Laude

Certificate: Elementary Education (K-6) with Reading and ESOL Endorsement and Middle Grades Integrated

Work Experience:

Plato Academy Trinity, New Port Richey, FL

June 2018 – Present

Principal: Hayley Harris

(727) 205-6360

Assistant Principal

- Interviewing and hiring teachers and staff. This included phone interviews, face to face interviews, and guest teaching observations.
- Communicating with parents and guardians in regards to student data, facility updates, and other requests from families.
- Managing teachers and staff while mentoring teachers in areas of needed encouragement.
- Working with community members to benefit the school with partnerships for our students.
- Assisting and training teachers in different strategies and programs to be used in the classroom.
- Working closely with PTO to create and maintain budget and calendar of events to enrich student learning.
- Help manage curriculum and furniture orders for building and classroom needs.
- Managing FSSAT questionnaire and meeting with local law enforcement to ensure superior school safety.
- ESOL Committee Chair.
- Assisted in student discipline by speaking with students about their behavior, helping to redirect students and their behavior, writing referrals when necessary, and discussing consequences with students and parents. This also includes helping to develop and maintain FBAs/PBIPs.
- Hold students academically and behaviorally accountable in a loving and supportive environment.
- Support MTSS staff with Tier 3 students, review meetings with parents, and ISS meetings for evaluation.
- Support Gifted teacher with teacher/parent communication, questionnaires, scheduling ISS meetings for consent, and much more.
- Complete teacher observations and provide meaningful feedback.

Plato Academy Trinity, New Port Richey, FL
Principal: Jennifer Perez (2017-2018)
(727) 205-6360

August 2016 – May 2018

Second Grade Teacher (2016) Third Grade Teacher and Assistant Principal (2017)

- Organized and implemented lessons that correlated with the Florida Standards as well as learning centers incorporating technology applications, such as laptops and iPads, within the classroom.
- Participated in weekly Professional Learning Community meetings with other teachers and principal.
- Collaborated with ESE support facilitator, reading/writing, and math intervention teachers to analyze student data to improve student success.
- Analyzed and reviewed various types of student data and tracked progress of 18 students in five different subject areas.
- Differentiated lessons to meet the needs of all students.
- Served as the PTO Teacher Representative
- Assistant principal responsibilities such as leading staff meetings and PLC meetings, collaborating with teachers, budgeting for future growth, developing a master schedule for 15 classes, attending trainings to bring information back to my staff, and keeping track of curriculum inventory and technology inventory.

Plato Academy Palm Harbor, Palm Harbor, FL
Principal: Stephen Donnelly
(727) 205-6360

August 2011 – June 2016

Fifth Grade Teacher – ELA and Social Studies

- Organized and implemented lessons that correlated with the Florida Standards as well as learning centers incorporating technology applications, such as laptops and iPads, within the classroom.
- Participated in weekly Professional Learning Community meetings with other teachers and principal.
- Collaborated with ESE support facilitator, reading/writing, and math intervention teachers to analyze student data to improve student success.
- Fundraised for different field trip opportunities for students including a field trip to Greece.
- Acted as Team Lead for the 5th grade ELA team and lead monthly meetings to assess student data and generate ideas to improve student success.
- Go Green and Community Helper club leader. Worked with students to implement a recycling program as well as organize different charity drives to better our community.
- Analyzed and reviewed various types of student data and tracked progress of 45 students in three different subject areas.
- Differentiated lessons to meet the needs of all students.

Moon Lake Elementary School, New Port Richey, FL
Principal: Elise Landahl
(727) 774-4600

August 2010 - June 2011

Fifth Grade Teacher

- Organized and implemented Learning Focused Strategies' lessons as well as learning centers incorporating technology applications.
- Participated in weekly, grade level Teacher Based Intervention Team meetings.
- Collaborated with ESE support facilitator, reading/writing, and math intervention teachers on a weekly basis.

- Attended and contributed to monthly, school based professional development trainings supporting literacy and mathematics in the classroom.
- Communicated with parents, the community, and other professionals in order to meet the varied needs of the students in my classroom.
- Actively participated in Response to Intervention meetings, including analyzing data to improve student success in the classroom.
- Attended and contributed to grade level lesson study sessions that included goal setting in order to build student achievement through scaffolding and enrichment learning experiences.
- Developed and maintained Progress Monitoring and Individualized Education Plan intervention logs to provide documentation of specific interventions utilized daily in the classroom.
- Analyzed and reviewed various types of student data and tracked progress of 22 students in five different subject areas.
- Differentiated lessons to meet the needs of all students.

Discovery Point, New Port Richey, FL

February 2010 – August 2010

Director: Amber Kuehn

(727) 376-8211

Assistant Director

- Enrolling new students
- VPK and CDS paperwork
- Conducting tours of the facility
- Assisting parents and teachers with any other needs

Killearn Lakes Preschool, Tallahassee, FL

June 2004 - December 2009

Owner: Allison Crawford

(850) 893-0134

Afternoon Teacher

- Provided a loving and safe environment for children ages one to nine years old to learn in through structured curriculum as well as developmental play.

Credentials provided upon request.

References provided upon request.

Attachment O

Principal Qualifications

Our principal (Shannon Paasch) has all of the qualification Red Hills Academy would seek should a replacement principal be required (please see Mrs. Paasch's resume in Attachment N).

Minimum Qualifications:

- Florida certification as School principal or educational leadership
- Master's Degree in Education
- Past school administration experience (preferably charter school experience)
- Classroom teaching experience
- School budget and financial experience
- Experience in reporting to local school districts
- Experience reporting to a Board of Directors

ATTACHMENT P

ADMINISTRATIVE ASSISTANT – JOB DESCRIPTION

MAJOR FUNCTION:

Provide administrative assistance to the school's administration and office staff.
Reports to the Principal and Assistant Principal.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Take messages and schedule appointments for the Principals.
- Create fliers and correspondence, including summer packets, as directed by the Principals.
- Update and maintain the school's website.
- Maintain the school's calendars of events
- Assist with fire log and safety drills.
- Backup for enrollment data entry into Portal as needed.
- Receiving packages as needed.
- Maintain a clean and professional work area.
- Coordination of field trips –
 - Secure bus if needed
 - Create draft Field Trip Permission Slip for Principal approval
 - Collect funds from teacher coordinating trip
 - Ensure proper meds are prepared for field trip students
- Performs additional work as assigned.

SKILL REQUIREMENTS:

- Basic computer skills
- Good organizational skills
- Ability to function independently and as part of a team
- Communicate effectively
- Requires the ability to read a variety of correspondence, reports, forms, applications, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, etc. using prescribed formats and conforming to all rules of punctuations, grammar, diction, and style.
- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graph.
- Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.

REQUIRED EDUCATION AND EXPERIENCE:

- High school diploma and two to five years related experience and/or training.

ATTACHMENT P

ASSISTANT PRINCIPAL – JOB DESCRIPTION

MAJOR FUNCTION:

The Assistant Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum and all the daily operations of the school. Works to maintain the integrity of the school as a place for high achieving students that incorporates multiple intelligences and a creative education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Leadership:

- Implementing, evaluating and reporting to the Superintendent and or Board of Directors the school's goals and objectives reflecting organizational and state goals.
- Maintain a positive school/community climate and a safe and healthy environment

Instructional:

- Planning, implementing, and evaluating the school instructional program based on student needs and within state guidelines.
- Review teacher lesson plans and instruction to ensure they match with the Sunshine State Standards.

Administrative:

- Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Recommends to the Governing Board the appointment or dismissal of all employees of the school.
- Ensuring the school is operating within the set budget.
- Overseeing the proper record keeping processes, and inventory control of all school resources.
- Maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the school and compliance with federal, state and local requirements.
- Recruit students and faculty for the school as needed.
- Assure that all academic components of the school's charter are being met.
- Enforce the Policies and Procedures of the organization as set by the Board of Directors and Superintendent.
- Develops and implements school rules and regulations in keeping with the Policies and Procedures.
- Attends and participates in meetings of the Board and its committees as requested.
- Ensure that the Governing Board is informed of the operations of the school and any problems which arise.
- Is familiar with Charter School Laws and Florida Statutes and attends other duties as assigned by or in the absence of the Superintendent.

Computer Skills:

- To perform this job successfully an individual must have knowledge of accounting software, order processing software, spreadsheet software and work processing software.

MINIMUM QUALIFICATIONS:

Florida certification as either School Principal or Educational Leadership required within the first year of employment. Five (5) years of related professional experience required. Bachelor's Degree (preferably in education) required, but Master's Degree (or currently enrolled in) is preferred.

Red Hills Academy Teacher Job Description

Qualifications:

- B.A/B.S degree in teaching from an accredited institution or related field
- Florida State certification in teaching in appropriate subject area

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans and implements a program of instruction that adheres to the school's mission and vision statement.
- Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task
- Presents subject matter to students to maximize learning opportunity and provide real-world, application-based examples and learning opportunities
- Reviews student records in order to develop a foundation of understanding regarding each student's abilities and needs
- Maintains accurate and complete student records
- Strives to maximize the educational achievement of each student
- Utilizes a variety/range of student learning modalities in each lesson and uses differentiated instruction within those lessons
- Utilizes diagnostic assessment of student learning on a frequent basis
- Assesses student strengths and weaknesses on a frequent basis, provides appropriate activities to address student needs and generates progress reports as required
- Refers students who are not showing growth to appropriate support personnel
- Assigns lessons, corrects student work products, and reviews oral presentations
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum
- Assists in the selection of books, equipment, and other instructional materials
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students
- Maintains positive rapport with students; demonstrates patience and appropriate nurturing to assist in the growth of the child
- Ensures classroom is clean, safe, and includes student generated work on display as appropriate
- Implements all relevant policies governing student conduct
- Develops reasonable rules of classroom/playground behavior and maintains order in the classroom in a fair and consistent manner

- Develops lesson plans consistent with established guidelines and goals
- Plans individual and / group learning activities designed to meet instructional objective and students needs
- Prepares for classes assigned and shows evidence of preparation upon request of supervisory personnel
- Participates with other staff members in curriculum planning during designated meetings
- Incorporates into planning all diagnostic information as required in the student's Individual Education Plan (IEP) or 504 Plan.
- Takes all necessary and reasonable precautions to protect supplies, equipment, materials, and facilities needed to implement effectively the planned instructional program
- Strives to establish cooperative relations and makes reasonable effort to communicate with parents/guardians when appropriate
- Communicates clearly, consistently and positively with parents/guardians via all appropriate mediums
- Cooperates with members of the administration and other staff
- Maintains confidentiality regarding student records
- Participates in parent communication activities
- Participates in extracurricular activities to ensure a positive school culture and provide support for students and staff (as required).
- Professional attire and appearance

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

SKILLS AND KNOWLEDGE:

- Demonstrates enthusiasm and commitment toward the position and the mission of the school
- Possesses strong time management & organizational skills and the ability to prioritize effectively
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful
- Possesses excellent communication skills: Oral (including presentations), Written, and Interpersonal (active listening)
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance
- Demonstrates proficient experience with technology
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness
- Strives to implement best practices and positive character education consistently.

PHYSICAL DEMANDS:

- Long periods of standing
- Light exertion

Attachment R

At the time of application submission, Red Hills Academy has not solidified Personnel Policies. This will be a joint effort between the principal and the Governing Board. The personnel policies will be completed by January 2022, prior to hiring any staff or teachers.

Red Hills Academy Charter School

Student Admission Application 2022-2023 ~ Kindergarten, Grades 1, 2 & 3

*RHA will offer Grades K-3 in the fall of 2022,
and then Grades K-5 starting in the fall of 2023.
Please submit a separate application for each student.*

Student's Name: _____
Last First MI

Birth Date: _____ Age on 9/1/2022 _____ Grade Level for 2022-2023: _____

Gender: Male Female

Primary Address: _____
Street City State Zip

Parent 1/Guardian: _____
Last First MI

(____) _____ (____) _____ (____) _____
Cell Phone # Home Phone # Work Phone #

Email Address: _____

Parent 2/Guardian: _____
Last First MI

(____) _____ (____) _____ (____) _____
Cell Phone # Home Phone # Work Phone #

Email Address: _____

Names of Siblings Applying to Red Hills Academy Charter School for 2022-2023 School Year:

Sibling Last Name	First Name	Current School of Enrollment	Current Grade
_____	_____	_____	_____
_____	_____	_____	_____

Is the applying student the dependent of an active-duty member of the Armed Forces?
Yes No

Are you requesting transportation? Yes No

Education Information

School Currently Enrolled _____

Current District of Enrollment: _____

- Knowingly making any false statement on this application shall void acceptance. Any information determined to be false upon or after enrollment may be grounds for immediate dismissal from Red Hills Academy Charter School.
- If your child is selected in the random selection process, placement is not guaranteed in a specific grade, class, or with a specific teacher. Actual placement will be determined by the school's ability to meet your child's needs.
- Promotion and retention decisions made by other Leon County Schools or Florida districts will largely be honored by Red Hills Academy Charter School when placing students in appropriate grade levels.
- All requested information will be kept confidential and used by the school for informational purposes only.
- Parents and guardians hereby agree to abide by all policies and procedures. Participation and a commitment to support Red Hills Academy Charter School's mission is essential.
- This is NOT a registration form. Submitting an application does not imply or secure enrollment.

By signing this application, parents and guardians agree to all information contained herein and certify that all information provided is true and correct.

Parent/Guardian Signature

Date

**Please submit completed application to:
Red Hills Academy Charter School
3551 Austin Davis Drive
Tallahassee, FL 32308**

Applications will be accepted in person, by email at xxx@RedHillsAcademy.com, or via our online application system located on our website: www.redhillsacademycharter.com. This application is ONLY valid for the 2022-2023 school year.

Non-Discrimination Statement

Red Hills Academy Charter employs an anti-discriminatory, open admissions policy for students in Kindergarten through grade five; we enroll and educate students without regard to gender, race, nationality, ethnic origin or religious beliefs.

Not Applicable

Not Applicable

ATTACHMENT V

LEASE AGREEMENT

Evening Rose Properties, LLC, a Florida limited liability company, whose address is 1515-2 Henway Court, Tallahassee, Florida 32303, hereinafter called the "Landlord" and **Red Hills Academy, Inc.**, a Florida corporation, whose address is 3551 Austin Davis Avenue, Tallahassee, FL 32308, hereinafter called the "Tenant". In consideration of the hereinafter set forth covenants and agreements, hereby on this 1st day of August, 2021 agree that the Landlord shall lease to the Tenant, and the Tenant shall lease from the Landlord the building (the "Building") located at 3551 Austin Davis Avenue, Tallahassee, Florida and depicted on "**Exhibit A**" attached hereto (the "Premises"), subject to the following terms and conditions:

1. **Quiet Enjoyment.** The Landlord covenants that the Tenant, upon paying the rentals herein reserved and upon the Tenant observing, performing and keeping all and singular the covenants and agreements herein specified to be kept and performed by the Tenant, shall and may lawfully, peacefully and quietly have, hold, use, occupy, possess and enjoy the Premises for and during the term hereof, without any hindrance, eviction, molestation or interruption of or by the Landlord or anyone acting by or through Landlord.

2. **Improvements.** The Landlord and the Tenant understand the premises was built for use as a charter school and as such has been updated to include items required by governing authorities. The Tenant has inspected the facility and finds it substantially in compliance with the needs of a charter school. The Landlord agrees that there may be minor modifications required by the Tenant to be in full compliance with the Leon County School System and the State of Florida Department of Education and hereby agrees to make these modifications at no additional cost to the Tenant. Upon the occupancy of the Premises by the Tenant, the Tenant shall be deemed to have accepted the Premises as being completed, in a good state of repair, subject only to latent defects, and in a sanitary condition, unless otherwise agreed in writing.

3. **Term of Lease.** The Landlord agrees to, and does hereby, lease the Premises to the Tenant for an initial term of five (5) years commencing on July 1, 2022, and ending on June 30, 2027, in addition, the principal and staff may occupy the space beginning January 1, 2022 through June 30, 2022 (the school preparation term). This Lease is renewable for two additional five year terms.

4. **Rental.** As rent for the Premises for the original term, the Tenant agrees to pay to the Landlord at 1515-2 Henway Court, Tallahassee, Florida 32303, or at such other place as may be designated in writing by the Landlord, the following amounts:

A. School preparation term (January 1, 2022 through June 30, 2022) the Tenant agrees to pay the Landlord the all-inclusive rent (rent, insurance, utilities and taxes) of \$15,000.00 payable in monthly installments of \$2,500.00.

B. The Base Rent for the first year initial term shall be 14% of the FEFP local and State of Florida funding. The Base Rent of the remaining 4 years of the initial term shall be 13% of FEFP.

It is agreed that the rent shall have a base floor as follows:

- 2022-2023 - \$216,000.00 payable in monthly installments of \$18,000.00
- 2023-2024 - \$270,000.00 payable in monthly installments of \$22,500.00
- 2024-2025 - \$270,000.00 payable in monthly installments of \$22,500.00
- 2025-2026 - \$270,000.00 payable in monthly installments of \$22,500.00
- 2026-2027 - \$270,000.00 payable in monthly installments of \$22,500.00

The Base Rent for years following the initial first year shall be established following the posting of student FEFP funding and may be adjusted to the beginning of each years term.

As Base Rent for the premises for the two additional five year terms, the Tenant agrees to pay the Landlord 14% of the FEFP adjusted on the same terms as Paragraph A above.

C. In addition to Base Rent, the Tenant shall pay the Landlord throughout the Lease Term the following (collectively, "Additional Rent"):

(i) The Tenant's Prorata Share (as defined below) of the annual Operating Expenses incurred by the Landlord in the operation, maintenance and repair of the Building and common areas. The term "Operating Expenses" shall include, but not be limited to, the expenses incurred by the Landlord for the maintenance, repair and replacement of all common area lighting, common area plumbing, common area paved parking, common area walkways and driveways, common area landscaped and hardscaped areas, common area signs, common area utility services, common storm water management facilities, non-structural repair and maintenance of the exterior of the Building that is not addressed in paragraph 10 below, and liability insurance and management fees.

(ii) The Tenant's Prorata Share (as defined below) of the Real Estate Taxes. The term "Real Estate Taxes" shall mean all real estate taxes, all assessments and any taxes in lieu thereof which may be levied upon or assessed against the Premises or any part thereof. In the event the taxing authorities include in such Real Estate Taxes the value of any improvements made by the Tenant, or of machinery, equipment, fixtures, inventory or other personal property or assets of the Tenant, then the Tenant shall pay all the taxes attributable to such items in addition to its Prorata Share of said Real Estate Taxes. A photostatic copy of the tax statement shall be submitted by the Landlord to the Tenant and shall be sufficient evidence of the amount of taxes and assessments assessed or levied against the Property or any part thereof.

(iii) The Tenant's Prorata Share (as defined below) of the insurance premiums for the insurance required to be maintained by the Landlord pursuant to paragraph 7 below, together with insurance premiums for extended coverage that will include general liability and business income (the "Insurance Premiums"). With respect to the Tenant's Prorata Share of Insurance Premiums for the

insurance required to be maintained by the Landlord pursuant to paragraph 7 below, if the Landlord maintains a master policy with respect to any of the required coverages that insures incidents related to the Building and other buildings and structures owned by the Landlord but not constructed as part of the Building, the Tenant's Prorata Share of such Insurance Premiums shall be based on the cost of the insurance attributable to the Building. The Landlord will provide the Tenant with reasonable evidence of such insurance cost.

(iv) The Tenant's Prorata Share of the annual Operating Expenses shall be eight and one-half percent (8.5%); The total Additional Rent for the initial term of this Lease will be \$12,000.00 payable in monthly installments of \$1,000.00 each with each installment of Base Rent.

(v) The payment of the sums set forth in this subparagraph 4(B) shall be in addition to the Base Rent payable pursuant to subparagraph 4(A). ~~Unless sooner paid as hereinabove provided, all sums due hereunder shall be due and payable within thirty (30) days of delivery of written certification by the Landlord setting forth the computation of the amount due from the Tenant, together with supporting documentation of the Operating Expenses, Real Estate Taxes and Insurance Premiums paid by the Landlord. In the event the Lease Term shall begin or expire at any time during any calendar year, the Tenant shall be responsible for its Prorata Share of Additional Rent under subdivisions (i), (ii) and (iii) of this subparagraph (B) only during the Lease Term.~~

~~(vi) Prior to commencement of this Lease and prior to the commencement of each calendar year during the Lease Term, the Landlord may estimate for each calendar year (a) the total amount of Operating Expenses; (b) the total amount of Real Estate Taxes; (c) the total amount of Insurance Premiums; (d) the Tenant's Prorata Share of Operating Expenses for such calendar year; (e) the Tenant's Prorata Share of Real Estate Taxes for such calendar year; (f) the Tenant's Prorata Share of the Insurance Premiums for such calendar year; and (g) the computation of the annual and monthly rental payable during such calendar year as a result of the Base Rent plus the Tenant's Prorata Share of Operating Expenses, Real Estate Taxes and Insurance Premiums.~~

~~(vii) The amount of the Tenant's Prorata Share of Operating Expenses, Real Estate Taxes and Insurance Premiums for each calendar year, as so estimated, shall be payable as Additional Rent, in equal monthly installments, in advance, on the first day of each month during such calendar year. In the event that such estimate is delivered to the Tenant before the first day of January of such calendar year, the estimated amount shall be payable as Additional Rent in equal monthly installments, in advance on the first day of each month during such calendar year. In the event that such estimate is delivered to the Tenant after the first day of January of such calendar year, the estimated amount shall be payable as Additional Rent in equal monthly installments, in advance, on the first day of each month over the balance of such calendar year, with the number of installments being equal to the number of full calendar months remaining in such calendar year. Any monthly payment due hereunder shall be considered late after the fifth day of the month, and a late charge of five percent (5%) of the amount owed shall be immediately due and payable by the Tenant.~~

~~Upon completion of each calendar year during the Lease Term, the Landlord shall determine the actual amount of the Operating Expenses, Real Estate Taxes and Insurance Premiums payable in such~~

~~calendar year and the Tenant's Prorata Share thereof and deliver a written statement of the amounts thereof, together with documentation (including copies of insurance invoices and property tax statements) of the Operating Expenses, Real Estate Taxes and Insurance Premiums incurred, to the Tenant. If the Tenant has underpaid its share of Operating Expenses, Real Estate Taxes or Insurance Premiums for such calendar year, the Tenant shall pay the balance of its Prorata Share thereof within thirty (30) days after the receipt of such statement. If the Tenant has overpaid its share of Operating Expenses, Real Estate Taxes or Insurance Premiums for such calendar year, the Landlord shall either (i) refund such excess, or (ii) credit such excess against the most current monthly installment or installments due the Landlord for Base Rent or its estimate of the Tenant's Prorata Share of Operating Expenses, Real Estate Taxes and Insurance Premiums for the next following calendar year. A pro rata adjustment shall be made for any fractional calendar year occurring during the Lease Term based upon the number of days of the Lease Term during said calendar year and all additional sums payable by the Tenant or credits due the Tenant as a result of the provisions of this paragraph 4(B) shall be adjusted accordingly.~~

(viii) With respect to each item of Additional Rent, the Landlord shall make available to the Tenant during regular business hours the Landlord's records relating to such items for inspection or audit by the Tenant or its representatives. The Tenant's review of the Landlord's records concerning such costs shall be at the Tenant's expense.

5. **Use of Premises.** The Premises shall be used only for school purposes as is normal and customary for the business of a charter school. The Tenant shall at all times comply with all applicable laws, ordinances and regulations of appropriate governmental authorities in connection with the use and operation of the premises.

6. **Real Property Taxes.** The Landlord shall pay all real property taxes assessed against the Premises, or taxes assessed in substitution thereof (the "Real Estate Taxes"), as the same shall become due. It is understood that a charter school (Red Hills Academy) may not be required to pay Real Property Taxes.

7. **Hazard Insurance.** The Landlord shall maintain hazard insurance on the Building. The Tenant shall pay to the Landlord its prorata share of the Insurance Premiums pursuant to paragraph 4 above. The Tenant shall not stock, use or sell any article or do anything in or about the Premises which may be prohibited by the Landlord's insurance policies or any endorsements or forms attached thereto, or which would increase any insurance rates and premiums on the Premises or the building of which they are a part. If due to the (a) occupancy other than as contemplated under this Lease, or (b) abandonment, or (c) the Tenant's failure to occupy the Premises as herein provided, any insurance shall be canceled by the insurance carrier then, and in any of such events, the Tenant shall indemnify and hold the Landlord harmless from any losses, damages, liabilities or expenses and shall pay on demand the increased cost of such insurance.

8. **Liability Insurance.** The Tenant agrees to maintain, at his own expense, during the full term of this Lease, a policy of public liability and property damage issued by a reputable company authorized to do business in the State of Florida, in which policy the Landlord shall be named as additional insured and furnish current certificates evidencing the existence of such insurance. Such policy shall provide personal injury coverage in an amount not less than \$2,000,000.00, combined single

limit, and property damage coverage of not less than \$100,000.00 to cover all situations where any person or persons claim any damages as a result of personal injury, death or property damage in or upon the Premises or as a result of the use of the Premises by the Tenants. Such insurance policies shall name the Landlord as an additional insured and contain a provision that there will be no cancellations without at least ten (10) days prior written notice by the insurer to the Landlord. Such policy may be carried as part of a blanket policy. Any deductible in excess of \$25,000.00 shall be subject to the Landlord's approval.

9. **Removal of Personal Property.** The Tenant, upon expiration of this Lease and subject to the Tenant's compliance with this Lease, shall have the right to remove the furniture, furnishings and equipment which the Tenant may have installed on or in the Premises and which have not been permanently affixed to the Premises, provided, however, the Tenant shall restore any and all damage to the Premises resulting from any such removal.

10. **Maintenance and Repairs.** The Landlord shall be responsible for the maintenance and repair of structural elements of the Building and the roof of the Building. The Tenant shall service the HVAC equipment in the building and maintain in serviceable condition. The Tenant shall be responsible for all maintenance and upkeep of the interior, non-structural portions of the Building and all heating and air conditioning, electrical, plumbing, safety, fire protection, security and mechanical systems, equipment and facilities serving the Premises. Notwithstanding anything in this Agreement to the contrary, the Tenant shall be responsible for and pay for all repairs and maintenance required to remedy any damages to the Premises, the Building or any related improvements caused by the Tenant or his guests or invitees. The Landlord shall have the right to enter the Premises at any reasonable time with prior notice for the purpose of inspecting the same or for the purpose of doing anything that is required or allowed under this Lease.

11. **Condition of Premises.** The Tenant shall keep the Premises in good order, repair and condition. The Tenant shall not commit waste or permit waste to be committed in or upon the Premises, create or allow any nuisance to continue on the Premises or use the Premises for any unlawful purpose.

12. **Taxes.** The Tenant shall pay the Landlord with each rental payment all sales and use taxes imposed upon the rent paid under this Lease, including all Additional Rent. The Tenant shall pay all taxes assessed against personal property of the Tenant, including trade fixtures, deemed by the taxing authority to be personal property or inventory kept on the Premises. It is understood that the charter school (Red Hills Academy) may not be required to pay Real Property Taxes.

13. **Assignment and Subletting.** The Tenant shall not assign, mortgage or encumber this Lease, in whole or in part, or sublet all or any part of the Premises without the prior written consent of the Landlord which may be granted or withheld in the sole discretion of the Landlord. The consent by the Landlord to any assignment or subletting shall not constitute a waiver of the necessity for such consent to any subsequent assignment or subletting. This prohibition against assigning or subletting shall be construed to include a prohibition against any assignment or subletting by operation of law. If this Lease is assigned or if the Premises, or any part thereof, is occupied by any person other than the Tenant, the Landlord may collect rent from the assignee, or occupant, and apply the net amount collected to the rent herein reserved, but no such assignment, underletting, occupancy or collection shall be deemed a waiver of this provision or the acceptance of the assignee, subtenant or occupant as a lessee hereunder

or as a release of the Tenant from the further performance by the Tenant of the provisions on its part to be observed or performed herein. Notwithstanding any assignment or sublease, the Tenant shall remain fully liable and shall not be released from performing any of the terms of this Lease.

14. **Indemnity.**

A. The Tenant shall indemnify the Landlord and save it harmless from suits, actions, damages, liabilities, losses and expenses incurred or suffered by the Landlord (including, but not limited to, reasonable attorney's fees in settlement, at trial and on appeal) in connection with loss of life, personal injury or property damage arising from or out of any occurrence in or upon the Premises, unless such loss of life, injury or damage was caused by the negligence or willful misconduct of the Landlord.

B. The Landlord shall not be responsible or liable to the Tenant or to those claiming by, through or under the Tenant that may be occasioned by or through the acts or omissions of persons occupying adjacent, connecting or adjoining premises, nor shall the Landlord be liable for any damage or loss arising from any acts of negligence of any other third party, nor from the bursting, leaking or overflowing of water, sewer or steam pipes, nor from plumbing fixtures, nor from electric wires or fixtures, nor from plumbing fixtures, nor from any other cause whatsoever.

C. The Tenant shall give prompt notice to the Landlord in case of any fire or accident on the Premises or in the Building or of defects therein or in any fixtures or equipment.

15. **Destruction.**

A. Subject to the provisions of subparagraph (B) below, if the Premises shall be partially damaged by any casualty covered by the Landlord's insurance policy, the Landlord, within ninety (90) days of the casualty, shall repair the same to their condition at the time of the occurrence of the damage and the minimum rent and additional rent shall be abated proportionately as to that portion of the Premises rendered untenable.

B. If the Premises: (i) are rendered wholly untenable; or (ii) or should be damaged as a result of a risk not covered by the Landlord's insurance; or (iii) the Building should be damaged to the extent of twenty-five percent (25%) or more of the then monetary value thereof, then or in any of such events, the Landlord may either elect to repair the damage or cancel this Lease by notice of cancellation within thirty (30) days after such event and thereupon this Lease shall be terminated and the Tenant shall vacate and surrender the Premises to the Landlord. The Tenant's liability for rent, subject to the provisions regarding abatement of minimum rent and additional rent contained in subparagraph (A), shall continue for the prorata amount of the rent due to the date of such damage.

C. In the event the Landlord elects to repair the damage, any abatement of rent shall end upon the date the repairs have been completed.

16. **Condemnation.**

A. If the whole or any portion of the Premises or Tenant's access thereto shall be acquired or taken pursuant to the power of eminent domain for any public or quasi-public use or purpose, then this Lease and the term herein shall cease and terminate as of the date of title vesting in the public authority in such proceeding.

B. All compensation awarded or paid upon such a total or partial taking shall belong to and be the property of the Landlord without any participation by the Tenant. The Tenant shall, however, be entitled to claim, prove and receive in such condemnation proceedings such award as may be allowed for relocation costs, fixtures and other equipment installed by the Tenant, but only to the extent that the same shall not reduce the Landlord's award and only if such award shall be in addition to the award for the land and building (or portion thereof) containing the Premises. To the extent that the Tenant has a claim in condemnation proceedings, as aforesaid, the Tenant may claim from condemners, but not from the Landlord, such compensation as may be recoverable by the Tenant.

17. **Default.**

A. In the event the Tenant shall not pay the rent or any other sums payable by the Tenant at the time and in the amount stated and such default shall continue for a period of ten (10) days, or if the Tenant shall fail to keep and perform any other conditions, stipulations or agreements herein contained and such default shall continue for fifteen (15) days after written notice thereof, provided, that the default is such a default is of a nature that it is impractical of being cured within fifteen (15) days, then Tenant shall have such additional reasonable period, not to exceed forty-five (45) days, to diligently pursue such cure, or if the Tenant abandons the Premises for a period of thirty (30) consecutive days regardless of whether rent payments are in default, or if this Lease shall pass to or devolve upon, by law or otherwise, one other than the Tenant except as herein provided, or if the Tenant's interest hereunder or his property on the Premises is attached, sequestered or taken under execution or other legal process, or if the Tenant is adjudicated insolvent, or files or has filed against it pursuant to any statute either of the United States or any state a petition in bankruptcy or insolvency or for reorganization or for the appointment of a receiver or trustee of all or a portion of the Tenant's property or makes an assignment for the benefit of creditors, or petitions for or enters into an arrangement, option, in addition to any and all other legal remedies and rights; (i) terminate and end this Lease and re-enter upon the Premises; (ii) declare the entire rent, including all additional rent, for the balance of the term or any part thereof due and payable forthwith; (iii) lawfully take possession for the account of the Tenant (which may be for a term extending beyond the term of this Lease) in which event the Tenant covenants and agrees to pay any deficiency after crediting it with the rent thereby obtained less all repairs and expenses, including the reasonable out of pocket costs of remodeling and brokerage fees, and the Tenant waives any claim he may have to any rent obtained on such re-letting which may be in excess of the rent required to be paid herein by the Tenant; (iv) perform such obligation (other than payment of rent) on the Tenant's behalf and charge the cost thereof, to the Tenant as of such remedies or rights. The exercise of any of the options herein contained shall not be deemed the exclusive remedy of the Landlord.

B. The Tenant hereby expressly waives any and all rights of redemption granted by or under any present or future laws in the event of the Tenant being evicted or dispossessed for any cause,

or in the event of the Landlord obtaining possession of the Premises, by reason of the violation by the Tenant of any of the provisions of this Lease, or otherwise.

C. In the event the Tenant shall default beyond any notice or cure period hereunder prior to the date fixed as the commencement of any renewal or extension of the Lease, the Landlord may cancel such renewal or extension agreement upon written notice to the Tenant.

18. **Attornment.** The Tenant shall, in the event of the sale or assignment of the Landlord's interest in the Building of which the Premises form a part, or in the event of any foreclosure of, or in the event of the exercise of the power of sale under any mortgage made by the Landlord covering the Premises, attorn to the purchaser and recognize such purchaser as the Landlord under this Lease.

19. **Force Majeure.** The Landlord shall be excused for the period of any delay in the performance of any obligations hereunder when prevented from doing so by cause or causes beyond the Landlord's reasonable control which shall include, without limitation, all labor disputes, civil commotion, war, war-like operations, invasion, rebellion, hostilities, military or usurped power, sabotage, government regulations or controls, casualty, inability to obtain any material, services or insurance proceeds, or through acts of God.

20. **Expiration of Lease.** Subject to paragraph 21 below, at the expiration of this Lease, the Tenant shall surrender the Premises in good condition and repair, reasonable wear and tear excepted, and shall deliver all keys to the Landlord. Before surrendering the Premises, the Tenant shall remove all of its personal property, trade fixtures, alterations, additions and decorations, and shall repair any damage caused thereby. The Tenant's obligations to perform this provision shall survive the end of the term of this Lease. If the Tenant fails to remove his property upon the expiration of this Lease, the said property, at the Landlord's option, shall be deemed abandoned and shall become the property of the Landlord.

21. **Holding Over.** If the Tenant remains in possession of the Premises after the expiration of the initial term, the base rent during the holdover term shall be \$12,000.00 per month. Such excess rent shall be deemed liquidated damages for such holdover. In no event shall the holdover term exceed three (3) months. If the Premises are not surrendered at the end of the three (3) month holdover term, then, in addition to all rent due under this Lease for the hold-over term, the Tenant shall indemnify the Landlord against loss or liability resulting from delay by the Tenant in so surrendering the Premises, including, without limitation, any claims founded on such delay made by any succeeding occupant of the premises or any part thereof, and the Tenant shall be liable to the Landlord for any and all legal expenses, cost, and fees incurred by the Landlord in obtaining the possession of the Premises.

22. **No Waiver.** Failure of the Landlord to insist upon the strict performance of any provision or to exercise any option or enforce any rules and regulations shall not be construed as a waiver for the future of any such provision, rule or option. The receipt by the Landlord of rent with knowledge of the breach of any provision of this Lease shall not be deemed a waiver of such breach. No provision of this Lease shall be deemed to have been waived unless such waiver be in writing signed by the Landlord. No payment by the Tenant or receipt by the Landlord of a lesser amount than the monthly rent shall be deemed to be other than on account of the earliest rent then unpaid.

23. **Hazardous Materials.** The Landlord represents to the Tenant that, to the best of the Landlord's knowledge, there is not present within the Premises any unlawful asbestos, polychlorinated biphenyls or other unlawful hazardous chemicals, explosive materials, radioactive substances and toxic substances. The Landlord and the Tenant agree that neither shall cause any hazardous substances to be unlawfully used, placed, generated, handled, possessed or stored within the Premises or the Building, and each party shall indemnify and hold the other party harmless from all cost and expense incurred by said party as a direct result of a breach of said agreement. Furthermore, the Tenant agrees that it will not place, hold or dispose of any Hazardous Material on, as defined herein, under or at the Premises or the real property upon which the Premises is located, and that it will not use the Premises or any other portion of the real property as a treatment, storage or disposal (whether permanent or temporary) site for any Hazardous Material. The Tenant further agrees that it will not cause or allow any asbestos to be incorporated into any improvements or alterations, which it makes or causes to be made to the Premises. The Tenant hereby indemnifies the Landlord against any and all losses, liabilities, damages, injuries, costs, expenses and claims of any and every kind whatsoever (including without limitation court costs and reasonable attorneys' fees) which at any time or from time to time may be paid, incurred or suffered by, or asserted against the Landlord for, with respect to, or as a direct or indirect result of: (a) a breach by the Tenant of the foregoing covenants; or (b) to the extent caused or allowed by the Tenant or any agent, employee, invitee or licensee of the Tenant, the presence on or under, or the escape, seepage, leakage, spillage, discharge, emission or release from, onto or into the Premises, the real property upon which the Premises is located, the atmosphere, or any watercourse, body of water, or groundwater of any Hazardous Material or medical waste (including without limitation any losses, liabilities, damages, injuries, costs, expenses and claims asserted or arising under the Comprehensive Environmental Response, Compensation and Liability Act, any so-called "Superfund" or "Superlien" law, or any other federal, state, local, or other statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to or imposing liability of standards of conduct concerning any Hazardous Materials); and the provisions of and undertakings and indemnification set out in this paragraph shall survive the termination of this Lease, and shall continue to be the personal liability, obligation and indemnification of the Tenant, binding upon the Tenant, forever. For purposes of this Lease, "Hazardous Material" means and includes any hazardous substance or any pollutant or contaminant defined as such in (or for purposes of) the Comprehensive Environmental Response, Compensation and Liability Act, any so-called "Superfund" or "Superlien" law, the Toxic Substance Control Act, or any other federal, state, local, or other statute, law, ordinance, code, rule, regulation, order, decree or regulation, relating to or imposing liability or standards of conduct concerning any hazardous, toxic or dangerous waste, substance or material, as now or at any time hereafter in effect, or any other hazardous, toxic or dangerous waste, substance or material.

24. **Brokers.** The Tenant represents and warrants that it has not been represented by a broker, agent or other person in connection with this transaction. The Landlord represents and warrants that it has dealt with no broker, agent or other person in connection with this transaction. The Landlord and the Tenant agree to indemnify and hold each other harmless from and against any claims by any broker, agent or other person claiming a commission or other form of compensation by virtue of having dealt with the Landlord or the Tenant with regard to this leasing transaction. No commission shall be due to the Tenant's Broker or the Landlord's Broker under this Lease.

25. **Security Deposit.** The Landlord acknowledges receipt from the Tenant of the sum of \$6,000.00 as a security deposit for the timely and full performance and payment of the Tenant's obligations under this Lease. The Landlord shall be obligated to return the deposit to the Tenant, less any deductions for charges due to the Landlord from the Tenant, within thirty (30) days after the expiration of the term of this Lease or any renewal term hereof if the same is extended by the parties. The Tenant shall not be entitled to have the security deposit applied to any rent due or to become due the Landlord without the prior written consent of the Landlord.

26. **Partial Invalidity.** If any provision of this Lease or application thereof to any person or circumstance shall, to any extent, be invalid, the remainder of this Lease or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby and each provision of this Lease shall be valid and enforced to the fullest extent permitted by law.

27. **No Partnership.** Nothing contained in this Lease shall, or shall be deemed or construed so as to create the relationship of principal-agent, joint venturers, partners or co-tenants between the Landlord and the Tenant. It is the express intention of the parties that they are and shall remain independent as a landlord and a tenant.

28. **Estoppel Statement.** The Tenant shall, upon request by the Landlord, execute and deliver to the other a written declaration in recordable form: (i) ratifying this Lease; (ii) expressing the commencement and termination dates thereof; (iii) certifying that this Lease is in full force and effect and has not been assigned, modified, supplemented or amended (except by such writings as shall be stated); (iv) stating that all conditions under this Lease to be performed by the Landlord or Tenant have been satisfied or setting forth any claimed defaults; (v) stating that there are no defenses or offsets against the enforcement of this Lease by the Landlord, or stating those claimed by the Tenant; (vi) setting forth the amount of advance rental, if any (or none if such is the case), paid by the Tenant; (vii) stating the date to which rental has been paid; (viii) setting forth the amount of security deposited with the Landlord; and (ix) stating such other information as may be reasonably requested by the Landlord. Such declaration shall be executed and delivered by the Tenant from time to time as may be requested by the Landlord. The Landlord's mortgagee, lenders and/or purchasers shall be entitled to rely upon such declaration.

29. **Utilities and Janitorial.** The Tenant agrees to pay ½ of electric, water, gas, sewer, garbage and utility charges. The Landlord shall not be responsible for the adequacy of any utilities or any interruption of utility services. The Tenant agrees to provide and pay for all janitorial services and pest control and supplies and keep the Premises in a clean and sanitary condition. The Landlord shall initially remedy the building of all pests.

30. **Floor Load.** The Tenant shall not overload the floor system of the Premises and shall not install any heavy business machines or any heavy equipment of any kind in the Premises without the prior written approval of the Landlord, which, if granted, may be conditioned upon moving by skilled licensed handlers and installation and maintenance at the Tenant's expense of special reinforcing and settings adequate to absorb and prevent noise and vibration.

31. **Alterations.** The Tenant shall make no alterations, additions, repairs or improvements in or to the Premises without the prior written consent of the Landlord. All structural improvements shall be subject to the prior written approval and consent of the Landlord. All additions, alterations or improvements shall be and remain a part of the Premises at the expiration of this Lease.

32. **Charges for Services.** It is understood and agreed upon between the parties hereto that any charges against the Tenant by the Landlord for services or for work done on the Premises, by order of the Tenant, or otherwise accruing under this Lease, shall be considered as additional rent due.

33. **Entrance Walkways.** The sidewalks, entrances, passages, courts, corridors, or halls shall not be obstructed or encumbered by the Tenant or used for any purpose other than ingress and egress to and from the Premises.

34. **Attachments and Installations.** No awnings or other projections shall be attached to the outside walls of the Building. No curtains, blinds, shades, or screens shall be attached to or hung in, or used in connection with, any window or door of the Premises, without the prior written approval of the Landlord as to the method of installation, which shall not be unreasonable withheld.

35. **Signs and Advertising.** No sign, advertisement, notice or other lettering shall be exhibited, inscribed, painted or affixed by the Tenant on any part of the outside of the Building without the prior written consent of the Landlord, which consent shall not be unreasonably withheld. In the event of the violation of the foregoing by the Tenant, the Landlord may remove same without any liability, and may charge the expenses incurred in connection with such removal to the Tenant.

36. **Fixture Damage.** Any utility sinks and other plumbing fixtures shall not be used for any purpose other than those for which they were constructed, no sweepings, rubbish, rags or other substances shall be discarded therein. All damages resulting from any misuse of the fixtures shall be borne by the Tenant who, or whose servants, employees, agents, visitors, invitees or licensees, shall have caused the same.

37. **Windows.** The Tenant, before closing and leaving the Building at any time, shall see that all windows are closed. The Tenant must observe strict care not to leave windows open when it rains, and for any default or carelessness in these respects, or any of them, shall be responsible for and make good any injury sustained by other tenants, and to the Landlord for damage to paint, plastering, or other parts of the Building, resulting from default or carelessness.

38. **Existing Mortgages.** The Tenant agrees that this Lease shall be subordinate to any existing or future mortgage given by the Landlord and encumbering the Premises, and the Tenant further agrees to execute and deliver such agreements which the Landlord may from time to time request to acknowledge or evidence such subordination.

39. **Construction Liens.** The Tenant shall not take any action or allow any act to be done which would create a construction lien upon the Landlord's interest in the Premises and shall keep the Landlord's interest free from any liens arising from any work or improvements performed for, by or on behalf of the Tenant. The interest of the Landlord shall not be subject to liens for improvements made

by the Tenant. A memorandum of this Lease containing the foregoing provisions shall be executed by the parties and recorded in the Public Records of Leon County, Florida. Any person or entity performing any work upon or furnishing any materials to the Premises shall look solely to the Tenant's leasehold interest herein. In the event any lien is placed upon the Premises, the Tenant shall have the same transferred to a bond within twenty (20) days after receiving notice of the filing thereof.

40. **Notices.** Any notice required or desired to be given to either party shall be in writing and be sent by certified mail, return receipt requested, postage prepaid, by overnight delivery service (e.g., Federal Express) or by hand-delivery, to the addresses set forth in this Lease or such other address as either party may from time to time specify by written notice to the other. Notices to the Landlord shall be delivered to 1515-2 Henway Court, Tallahassee, Florida 32303, and to the Tenant at 3551 Austin Davis Avenue, Tallahassee Florida 32308.

41. **Marginal Titles.** The marginal titles appearing in this Lease are for purposes of easy reference and shall not be considered a part of this lease or in any way modify, amend, restrict or affect the provisions thereof.

42. **Attorney's fees.** In the event any litigation results from any dispute under this Lease, the prevailing party shall be entitled to recover all costs and expenses incurred in connection with such litigation, including a reasonable attorneys' fee, at both the trial and appellate levels.

43. **Radon Gas.** Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon and radon testing may be obtained from your county public health unit.

44. **Binding Effect.** This Lease shall be binding upon and shall inure to the benefit of the parties hereto, their heirs, executors, administrators, successors and assigns.

45. **Entire Agreement.** This Lease contains the entire agreement of the parties hereto with respect to the matters covered hereby, and no other agreement, statement, or promise made by any party hereto, or to any employee, officer or agent of any party hereto, which is not contained herein, shall be binding or valid. No modification of this Lease shall be binding on the parties unless it is in writing and executed by both the Tenant and the Landlord.

(SIGNATURES CONTINUED ON FOLLOWNG PAGE)

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

Signed and acknowledged
in the presence of:

Name: _____

Name: _____

Landlord
Evening Rose Properties, LLC

By: _____

Authorized Member

Dated: _____

Signed and acknowledged
in the presence of:

Name: _____

Name: _____

Tenant
Red Hills Academy

By: _____

Its _____

Dated: _____

(Corporate Seal – if any)



**RED HILLS ACADEMY
BUDGETED FEFP REVENUE
FISCAL YEARS 2023 - 2027**

	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>
Inflation Factor	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%
Years of Inflation	-	-	-	1	2	3	4
FEFP, Net of Transportation	1,650,073	1,650,073	1,650,073	2,511,429	2,511,429	2,511,429	2,511,429
Future Value Factor { (1 + Inflation Factor) ^{Years of Inflation} }	1.0000	1.0000	1.0000	1.0050	1.0100	1.0151	1.0202
Budgeted FEFP	1,650,073	1,650,073	1,650,073	2,523,986	2,536,606	2,549,289	2,562,036

Revenue Estimate Worksheet for RED HILLS ACADEMY - FY23

Based on the 2020-21 FEFP Second Calculation

School District: **Leon**

1. 2020-21 FEFP State and Local Funding

Base Student Allocation \$4,319.49 District Cost Differential: 0.9742

Program	Number of FTE (2)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2020-21 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3	171.94	1.124	193.2561	\$	813,231
111 Basic K-3 with ESE Services	37.80	1.124	42.4872	\$	178,788
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12	0.00	1.012	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.012	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.644	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.462	0.0000	\$	-
130 ESOL (Grade Level PK-3)	6.26	1.184	7.4166	\$	31,209
130 ESOL (Grade Level 4-8)	0.00	1.184	0.0000	\$	-
130 ESOL (Grade Level 9-12)	0.00	1.184	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.012	0.0000	\$	-
Totals	216.00		243.1599	\$	1,023,228

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2020-21 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	243.1599	Total Base Funding	\$ 1,023,228

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	37.80	PK-3	251	\$ 986	\$ 37,271
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
		4-8	251	\$ 1,106	\$ -
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
		9-12	251	\$ 787	\$ -
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
Total FTE with ESE Services	37.80			Total ESE Guarantee	\$ 37,271

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 216.00 ÷ District's Total UFTE: 33,925.35 = 0.6367%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 243.16 ÷ District's Total WFTE: 37,141.21 = 0.6547%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>9,800,029</u>	x	0.6367%	\$	<u>62,397</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,206,863</u>	x	0.6367%	\$	<u>33,152</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>108,327</u>	x	0.6367%	\$	<u>690</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,664,009</u>	x	0.6367%	\$	<u>16,962</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>2,539,882</u>	x	0.6367%	\$	<u>16,171</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,202,705</u>	x	0.6367%	\$	<u>7,658</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>374,659</u>	x	0.6367%	\$	<u>2,385</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.6547%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,493,696</u>	x	0.6547%	\$	<u>9,779</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>14,496,411</u>	x	0.6547%	\$	<u>94,908</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.6547%	\$	<u>-</u>
15. Discretionary Lottery (WFTE share)	(c)	<u>0</u>	x	0.6547%	\$	<u>-</u>
16. Teacher Salary Increase Allocation	(f)	<u>5,674,112</u>	x	0.6547%	\$	<u>37,148</u>

17. Class Size Reduction Funds:

	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3	243.1599		0.9742		1,301.57	=	<u>308,324</u>
4-8	0.0000		0.9742		887.80	=	<u>0</u>
9-12	0.0000		0.9742		889.95	=	<u>0</u>
Total *	<u>243.1599</u>						<u>Total Class Size Reduction Funds \$ 308,324</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>0</u>	x	400	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,427	\$	<u>-</u>

19. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				<u>\$ -</u>

20. Florida Teachers Classroom Supply Assistance Program	(i)			
21. Food Service Allocation	(j)			
				Total \$ 1,650,073

22. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	<u>-</u>

Revenue Estimate Worksheet for RED HILLS ACADEMY - FY24

Based on the 2020-21 FEFP Second Calculation

School District: **Leon**

1. 2020-21 FEFP State and Local Funding

Base Student Allocation \$4,319.49 District Cost Differential: 0.9742

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2020-21 Base Funding	
				(2)	(WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)	(5)
101 Basic K-3	171.94	1.124	193.2561	\$	813,231
111 Basic K-3 with ESE Services	37.80	1.124	42.4872	\$	178,788
102 Basic 4-8	105.07	1.000	105.0720	\$	442,148
112 Basic 4-8 with ESE Services	23.10	1.000	23.1000	\$	97,206
103 Basic 9-12	0.00	1.012	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.012	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.644	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.462	0.0000	\$	-
130 ESOL (Grade Level PK-3)	6.26	1.184	7.4166	\$	31,209
130 ESOL (Grade Level 4-8)	3.83	1.184	4.5324	\$	19,073
130 ESOL (Grade Level 9-12)	0.00	1.184	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.012	0.0000	\$	-
Totals	348.00		375.8643	\$	1,581,655

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2020-21 Base Funding	
				(2)	(WFTE x BSA x DCD)
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	375.8643		Total Base Funding	\$	1,581,655

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student		
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	37.80	PK-3	251	\$ 986	\$ 37,271	
			PK-3	252	\$ 3,184	\$ -
			PK-3	253	\$ 6,498	\$ -
		23.10	4-8	251	\$ 1,106	\$ 25,549
			4-8	252	\$ 3,304	\$ -
			4-8	253	\$ 6,618	\$ -
		0.00	9-12	251	\$ 787	\$ -
			9-12	252	\$ 2,985	\$ -
			9-12	253	\$ 6,299	\$ -
Total FTE with ESE Services	60.90			Total ESE Guarantee	\$ 62,820	

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 348.00 ÷ District's Total UFTE: 33,925.35 = 1.0258%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE 375.86 ÷ District's Total WFTE: 37,141.21 = 1.0120%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>9,800,029</u>	x	1.0258%	\$	<u>100,529</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,206,863</u>	x	1.0258%	\$	<u>53,412</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>108,327</u>	x	1.0258%	\$	<u>1,111</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,664,009</u>	x	1.0258%	\$	<u>27,327</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>2,539,882</u>	x	1.0258%	\$	<u>26,054</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,202,705</u>	x	1.0258%	\$	<u>12,337</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>374,659</u>	x	1.0258%	\$	<u>3,843</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,493,696</u>	x	1.0120%	\$	<u>15,116</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>14,496,411</u>	x	1.0120%	\$	<u>146,704</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
15. Discretionary Lottery (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
16. Teacher Salary Increase Allocation	(f)	<u>5,674,112</u>	x	1.0120%	\$	<u>57,422</u>

17. Class Size Reduction Funds:						
	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
PK - 3	243.1599		0.9742		1,301.57	= <u>308,324</u>
4-8	132.7044		0.9742		887.80	= <u>114,775</u>
9-12	0.0000		0.9742		889.95	= <u>0</u>
Total *	<u>375.8643</u>				Total Class Size Reduction Funds	\$ <u>423,099</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation						
	(g)					
Enter All Adjusted Fundable Riders		<u>0</u>	x	400	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,427	\$	<u>-</u>

19. Federally Connected Student Supplement						
	(h)					
Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total		
Military and Indian Lands		\$0.00	\$0.00	\$		<u>-</u>
Civilians on Federal Lands		\$0.00	\$0.00	\$		<u>-</u>
Students with Disabilities			\$0.00	\$		<u>-</u>
Total				\$		<u>-</u>
20. Florida Teachers Classroom Supply Assistance Program (i)						
21. Food Service Allocation (j)						
				Total	\$	<u>2,511,429</u>

22. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)						
If you have more than a 75% ESE student population, please place a 1 in the following box:						\$ <u>-</u>

Revenue Estimate Worksheet for RED HILLS ACADEMY - FY25

Based on the 2020-21 FEFP Second Calculation

School District: **Leon**

1. 2020-21 FEFP State and Local Funding

Base Student Allocation \$4,319.49 District Cost Differential: 0.9742

Program	Number of FTE (2)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2020-21 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3	171.94	1.124	193.2561	\$	813,231
111 Basic K-3 with ESE Services	37.80	1.124	42.4872	\$	178,788
102 Basic 4-8	105.07	1.000	105.0720	\$	442,148
112 Basic 4-8 with ESE Services	23.10	1.000	23.1000	\$	97,206
103 Basic 9-12	0.00	1.012	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.012	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.644	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.462	0.0000	\$	-
130 ESOL (Grade Level PK-3)	6.26	1.184	7.4166	\$	31,209
130 ESOL (Grade Level 4-8)	3.83	1.184	4.5324	\$	19,073
130 ESOL (Grade Level 9-12)	0.00	1.184	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.012	0.0000	\$	-
Totals	348.00		375.8643	\$	1,581,655

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2020-21 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	375.8643	Total Base Funding	\$ 1,581,655

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	37.80	PK-3	251	\$ 986	\$ 37,271
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
	23.10	4-8	251	\$ 1,106	\$ 25,549
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
	0.00	9-12	251	\$ 787	\$ -
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
Total FTE with ESE Services	60.90			Total ESE Guarantee	\$ 62,820

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 348.00 ÷ District's Total UFTE: 33,925.35 = 1.0258%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 375.86 ÷ District's Total WFTE: 37,141.21 = 1.0120%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>9,800,029</u>	x	1.0258%	\$	<u>100,529</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,206,863</u>	x	1.0258%	\$	<u>53,412</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>108,327</u>	x	1.0258%	\$	<u>1,111</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,664,009</u>	x	1.0258%	\$	<u>27,327</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>2,539,882</u>	x	1.0258%	\$	<u>26,054</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,202,705</u>	x	1.0258%	\$	<u>12,337</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>374,659</u>	x	1.0258%	\$	<u>3,843</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,493,696</u>	x	1.0120%	\$	<u>15,116</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>14,496,411</u>	x	1.0120%	\$	<u>146,704</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
15. Discretionary Lottery (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
16. Teacher Salary Increase Allocation	(f)	<u>5,674,112</u>	x	1.0120%	\$	<u>57,422</u>

17. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=	
PK - 3	243.1599	0.9742		1,301.57	=	<u>308,324</u>
4-8	132.7044	0.9742		887.80	=	<u>114,775</u>
9-12	0.0000	0.9742		889.95	=	<u>0</u>
Total *	<u>375.8643</u>			Total Class Size Reduction Funds	\$	<u>423,099</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		<u>0</u>	x	400	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,427	\$	<u>-</u>

19. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				<u>\$ -</u>

20. Florida Teachers Classroom Supply Assistance Program	(i)					
21. Food Service Allocation	(j)					
					Total	<u>\$ 2,511,429</u>

22. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)				
If you have more than a 75% ESE student population, please place a 1 in the following box:				\$	<u>-</u>

Revenue Estimate Worksheet for RED HILLS ACADEMY - FY26

Based on the 2020-21 FEFP Second Calculation

School District: **Leon**

1. 2020-21 FEFP State and Local Funding

Base Student Allocation \$4,319.49 District Cost Differential: 0.9742

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2020-21 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
101 Basic K-3	171.94	1.124	193.2561	\$	813,231
111 Basic K-3 with ESE Services	37.80	1.124	42.4872	\$	178,788
102 Basic 4-8	105.07	1.000	105.0720	\$	442,148
112 Basic 4-8 with ESE Services	23.10	1.000	23.1000	\$	97,206
103 Basic 9-12	0.00	1.012	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.012	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.644	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.462	0.0000	\$	-
130 ESOL (Grade Level PK-3)	6.26	1.184	7.4166	\$	31,209
130 ESOL (Grade Level 4-8)	3.83	1.184	4.5324	\$	19,073
130 ESOL (Grade Level 9-12)	0.00	1.184	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.012	0.0000	\$	-
Totals	348.00		375.8643	\$	1,581,655

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2020-21 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	375.8643		Total Base Funding	\$	1,581,655

Number of FTE
Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	37.80	PK-3	251	\$ 986	\$ 37,271
		PK-3	252	\$ 3,184	\$ -
		PK-3	253	\$ 6,498	\$ -
	23.10	4-8	251	\$ 1,106	\$ 25,549
		4-8	252	\$ 3,304	\$ -
		4-8	253	\$ 6,618	\$ -
	0.00	9-12	251	\$ 787	\$ -
		9-12	252	\$ 2,985	\$ -
		9-12	253	\$ 6,299	\$ -
Total FTE with ESE Services	60.90			Total ESE Guarantee	\$ 62,820

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 348.00 ÷ District's Total UFTE: 33,925.35
 = **1.0258%**

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 375.86 ÷ District's Total WFTE: 37,141.21
 = **1.0120%**

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>9,800,029</u>	x	1.0258%	\$	<u>100,529</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,206,863</u>	x	1.0258%	\$	<u>53,412</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>108,327</u>	x	1.0258%	\$	<u>1,111</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>2,664,009</u>	x	1.0258%	\$	<u>27,327</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>2,539,882</u>	x	1.0258%	\$	<u>26,054</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
9. Mental Health Assistance Allocation (UFTE share)	(b)	<u>1,202,705</u>	x	1.0258%	\$	<u>12,337</u>
10. Total Funds Compression Allocation (UFTE share)	(b)	<u>374,659</u>	x	1.0258%	\$	<u>3,843</u>
11. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
12. Reading Allocation (WFTE share)	(c)	<u>1,493,696</u>	x	1.0120%	\$	<u>15,116</u>
13. Discretionary Local Effort (WFTE share)	(c)	<u>14,496,411</u>	x	1.0120%	\$	<u>146,704</u>
14. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
15. Discretionary Lottery (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
16. Teacher Salary Increase Allocation	(f)	<u>5,674,112</u>	x	1.0120%	\$	<u>57,422</u>

17. Class Size Reduction Funds:						
	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
PK - 3	243.1599		0.9742		1,301.57	= <u>308,324</u>
4-8	132.7044		0.9742		887.80	= <u>114,775</u>
9-12	0.0000		0.9742		889.95	= <u>0</u>
Total *	<u>375.8643</u>				Total Class Size Reduction Funds	\$ <u>423,099</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation						
	(g)					
Enter All Adjusted Fundable Riders		<u>0</u>	x	400	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,427	\$	<u>-</u>

19. Federally Connected Student Supplement						
	(h)					
Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total		
Military and Indian Lands		\$0.00	\$0.00	\$		<u>-</u>
Civilians on Federal Lands		\$0.00	\$0.00	\$		<u>-</u>
Students with Disabilities			\$0.00	\$		<u>-</u>
Total				\$		<u>-</u>
20. Florida Teachers Classroom Supply Assistance Program (i)						
21. Food Service Allocation (j)						
				Total	\$	<u>2,511,429</u>

22. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)							
If you have more than a 75% ESE student population, please place a 1 in the following box:						\$	<u>-</u>

Revenue Estimate Worksheet for RED HILLS ACADEMY - FY27

Based on the 2020-21 FEFP Second Calculation

School District: **Leon**

1. 2020-21 FEFP State and Local Funding

Base Student Allocation \$4,319.49 District Cost Differential: 0.9742

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2020-21 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
101 Basic K-3	171.94	1.124	193.2561	\$	813,231
111 Basic K-3 with ESE Services	37.80	1.124	42.4872	\$	178,788
102 Basic 4-8	105.07	1.000	105.0720	\$	442,148
112 Basic 4-8 with ESE Services	23.10	1.000	23.1000	\$	97,206
103 Basic 9-12	0.00	1.012	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.012	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.644	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.644	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.462	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.462	0.0000	\$	-
130 ESOL (Grade Level PK-3)	6.26	1.184	7.4166	\$	31,209
130 ESOL (Grade Level 4-8)	3.83	1.184	4.5324	\$	19,073
130 ESOL (Grade Level 9-12)	0.00	1.184	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.012	0.0000	\$	-
Totals	348.00		375.8643	\$	1,581,655

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2020-21 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	375.8643		Total Base Funding	\$	1,581,655

Number of FTE
Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student		
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	37.80	PK-3	251	\$ 986	\$ 37,271	
			PK-3	252	\$ 3,184	\$ -
			PK-3	253	\$ 6,498	\$ -
		23.10	4-8	251	\$ 1,106	\$ 25,549
			4-8	252	\$ 3,304	\$ -
			4-8	253	\$ 6,618	\$ -
		0.00	9-12	251	\$ 787	\$ -
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			9-12	253	\$ 6,299	\$ -
Total FTE with ESE Services	60.90			Total ESE Guarantee	\$ 62,820	

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 348.00 ÷ District's Total UFTE: 33,925.35 = 1.0258%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE 375.86 ÷ District's Total WFTE: 37,141.21 = 1.0120%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>9,800,029</u>	x	1.0258%	\$	<u>100,529</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>5,206,863</u>	x	1.0258%	\$	<u>53,412</u>
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8. Instructional Materials Allocation (UFTE share)	(b)	<u>2,539,882</u>	x	1.0258%	\$	<u>26,054</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.						
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15. Discretionary Lottery (WFTE share)	(c)	<u>0</u>	x	1.0120%	\$	<u>-</u>
16. Teacher Salary Increase Allocation	(f)	<u>5,674,112</u>	x	1.0120%	\$	<u>57,422</u>

17. Class Size Reduction Funds:						
	<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	
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4-8	132.7044		0.9742		887.80	= <u>114,775</u>
9-12	0.0000		0.9742		889.95	= <u>0</u>
Total *	<u>375.8643</u>				Total Class Size Reduction Funds	\$ <u>423,099</u>

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

18. Student Transportation						
	(g)					
Enter All Adjusted Fundable Riders		<u>0</u>	x	400	\$	<u>-</u>
Enter All Adjusted ESE Riders			x	1,427	\$	<u>-</u>

19. Federally Connected Student Supplement						
	(h)					
Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aid Student Allocation	Total		
Military and Indian Lands		\$0.00	\$0.00	\$		<u>-</u>
Civilians on Federal Lands		\$0.00	\$0.00	\$		<u>-</u>
Students with Disabilities			\$0.00	\$		<u>-</u>
Total				\$		<u>-</u>
20. Florida Teachers Classroom Supply Assistance Program (i)						
21. Food Service Allocation (j)						
				Total	\$	<u>2,511,429</u>

22. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)							
If you have more than a 75% ESE student population, please place a 1 in the following box:						\$	<u>-</u>



**RED HILLS ACADEMY
OPERATING BUDGET
FISCAL YEARS 2023 - 2027**

	FY23	FY24	FY25	FY26	FY27	Narrative:
ENROLLMENT	216	348	348	348	348	
FUND BALANCE, BEGINNING	<u>3,472</u>	<u>19,661</u>	<u>97,937</u>	<u>204,862</u>	<u>319,045</u>	
REVENUES						
FEFP	1,650,073	2,523,986	2,536,606	2,549,289	2,562,036	2020-21 2nd Calc; ESOL: 2.9%; ESE: Disabilities 15% Gifted 2.5%; 0.5% yearly inflation beginning in year 2 (FY24);
Capital Outlay	-	-	174,000	174,000	174,000	\$500 per student (eligible beginning year 3)
Start-up Loan	290,000	-	-	-	-	Startup Loan at Year 1: \$290,000;
Food Service Revenue	50,009	80,571	80,571	80,571	80,571	35% breakfast participation, 42% of those full price at \$1.75 / breakfast at 180 days + 70% lunch participation, 42% of those full price at \$3.50 / lunch at 180 days
NSLP Reimbursements	<u>70,323</u>	<u>113,299</u>	<u>113,299</u>	<u>113,299</u>	<u>113,299</u>	35% breakfast participation, 58% free & reduced at \$1.89 / breakfast at 180 days + 70% lunch participation, 58% free & reduced at \$3.51 / lunch at 180 days; (2020-21 NSLP Rates) (2019-20 Leon FRL Rate)
TOTAL REVENUES	<u>2,060,406</u>	<u>2,717,856</u>	<u>2,904,476</u>	<u>2,917,159</u>	<u>2,929,905</u>	
EXPENDITURES						Salaries at 1.5% yearly increase; Non salary expense at 1% yearly inflation;
5100 - INSTRUCTION						
K- 5 Classroom Teachers	480,000	730,800	741,762	752,888	764,182	See "Staffing Plan"; Avg Salary at \$40,000;
Specialty Teachers	<u>100,000</u>	<u>162,400</u>	<u>206,045</u>	<u>209,136</u>	<u>212,273</u>	See "Staffing Plan"; Avg Salary at \$40,000;
Total Instruction Salaries	<u>580,000</u>	<u>893,200</u>	<u>947,807</u>	<u>962,024</u>	<u>976,454</u>	
Retirement	17,400	26,796	28,434	28,861	29,294	Contribution at 3% of gross salaries
Social Security Tax	45,257	69,690	73,943	75,045	76,164	7.65% of gross salaries
Health Insurance	43,500	66,660	70,387	71,091	71,802	\$250 / employee / month
Workers Compensation	5,800	8,932	9,478	9,620	9,765	1% of gross salaries
Unemployment Tax	<u>2,741</u>	<u>4,158</u>	<u>4,347</u>	<u>4,347</u>	<u>4,347</u>	2.7% of first \$7,000 per staff
Total Instruction Benefits	<u>114,698</u>	<u>176,236</u>	<u>186,589</u>	<u>188,964</u>	<u>191,370</u>	
Instructional Software	6,952	7,821	7,900	7,979	8,058	Yr 1-5: See Furniture/Equip Schedule
Copier Rental/Supply	4,680	5,393	5,447	5,502	5,520	\$300 per month + \$5 / student
Supplies	12,900	20,756	20,963	21,173	21,384	\$50 per student + \$175 per classroom teacher
Textbooks	78,232	48,237	12,901	13,030	13,160	Yr 1-2: See Furniture/Equip Schedule, Year 3-5: 10% refresh;
Furniture and Equipment	52,400	25,754	3,986	4,026	4,066	Yr 1-2: See Furniture/Equip Schedule, Year 3-5: 5% refresh;
Computers / iPads	102,000	53,328	15,845	16,003	16,163	Yr 1-2: See Furniture/Equip Schedule, Year 3-5: 10% refresh;
Substitutes	11,600	17,776	18,770	18,958	19,147	8 days per teacher at \$100 per day
Total Instruction Other	<u>268,764</u>	<u>179,066</u>	<u>85,812</u>	<u>86,670</u>	<u>87,500</u>	
Total Instruction	<u>963,462</u>	<u>1,248,501</u>	<u>1,220,209</u>	<u>1,237,658</u>	<u>1,255,325</u>	
5200 - EXCEPTIONAL INSTRUCTION						
ESE Teacher/Specialist	20,000	40,600	41,209	41,827	42,455	See "Staffing Plan"; Avg Salary at \$40,000;
Gifted Teacher	<u>20,000</u>	<u>20,300</u>	<u>20,605</u>	<u>20,914</u>	<u>21,227</u>	See "Staffing Plan"; Avg Salary at \$40,000;
Total Exceptional Instruction Salaries	<u>40,000</u>	<u>60,900</u>	<u>61,814</u>	<u>62,741</u>	<u>63,682</u>	
Retirement	1,200	1,827	1,854	1,882	1,910	Contribution at 3% of gross salaries
Social Security Tax	3,121	4,752	4,822	4,894	4,967	7.65% of gross salaries
Health Insurance	3,000	4,545	4,590	4,636	4,683	\$250 / employee / month
Workers Compensation	400	609	618	627	637	1% of gross salaries
Unemployment Tax	<u>378</u>	<u>378</u>	<u>378</u>	<u>378</u>	<u>378</u>	2.7% of first \$7,000 per staff
Total Exceptional Instruction Benefits	<u>8,099</u>	<u>12,111</u>	<u>12,263</u>	<u>12,418</u>	<u>12,575</u>	
Contracted Services	18,900	30,755	31,062	31,373	31,686	\$500 per ESE student for Speech, OT, etc.
Substitutes	800	1,212	1,224	1,236	1,249	8 days per teacher at \$100 per day
Total Exceptional Instruction Other	<u>19,700</u>	<u>31,967</u>	<u>32,286</u>	<u>32,609</u>	<u>32,935</u>	
Total Exceptional Instruction Services	<u>67,799</u>	<u>104,977</u>	<u>106,363</u>	<u>107,768</u>	<u>109,192</u>	



**RED HILLS ACADEMY
OPERATING BUDGET
FISCAL YEARS 2023 - 2027**

	FY23	FY24	FY25	FY26	FY27	Narrative:
ENROLLMENT	216	348	348	348	348	
6100 - STUDENT SUPPORT SERVICES						
Guidance Counselor	20,000	20,300	20,605	20,914	21,227	See "Staffing Plan"; Avg Salary at \$40,000;
Total Student Support Salaries	20,000	20,300	20,605	20,914	21,227	
Retirement	600	609	618	627	637	Contribution at 3% of gross salaries
Social Security Tax	1,530	1,553	1,576	1,600	1,624	7.65% of gross salaries
Health Insurance	1,500	1,515	1,530	1,545	1,561	\$250 / employee / month
Workers Compensation	200	203	206	209	212	1% of gross salaries
Unemployment Tax	189	189	189	189	189	2.7% of first \$7,000 per staff
Total Student Support Benefits	4,019	4,069	4,120	4,171	4,223	
Contracted Services	10,800	17,574	17,750	17,927	18,107	\$50 per student for mental health therapy
Supplies	1,296	2,109	2,130	2,151	2,173	\$6 per student
Total Student Support Other	12,096	19,683	19,880	20,079	20,279	
Total Student Support Services	36,115	44,052	44,604	45,163	45,729	
6300 - CURRICULUM DEVELOPMENT						
Supplies	1,080	1,757	1,775	1,793	1,811	\$5 per student
6400 - STAFF TRAINING						
Contracted Services	10,000	14,140	14,281	14,424	14,568	Yr 1: \$10,000, Yr 2-5: \$14,000 per year;
6500 - INSTRUCTION-RELATED TECHNOLOGY						
Contracted IT Services	6,000	6,060	6,121	6,182	6,244	\$500 per month
Furniture and Equipment	20,100	1,015	1,025	1,035	1,046	Yr 1: \$3,600 Phones, \$12,500 Server, \$4,000 Routers, Yr 2-5: 5% refresh
Software	1,500	1,515	1,530	1,545	1,561	\$1,500 per year
Total Instruction-Related Technology	27,600	8,590	8,676	8,763	8,850	
7100 - BOARD						
Legal Fees	6,000	6,060	6,121	6,182	6,244	Yr 1-5: \$6,000;
Contracted Services - Audit	-	8,000	8,080	8,161	8,242	Yr 2-5: \$8,000 per year
Travel / Training	2,000	2,020	2,040	2,061	2,081	Yr 1-5: \$2,000 per year
Licenses & Fees	2,000	2,020	2,040	2,061	2,081	Yr 1-5: \$2,000 per year for memberships, accreditation, annual filing sunbiz, etc.
District Fee	82,504	90,660	91,114	91,569	92,027	5% FEFP capped at 250 FTE
Total Board	92,504	108,760	109,395	110,033	110,676	



**RED HILLS ACADEMY
OPERATING BUDGET
FISCAL YEARS 2023 - 2027**

	FY23	FY24	FY25	FY26	FY27	Narrative:
ENROLLMENT	216	348	348	348	348	
7300 - SCHOOL ADMINISTRATION						
Principal	64,000	74,640	75,760	86,517	87,815	See "Staffing Plan"; Avg Salary Yr 1: \$64,000, Yr 2: +\$10,000, Yr 4: +\$10,000;
Assistant Principal	-	27,067	27,473	27,885	28,303	See "Staffing Plan"; Avg Salary at \$53,333;
Admin Support	46,500	62,930	63,874	64,832	65,805	See "Staffing Plan"; Avg Salaries: Office Manager at \$36,000, Receptionist/Secretary \$26,000;
Total Administration Salaries	110,500	164,637	167,106	179,234	181,923	
Retirement	3,315	4,939	5,013	5,377	5,458	Contribution at 3% of gross salaries
Social Security Tax	8,453	12,595	12,784	13,711	14,579	7.65% of gross salaries
Health Insurance	7,500	10,605	10,711	10,818	10,926	\$250 / employee / month
Workers Compensation	1,105	1,646	1,671	1,792	1,819	1% of gross salaries
Unemployment Tax	567	756	756	756	756	2.7% of first \$7,000 per staff
Total Administration Benefits	20,940	30,541	30,935	32,455	33,538	
Travel/Conference/Workshops	2,000	2,020	2,040	2,061	2,081	Yr 1-5: \$2,000 per year
Postage	1,296	2,109	2,130	2,151	2,173	Yr 1-5: \$6 per student:
Advertising	1,000	1,010	1,020	1,041	1,072	Yr 1-5: \$1,000 / year
Supplies	6,000	6,060	6,121	6,182	6,244	Yr 1-5: \$500 per month;
Furniture and Equipment	4,374	442	446	451	455	Yr 1: See Furniture/Equip Schedule, Yr 2-5: 10% refresh;
Computer Equipment	900	91	92	93	94	Yr 1: See Furniture/Equip Schedule, Yr 2-5: 10% refresh;
Software	3,000	1,010	1,020	1,030	1,041	Yr 1: \$3,000, Year 2-5: \$1,000 per year
Total Administration Other	18,570	12,742	12,869	13,008	13,159	
Total School Administration	150,010	207,919	210,910	224,697	228,620	
7400 - FACILITIES ACQUISITION						
Lease	231,010	328,118	329,759	331,408	333,065	Year 1: 14% of FEFP, Year 2-5: 13% of FEFP;
7500 - FISCAL						
Contracted Services - Backoffice Business Services	43,892	63,266	63,583	63,901	64,220	2.8% of net FEFP Yr 1 reducing to 2.6% of net FEFP Yr 2-5
Contracted Services - Payroll & Benefit Support	10,584	15,458	16,205	16,569	16,817	1.25% of salaries
Total Fiscal	54,476	78,725	79,788	80,470	81,038	
7600 - FOOD SERVICE						
Food Service Workers	25,600	25,984	26,374	26,769	27,171	See "Staffing Plan; Avg Salary at \$25,600;
Total Food Service Salaries	25,600	25,984	26,374	26,769	27,171	
Retirement	768	780	791	803	815	Contribution at 3% of gross salaries
Social Security Tax	1,958	1,988	2,018	2,048	2,079	7.65% of gross salaries
Health Insurance	3,000	3,030	3,060	3,091	3,122	\$250 / employee / month
Workers Compensation	256	260	264	268	272	1% of gross salaries
Unemployment Tax	189	189	189	189	189	2.7% of first \$7,000 per staff
Total Food Service Benefits	6,171	6,246	6,322	6,399	6,476	
Contracted Services - Meals	102,060	166,074	167,735	169,412	171,107	35% breakfast participation at \$1.50 / breakfast at 180 days + 70% lunch participation at \$3 / lunch at 180 days
Furniture and Equipment	5,000	505	510	515	520	Yr 1: \$5,000, Yr 2-5: \$500;
Licenses & Fees	500	505	510	515	520	\$500 per year
Total Food Service Other	107,560	167,084	168,755	170,443	172,147	
Total Food Service	139,331	199,314	201,451	203,611	205,794	



**RED HILLS ACADEMY
OPERATING BUDGET
FISCAL YEARS 2023 - 2027**

	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	Narrative:
ENROLLMENT	216	348	348	348	348	
7900 - PLANT OPERATIONS						
Custodian	25,600	25,984	26,374	26,769	27,171	See "Staffing Plan; Avg Salary at \$25,600;
Security	45,000	45,675	46,360	47,056	47,761	See "Staffing Plan; Avg Salary at \$45,000;
Total Plant Operations Salaries	70,600	71,659	72,734	73,825	74,932	
Retirement	2,118	2,150	2,182	2,215	2,248	Contribution at 3% of gross salaries
Social Security Tax	5,401	5,482	5,564	5,648	5,732	7.65% of gross salaries
Health Insurance	6,000	6,060	6,121	6,182	6,244	\$250 / employee / month
Workers Compensation	706	717	727	738	749	1% of gross salaries
Unemployment Tax	378	378	378	378	378	2.7% of first \$7,000 per staff
Total Plant Operations Benefits	14,603	14,786	14,972	15,160	15,351	
Insurance	20,000	20,200	20,402	20,606	20,812	\$20,000 per year property, E&O, GL etc
Telephone/Internet	10,000	10,100	10,201	10,303	10,406	\$0.50 / sqft; Facility at 20,000 sqft;
Water/Sewer/Garbage	7,000	7,070	7,141	7,212	7,284	\$0.35 / sqft; Facility at 20,000 sqft;
CAM Fees	12,000	12,120	12,241	12,364	12,487	\$1,000 per month
Other Contracted Building Services	14,400	14,544	14,689	14,836	14,985	\$14,400 / year: Custodial \$1000/mo, Security System \$50/mo, Pest Control \$150/mo
Electricity	30,000	30,300	30,603	30,909	31,218	\$1.50 / sqft; Facility at 20,000 sqft;
Supplies	9,000	9,090	9,181	9,273	9,365	\$750 per month;
Furniture and Equipment	5,000	505	510	515	520	Yr 1: See Furniture/Equip Schedule, Yr 2-5: 10% refresh;
Total Plant Operations Other	107,400	103,929	104,968	106,018	107,078	
Total Plant Operations	192,603	190,374	192,674	195,003	197,362	
8100 - PLANT MAINTENANCE						
Contracted Services	15,000	15,150	15,302	15,455	15,609	\$1,250 per month
9200 - DEBT SERVICE						
Principal	-	-	180,000	150,000	75,000	Startup Loan Principal Repayment Yr 3 - 5
Interest	16,200	16,200	9,000	3,000	-	4% Interest on Startup Loan Principal Outstanding
Total Debt Service	16,200	16,200	189,000	153,000	75,000	
Contingency	47,027	73,000	73,365	73,732	74,100	3% contingency (net FEFP)
TOTAL EXPENDITURES	2,044,217	2,639,579	2,797,551	2,802,976	2,756,738	
EXCESS REVENUES OVER EXPENDITURES	16,189	78,276	106,925	114,183	173,167	
FUND BALANCE, ENDING	19,661	97,937	204,862	319,045	492,211	

**RED HILLS ACADEMY
ENROLLMENT PROJECTIONS**

	Enroll	Ratio	Teachers
FY23			
K	54	18	3
1	54	18	3
2	54	18	3
3	54	18	3
Total	216		12
FY24			
K	54	18	3
1	54	18	3
2	54	18	3
3	54	18	3
4	66	22	3
5	66	22	3
Total	348		18
FY25			
K	54	18	3
1	54	18	3
2	54	18	3
3	54	18	3
4	66	22	3
5	66	22	3
Total	348		18
FY26			
K	54	18	3
1	54	18	3
2	54	18	3
3	54	18	3
4	66	22	3
5	66	22	3
Total	348		18
FY27			
K	54	18	3
1	54	18	3
2	54	18	3
3	54	18	3
4	66	22	3
5	66	22	3
Total	348		18



**RED HILLS ACADEMY
STAFFING PLAN**

Name	Position	Start-Up			FY23			FY24		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	K- 5 Classroom Teachers	40,000	-	-	40,000	12.0	480,000	40,600	18.0	730,800
TBA	Foreign Language	40,000	-	-	40,000	1.0	40,000	40,600	1.5	60,900
TBA	Physical Education	40,000	-	-	40,000	1.0	40,000	40,600	1.5	60,900
TBA	MTSS	40,000	-	-	40,000	0.5	20,000	40,600	1.0	40,600
TBA	Art	40,000	-	-	40,000	-	-	40,600	-	-
TBA	Music	40,000	-	-	40,000	-	-	40,600	-	-
Instructional Teachers/Specialist			-	-		14.5	580,000		22.0	893,200
TBA	ESE Teacher	40,000	-	-	40,000	0.5	20,000	40,600	1.0	40,600
TBA	Gifted Teacher	40,000	-	-	40,000	0.5	20,000	40,600	0.5	20,300
Exceptional Instruction Teachers/Specialist			-	-		1.0	40,000		1.5	60,900
TBA	Guidance Counselor	40,000	-	-	40,000	0.5	20,000	40,600	0.5	20,300
Student Support			-	-		0.5	20,000		0.5	20,300
TBA	Principal	64,000	6.0	32,000	64,000	1.0	64,000	74,640	1.0	74,640
TBA	Assistant Principal	53,333	-	-	53,333	-	-	54,133	0.5	27,067
Administrators			6.0	32,000		1.0	64,000		1.5	101,707
TBA	Office Manager/Secretary	36,000	2.0	6,000	36,000	0.75	27,000	36,540	1.0	36,540
TBA	Receptionist/Secretary	26,000	-	-	26,000	0.75	19,500	26,390	1.0	26,390
Admin Support			2.0	6,000		1.5	46,500		2.0	62,930
TBA	Food Service Workers	25,600	-	-	25,600	1.0	25,600	25,984	1.0	25,984
Food Service			-	-		1.0	25,600		1.0	25,984
TBA	Custodian	25,600	-	-	25,600	1.0	25,600	25,984	1.0	25,984
Custodian			-	-		1.0	25,600		1.0	25,984
TBA	Security	45,000	-	-	45,000	1.0	45,000	45,675	1.0	45,675
Security			-	-		1.0	45,000		1.0	45,675
Total			<u>8.0</u>	<u>38,000</u>		<u>21.5</u>	<u>846,700</u>		<u>30.5</u>	<u>1,236,680</u>



**RED HILLS ACADEMY
STAFFING PLAN**

		FY25			FY26			FY27		
Name	Position	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	K- 5 Classroom Teachers	41,209	18.0	741,762	41,827	18.0	752,888	42,455	18.0	764,182
TBA	Foreign Language	41,209	1.5	61,814	41,827	1.5	62,741	42,455	1.5	63,682
TBA	Physical Education	41,209	1.5	61,814	41,827	1.5	62,741	42,455	1.5	63,682
TBA	MTSS	41,209	1.0	41,209	41,827	1.0	41,827	42,455	1.0	42,455
TBA	Art	41,209	0.5	20,605	41,827	0.5	20,914	42,455	0.5	21,227
TBA	Music	41,209	0.5	20,605	41,827	0.5	20,914	42,455	0.5	21,227
Instructional Teachers/Specialist			23.0	947,807		23.0	962,024		23.0	976,454
TBA	ESE Teacher	41,209	1.0	41,209	41,827	1.0	41,827	42,455	1.0	42,455
TBA	Gifted Teacher	41,209	0.5	20,605	41,827	0.5	20,914	42,455	0.5	21,227
Exceptional Instruction Teachers/Specialist			1.5	61,814		1.5	62,741		1.5	63,682
TBA	Guidance Counselor	41,209	0.5	20,605	41,827	0.5	20,914	42,455	0.5	21,227
Student Support			0.5	20,605		0.5	20,914		0.5	21,227
TBA	Principal	75,760	1.0	75,760	86,517	1.0	86,517	87,815	1.0	87,815
TBA	Assistant Principal	54,945	0.5	27,473	55,770	0.5	27,885	56,606	0.5	28,303
Administrators			1.5	103,232		1.5	114,402		1.5	116,118
TBA	Office Manager/Secretary	37,088	1.0	37,088	37,644	1.0	37,644	38,209	1.0	38,209
TBA	Receptionist/Secretary	26,786	1.0	26,786	27,188	1.0	27,188	27,595	1.0	27,595
Admin Support			2.0	63,874		2.0	64,832		2.0	65,805
TBA	Food Service Workers	26,374	1.0	26,374	26,769	1.0	26,769	27,171	1.0	27,171
Food Service			1.0	26,374		1.0	26,769		1.0	27,171
TBA	Custodian	26,374	1.0	26,374	26,769	1.0	26,769	27,171	1.0	27,171
Custodian			1.0	26,374		1.0	26,769		1.0	27,171
TBA	Security	46,360	1.0	46,360	47,056	1.0	47,056	47,761	1.0	47,761
Security			1.0	46,360		1.0	47,056		1.0	47,761
Total			<u>31.5</u>	<u>1,296,439</u>		<u>31.5</u>	<u>1,325,507</u>		<u>31.5</u>	<u>1,345,389</u>



RED HILLS ACADEMY
Schedule of Furniture, Technology Equipment, Textbooks, Software

Summary:

		Computer / iPad Equipment	Textbooks / Curriculum	Furniture Equipment	
Year 1					
Front Office	7300 - Admin	600		3,677	4,277
Directors Office	7300 - Admin	300		697	997
Maintenance	7900 - Plant Op	4,000		1,000	5,000
Kindergarten	5100 - Instr	28,200	19,011	9,770	56,981
First Grade	5100 - Instr	28,200	19,110	9,770	57,080
Second Grade	5100 - Instr	22,800	19,110	11,430	53,340
Third Grade	5100 - Instr	22,800	21,000	11,430	55,230
Specialty Classes	5100 - Instr	-	-	10,000	10,000
Year 1 Total		106,900	78,232	57,774	242,906
Year 2					
Fourth Grade	5100 - Instr	26,400	23,880	12,750	63,029
Fifth Grade	5100 - Instr	26,400	23,880	12,750	63,029
Year 2 Total		52,800	47,759	25,499	126,059
		159,700	125,992	83,273	368,965

		Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Software						
Brain POP	5100 - Instr	2,300	2,323	2,346	2,370	2,393
Discovery Ed	5100 - Instr	1,700	1,717	1,734	1,752	1,769
Raz Kids	5100 - Instr	200	202	204	206	208
Learning A-Z	5100 - Instr	280	283	286	288	291
MAP online	5100 - Instr	1,026	1,036	1,047	1,057	1,068
Scholastic mags	5100 - Instr	1,296	2,109	2,130	2,151	2,173
Starfall	5100 - Instr	150	152	153	155	156
Total		6,952	7,821	7,900	7,979	8,058

Detail:

		how many	unit price	total cost	equipment & devices	curriculum & supplies	furniture & fixtures
Front Office							
desks		2	390	780			780
chairs		2	90	180			180
files		1	10	10			10
Tall Bookshelf		1	117	117			117
short Bookshelf		1	90	90			90
Filing Cabinet Fire Proof		1	2,500	2,500			2,500
computer		2	300	600	600		
				4,277	600		3,677
Directors Office							
desks		1	390	390			390
chairs		1	90	90			90
files		1	10	10			10
Tall bookshelf		1	117	117			117
short bookshelf		1	90	90			90
computer		1	300	300	300		
				997	300		697
Maintenance							
furniture budget				1,000			1,000
equipment budget				4,000	4,000		
				5,000	4,000		1,000



RED HILLS ACADEMY
Schedule of Furniture, Technology Equipment, Textbooks, Software

Kindergarten	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student trapezoid tables	6	139	834	2,501			2,501
student chairs	18	33	593	1,779			1,779
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	400	7,200	21,600	21,600		
ReadyGen	1	1,209	1,209	3,627		3,627	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate	18	55	990	2,970		2,970	
Elevate teacher edition	1	131	131	393		393	
EnVision	18	73	1,314	3,942		3,942	
Envision teacher edition	1	572	572	1,716		1,716	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			18,994	56,981	28,200	19,011	9,770

First Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student trapezoid tables	6	139	834	2,501			2,501
student chairs	18	33	593	1,779			1,779
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	400	7,200	21,600	21,600		
ReadyGen	18	62	1,116	3,348		3,348	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	18	62	1,116	3,348		3,348	
Elevate Science teacher editi	1	131	131	393		393	
EnVision Math	18	73	1,314	3,942		3,942	
Envision Math teacher editior	1	572	572	1,716		1,716	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			19,027	57,080	28,200	19,110	9,770



RED HILLS ACADEMY
Schedule of Furniture, Technology Equipment, Textbooks, Software

Second Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	18	70	1,260	3,780			3,780
student chairs	18	40	720	2,160			2,160
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	300	5,400	16,200	16,200		
ReadyGen	18	62	1,116	3,348		3,348	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	18	62	1,116	3,348		3,348	
Elevate Science teacher editi	1	131	131	393		393	
EnVision Math	18	73	1,314	3,942		3,942	
Envision Math teacher editor	1	572	572	1,716		1,716	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		<u>369</u>	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	<u>3,900</u>		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			<u>2,160</u>
Total			<u>17,780</u>	53,340	22,800	19,110	<u>11,430</u>

Third Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	18	70	1,260	3,780			3,780
student chairs	18	40	720	2,160			2,160
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	300	5,400	16,200	16,200		
ReadyGen	18	62	1,116	3,348		3,348	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	18	71	1,278	3,834		3,834	
Elevate Science teacher editi	1	131	131	393		393	
EnVision Math	18	73	1,314	3,942		3,942	
Envision Math teacher editor	1	572	572	1,716		1,716	
LAFS	18	13	234	702		702	
MAFS	18	13	234	702		702	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		<u>369</u>	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	<u>3,900</u>		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			<u>2,160</u>
Total			<u>18,410</u>	55,230	22,800	21,000	<u>11,430</u>



RED HILLS ACADEMY
Schedule of Furniture, Technology Equipment, Textbooks, Software

Fourth Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	22	70	1,540	4,620			4,620
student chairs	22	40	880	2,640			2,640
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	22	300	6,600	19,800	19,800		
ReadyGen	22	62	1,364	4,092		4,092	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	22	71	1,562	4,686		4,686	
Elevate Science teacher editi	1	131	131	393		393	
EnVision Math	22	73	1,606	4,818		4,818	
Envision Math teacher editor	1	572	572	1,716		1,716	
LAFS	22	13	286	858		858	
MAFS	22	13	286	858		858	
Social Studies Weekly	22	8	175	525		525	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			21,010	63,029	26,400	23,880	12,750

Fifth Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	22	70	1,540	4,620			4,620
student chairs	22	40	880	2,640			2,640
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	22	300	6,600	19,800	19,800		
ReadyGen	22	62	1,364	4,092		4,092	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	22	71	1,562	4,686		4,686	
Elevate Science teacher editi	1	131	131	393		393	
EnVision Math	22	73	1,606	4,818		4,818	
Envision Math teacher editor	1	572	572	1,716		1,716	
LAFS	22	13	286	858		858	
MAFS	22	13	286	858		858	
Social Studies Weekly	22	8	175	525		525	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			21,010	63,029	26,400	23,880	12,750

Specialty Classes					equipment & devices	curriculum & supplies	furniture & fixtures
PE Equipment							2,500
Music Equipment							2,500
ESE/Gifted/ESOL							5,000
							10,000

Grand Total: 159,700 125,992 83,273



**RED HILLS ACADEMY
OPERATING BUDGET- 75% ENROLLMENT
FISCAL YEARS 2023 - 2027**

	<u>Start-Up</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>Narrative:</u>
ENROLLMENT	-	162	261	261	261	261	
FUND BALANCE, BEGINNING	<u>-</u>	<u>3,472</u>	<u>15,918</u>	<u>30,354</u>	<u>49,008</u>	<u>72,099</u>	
REVENUES							
FEPP	-	1,237,544	1,892,977	1,902,442	1,911,954	1,921,514	2020-21 2nd Calc; ESOL: 2.9%; ESE; Disabilities 15% Gifted 2.5%; 0.5% yearly inflation beginning in year 2 (FY24);
Capital Outlay	-	-	-	130,500	130,500	130,500	\$500 per student (eligible beginning year 3)
Start-up Loan	115,000	290,000	-	-	-	-	\$405,000 Startup Loan at Startup; \$115,000, Year 1: \$290,000;
Food Service Revenue	-	37,507	60,428	60,428	60,428	60,428	35% breakfast participation, 42% of those full price at \$1.75 / breakfast at 180 days + 70% lunch participation, 42% of those full price at \$3.50 / lunch at 180 days
NSLP Reimbursements	-	52,743	84,974	84,974	84,974	84,974	35% breakfast participation, 58% free & reduced at \$1.89 / breakfast at 180 days + 70% lunch participation, 58% free & reduced at \$3.51 / lunch at 180 days; (2020-21 NSLP Rates) (2019-20 Leon FRL Rate)
TOTAL REVENUES	<u>115,000</u>	<u>1,617,794</u>	<u>2,038,379</u>	<u>2,178,344</u>	<u>2,187,856</u>	<u>2,197,416</u>	
EXPENDITURES							
5100 - INSTRUCTION							Salaries at 1.5% yearly increase; Non salary expense at 1% yearly inflation;
K- 5 Classroom Teachers	-	360,000	568,400	576,926	585,580	594,364	See "Staffing Plan"; Avg Salary at \$40,000;
Specialty Teachers	-	40,000	71,050	103,023	104,568	106,136	See "Staffing Plan"; Avg Salary at \$40,000;
Total Instruction Salaries	<u>-</u>	<u>400,000</u>	<u>639,450</u>	<u>679,949</u>	<u>690,148</u>	<u>700,500</u>	
Retirement	-	12,000	19,184	20,398	20,704	21,015	Contribution at 3% of gross salaries
Social Security Tax	-	31,212	49,891	53,046	53,837	54,639	7.65% of gross salaries
Health Insurance	-	30,000	47,723	50,495	51,000	51,510	\$250 / employee / month
Workers Compensation	-	4,000	6,395	6,799	6,901	7,005	1% of gross salaries
Unemployment Tax	-	1,890	2,977	3,119	3,119	3,119	2.7% of first \$7,000 per staff
Total Instruction Benefits	<u>-</u>	<u>79,102</u>	<u>126,169</u>	<u>133,858</u>	<u>135,561</u>	<u>137,287</u>	
Instructional Software	-	6,952	7,821	7,900	7,979	8,058	Yr 1-5: See Furniture/Equip Schedule
Copier Rental/Supply	-	4,410	4,954	5,004	5,054	5,067	\$300 per month + \$5 / student
Supplies	-	9,675	15,655	15,812	15,970	16,129	\$50 per student + \$175 per classroom teacher
Textbooks	-	58,674	35,820	9,639	9,736	9,833	Yr 1-2: See Furniture/Equip Schedule, Year 3-5: 10% refresh;
Furniture and Equipment	-	41,800	19,316	3,117	3,148	3,180	Yr 1-2: See Furniture/Equip Schedule, Year 3-5: 5% refresh;
Computers / iPads	-	76,500	39,996	11,884	12,003	12,123	Yr 1-2: See Furniture/Equip Schedule, Year 3-5: 10% refresh;
Substitutes	-	8,000	12,726	13,465	13,600	13,736	8 days per teacher at \$100 per day
Total Instruction Other	<u>-</u>	<u>206,011</u>	<u>136,288</u>	<u>66,820</u>	<u>67,489</u>	<u>68,126</u>	
Total Instruction	<u>-</u>	<u>685,113</u>	<u>901,907</u>	<u>880,626</u>	<u>893,197</u>	<u>905,914</u>	
5200 - EXCEPTIONAL INSTRUCTION							
ESE Teacher/Specialist	-	20,000	30,450	30,907	31,370	31,841	See "Staffing Plan"; Avg Salary at \$40,000;
Gifted Teacher	-	10,000	10,150	10,302	10,457	10,614	See "Staffing Plan"; Avg Salary at \$40,000;
Total Exceptional Instruction Salaries	<u>-</u>	<u>30,000</u>	<u>40,600</u>	<u>41,209</u>	<u>41,827</u>	<u>42,455</u>	
Retirement	-	900	1,218	1,236	1,255	1,274	Contribution at 3% of gross salaries
Social Security Tax	-	2,295	3,106	3,152	3,200	3,248	7.65% of gross salaries
Health Insurance	-	2,250	3,030	3,060	3,091	3,122	\$250 / employee / month
Workers Compensation	-	300	406	412	418	425	1% of gross salaries
Unemployment Tax	-	378	378	378	378	378	2.7% of first \$7,000 per staff
Total Exceptional Instruction Benefits	<u>-</u>	<u>6,123</u>	<u>8,138</u>	<u>8,239</u>	<u>8,342</u>	<u>8,446</u>	
Contracted Services	-	14,175	23,066	23,297	23,529	23,765	\$500 per ESE student for Speech, OT, etc.
Substitutes	-	600	808	816	824	832	8 days per teacher at \$100 per day
Total Exceptional Instruction Other	<u>-</u>	<u>14,775</u>	<u>23,874</u>	<u>24,113</u>	<u>24,354</u>	<u>24,597</u>	
Total Exceptional Instruction Services	<u>-</u>	<u>50,898</u>	<u>72,612</u>	<u>73,561</u>	<u>74,523</u>	<u>75,498</u>	



**RED HILLS ACADEMY
OPERATING BUDGET- 75% ENROLLMENT
FISCAL YEARS 2023 - 2027**

	<u>Start-Up</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>Narrative:</u>
ENROLLMENT	-	162	261	261	261	261	
6100 - STUDENT SUPPORT SERVICES							
Contracted Services	-	8,100	13,181	13,312	13,445	13,580	\$50 per student for mental health therapy
Supplies	-	972	1,582	1,597	1,613	1,630	\$6 per student
Total Student Support Services	-	9,072	14,762	14,910	15,059	15,209	
6300 - CURRICULUM DEVELOPMENT							
Supplies	-	810	1,318	1,331	1,345	1,358	\$5 per student
6400 - STAFF TRAINING							
Contracted Services	6,000	7,500	10,605	10,711	10,818	10,926	Startup: \$6,000; Yr 1: \$7,500, Yr 2-5: \$10,500 per year;
6500 - INSTRUCTION-RELATED TECHNOLOGY							
Contracted IT Services	-	6,000	6,060	6,121	6,182	6,244	\$500 per month
Furniture and Equipment	-	20,100	1,015	1,025	1,035	1,046	Yr 1: \$3,600 Phones, \$12,500 Server, \$4,000 Routers, Yr 2-5: 5% refresh
Software	-	1,500	1,515	1,530	1,545	1,561	\$1,500 per year
Total Instruction-Related Technology	-	27,600	8,590	8,676	8,763	8,850	
7100 - BOARD							
Legal Fees	22,000	6,000	6,060	6,121	6,182	6,244	Startup: \$22,000; Yr 1-5: \$6,000;
Contracted Services - Audit	-	-	8,000	8,080	8,161	8,242	Yr 2-5: \$8,000 per year
Contracted Services - Consulting	6,000	-	-	-	-	-	Startup: Consulting \$6,000
Travel / Training	-	2,000	2,020	2,040	2,061	2,081	Yr 1-5: \$2,000 per year
Licenses & Fees	5,000	2,000	2,020	2,040	2,061	2,081	Startup: \$5,000 for corp setup, etc., Yr 1-5: \$2,000 per year for memberships, accreditation, annual filing sunbiz, etc.
District Fee	-	61,877	90,660	91,113	91,569	92,027	5% FEFP capped at 250 FTE
Total Board	33,000	71,877	108,760	109,394	110,032	110,675	
7300 - SCHOOL ADMINISTRATION							
Principal	32,000	64,000	74,640	75,760	86,517	87,815	See "Staffing Plan"; Avg Salary Yr 1: \$64,000, Yr 2: +\$10,000, Yr 4: +\$10,000; Startup Principal at 6 mo;
Admin Support	6,000	31,000	40,600	41,209	41,827	42,455	See "Staffing Plan"; Avg Salaries: Office Manager at \$36,000, Receptionist/ Secretary \$26,000; Startup Office Manger 2 mo;
Total Administration Salaries	38,000	95,000	115,240	116,969	128,344	130,269	
Retirement	1,140	2,850	3,457	3,509	3,850	3,908	Contribution at 3% of gross salaries
Social Security Tax	2,907	7,268	8,816	8,948	9,818	10,391	7.65% of gross salaries
Health Insurance	2,000	6,000	6,818	6,886	6,955	7,024	\$250 / employee / month
Workers Compensation	380	950	1,152	1,170	1,283	1,303	1% of gross salaries
Unemployment Tax	351	567	567	567	567	567	2.7% of first \$7,000 per staff
Total Administration Benefits	6,778	17,635	20,810	21,080	22,474	23,193	
Travel/Conference/Workshops	-	2,000	2,020	2,040	2,061	2,081	Yr 1-5: \$2,000 per year
Postage	200	972	1,582	1,597	1,613	1,630	Startup: \$200, Yr 1-5: \$6 per student;
Advertising	3,000	1,000	1,010	1,020	1,041	1,072	Startup: \$3,000; Yr 1-5: \$1,000 / year
Supplies	3,800	6,000	6,060	6,121	6,182	6,244	Startup: \$400 Supplies, \$400 Printing/Bind, \$3,000 Misc, Yr 1-5: \$500 per month;
Furniture and Equipment	-	4,374	442	446	451	455	Yr 1: See Furniture/Equip Schedule, Yr 2-5: 10% refresh;
Computer Equipment	-	900	91	92	93	94	Yr 1: See Furniture/Equip Schedule, Yr 2-5: 10% refresh;
Software	-	3,000	1,010	1,020	1,030	1,041	Yr 1: \$3,000, Year 2-5: \$1,000 per year
Total Administration Other	7,000	18,246	12,214	12,336	12,470	12,616	
Total School Administration	51,778	130,881	148,264	150,385	163,288	166,078	



**RED HILLS ACADEMY
OPERATING BUDGET- 75% ENROLLMENT
FISCAL YEARS 2023 - 2027**

	<u>Start-Up</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	<u>Narrative:</u>
ENROLLMENT	-	162	261	261	261	261	
7400 - FACILITIES ACQUISITION							
Lease	<u>15,000</u>	<u>216,000</u>	<u>270,000</u>	<u>270,000</u>	<u>270,000</u>	<u>270,000</u>	Startup: \$15,000; Year 1: \$216,000, Year 2-5: \$270,000;
7500 - FISCAL							
Contracted Services - Backoffice Business Services	-	32,919	50,465	50,717	50,971	51,226	2.8% of net FEFP Yr 1-5
Contracted Services - Payroll & Benefit Support	-	7,685	11,080	11,633	11,928	12,107	1.25% of salaries
Total Fiscal	<u>-</u>	<u>40,604</u>	<u>61,545</u>	<u>62,350</u>	<u>62,899</u>	<u>63,332</u>	
7600 - FOOD SERVICE							
Food Service Workers	-	25,600	25,984	26,374	26,769	27,171	See "Staffing Plan; Avg Salary at \$25,600;
Total Food Service Salaries	<u>-</u>	<u>25,600</u>	<u>25,984</u>	<u>26,374</u>	<u>26,769</u>	<u>27,171</u>	
Retirement	-	768	780	791	803	815	Contribution at 3% of gross salaries
Social Security Tax	-	1,958	1,988	2,018	2,048	2,079	7.65% of gross salaries
Health Insurance	-	3,000	3,030	3,060	3,091	3,122	\$250 / employee / month
Workers Compensation	-	256	260	264	268	272	1% of gross salaries
Unemployment Tax	-	189	189	189	189	189	2.7% of first \$7,000 per staff
Total Food Service Benefits	<u>-</u>	<u>6,171</u>	<u>6,246</u>	<u>6,322</u>	<u>6,399</u>	<u>6,476</u>	
Contracted Services - Meals	-	76,545	124,556	125,801	127,059	128,330	35% breakfast participation at \$1.50 / breakfast at 180 days + 70% lunch participation at \$3 / lunch at 180 days
Furniture and Equipment	-	5,000	505	510	515	520	Yr 1: \$5,000, Yr 2-5: \$500;
Licenses & Fees	-	500	505	510	515	520	\$500 per year
Total Food Service Other	<u>-</u>	<u>82,045</u>	<u>125,566</u>	<u>126,821</u>	<u>128,090</u>	<u>129,370</u>	
Total Food Service	<u>-</u>	<u>113,816</u>	<u>157,796</u>	<u>159,517</u>	<u>161,257</u>	<u>163,018</u>	
7900 - PLANT OPERATIONS							
Custodian	-	19,200	19,488	19,780	20,077	20,378	See "Staffing Plan; Avg Salary at \$25,600;
Security	-	45,000	45,675	46,360	47,056	47,761	See "Staffing Plan; Avg Salary at \$45,000;
Total Plant Operations Salaries	<u>-</u>	<u>64,200</u>	<u>65,163</u>	<u>66,140</u>	<u>67,133</u>	<u>68,140</u>	
Retirement	-	1,926	1,955	1,984	2,014	2,044	Contribution at 3% of gross salaries
Social Security Tax	-	4,911	4,985	5,060	5,136	5,213	7.65% of gross salaries
Health Insurance	-	5,250	5,303	5,356	5,409	5,463	\$250 / employee / month
Workers Compensation	-	642	652	661	671	681	1% of gross salaries
Unemployment Tax	-	378	378	378	378	378	2.7% of first \$7,000 per staff
Total Plant Operations Benefits	<u>-</u>	<u>13,107</u>	<u>13,272</u>	<u>13,439</u>	<u>13,608</u>	<u>13,779</u>	
Insurance	-	20,000	20,200	20,402	20,606	20,812	\$20,000 per year property, E&O, GL etc
Telephone/Internet	-	10,000	10,100	10,201	10,303	10,406	\$0.50 / sqft; Facility at 20,000 sqft;
Water/Sewer/Garbage	-	7,000	7,070	7,141	7,212	7,284	\$0.35 / sqft; Facility at 20,000 sqft;
CAM Fees	-	12,000	12,120	12,241	12,364	12,487	\$1,000 per month
Other Contracted Building Services	-	14,400	14,544	14,689	14,836	14,985	\$14,400 / year: Custodial \$1000/mo, Security System \$50/mo , Pest Control \$150/mo
Electricity	-	30,000	30,300	30,603	30,909	31,218	\$1.50 / sqft; Facility at 20,000 sqft;
Supplies	-	9,000	9,090	9,181	9,273	9,365	\$750 per month;
Furniture and Equipment	-	5,000	505	510	515	520	Yr 1: See Furniture/Equip Schedule, Yr 2-5: 10% refresh;
Total Plant Operations Other	<u>-</u>	<u>107,400</u>	<u>103,929</u>	<u>104,968</u>	<u>106,018</u>	<u>107,078</u>	
Total Plant Operations	<u>-</u>	<u>184,707</u>	<u>182,364</u>	<u>184,548</u>	<u>186,759</u>	<u>188,997</u>	



**RED HILLS ACADEMY
OPERATING BUDGET- 75% ENROLLMENT
FISCAL YEARS 2023 - 2027**

	<u>Start-Up</u>	<u>FY23</u>	<u>FY24</u>	<u>FY25</u>	<u>FY26</u>	<u>FY27</u>	Narrative:
ENROLLMENT	-	162	261	261	261	261	
8100 - PLANT MAINTENANCE							
Contracted Services	<u>-</u>	<u>15,000</u>	<u>15,150</u>	<u>15,302</u>	<u>15,455</u>	<u>15,609</u>	\$1,250 per month
9200 - DEBT SERVICE							
Principal	-	-	-	154,000	132,000	119,000	Startup Loan Principal Repayment Yr 3 - 5
Interest	<u>2,300</u>	<u>16,200</u>	<u>16,200</u>	<u>10,040</u>	<u>4,760</u>	<u>-</u>	4% Interest on Startup Loan Principal Outstanding
Total Debt Service	<u>2,300</u>	<u>16,200</u>	<u>16,200</u>	<u>164,040</u>	<u>136,760</u>	<u>119,000</u>	
Contingency	<u>3,450</u>	<u>35,270</u>	<u>54,070</u>	<u>54,340</u>	<u>54,612</u>	<u>54,885</u>	3% contingency (net FEFP)
TOTAL EXPENDITURES	<u>111,528</u>	<u>1,605,348</u>	<u>2,023,942</u>	<u>2,159,690</u>	<u>2,164,766</u>	<u>2,169,349</u>	
EXCESS REVENUES OVER EXPENDITURES	<u>3,472</u>	<u>12,446</u>	<u>14,437</u>	<u>18,654</u>	<u>23,091</u>	<u>28,066</u>	
FUND BALANCE, ENDING	<u><u>3,472</u></u>	<u><u>15,918</u></u>	<u><u>30,354</u></u>	<u><u>49,008</u></u>	<u><u>72,099</u></u>	<u><u>100,165</u></u>	



**RED HILLS ACADEMY
STAFFING PLAN - 75% ENROLLMENT**

Name	Position	Start-Up			FY23			FY24		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	K- 5 Classroom Teachers	40,000	-	-	40,000	9.0	360,000	40,600	14.0	568,400
TBA	Foreign Language	40,000	-	-	40,000	0.5	20,000	40,600	0.75	30,450
TBA	Physical Education	40,000	-	-	40,000	0.5	20,000	40,600	0.75	30,450
TBA	MTSS	40,000	-	-	40,000	-	-	40,600	0.25	10,150
TBA	Art	40,000	-	-	40,000	-	-	40,600	-	-
TBA	Music	40,000	-	-	40,000	-	-	40,600	-	-
Instructional Teachers/Specialist			-	-		10.00	400,000		15.75	639,450
TBA	ESE Teacher	40,000	-	-	40,000	0.50	20,000	40,600	0.75	30,450
TBA	Gifted Teacher	40,000	-	-	40,000	0.25	10,000	40,600	0.25	10,150
Exceptional Instruction Teachers/Specialist			-	-		0.75	30,000		1.00	40,600
TBA	Principal	64,000	6.0	32,000	64,000	1.0	64,000	74,640	1.0	74,640
Administrators			6.0	32,000		1.0	64,000		1.0	74,640
TBA	Office Manager/Secretary	36,000	2.0	6,000	36,000	0.50	18,000	36,540	0.75	27,405
TBA	Receptionist/Secretary	26,000	-	-	26,000	0.50	13,000	26,390	0.50	13,195
Admin Support			2.0	6,000		1.00	31,000		1.25	40,600
TBA	Food Service Workers	25,600	-	-	25,600	1.0	25,600	25,984	1.0	25,984
Food Service			-	-		1.0	25,600		1.0	25,984
TBA	Custodian	25,600	-	-	25,600	0.75	19,200	25,984	0.75	19,488
Custodian			-	-		0.75	19,200		0.75	19,488
TBA	Security	45,000	-	-	45,000	1.0	45,000	45,675	1.0	45,675
Security			-	-		1.0	45,000		1.0	45,675
Total			<u>8.0</u>	<u>38,000</u>		<u>15.5</u>	<u>614,800</u>		<u>21.8</u>	<u>886,437</u>



**RED HILLS ACADEMY
STAFFING PLAN - 75% ENROLLMENT**

Name	Position	FY25			FY26			FY27		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	K- 5 Classroom Teachers	41,209	14.0	576,926	41,827	14.0	585,580	42,455	14.0	594,364
TBA	Foreign Language	41,209	0.75	30,907	41,827	0.75	31,370	42,455	0.75	31,841
TBA	Physical Education	41,209	0.75	30,907	41,827	0.75	31,370	42,455	0.75	31,841
TBA	MTSS	41,209	0.50	20,605	41,827	0.50	20,914	42,455	0.50	21,227
TBA	Art	41,209	0.25	10,302	41,827	0.25	10,457	42,455	0.25	10,614
TBA	Music	41,209	0.25	10,302	41,827	0.25	10,457	42,455	0.25	10,614
Instructional Teachers/Specialist			16.50	679,949	16.50	690,148	16.50	700,500		
TBA	ESE Teacher	41,209	0.75	30,907	41,827	0.75	31,370	42,455	0.75	31,841
TBA	Gifted Teacher	41,209	0.25	10,302	41,827	0.25	10,457	42,455	0.25	10,614
Exceptional Instruction Teachers/Specialist			1.00	41,209	1.00	41,827	1.00	42,455		
TBA	Principal	75,760	1.0	75,760	86,517	1.0	86,517	87,815	1.0	87,815
Administrators			1.0	75,760	1.0	86,517	1.0	87,815		
TBA	Office Manager/Secretary	37,088	0.75	27,816	37,644	0.75	28,233	38,209	0.75	28,657
TBA	Receptionist/Secretary	26,786	0.50	13,393	27,188	0.50	13,594	27,595	0.50	13,798
Admin Support			1.25	41,209	1.25	41,827	1.25	42,455		
TBA	Food Service Workers	26,374	1.0	26,374	26,769	1.0	26,769	27,171	1.0	27,171
Food Service			1.0	26,374	1.0	26,769	1.0	27,171		
TBA	Custodian	26,374	0.75	19,780	26,769	0.75	20,077	27,171	0.75	20,378
Custodian			0.75	19,780	0.75	20,077	0.75	20,378		
TBA	Security	46,360	1.0	46,360	47,056	1.0	47,056	47,761	1.0	47,761
Security			1.0	46,360	1.0	47,056	1.0	47,761		
Total			<u>22.5</u>	<u>930,640</u>	<u>22.5</u>	<u>954,221</u>	<u>22.5</u>	<u>968,534</u>		

**RED HILLS ACADEMY
ENROLLMENT PROJECTIONS - 75% ENROLLMENT**

	Enroll	Ratio	Teachers
FY23			
K	41	18	2.25
1	41	18	2.25
2	41	18	2.25
3	41	18	2.25
Total	162		9
FY24			
K	41	18	2.25
1	41	18	2.25
2	41	18	2.25
3	41	18	2.25
4	50	22	2.25
5	50	22	2.25
Total	261		14
FY25			
K	41	18	2.25
1	41	18	2.25
2	41	18	2.25
3	41	18	2.25
4	50	22	2.25
5	50	22	2.25
Total	261		14
FY26			
K	41	18	2.25
1	41	18	2.25
2	41	18	2.25
3	41	18	2.25
4	50	22	2.25
5	50	22	2.25
Total	261		14
FY27			
K	41	18	2.25
1	41	18	2.25
2	41	18	2.25
3	41	18	2.25
4	50	22	2.25
5	50	22	2.25
Total	261		14



RED HILLS ACADEMY
Schedule of Furniture, Technology Equipment, Textbooks, Software - 75% ENROLLMENT

Summary:

		Computer / iPad Equipment	Textbooks / Curriculum	Furniture Equipment		
Year 1						
Front Office	7300 - Admin	600		3,677		4,277
Directors Office	7300 - Admin	300		697		997
Maintenance	7900 - Plant Op	4,000		1,000		5,000
Kindergarten	5100 - Instr	21,150	14,258	7,328		42,736 *adjusted for 75% enrollment
First Grade	5100 - Instr	21,150	14,333	7,328		42,810 *adjusted for 75% enrollment
Second Grade	5100 - Instr	17,100	14,333	8,572		40,005 *adjusted for 75% enrollment
Third Grade	5100 - Instr	17,100	15,750	8,572		41,423 *adjusted for 75% enrollment
Specialty Classes	5100 - Instr	-	-	10,000		10,000
Year 1 Total		81,400	58,674	47,174		187,248
Year 2						
Fourth Grade	5100 - Instr	19,800	17,910	9,562		47,272 *adjusted for 75% enrollment
Fifth Grade	5100 - Instr	19,800	17,910	9,562		47,272 *adjusted for 75% enrollment
Year 2 Total		39,600	35,820	19,125		94,544
		121,000	94,494	66,298		281,792

		Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Software						
Brain POP	5100 - Instr	2,300	2,323	2,346	2,370	2,393
Discovery Ed	5100 - Instr	1,700	1,717	1,734	1,752	1,769
Raz Kids	5100 - Instr	200	202	204	206	208
Learning A-Z	5100 - Instr	280	283	286	288	291
MAP online	5100 - Instr	1,026	1,036	1,047	1,057	1,068
Scholastic mags	5100 - Instr	1,296	2,109	2,130	2,151	2,173
Starfall	5100 - Instr	150	152	153	155	156
Total		6,952	7,821	7,900	7,979	8,058

Detail:

		how many	unit price	total cost	equipment & devices	curriculum & supplies	furniture & fixtures
Front Office							
desks		2	390	780			780
chairs		2	90	180			180
files		1	10	10			10
Tall Bookshelf		1	117	117			117
short Bookshelf		1	90	90			90
Filing Cabinet Fire Proof		1	2,500	2,500			2,500
computer		2	300	600	600		
				4,277	600		3,677

		how many	unit price	total cost			
Directors Office							
desks		1	390	390			390
chairs		1	90	90			90
files		1	10	10			10
Tall bookshelf		1	117	117			117
short bookshelf		1	90	90			90
computer		1	300	300	300		
				997	300		697

Maintenance						
furniture budget				1,000		1,000
equipment budget				4,000	4,000	
				5,000	4,000	1,000

**RED HILLS ACADEMY****Schedule of Furniture, Technology Equipment, Textbooks, Software - 75% ENROLLMENT**

Kindergarten	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student trapezoid tables	6	139	834	2,501			2,501
student chairs	18	33	593	1,779			1,779
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	400	7,200	21,600	21,600		
ReadyGen	1	1,209	1,209	3,627		3,627	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate	18	55	990	2,970		2,970	
Elevate teacher edition	1	131	131	393		393	
EnVision	18	73	1,314	3,942		3,942	
Envision teacher edition	1	572	572	1,716		1,716	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			18,994	56,981	28,200	19,011	9,770

First Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student trapezoid tables	6	139	834	2,501			2,501
student chairs	18	33	593	1,779			1,779
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	400	7,200	21,600	21,600		
ReadyGen	18	62	1,116	3,348		3,348	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	18	62	1,116	3,348		3,348	
Elevate Science teacher edition	1	131	131	393		393	
EnVision Math	18	73	1,314	3,942		3,942	
Envision Math teacher edition	1	572	572	1,716		1,716	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			19,027	57,080	28,200	19,110	9,770

**RED HILLS ACADEMY****Schedule of Furniture, Technology Equipment, Textbooks, Software - 75% ENROLLMENT**

Second Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	18	70	1,260	3,780			3,780
student chairs	18	40	720	2,160			2,160
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	300	5,400	16,200	16,200		
ReadyGen	18	62	1,116	3,348		3,348	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	18	62	1,116	3,348		3,348	
Elevate Science teacher edition	1	131	131	393		393	
EnVision Math	18	73	1,314	3,942		3,942	
Envision Math teacher edition	1	572	572	1,716		1,716	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		<u>369</u>	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	<u>3,900</u>		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	<u>720</u>	2,160			<u>2,160</u>
Total			<u>17,780</u>	53,340	22,800	19,110	<u>11,430</u>

Third Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	18	70	1,260	3,780			3,780
student chairs	18	40	720	2,160			2,160
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	18	300	5,400	16,200	16,200		
ReadyGen	18	62	1,116	3,348		3,348	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	18	71	1,278	3,834		3,834	
Elevate Science teacher edition	1	131	131	393		393	
EnVision Math	18	73	1,314	3,942		3,942	
Envision Math teacher edition	1	572	572	1,716		1,716	
LAFS	18	13	234	702		702	
MAFS	18	13	234	702		702	
Social Studies Weekly	18	8	143	429		429	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		<u>369</u>	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	<u>3,900</u>		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	<u>720</u>	2,160			<u>2,160</u>
Total			<u>18,410</u>	55,230	22,800	21,000	<u>11,430</u>



RED HILLS ACADEMY
Schedule of Furniture, Technology Equipment, Textbooks, Software - 75% ENROLLMENT

Fourth Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	22	70	1,540	4,620			4,620
student chairs	22	40	880	2,640			2,640
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	22	300	6,600	19,800	19,800		
ReadyGen	22	62	1,364	4,092		4,092	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	22	71	1,562	4,686		4,686	
Elevate Science teacher editi	1	131	131	393		393	
EnVision Math	22	73	1,606	4,818		4,818	
Envision Math teacher editior	1	572	572	1,716		1,716	
LAFS	22	13	286	858		858	
MAFS	22	13	286	858		858	
Social Studies Weekly	22	8	175	525		525	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			21,010	63,029	26,400	23,880	12,750

Fifth Grade	how many	unit price	total cost	3 classroom	equipment & devices	curriculum & supplies	furniture & fixtures
student desk	22	70	1,540	4,620			4,620
student chairs	22	40	880	2,640			2,640
teacher desk	1	258	258	774			774
teacher chair	1	72	72	216			216
teacher iPad or laptop	1	300	300	900	900		
computer cart	1	600	600	1,800	1,800		
iPad or laptop	22	300	6,600	19,800	19,800		
ReadyGen	22	62	1,364	4,092		4,092	
ReadyGen teacher edition	1	1,529	1,529	4,587		4,587	
Elevate Science	22	71	1,562	4,686		4,686	
Elevate Science teacher editi	1	131	131	393		393	
EnVision Math	22	73	1,606	4,818		4,818	
Envision Math teacher editior	1	572	572	1,716		1,716	
LAFS	22	13	286	858		858	
MAFS	22	13	286	858		858	
Social Studies Weekly	22	8	175	525		525	
Istation Reading	1	326	326	978		978	
Istation Math	1	123	123	369		369	
Tall Bookshelf	1	200	200	600			600
Short Bookshelf	1	140	140	420			420
White Board (4x6)	1	250	250	750			750
Epson Projector	1	1,300	1,300	3,900	3,900		
Bulletin Board	2	95	190	570			570
Cubbies	2	360	720	2,160			2,160
Total			21,010	63,029	26,400	23,880	12,750

Specialty Classes					equipment & devices	curriculum & supplies	furniture & fixtures
PE Equipment							2,500
Music Equipment							2,500
ESE/Gifted/ESOL							5,000
							10,000

Grand Total: 159,700 125,992 83,273



RED HILLS ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2023

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
CASH, BEGINNING	3,472	63,622	96,790	96,347	96,701	99,427	98,543	96,384	99,225	99,404	102,246	106,753	110,314	48,504
REVENUES														
FEFP	137,506	137,506	137,506	137,506	137,506	137,506	137,506	137,506	137,506	137,506	137,506	137,506	-	-
Start-up Loan	290,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service Revenue	-	2,500	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	5,001	2,500	-	-
NSLP Reimbursements	-	3,516	7,032	7,032	7,032	7,032	7,032	7,032	7,032	7,032	7,032	3,516	-	-
TOTAL REVENUES	427,506	143,523	149,539	149,539	149,539	149,539	149,539	149,539	149,539	149,539	149,539	143,523	-	-
EXPENDITURES														
5100 - INSTRUCTION														
K- 5 Classroom Teachers	-	20,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	20,000
Specialty Teachers	-	4,167	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	4,167
Total Instruction Salaries	-	24,167	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	24,167
Retirement	-	725	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	1,450	725
Social Security Tax	-	1,893	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,742	1,849
Health Insurance	-	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	3,625	-
Workers Compensation	-	242	483	483	483	483	483	483	483	483	483	483	483	242
Unemployment Tax	-	653	1,305	783	-	-	-	-	-	-	-	-	-	-
Total Instruction Benefits	-	7,137	10,650	10,128	9,345	9,345	9,345	9,345	9,345	9,345	9,345	9,300	9,256	2,815
Instructional Software	6,952	-	-	-	-	-	-	-	-	-	-	-	-	-
Copier Rental/Supply	390	390	390	390	390	390	390	390	390	390	390	390	-	-
Supplies	4,296	782	782	782	782	782	782	782	782	782	782	782	-	-
Textbooks	78,232	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture and Equipment	52,400	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers / iPads	102,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitutes	-	580	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	580	-	-
Total Instruction Other	244,270	1,752	2,332	2,332	2,332	2,332	2,332	2,332	2,332	2,332	2,332	1,752	-	-
Total Instruction	244,270	33,056	61,315	60,793	60,010	60,010	60,010	60,010	60,010	60,010	60,010	59,386	57,589	26,982
6100 - STUDENT SUPPORT SERVICES														
Guidance Counselor	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	-
Total Pupil Personnel Salaries	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	-
Retirement	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Social Security Tax	128	128	128	128	128	128	128	128	128	128	128	128	-	-
Health Insurance	125	125	125	125	125	125	125	125	125	125	125	125	-	-
Workers Compensation	17	17	17	17	17	17	17	17	17	17	17	17	-	-
Unemployment Tax	45	45	45	45	9	-	-	-	-	-	-	-	-	-
Total Pupil Personnel Benefits	364	364	364	364	328	319	319	319	319	319	319	319	-	-
Contracted Services	-	540	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	1,080	540	-	-
Supplies	432	79	79	79	79	79	79	79	79	79	79	79	-	-
Total Pupil Personnel Other	432	619	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	619	-	-
Total Pupil Personnel Services	2,462	2,649	3,189	3,189	3,153	3,144	3,144	3,144	3,144	3,144	3,144	2,604	-	-
6300 - CURRICULUM DEVELOPMENT														
Contracted Services	90	90	90	90	90	90	90	90	90	90	90	90	-	-
6400 - STAFF TRAINING														
Contracted Services	5,000	-	-	-	-	-	5,000	-	-	-	-	-	-	-
6500 - INSTRUCTION-RELATED TECHNOLOGY														
Contracted IT Services	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Furniture and Equipment	20,100	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	1,500	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instruction-Related Technology	22,100	500	500	500	500	500	500	500	500	500	500	500	-	-



**RED HILLS ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2023**

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
7100 - BOARD														
Legal Fees	3,000	273	273	273	273	273	273	273	273	273	273	273	-	-
Travel / Training	500	-	-	1,500	-	-	-	-	-	-	-	-	-	-
Licenses & Fees	2,000													
District Fee	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	-	-
Total Board	12,375	7,148	7,148	8,648	7,148	7,148	7,148	7,148	7,148	7,148	7,148	7,148	-	-
7300 - SCHOOL ADMINISTRATION														
Principal	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	-	-
Admin Support	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	3,875	-	-
Total Administration Salaries	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	9,208	-	-
Retirement	276	276	276	276	276	276	276	276	276	276	276	276	-	-
Social Security Tax	704	704	704	704	704	704	704	704	704	704	704	704	-	-
Health Insurance	625	625	625	625	625	625	625	625	625	625	625	625	-	-
Workers Compensation	92	92	92	92	92	92	92	92	92	92	92	92	-	-
Unemployment Tax	249	249	70	-	-	-	-	-	-	-	-	-	-	-
Total Administration Benefits	1,946	1,946	1,768	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	-	-
Travel/Conference/Workshops	1,000	-	-	-	-	1,000	-	-	-	-	-	-	-	-
Postage	108	108	108	108	108	108	108	108	108	108	108	108	-	-
Advertising	1,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Furniture and Equipment	4,374	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Equipment	900	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	3,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Administration Other	10,882	608	608	608	608	1,608	608	608	608	608	608	608	-	-
Total School Administration	22,037	11,763	11,584	11,514	11,514	12,514	11,514	11,514	11,514	11,514	11,514	11,514	-	-
7400 - FACILITIES ACQUISITION														
Rents	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	-	-
7500 - FISCAL														
Contracted Services - Backoffice Business Serv	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	3,658	-	-
Contracted Services - Payroll & Benefit Support	-	-	1,645	-	-	2,662	-	-	2,662	-	-	3,615	-	-
Total Fiscal	3,658	3,658	5,303	3,658	3,658	6,320	3,658	3,658	6,320	3,658	3,658	7,272	-	-
7600 - FOOD SERVICE														
Food Service Workers	-	1,280	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	1,280	-	-
Total Food Service Salaries	-	1,280	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	2,560	1,280	-	-
Retirement	-	38	77	77	77	77	77	77	77	77	77	38	-	-
Social Security Tax	-	98	196	196	196	196	196	196	196	196	196	98	-	-
Health Insurance	-	250	250	250	250	250	250	250	250	250	250	250	250	-
Workers Compensation	-	13	26	26	26	26	26	26	26	26	26	13	-	-
Unemployment Tax	-	35	69	69	16	-	-	-	-	-	-	-	-	-
Total Food Service Benefits	-	434	617	617	564	548	548	548	548	548	548	399	250	-
Contracted Services - Meals	-	5,103	10,206	10,206	10,206	10,206	10,206	10,206	10,206	10,206	10,206	5,103	-	-
Furniture and Equipment	5,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Licenses & Fees	500	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Food Service Other	5,500	5,103	10,206	10,206	10,206	10,206	10,206	10,206	10,206	10,206	10,206	5,103	-	-
Total Food Service	5,500	6,817	13,383	13,383	13,330	13,314	13,314	13,314	13,314	13,314	13,314	6,782	250	-



RED HILLS ACADEMY
PROJECTED CASH FLOWS
FISCAL YEAR 2023

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>
7900 - PLANT OPERATIONS														
Custodian	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	2,133	-	-
Security	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	-
Total Plant Operations Salaries	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	5,883	-	-
Retirement	177	177	177	177	177	177	177	177	177	177	177	177	-	-
Social Security Tax	450	450	450	450	450	450	450	450	450	450	450	450	-	-
Health Insurance	500	500	500	500	500	500	500	500	500	500	500	500	-	-
Workers Compensation	59	59	59	59	59	59	59	59	59	59	59	59	-	-
Unemployment Tax	159	159	60	-	-	-	-	-	-	-	-	-	-	-
Total Plant Operations Benefits	1,344	1,344	1,246	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	-	-
Insurance	5,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	-	-	-
Telephone/Internet	833	833	833	833	833	833	833	833	833	833	833	833	-	-
Water/Sewer/Garbage	583	583	583	583	583	583	583	583	583	583	583	583	-	-
CAM Fees	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-
Other Contracted Building Services	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	-
Electricity	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	-
Supplies	750	750	750	750	750	750	750	750	750	750	750	750	-	-
Furniture and Equipment	5,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Plant Operations Other	16,867	8,533	8,533	8,533	8,533	8,533	8,533	8,533	8,533	8,533	6,867	6,867	-	-
Total Plant Operations	24,094	15,761	15,662	15,602	15,602	15,602	15,602	15,602	15,602	15,602	13,935	13,935	-	-
8100 - PLANT MAINTENANCE														
Contracted Services	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	-
9200 - DEBT SERVICE														
Interest	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	-	-
Contingency	3,919	3,919	3,919	3,919	3,919	3,919	3,919	3,919	3,919	3,919	3,919	3,919	-	-
TOTAL EXPENDITURES	367,356	110,355	149,983	149,185	146,813	150,423	151,698	146,698	149,360	146,698	145,032	139,962	61,811	28,843
EXCESS REVENUES OVER EXP	60,150	33,167	(443)	354	2,726	(884)	(2,159)	2,841	179	2,841	4,508	3,561	(61,811)	(28,843)
CASH, ENDING	63,622	96,790	96,347	96,701	99,427	98,543	96,384	99,225	99,404	102,246	106,753	110,314	48,504	19,661



**RED HILLS ACADEMY
START-UP BUDGET
FISCAL YEAR 2022**

	<u>Start-Up</u>	<u>Narrative:</u>
FUND BALANCE, BEGINNING	<u>-</u>	
REVENUES		
Start-up Loan	115,000	Start-up Loan: \$115,000
TOTAL REVENUES	<u>115,000</u>	
EXPENDITURES		
6400 - STAFF TRAINING		
Contracted Services	<u>6,000</u>	Start-up: \$6,000;
7100 - BOARD		
Legal Fees	22,000	Start-up: \$22,000
Contracted Services - Consulting	6,000	Start-up: \$6,000
Licenses & Fees	<u>5,000</u>	Start-up: \$5,000 for corp setup, etc.
Total Board	<u>33,000</u>	
7300 - SCHOOL ADMINISTRATION		
Principal	32,000	See "Staffing Plan"; Start-up Principal at 6 mo;
Admin Support	<u>6,000</u>	See "Staffing Plan"; Start-up Office Manager 2 mo;
Total Administration Salaries	<u>38,000</u>	
Retirement	1,140	Contribution at 3% of gross salaries
Social Security Tax	2,907	7.65% of gross salaries
Health Insurance	2,000	\$250 / employee / month
Workers Compensation	380	1% of gross salaries
Unemployment Tax	<u>351</u>	2.7% of first \$7,000 per staff
Total Administration Benefits	<u>6,778</u>	
Postage	200	Start-up: \$200
Advertising	3,000	Start-up: \$3,000
Supplies	<u>3,800</u>	Start-up: \$400 Supplies, \$400 Printing/Bind, \$3,000 Misc
Total Administration Other	<u>7,000</u>	
Total School Administration	<u>51,778</u>	
7400 - FACILITIES ACQUISITION		
Lease	<u>15,000</u>	Start-up: \$15,000
9200 - DEBT SERVICE		
Interest	<u>2,300</u>	4% interest on start-up loan principal outstanding at 6 months
Contingency	<u>3,450</u>	3% contingency on start-up loan
TOTAL EXPENDITURES	<u>111,528</u>	
EXCESS REVENUES OVER EXPENDITURES	<u>3,472</u>	
FUND BALANCE, ENDING	<u>3,472</u>	



**RED HILLS ACADEMY
BALANCE SHEET - START-UP
FISCAL YEAR 2022**

ASSETS

Cash 3,472

LIABILITIES AND FUND BALANCE

LIABILITIES

Accounts Payable -

FUND BALANCE

Unrestricted 3,472

Total Liabilities and Fund Balance 3,472



RED HILLS ACADEMY
PROJECTED CASH FLOWS - START-UP
FISCAL YEAR 2022

	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
CASH, BEGINNING	-	99,060	83,218	66,622	50,026	26,749
REVENUES						
Start-up Loan	115,000	-	-	-	-	-
TOTAL REVENUES	115,000	-	-	-	-	-
EXPENDITURES						
6400 - STAFF TRAINING						
Contracted Services	-	-	-	-	3,000	3,000
7100 - BOARD						
Legal Fees	3,667	3,667	3,667	3,667	3,667	3,667
Contracted Services - Consulting	1,000	1,000	1,000	1,000	1,000	1,000
Licenses & Fees	833	833	833	833	833	833
Total Board	5,500	5,500	5,500	5,500	5,500	5,500
7300 - SCHOOL ADMINISTRATION						
Principal	5,333	5,333	5,333	5,333	5,333	5,333
Admin Support	-	-	-	-	3,000	3,000
Total Administration Salaries	5,333	5,333	5,333	5,333	8,333	8,333
Retirement	160	160	160	160	250	250
Social Security Tax	408	408	408	408	638	638
Health Insurance	250	250	250	250	500	500
Workers Compensation	53	53	53	53	83	83
Unemployment Tax	144	45	-	-	81	81
Total Administration Benefits	1,015	916	871	871	1,552	1,552
Postage	-	-	50	50	50	50
Advertising	-	-	750	750	750	750
Supplies	633	633	633	633	633	633
Total Administration Other	633	633	1,433	1,433	1,433	1,433
Total School Administration	6,982	6,883	7,638	7,638	11,319	11,319
7400 - FACILITIES ACQUISITION						
Lease	2,500	2,500	2,500	2,500	2,500	2,500
9200 - DEBT SERVICE						
Interest	383	383	383	383	383	383
Contingency	575	575	575	575	575	575
TOTAL EXPENDITURES	15,940	15,841	16,596	16,596	23,277	23,277
EXCESS REVENUES OVER EXP	99,060	(15,841)	(16,596)	(16,596)	(23,277)	(23,277)
CASH, ENDING	99,060	83,218	66,622	50,026	26,749	3,472

January 29, 2021

Red Hills Academy, Inc.
Attention: Laura G. Joanos, Chairperson
2427 Owls Head Road
Tallahassee, Florida 32310

RE: \$300,000.00 Line of Credit

Dear Ms. Joanos:

Pursuant to our discussion, the undersigned, Tom Chambasian (“Lender”), is pleased to present the following financing proposal.

1. Borrower: Red Hills Academy, Inc.
2. Loan Amount: \$300,000.00
3. Purpose: A non-revolving line of credit for working capital and such other purposes for Borrower approved by Lender
4. Loan Term: Up to 5 years
5. Interest Rate: 4.00%
6. Payments: Commencing 24 months after the initial advance an any loan proceeds, interest only monthly payments with a balloon payment of all principal and interest due at maturity
7. Prepayment Fee: Pre-Payment of principal can be made at any time
8. Guarantors: To be determined based upon receipt of financials
9. Collateral: General business security agreement encumbering all assets of Borrower

Conditions:

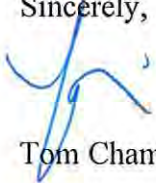
- (a) Borrower shall comply with all requirements of Lender, including without limitation requirements in connection with credit underwriting and insurance, and all materials

delivered pursuant to such requirements shall be subject to Lender's review and approval.

- (b) Review and acceptance of Borrower and, if applicable, guarantor financials
- (c) Borrower shall execute and deliver, and to the extent necessary cause others to execute and deliver, a promissory note, general business security agreement and other documents in the form customarily required by Lender, which shall contain the customary representations, warranties, covenants, indemnifications (including without limitation environmental indemnifications) and default provisions required by Lender and shall contain provisions by which Borrower shall grant to Lender, and allow Lender to perfect, first priority liens that encumber all of the assets of Borrower.
- (d) Lender's evaluation and acceptance of any assets to be provided as collateral.


This is a proposal based upon our discussions, analysis and review of the financial condition, prospects and operation of Red Hills Academy. The issuance of a commitment and later promissory note is conditioned upon (a), (b), (c) and (d) listed above.

Sincerely,



Tom Chambasian

Accepted:


Red Hills Academy
Laura G. Joanos, Chairperson

LINE OF CREDIT AGREEMENT AND NOTE

This Agreement made this 22nd day of January, 2021 by and between Red Hills Academy (The Borrower) whose mailing address is 2427 Owls Head Road, Tallahassee, FL 32310 and LAURA G. JOANOS, (The Lender) whose mailing address is 2427 Owls Head Road., Tallahassee, Florida 32310, is made for the purpose of providing working capital for Red Hills Academy.

For the value received, receipt of which is hereby acknowledged, on or before the maturity date, the Borrower promises to pay the principal amount of Sixty Thousand Dollars (\$60,000.00) or such lesser amount as shall have been advanced by the Lender, from time to time, to or on behalf of the Borrower under this agreement including all interest, to the order of the Lender at the address noted above or at any other date as the Lender may designate in writing.

This Agreement will be paid in whole or in part with accrued interest on or before January 10, 2025.

Advances of principal, repayment and readvances may be made under this Agreement, from time to time. All advances made will be changed to a loan account in the borrower's name, and the Lender shall debit such amount for the amount of each repayment made by the Borrower. If the Lender furnishes the Borrower with a statement of the Borrower's loan account, such statement shall be deemed to be correct and binding upon the Borrower unless the Lender receives a written statement of exception from the Borrower within ten (10) days after such statement has been furnished.

The interest rate charged on this Note shall be four percent (4%) and shall remain the same until maturity.

This is an obligatory agreement. The Borrower and the Lender agree that the Borrower may request an advance of all or part of the Line of Credit at any time.

By signing this Agreement, the Borrower and the Lender acknowledge reading, understanding and agreeing to all of its provisions.

BORROWER:




LAURA G. JOANOS, CHAIRMAN
RED HILLS ACADEMY

LENDER:



LAURA G. JOANOS

WITNESS:



Print Name: Valerie Stephenson



Print Name: Valerie Stephenson

LINE OF CREDIT AGREEMENT AND NOTE

This Agreement made this 22nd day of January, 2021 by and between Red Hills Academy (The Borrower) whose mailing address is 2427 Owls Head Road, Tallahassee, FL 32310 and CYNTHIA S. KNOX, (The Lender) whose mailing address is 3715 Bobbin Mill Road., Tallahassee, Florida 32312, is made for the purpose of providing working capital for Red Hills Academy.

For the value received, receipt of which is hereby acknowledged, on or before the maturity date, the Borrower promises to pay the principal amount of Sixty Thousand Dollars (\$60,000.00) or such lesser amount as shall have been advanced by the Lender, from time to time, to or on behalf of the Borrower under this agreement including all interest, to the order of the Lender at the address noted above or at any other date as the Lender may designate in writing.

This Agreement will be paid in whole or in part with accrued interest on or before January 10, 2025.

Advances of principal, repayment and readvances may be made under this Agreement, from time to time. All advances made will be changed to a loan account in the borrower's name, and the Lender shall debit such amount for the amount of each repayment made by the Borrower. If the Lender furnishes the Borrower with a statement of the Borrower's loan account, such statement shall be deemed to be correct and binding upon the Borrower unless the Lender receives a written statement of exception from the Borrower within ten (10) days after such statement has been furnished.

The interest rate charged on this Note shall be four percent (4%) and shall remain the same until maturity.

This is an obligatory agreement. The Borrower and the Lender agree that the Borrower may request an advance of all or part of the Line of Credit at any time.

By signing this Agreement, the Borrower and the Lender acknowledge reading, understanding and agreeing to all of its provisions.

BORROWER:



LAURA G. JOANOS, CHAIRMAN
RED HILLS ACADEMY

LENDER:



CYNTHIA S. KNOX

WITNESS:



Print Name: Valerie Stephenson



Print Name: Valerie Stephenson



Book	Policy Manual
Section	9000 Community Relations
Title	CHARTER SCHOOLS
Code	po9800
Status	Active
Legal	<p>FL DOE Forms: IEPC-M1, IEPC-M2, IEPC-M3</p> <p>F.S. 39.203, Ch. 120, 218.39, 218.391, 218.503, 286.23, 768.095, 1001.10(5)</p> <p>F.S. 1001.41, 1002.33, 1002.33(1), 1002.345, 1008.31, 1011.60, 1012.01</p> <p>F.S. 1012.315, 1012.32, 1012.34, 1013.12</p> <p>Chapter 96-186(1) Laws of Florida</p> <p>F.A.C. 6A-1.0081; 6A-2.0020; 6A-6.0781 through 6A-6.0788</p>
Adopted	September 4, 2012

9800 - CHARTER SCHOOLS

The School Board may authorize the establishment of charter schools in Leon County for the following purposes: to improve student learning and academic achievement; increase learning opportunities for all students, with special emphasis on low-performing students and reading; encourage the use of innovative learning methods; require the measurement of learning outcomes; and to increase educational choice options for students. A charter school may be formed by creating a new school or converting an existing public school to charter school status. Charter schools are fully recognized as public schools. Charter schools are fully recognized as public schools and are governed by this policy and F.S. 1002.33.

The Board designates the Superintendent to receive and review all charter applications. The Superintendent shall recommend to the Board the approval or denial of each charter application and charter contract. The Board shall have final authority, by majority vote, to approve or deny any application and charter contract.

If an application for a charter school is approved, the Board shall enter into a charter, a written contractual agreement that sets forth the terms and conditions for the operation of the charter school, with the charter school's governing board. The Board shall have sixty (60) days following approval of the application to provide an initial proposed charter contract to the applicant, and the Board and applicant shall subsequently utilize the negotiation process and timelines outlined in F.S. 1002.33, to negotiate the charter contract.

If approved, the initial charter shall be for a term of four (4) or five (5) years. The Board may renew charters under the conditions and for terms as set forth in State law. In addition, a charter school that satisfied the requirements set forth in State law for designation as a high-performing charter school may receive a modification of its term to fifteen (15) years or a fifteen-year (15-year) charter renewal. The charter may be modified or renewed for a shorter term at the option of the high-performing charter school.

The Board has the right to non-renew or terminate any charter if the charter school:

- A. fails to participate in the State's education accountability system created in F.S. 1008.31, or fails to meet the requirement for student performance as specified in the charter;
- B. fails to meet generally accepted standards of fiscal management;

- C. violates the law;
- D. materially breaches the charter, as described in State law; and/or
- E. for other good cause shown.

Application Procedure

For charter schools to be opened at the beginning of the District's next school year, potential applicants should send letters notifying the Board of their intent to submit an application to sponsor a public charter school not later than July 1st. Such correspondence should be directed to the District Charter School Office. Failing to send the letter of intent will in no way negatively impact a potential sponsor's application.

The Board shall receive and consider charter school applications submitted beginning June 1st and received no later than August 1st at 5:00 p.m. for charter schools to be opened at the beginning of the District's next school year or at a time agreed to by the applicant and the Board. If the submission deadline falls on a non-business day, the deadline shall be postponed to 5:00 p.m. on the next business day. Applications may be mailed or hand delivered but receipt by the Board must be on or before the deadline.

The following pertains to the submission of an application:

- A. An individual, teachers, parents, a group of individuals, a municipality, or a legal entity organized under the laws of this State anticipating submission of an application are urged to contact the District Charter School Office for assistance prior to completion of an application.
- B. Charter school applicants must participate in training provided by the Florida Department of Education (FLDOE) before filing an application, unless they have participated in qualified training provided by the District.
- C. The Board and/or any of its designees shall not take unlawful reprisal against another Board employee because that employee is either directly or indirectly involved with a charter school application.
- D. Applicants must submit an application on FLDOE's Model Florida Charter School Application template and forms.
- E. The Board shall not charge any fees for processing or consideration of a charter school application. The Board's approval of a charter shall not be predicated on the promise of any future pay of any kind.
- F. The applicant and Board may mutually agree, in writing, to extend the statutory timeline to consider the charter application. Such agreement shall detail the extension date or timeframe.
- G. Charter schools shall not use or bear the name of an existing traditional public, charter, or private/parochial school in Leon County.

Applications shall be submitted to:

The Charter School Office
 c/o The School Board of Leon County
 2757 West Pensacola Street
 Tallahassee, Florida 32304

The Board shall review all applications using an evaluation instrument developed by the FLDOE.

Application Contents

- A. Applications must be submitted using the Model Charter School Application form developed and distributed by FLDOE.
- B. Applicants are required to sign under the penalties of perjury the Statement of Assurances form contained within the Model Charter School Application developed and distributed by the FLDOE, thereby attesting to the following:
 1. The charter school will be nonsectarian in its programs, admission policies, employment practices, and operations.
 2. The charter school 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.

3. The charter school will adhere to the antidiscrimination provisions of F.S. 1000.05.
 4. The charter school 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.
 5. The charter school 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.
 6. The charter school will participate in the Statewide assessment program created under F.S. 1008.22.
 7. The charter school will comply with Florida statutes relating to public records and public meetings, including F.S. Chapter 119, and F.S. 286.011, which are applicable to applicants even prior to being granted a charter.
 8. The charter school will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
 9. The charter school will provide for an annual financial audit in accordance with F.S. 218.39.
 10. The charter school will evaluate all teachers and school administrators using an evaluation system as prescribed by statute.
- C. The application must include all forms required by the FLDOE and additional information required by the Board.
- D. Applicants anticipating a request for District services must include proposed language regarding these services in the application.

Application Evaluation Process

- A. The District shall receive and review all applications using an evaluation instrument developed by FLDOE.
- B. The Board shall evaluate all timely applications as submitted. During the evaluation process, 1) applications cannot be amended and 2) missing documentation and unsolicited information will not be accepted or considered. However, as required by law, the Board shall allow the applicant, upon receipt of written notification, seven (7) calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to corrections of grammatical, typographical, and like errors or to add missing signatures, if such errors are identified as cause to deny the application.
- C. The Board shall deny any application that does not comply with the statutory requirements and/or Board's instructions for charter school applications.
- D. Additional Information
1. The Board may solicit information regarding 1) history and background of individual applicants and/or founding/governing boards and its individual members including, but not limited to, a demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform professional services; and 2) the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that the financial resources are properly managed must be included. This information may be used to evaluate the applicant's ability to operate a charter school.
 2. The Board may solicit additional information during the review and evaluation of the charter school application such as whether the applicant currently operates charter schools in Florida and if the proposed school will be a replication of an existing school design. This information may be used to evaluate the applicant's ability to operate a charter school.
 3. The applicant may provide evidence of prior experience in establishing and operating public charter schools. Evidence of prior experience and success in establishing and operating charter schools shall be weighed in making a determination to recommend approval or denial of an application.

E. Application Review Committee (ARC)

The purpose of this committee is to identify deficiencies in the written application and/or areas that require clarification to fully evaluate the quality of the application or the capacity of the group to properly implement the proposed plan. Prior to

the application review, the committee shall participate in interviews with the charter school applicant. Only members of the charter school's founding board and the charter school's administrator (if named) may participate and only three representatives may participate. No management company representatives may attend the interview.

The ARC members shall be approved by the superintendent and shall be District-level employees with expertise in areas addressed in the charter school application, and at least one school principal. Membership may also include a charter school principal from an existing charter school in Leon County and a community member.

A majority of the entire membership constitutes a quorum for voting purposes. The chair shall be a non-voting member except in case of a tie vote.

Applicants shall be notified and given the opportunity to attend the review. The applicant will be encouraged to have at least one (1) governing board member present. No management company representatives may attend the review. The ARC may, at its sole discretion, evaluate the application without any additional input from the applicant if at least one (1) governing board member of the charter school is not available.

By majority vote, the ARC shall make a recommendation to the Superintendent to approve or deny each application.

All applications will be submitted to the Board by the Superintendent with a recommendation for approval or denial no later than sixty (60) calendar days after the application is received, unless the applicant and the Board mutually agree, in writing, to postpone the vote to a specific date, at which time the Board shall approve or deny the application.

An application submitted by a high-performing charter school that has satisfied the requirements set forth in State law for such designation may be denied by the Board only if the Superintendent demonstrates by clear and convincing evidence that the application failed to meet one (1) or more of the criteria set forth in F.S. 1002.33(6)(b)(3)(b):

1. The application does not materially comply with the requirements set forth in F.S. 1002.33(3)(a).
2. The charter school proposed in the application does not materially comply with the requirements in F.S. 1002.33(9).
3. The proposed charter school's educational program does not substantially replicate that of the applicant's high-performing charter school.
4. The applicant has made a material misrepresentation or false statement or concealed an essential or material fact during the application process.
5. The proposed charter school's educational program and financial management practices do not materially comply with the requirements of F.S. 1002.33.

If the Board denies an application submitted by a high-performing charter school, the specific reasons, based upon the criteria set forth in F.S.1002.33(3)(b), for the denial shall be provided in writing to the applicant and the FLDOE within ten (10) calendar days after such denial.

Appeal of a Decision to Deny an Application

Pursuant to State law, an applicant may, no later than thirty (30) calendar days after receiving the Board's final order denying an application or upon the Board's failure to act on an application, appeal the Board's decision to the State Board of Education. The applicant shall notify the Board of the appeal.

Such appeals shall be conducted in accordance with F.S. 1002.33(6), and applicable State Board rules.

In accordance with State Board rule, the State Board of Education shall by majority vote accept or reject the decision of the Board no later than ninety (90) calendar days after the appeal is filed. The State Board of Education shall remand the application to the Board with its written decision that the Board approve or deny the application. The Board shall implement the decision of the State Board of Education. The decision of the State Board of Education is not subject to the provisions of the Administrative Procedure Act.

If the Board denies an application submitted by a high-performing charter school, the Board shall, within ten (10) calendar days after such denial, state in writing the specific reasons, based upon the criteria in F.S. 1002.33 supporting its denial of the application and must provide the letter of denial and supporting documentation to the applicant and to the department. The applicant may appeal the Board's denial of the application directly to the State Board of Education pursuant to F.S. 1002.33.

Charter Contract and Contract Negotiation Process

The Board shall use, as the basis for all charters approved under this policy, a standard charter contract consistent with this policy and developed by the District Charter School Office and the Board attorney. All contracts and contract amendments must be presented to the Board for approval. The charter contract must contain all information set forth in the Florida Model Charter Contract Format (Form IEPC-M3) prescribed by the FLDOE.

A. Initial Charter Contract

1. Initial contract shall be for a term of four (4) or five (5) years unless a longer term is specifically required by law.
2. Before a recommendation regarding whether or not the Board should approve an initial contract, evidence of the following shall be provided:
 - a. Evidence of a proper legal structure (e.g., articles of incorporation, bylaws, municipal charter). The applicant shall be a not for profit organized pursuant to F.S. Chapter 617.
 - b. Except for virtual charter schools, actual location and evidence that a facility has been secured for the term of the charter, or a deadline for submitting evidence that a facility has been secured. Evidence should include, but is not limited to:
 1. letter of intent from the landlord or mortgagee indicating property usage and term of occupancy;
 2. executed lease or certificate of occupancy; and/or
 3. use or occupational license indicating proper use.

All facilities must meet the requirements set forth in F.S.1002.33.

B. Charter Contract Negotiations

1. The Board shall have sixty (60) days to provide an initial proposed charter contract to the charter school. The applicant and the Board shall have seventy-five (75) days thereafter to negotiate and notice the charter contract for final approval by the Board unless both parties agree to an extension. The proposed charter contract shall be provided to the charter school at least seven (7) calendar days prior to the date of the meeting at which the charter is scheduled to be voted upon by the Board. The Department of Education shall provide mediation services for any dispute regarding this section subsequent to the approval of a charter application and for any dispute relating to the approved charter, except disputes regarding charter school application denials. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Florida Division of Administrative Hearings. The administrative law judge may rule on issues of equitable treatment of the charter school as a public school, whether proposed provisions of the charter violate the intended flexibility granted charter schools by statute, or on any other matter regarding this section except a charter school application denial, a charter termination, or a charter nonrenewal, and shall award the prevailing party reasonable attorney's fees and costs incurred, to be paid by the losing party. The costs of the administrative hearing shall be paid by the party whom the administrative law judge rules against.
2. The District Charter School Office and the Board attorney shall not negotiate any charter contract or amendment that significantly deviates from the standard charter school contract unless approved by the superintendent.

C. Request to Extend Negotiations/School Opening

1. The applicant and Board may mutually agree to extend the statutory timeline to negotiate and consider approval of the charter contract for a period not to exceed one (1) year from the approved opening date in the charter school application. Requests shall be submitted to the District Charter School Office, in writing, by an authorized agent of the charter school, detailing the reason for the requested extension.
2. In the event that the statutory timeline to negotiate and enter into a charter contract is extended, the applicant shall update its charter school application prior to resuming negotiations with regard to: (1) updated budget; and (2) applicable application revisions necessitated by the delay.

3. The application shall be automatically rescinded, without further action by the Board, if the applicant does not enter into contract negotiations or open the school within: (1) the timeframe specified by law, or (2) the date of extension which has been mutually agreed upon in writing by both parties.
4. Unless extended pursuant to this policy, an approved applicant shall open its charter school at the beginning of the Board's next school year following the approval of the charter school application or at the time agreed upon in writing by the applicant and the Board. At the written request of the applicant and at the Board's sole discretion, the Board may allow an applicant with an approved charter school application to defer the opening of its charter school for one (1) school year following the opening date specified in the approved approval of its charter school application. In the event that the opening of the approved applicant's charter school is deferred, the applicant shall update its charter school application prior to the opening of the charter school with regard to: (1) updated budget; and (2) applicable application revisions.
5. An approved contract shall be automatically revoked, without further action by the Board, if the applicant does not open the school:
 - a. on the first day of school of the initial school year indicated in the contract, or
 - b. on the first day of the school year indicated in the approved deferral.

D. Charter Contract Amendments/Modifications

1. A charter may be modified during its initial term or any renewal term upon the recommendation of the Board or the charter school's governing board and the approval of both parties to the agreement. All modifications must be mutual and in writing. Unilateral modification made by the charter school is grounds for termination or non-renewal.
2. Modifications may be considered by the Board for a number of reasons, which may include, but are not limited to, protecting the health, safety, or welfare of the students.
3. All contract amendment requests shall be submitted in writing to Charter School Operations by an authorized agent of the charter school. Additional information or documentation may be requested for consideration of any amendment requests.
4. The charter school shall provide evidence of governing board approval for all proposed amendments (e.g., governing board resolution, governing board meeting minutes).
5. Requirements for Amendment Requests

a. Education Program Amendments

Significant changes in the curriculum or changes in grade levels constitute a change in the educational program and shall require an amendment that is mutually acceptable and approved by both parties. Requests for such amendments shall include the following information and supporting documentation:

1. justification for change
2. effective date of the change
3. evidence that financial implications, feasibility, and student access issues have been addressed, including provisions for all required resources, staff, and materials
4. evidence of parental support

A high-performing charter school that has met the requirements set forth in State law for such designation shall notify the sponsor of any increase in enrollment by March 1st of the school year preceding the increase. The written notice shall specify the grade levels that will be added.

b. Location Amendments

1. Changes in locations or addition of location (i.e., relocation, secondary campus, satellite locations) shall include the following information and supporting documentation:
 - a. description of location, including identification as permanent or temporary

If the relocation will be temporary, the request shall include the period of time during which the school will be at the temporary location.
 - b. effective date of the relocation
 - c. evidence that financial implications, feasibility, and student access issues have been addressed
 - d. evidence of parental support for the new facility
 - e. evidence of the school's property interest in the facility (owner or lessee)
 - f. a disclosure affidavit in accordance with F.S. 286.23, if the school leases the facility
2. Nothing in this policy or State law obligates the Board to agree to an increase the number of facilities, campuses, and/or locations associated with a charter school's operations.
3. The charter school shall not change or add facilities or locations at any time during the term of the charter contract without prior approval of the Board through the contract amendment process. Violation of this provision constitutes a unilateral amendment or modification of this contract and good cause for termination.
4. If the request for a location amendment involves a facility in which other schools are operating, the names of the school(s), the grade levels, number of classrooms, number of students in each class, and the number of students enrolled in each school shall be included in the request, in addition to the information and documentation described in paragraphs a and b above.
5. No later than thirty (30) days prior to the opening of schools or the initial use of the facility by the school, the school shall have an approved contract and evidence of all necessary permits, licenses, zoning, use approval, facility certification and other approvals required for use of the facility by the local government.

c. Enrollment Capacity Amendments

Changes to enrollment capacity shall include the following information and supporting documentation:

1. justification for change
2. effective date of the change
3. evidence of proper facility approvals and/or allowable facility capacity
4. evidence that financial implications, feasibility, and student access issues have been addressed
5. evidence of parental support

A high-performing charter school that has met the requirements set forth in State law for such designation shall be required to notify the Board in writing by March 1st of its intent to increase enrollment the following school year. The written notice shall specify the amount of the enrollment increase.

6. When a contract is amended or renewed, it shall be updated to comply with this policy and the current standard charter contract.

Appeal of a Proposed Termination or Nonrenewal of a Charter

At least ninety (90) days prior to renewing or terminating a charter, the Board shall notify the charter school's governing board in writing of its proposed action. The notice shall state in reasonable detail the grounds for the proposed action and stipulate that

the charter school's governing board may, within fourteen (14) calendar days after receiving the notice, request a hearing. The hearing shall be conducted at the Board's election by:

- A. the Board within sixty (60) days after the request for a hearing. The hearing shall be conducted in accordance with F.S. 120.569 and 120.57. The Board shall decide the matter by majority vote. The outcome of the Board's vote shall be issued as a final order, and recorded as such; or
- B. an administrative law judge assigned by the Florida Division of Administrative Hearings. The hearing shall be conducted within sixty (60) days after receipt of the request for a hearing and in accordance with F.S. Chapter 120. The administrative law judge's recommended order shall be submitted to the Board. A majority vote by the Board shall be required to adopt or modify the administrative law judge's recommended order. The outcome of the Board's vote shall be issued as a final order, and recorded as such.

The final order shall state the specific reasons for the Board's action and shall be provided to the charter school's governing board and the FLDOE no later than ten (10) calendar days after it is issued. The charter school's governing board may, within thirty (30) calendar days after receiving the Board's final order, appeal the decision pursuant to F.S. 120.68.

A charter may be terminated immediately if the Board sets forth in writing the particular facts and circumstances indicating that an immediate and serious danger to the health, safety, or welfare of the charter school's students exists. The Board's determination is subject to the procedures set forth in F.S. 1002.33 (8)(b) and(c), except that the hearing may take place after the charter has been terminated. The Board shall notify in writing the charter school's governing board, the charter school principal, and the FLDOE if a charter is terminated immediately. The Board shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate. Upon receiving written notice from the Board, the charter school's governing board has ten (10) calendar days to request a hearing. A requested hearing must be expedited and the final order must be issued within sixty (60) days after the date of request. The Board shall assume operation of the charter school throughout the pendency of the hearing unless the continued operation of the charter school would materially threaten the health, safety, or welfare of the students.

Pre-Opening Requirements

No later than thirty (30) days prior to the initial use of the facility by the school or at a date specified in the charter, the school shall have an approved contract and provide evidence of all necessary permits, licensing, zoning, use approval, facility certification and other approvals required for use of the facility by the local government. Failure to comply may result in automatic rescission of the contract, with no further action by the Board.

School Governance/Management

- A. Charter schools shall organize or be operated by a not for profit organized pursuant to F.S. Chapter 617, a municipality, or another public entity, as provided by law.
- B. Charter School's Governing Board Requirements

1. The charter school's governing board shall be solely responsible for the operation of the charter school which includes, but is not limited to, school operational policies; academic accountability; and financial accountability.

As required by State law, 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. Furthermore, this representative must reside in the District in which the charter school is located. The individual serving as the parental involvement representative may be a governing board member, charter school employee, or an individual with whom the charter school contracts to represent the board in this capacity. If the governing board oversees more than one charter school in the District, a representative to facilitate parental involvement shall be appointed for each school. The name and contact information for the representative must be provided in writing to parents of children enrolled in the charter school at least annually and must also be prominently posted on the charter school's website.

The charter school's governing board shall hold at least two (2) public meetings per school year in the District. The meetings must be noticed, open, and accessible to the public and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative to facilitate parental involvement and the principal or director or his/her equivalent must be physically present at each meeting.

2. Governing board members must:
 - a. notify the Board of changes in membership within forty-eight (48) hours of change; and

- b. successfully fulfill a background check by the Board, as specified by law upon appointment to the governing board.

Costs of background screening shall not be borne by the charter school.

3. Governing board members must develop and approve by-laws that govern the operations of the board and the charter school prior to execution of the charter contract and annually consult with charter school staff to refine overall policy decision-making of the charter school as it regarding curriculum, financial management, and internal controls.
4. Governing board members must not be an employee of the charter school or receive compensation, directly or indirectly, from the charter school's operations, including but not limited to: grant funds; lease/mortgage payments; or contracted service fees.
5. Governing board members must participate in FLDOE sponsored charter school governance training to ensure that each board member is aware of his/her duties and responsibilities, pursuant to State Board Rule F.A.C. 6A-6.0784:
 - a. Each governing board member must complete a minimum of four (4) hours of instruction focusing on Government in the Sunshine, conflicts of interest, ethics, and financial responsibility as specified in F.S. 1002.33(9)(k). After the initial four (4) hour training, each member is required, within the subsequent three (3) years and for each three (3) year period after that to complete a two (2) hour refresher training on the four (4) topics above in order to retain his/her position on the charter school board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to remain eligible as a charter school board member.
 - b. New members joining a charter school board must complete the four (4) hour training with ninety (90) days of appointment to the board.

6. Dispute Procedures (Board versus Charter School Governing Board)

Application, nonrenewal and termination decisions are not subject to this dispute resolution process and must follow the procedures in

F.S. 1002.33, Board policy, and the charter contract. Nothing contained herein shall operate to limit a charter school's rights to utilize the dispute resolution procedures set forth in F.S. 1002.33.

- a. The Board and the charter school agree that the existence and the details of a dispute notwithstanding, both parties shall continue without delay their performance under the charter contract, except for any performance, which may be directly affected by such dispute.
- b. Either party shall notify the other party that a dispute exists between them. The notification shall be in writing and shall identify the article and section of the contract that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the Board and the charter school's director for further consideration and discussion to attempt to resolve the dispute.
- c. Should the representatives named in paragraph b above be unable to resolve the dispute within ten (10) days of receipt of written notification by one to the other of the existence of such dispute, then the matter may be submitted by either party to the Superintendent and to the school's governing board chair for further consideration and discussion to attempt to resolve the dispute.
- d. Should the parties still be unable to resolve their dispute within thirty (30) days of the date of receipt of written notification by one to the other of the existence of such dispute, then either party may proceed with utilizing the dispute resolution procedures set forth in F.S. 1002.33.

7. Conflict Resolution (Charter School versus Parents/Legal Guardians, Employees, and Vendors)

- a. All conflicts between the charter school and the parents/legal guardians of the students enrolled at the charter school shall be handled by the charter school or its governing board. The procedures for handling such conflicts must be set forth in the charter.
- b. Evidence of each parent's acknowledgement of the charter school's Parent Conflict Resolution Process shall be available for review upon request by the Board.

- c. All conflicts between the charter school and the employees of the charter school shall be handled by the charter school or its governing board.
- d. All conflicts between the charter school and vendors of the charter school shall be handled by the charter school or its governing board.
- e. The Board shall be provided with the name and contact information of the parties involved in the charter school's conflict resolution process. The Board shall be notified immediately of any change in the contact information.

C. Management Companies

1. If a management company or a combination of contracted professionals will be managing the charter school, the contract(s) between the charter school and company(ies) shall be submitted to the Board for review prior to the approval of the charter school's contract. If a decision to hire any of these entities occurs subsequent to the execution of the charter contract or amendment, the contract(s) between the charter school and company(ies) shall be submitted to the Board at least ten (10) days before any payment is made to any of the entities.
2. Any proposed amendments to the contract with the management company shall be submitted to the Board for approval prior to execution of that amended contract with the management company by the charter school. A copy of all executed contracts must be provided to the Board within the timeframe provided by the charter contract.
3. All management company contracts with the charter school must make it clear that the charter governing body shall retain and exercise continuing oversight over all charter school operations and must contain provisions specifying the ability for the charter school to terminate the contract and must comply with terms as stated in the charter contract between the charter school and the Board. Any default or breach of the terms of the charter contract by the management company(ies) shall constitute a default or breach of the charter contract by the charter school.
4. Neither employees of the management company nor "relatives" of the management company's employees as defined in F.S. 1002.33 shall serve on the charter school's governing board or serve as officers of the Corporation.

Employees of Charter Schools

A charter school shall employ or contract with employees who have undergone background screening conducted by the Board, as provided in F.S. 1012.32. Members of the governing board of the charter school shall also undergo background screening conducted by the Board in a manner similar to that provided in F.S. 1012.32 upon appointment to the governing board. The charter school shall be responsible for all expenses involved in background screening and shall provide the superintendent with the name of the charter school employee who shall be responsible for receiving background screening results from the Board.

A charter school shall disqualify instructional personnel and school administrators, as defined in F.S. 1012.01, from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under F.S.1012.315.

Charter school personnel may not appoint, employ, promote, or advance any relative, or advocate for appointment, employment, promotion, or advancement of any relative to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member. For purposes of this policy, the definition of relative shall be as it is defined in F.S. 1002.33(24)(a)(2).

Full disclosure of the identity of all relatives employed by the charter school shall be in accordance with F.S. 1002.33.

The governing board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators.

The policies must require all instructional personnel and school administrators, as defined in F.S. 1012.01, to complete training on the standards of ethical conduct; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under F.S. 39.203 and 768.095. A

charter school, or any of its employees, may not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel or school administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel or school administrators with employment references or discuss the personnel's or administrators' performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by instructional personnel or school administrators that affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.

Before employing instructional personnel or school administrators in any position that requires direct contact with students, a charter school shall conduct employment history checks of each of the personnel's or administrators' previous employer(s), screen the instructional personnel or school administrators through use of the educator screening tools described in F.S. 1001.10(5), and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.

The Board shall terminate a sponsor's charter if the sponsor knowingly fails to comply with F.S. 1002.33(12)(g).

School Operations

- A. The Board shall not impose any policies or practices to limit charter school operations, except as may be permitted in accordance with State law.
- B. The Board may document, in writing, any discrepancies or deficiencies-- whether fiscal, educational, or related to school climate--and the steps and timelines for correction and additional monitoring. At a minimum, copies will be provided to the charter school's governing board chair, charter school principal and appropriate Board staff.
- C. The charter school shall obtain the appropriate facility capacity approvals from the jurisdictional authority where the facility is located (i.e., county, municipality, or both). The Board, at its discretion, may accept a letter from the architect of record specifying the capacity if the capacity is not provided by the facility's jurisdictional authority. The Board may withhold monthly payments for FTE that exceed capacity specified by the charter contract or approved facility capacity.
- D. The charter school's calendar will be consistent with the beginning of the Board's calendar for the first school year and must provide instruction for the minimum number of days and minutes required by law for other public schools. Should the charter school elect to provide a summer program or year-round school, the charter school shall notify the Board, in writing, each year to ensure appropriate record keeping.
- E. The charter school may follow the Board's Student Code of Conduct or an alternate code of conduct approved by the Board. The charter school shall provide the Board with a copy of an approved alternate student code of conduct annually. Any amendments must be approved by the Board prior to implementation. Evidence of governing board approval is required for amendments. Only the Board may expel a student.
- F. Any student/parent handbooks and parent contracts shall also be submitted to the Board for approval prior to implementation. Any amendments must be approved by the Board, prior to implementation. Evidence of governing board approval is required for amendments.

Violations of parent contracts shall not result in involuntary withdrawal of a student in the same school year of the violations. Violations of the parent contract may result in the student not being re-enrolled or loss of enrollment preference for the following school year.
- G. The charter school shall document proof of parent/guardian's receipt of student code of conduct, handbook, or parent contract.
- H. The process for charter school student transfers can be found in Policy 5131.
- I. Transportation and food services are the responsibility of the charter school. These services must be provided according to District, State, and Federal laws, rules, and regulations.
- J. If a charter school will be leasing or subleasing a facility, the contract(s) between the charter school and landlord or sublessor shall be submitted to the Board for review and approval. Any amendments to the lease shall be submitted to the Board for review prior to execution, by the charter school. A copy of all executed contracts must be provided to the Board within the timeframe provided by the charter contract. Any default or breach of the terms of the charter contract by the lessor/sub-lessor may constitute a default or breach of the charter contract by the charter school.
- K. The Board will be responsible for monitoring academic accountability of all approved charter schools. This shall be completed through the following:

1. The Superintendent shall have ongoing responsibility for monitoring all approved charter schools with regard to the charter school's progress towards achieving the goals established in the charter. The Superintendent shall have access to the charter school at all times.
 2. The Board shall monitor adherence to the educational and related programs as specified in the approved application, charter, curriculum, instructional methods, any distinctive instructional techniques to be used, reading programs and specialized instruction for students who are reading below grade level, compliance with State standards, assessment accountability, and achievement of long- and short-term goals. An analysis comparing the charter school's standardized test scores to those of similar student populations attending other public schools in the District will also be conducted.
 3. The charter school shall make annual progress reports to the Board.
 4. Exceptional Student Education (ESE)
 - a. The Board is the Local Educational Agency (LEA) for all Board-approved charter schools and will serve ESE students in the same manner as students attending other public schools in the District. ESE students attending Board-approved charter schools shall be provided supplementary and related services on site at the charter school to the same extent to which the Board has a policy or practice of providing such services on site to its other public schools. The Board shall provide funds under Part B of the IDEIA to Board-approved charter schools on the same basis as the School District provides funds to the Board's other public schools.
 - b. ESE students will be educated in the least restrictive environment. The charter school shall ensure that ESE students are provided with programs and services implemented in accordance with Federal, State, and local policies and procedures and specifically, the IDEIA, Section 504 of the Rehabilitation Act of 1973, and other related statutes and State Board of Education rules. If an IEP team determines that the charter school cannot meet the needs of an ESE student, the charter school and the Board agree to provide the ESE student with the appropriate placement as determined by the IEP team in accordance with State and Federal law.
 - c. The Board shall provide ESE administration services to charter schools which shall be set forth in more detail in the charter.
 - d. With respect to the provision of special education and related services, the charter shall set forth the specific roles and responsibilities of the charter school and the Board with respect to exceptional student education.
 - e. Non-compliance may result in the Board's withholding of subsequent payments to the charter school without penalty of interest (including State capital payments), and may result in non-renewal or termination for good cause.
 5. English Language Learners (ELL) -- Students who are of limited proficiency in English will be served by ESOL certified personnel. The charter school shall demonstrate an understanding of state and federal requirements regarding the education of English language learners, be committed to serving the full range of needs of ELL students, create and implement sound plans for educating ELL students that reflect the full range of programs and services required to provide all students with a high-quality education, and demonstrate capacity to meet the school's obligations under State and Federal law regarding the education of ELL students.
 6. The Board may, in accordance with State law, require all charter schools to submit to the Board a school improvement plan to maintain or raise student academic achievement within the timelines specified by the Board and the FLDOE.
- L. The Board shall be responsible for monitoring the financial management of the charter school. The Board and the charter school shall have the following responsibilities in the area of financial accountability:
1. In order to provide comparable financial information to that reported for other public schools, charter schools shall maintain all financial records in accordance with the accounts and codes prescribed in the most recent issuance of the publication titled, *Financial and Program Cost Accounting and Reporting for Florida Schools*. Charter school governing boards shall also annually adopt and maintain an operating budget as required by F.S. 1002.33(9)(h). Charter schools shall provide annual financial reports and program cost report information by the deadlines

specified in the charter contract, in the State-required formats for inclusion in the Board's reporting in compliance with F.S. 1011.60(1) and 1002.33(9)(g). The financial statements are to be prepared in accordance with Generally Accepted Accounting Principles using governmental accounting, regardless of corporate structure (F.S. 1002.33(9)(g)). The annual financial audit must be in the State-required format.

At the discretion of the charter school's governing board, a charter school may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting according to the requirement set forth in the paragraph above.

High-performing charter schools are required to submit financial statements in accordance with and within the timeframes stated in F.S. 1002.33.

2. First year charter schools may be required to provide the Board any of the following, which may be in addition to information otherwise required by law:
 - a. A sensitivity analysis and financial plan based on enrollment of fifty percent (50%), seventy-five percent (75%), and 100% of projected capacity.
 - b. Cash flow projections for the first year, displayed by month, and a plan to fund any cash flow shortfalls, updated monthly.
 - c. Contingency plans to replace any loss of State funds for both operation and capital expenditures.
 - d. Within forty-five (45) days of month end, reconciliations of all bank accounts, which must include a copy of the entire bank statement of each account, must be attached to the bank reconciliation.
3. Title I: A charter school that is eligible to receive Title I funds shall submit an approved Title I School-wide Plan within three (3) months of becoming a designated Title I school. Failure to submit an approved plan may result in withholding of Title I funds.
4. Financial Policies: The charter school shall establish and implement accounting and reporting policies, procedures, and practices for maintaining complete records of all receipts and expenditures. The charter school shall provide a copy of these policies to the Board annually.
5. Payments to charter schools by Board
 - a. The Board shall make timely and efficient payment and reimbursement to charter schools, including processing paperwork required to access special State and Federal funding for which they may be eligible. The Board may distribute funds to a charter school for up to three (3) months based on the projected full-time equivalent student membership of the charter school. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year. The payment shall be issued no later than ten (10) working days after the Board receives a distribution of State or Federal funds.
 - b. Capital Outlay Payments – The Board shall make payments to the school upon receipt of all required supporting documentation as referenced in the section 8.h – Capital Outlay Payment Process.
 - c. Miscellaneous Payments – The Board shall make timely miscellaneous payments to the charter school upon receipt of funding from the FLDOE for various programs including Title I and MAP. The Board's payment is subject to the charter school's fulfillment of its responsibilities under the applicable State and Federal laws.
 - d. Conditions for Non-payment – The Board may withhold payment, without penalty of interest, for violation of law or as specified in the charter school contractual agreement. This includes, but is not limited to: failure to comply with financial requirements, failure to provide proper banking wiring instructions, exceeding contracted enrollment capacity or allowable facility capacity, insufficient instructional minutes and/or days, inappropriate facility licenses, approvals and/or permits, and failure to obtain successful background clearance for potential employees, contractors, and/or governing board members.
6. Financial Reports: The charter school shall provide to the Board all required financial statements including a Balance Sheet and a Statement of Revenues, Expenditures and Changes in Fund Balances monthly. These reports must be prepared in accordance with Generally Accepted Accounting Principles using governmental accounting. A high-performing charter school that has satisfied the requirements set forth in State law for such designation may provide quarterly financial statements.

7. Annual Financial Statements

- a. Unaudited June 30th year-end financial statements shall be submitted to the Board within the timelines specified by the charter contract. These financial statements must be prepared in accordance with Generally Accepted Accounting Principles using governmental accounting.
- b. Annual Financial Audit - The charter school agrees to submit to and pay for an annual financial audit, in compliance with Federal, State and Board regulations, showing all revenue received, from all sources, and all expenditures for services rendered. The audit shall be conducted by an independent certified public accountant or auditor selected by the governing board of the charter school, and shall be delivered to the Board in compliance with the charter contract. If the charter school's audit reveals a deficit financial position, the auditors are required to notify the charter school's governing board, the Board and the FLDOE in the manner defined in the charter contract. No later than May 1st of each year, the charter school must formally notify the Board of the name, address, and phone number of the auditor engaged to perform the year-end audit.
 1. Selection Procedures -- Charter schools shall use auditor selection procedures when selecting an auditor to conduct the annual financial audit pursuant to the processes described in F.S. 218.39 and 218.391, which includes, but is not limited to: the establishment of an audit committee and request for proposal (RFP) for audit services, public advertisement of RFP, and development of evaluation and selection criteria.
 2. Requirements -- Pursuant to F.S. 218.391, the procurement of audit services shall be evidenced by a written contract embodying all provisions and conditions of the procurement of such services. An engagement letter signed and executed by both parties shall constitute a written contract. The written contract shall, at a minimum, include the following:
 - a. a provision specifying the services to be provided and fees or other compensation for such services
 - b. a provision requiring that invoices for fees or other compensation be submitted in sufficient detail to demonstrate compliance with the terms of the contract
 - c. a provision specifying the contract period, including renewals, and conditions under which the contract may be terminated or renewed
- c. Failure to comply with the timely submission of all financial statements in the required format specified by the Board, shall constitute a material breach of the charter contract and may result in the Board's withholding of subsequent payments to the charter school without penalty of interest, (including State capital payments), and may result in non- renewal or termination for good cause.

8. Capital Outlay Funding

Pursuant to F.S. 1013.62(4), the application for, approval of, and process for documenting expenditures from charter school capital outlay funds shall be in accordance with the procedures specified by the Commissioner of Education.

Before receiving capital outlay funds the charter school governing board must enter into a written agreement with the Board. Such agreement must provide for the reversion of any unencumbered funds and all equipment and property purchased with public education funds to the ownership of the Board, as provided for in F.S. 1013.62(3), if the charter school terminates operations. Any funds recovered by the State shall be deposited in the General Revenue Fund.

As required by State law, the Board shall remit capital outlay funds to a charter school within ten (10) business days of the receipt of said funds.

9. Review and Audit

- a. The Board has the right at any time to review and audit all financial records of the charter school to ensure fiscal accountability and sound financial management pursuant to F.S. 1002.33. The charter school shall provide the Board with a copy of the management letter from any audits as well as any responses to the

auditor's findings with a corrective plan that shall be prepared and submitted within thirty (30) days from the date of the management letter.

b. Deteriorating Financial Condition and Financial Emergencies (F.S. 1002.345)

1. Deteriorating Financial Condition – "Deteriorating financial condition" means a circumstance that significantly impairs the ability of a charter school or a charter technical career center to generate enough revenues to meet its expenditures without causing the occurrence of a condition described in F.S. 218.503(1).
 - a. A charter school shall be subject to an expedited review by the Board upon the occurrence of any of the conditions specified in F.S. 1002.345(1)(a)(1)-(4).
 - b. The Board shall notify the governing board within seven (7) business days after one or more of the conditions set forth in F.S. 1002.345(1)(a)(1)-(4) are identified or occur.
 - c. The governing board and the Board shall develop a corrective action plan and file the plan with the Commissioner of Education within thirty (30) business days after notification is received as provided in paragraph (9)(b)(1)(b) herein. If the governing board and the Board are unable to agree on a corrective action plan, the Commissioner of Education shall determine the components of the plan. The governing board shall implement such plan.
 - d. Failure to implement the corrective action plan within one (1) year shall result in additional action prescribed by the State Board of Education, including the appearance of the chair of the governing board before the State Board of Education.
 2. Financial Emergency – If a financial audit conducted by a CPA in accordance with F.S. 218.39 reveals that one or more of the conditions in F.S. 218.503(1) have occurred or will occur if action is not taken to assist the charter school, the auditor shall notify the governing board of the charter school, as appropriate, the Board, and the Commissioner of Education within seven (7) business days after the finding is made. If the charter school is found to be in a state of financial emergency pursuant to F.S. 218.503(4), the charter school shall file a financial recovery plan pursuant to F.S. 218.503 with the Board and the Commissioner of Education within thirty (30) days after being notified by the Commissioner of Education that a financial recovery plan is needed.
 3. Annual progress of the corrective action plans and/or financial recovery plans shall be included in an annual progress report to the Board.
 4. The Board may require periodic appearances of governing board members and charter school representative.
- c. A Financial Recovery Plan Staff Group (FRSG) shall be appointed by the Board and convened to review and monitor financial statements, corrective action plans and financial recovery plan(s) submitted by the charter school(s). The FRSG shall report progress and when applicable, make recommendations to the Chief Auditor. At least one (1) representative of the charter school must be available to answer questions.

1. The FRSG shall be composed of staff members from Financial Operations, Charter School Operations, and, when appropriate, the Office of Management and Compliance Audits.
2. The Chief Auditor will present the FRSG's recommendation to the Board's independent Audit Committee for review and recommendation to the Board.
3. Inability to cure a deteriorating financial condition and/or status of financial emergency may result in termination of the charter school contract.

10. Grants

- a. If the Board is required to be the fiscal agent for a grant, the charter school shall comply with the Board's grant procedures as indicated in the charter contract.
- b. The Board shall receive written approval from the charter school to include the charter school in a District-wide grant. The appropriate pro-rata share of grants will be allocated to the charter school, as defined by

the grant awarded.

- c. The charter school is required to maintain adequate records to support grant-funded programs for the minimum years prescribed by the law. The Board may review these records, upon reasonable notice.

- M. The charter school is responsible for implementing policies and procedures to provide for the health, safety, and welfare of staff and students.

Carefully planned and executed fire exit drills shall be conducted at the beginning of each semester, at times designated by the principal, following instruction of all classes regarding exits to be used in case of fire. At least one (1) fire exit drill shall be conducted every month school is in session. Any emergency evacuation drill (e.g., "crisis event"), completely performed, may be substituted for a required fire exit drill in a given month. All drills and all deficiencies affecting egress shall be documented in writing.

Inspections of all buildings including educational facilities, ancillary plants, and auxiliary facilities for casualty safety, and sanitation shall be conducted at least once during each fiscal year. Conditions that may affect environmental health and safety or impair operation of the plant will be reported, with recommendations for corrective action.

Each school cafeteria must post in a visible location and on the school website the school's semiannual sanitation certificate and a copy of its most recent sanitation inspection report.

Under the direction of the fire official appointed by the Board, fire-safety inspections of each educational and ancillary plant located on property owned or leased by the charter school's governing board, or other educational facilities operated by the charter school's governing board, shall be made no sooner than one (1) year after issuance of a certificate of occupancy and annually thereafter. Such inspections shall be made by persons properly certified by the Division of State Fire Marshal to conduct fire-safety inspections in public educational and ancillary plants.

A copy of the fire safety inspection report shall be submitted to the Board and the county, municipality, or independent special fire control district providing fire protection services to the school facility within ten (10) business days after the date of the inspection, in accordance with Florida statute.

Alternate schedules for delivery of reports may be agreed upon between the charter school's governing board, the Board, and the county, municipality, or independent special fire control district providing fire protection services to the site in cases in which delivery is impossible due to hurricanes or other natural disasters. Regardless, if immediate life-threatening deficiencies are noted in the report, the report shall be delivered to the Board and to the county, municipality, or independent special fire control district providing fire protection services immediately.

Interpretation

If a court or agency of competent jurisdiction invalidates any provision of this policy or finds a specific provision to be in conflict with the Florida Constitution, Florida statutes, the Florida Administrative Code, or any rule or policy prescribed by the FLDOE, then all of the remaining provisions of this policy shall continue unabated and in full force and effect.

In the event that an existing charter school contract provision is found to be inconsistent with this policy, the charter contract provision prevails. Any charter approved after the adoption of this policy is required to be fully consistent with this policy.

Effective 9/5/12

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CHARTER APPLICATIONS

REVIEW TEAM TRAINING

FEBRUARY 5, 2021



AGENDA

- ✓ WELCOME/INTRODUCTIONS
- ✓ THE BASICS
- ✓ THE STATS
- ✓ THE LAW
- ✓ THE PROCESS
- ✓ THE TIMELINE
- ✓ THE TEAM
- ✓ THE RESPONSIBILITIES
- ✓ QUESTIONS?

THE RESPONSIBILITIES

- ✓ INDEPENDENT REVIEW
 - DIRECTIONS
- ✓ TEAM REVIEW
- ✓ INTERVIEWS

THE BASICS

WHAT

- CHARTER SCHOOLS ARE PUBLIC SCHOOLS OF CHOICE
- THE DISTRICT SCHOOL BOARD, IN WHICH THE CHARTER SCHOOL IS LOCATED, IS THE SPONSOR OR AUTHORIZER
- A CONTRACTUAL RELATIONSHIP EXISTS BETWEEN THE SCHOOL AND SPONSOR
- CHARTER SCHOOLS ARE GOVERNED BY A NONPROFIT, INCORPORATED GROUP OF INDIVIDUALS

WHO

- ONCE ORGANIZED AS NONPROFIT LEGAL ENTITIES, CHARTER SCHOOLS MAY BE STARTED BY:
 - AN INDIVIDUAL,
 - GROUP OF PARENTS,
 - COMMUNITY MEMBERS/LEADERS,
 - TEACHERS,
 - BUSINESSES,
 - MUNICIPALITIES,
 - COMMUNITY COLLEGES, ETC.

HOW

- DISTRICT STAFF PROVIDE SUPPORT AND MONITOR COMPLIANCE THROUGH:
 - EXTENSIVE APPLICATION REVIEW PROCESS
 - CONTRACT NEGOTIATIONS
 - PRE-OPENING REQUIREMENTS
 - ONGOING DIFFERENTIATED SITE MONITORING
 - ESCALATING DUE PROCESS/CLOSURE

SCHOOLS OPERATING

5 CHARTER SCHOOLS – 2,155 STUDENTS

- 5 (K-8) PROGRAMS
 - SCHOOL OF ARTS AND SCIENCES AT THE CENTRE (347)
 - SCHOOL OF ARTS AND SCIENCES ON THOMASVILLE ROAD (442)
 - GOVERNORS CHARTER ACADEMY (424)
 - TALLAHASSEE SCHOOL OF MATH AND SCIENCE (558)
 - TALLAHASSEE CLASSICAL (384)

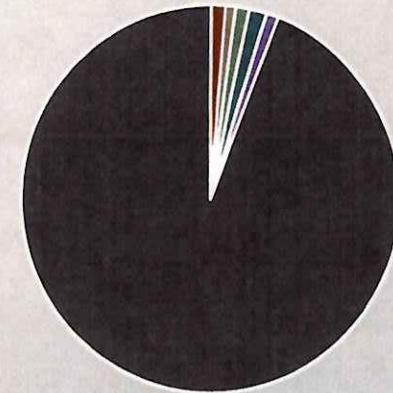
THE STATS

SCHOOLS OPENING

- NO NEW CHARTER SCHOOLS ARE PROJECTED TO OPEN THIS YEAR

CHARTER SCHOOL ENROLLMENT

Enrollment



▪ SAST 442 ▪ SASC 347 ▪ GCA 424 ▪ TSMS 558 ▪ Classical 384 ▪ LCS 35,147

THE LAW

FS 1002.33(6)A REQUIRES THE APPLICANT TO:

APPLY WITH THE STATE MODEL APPLICATION WHICH:

- DEMONSTRATES HOW THE SCHOOL WILL USE THE GUIDING PRINCIPLES AND MEET THE STATUTORILY DEFINED PURPOSES OF A CHARTER SCHOOL
- PROVIDES A DETAILED CURRICULUM PLAN
- CONTAINS GOALS AND OBJECTIVES FOR IMPROVING STUDENT LEARNING AND MEASURING PERFORMANCE
- DESCRIBES THE READING CURRICULUM AND DIFFERENTIATED STRATEGIES
- CONTAINS AN ANNUAL FINANCIAL PLAN

FS 1002.33(6)B REQUIRES THE SPONSOR TO:

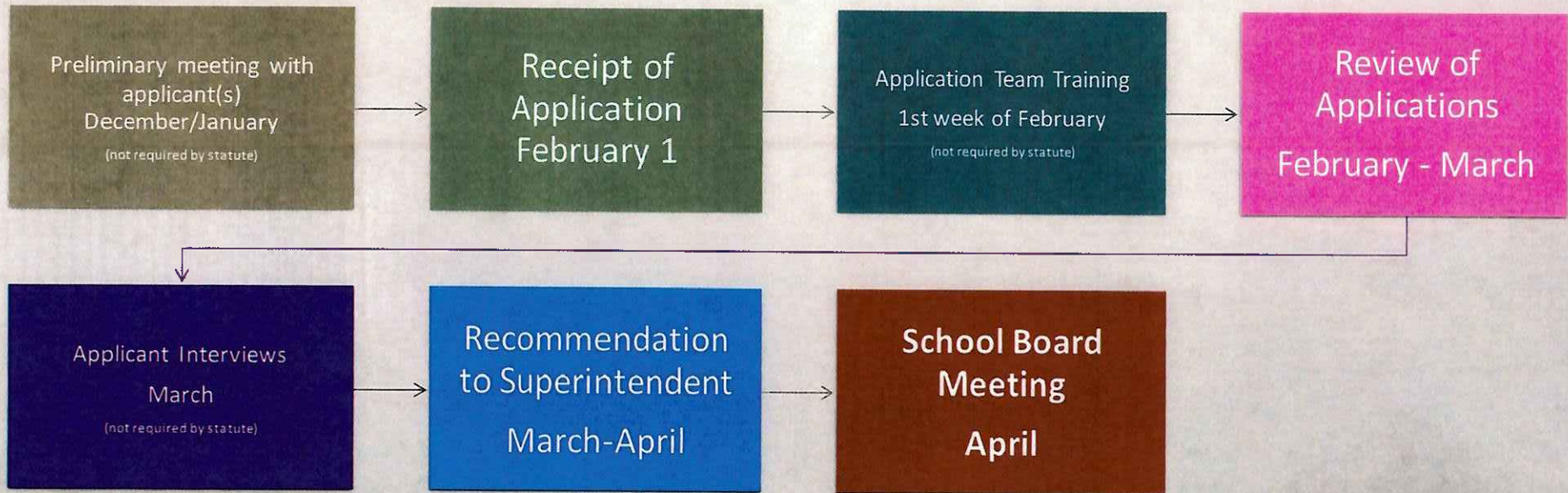
- RECEIVE & REVIEW ALL APPLICATIONS USING THE MODEL EVALUATION INSTRUMENT
- RECEIVE AND CONSIDER APPLICATIONS ON OR BEFORE FEBRUARY 1 EACH YEAR

THE APPLICATION SUBMISSION DEADLINE TO OPEN A CHARTER SCHOOL IN THE 2022-2023 SCHOOL YEAR WAS:

FEBRUARY 1, 2021

- APPLICATIONS RECEIVED AFTER THE DEADLINE ARE NOT CONSIDERED FOR THE CURRENT APPLICATION CYCLE

THE PROCESS



THE TIMELINE



Charter Application Timeline 2020-2021 TENTATIVE

DATE & TIME	ACTIVITY	LOCATION
February 1	Charter Office receives application from applicant by 5:00 p.m.	Received at 2757 W. Pensacola St. (Dr. Gayle's office)
February 4	-DOE is notified with name of applicant, proposed location and projected FTE -Superintendent Summary is provided to Superintendent and Assistant Superintendent	
February 5	Meeting with Review Team (application is given to Review Team)	Via ZOOM 10:00-11:30 AM
Review activity timeline will be adjusted once application is received on February 1		
February 5- March 5	Review Team individually reviews application and records findings on application	Individually Determined
March 5 March 11	Charter Application Review Team meets to discuss application	March 5- 9:00-12:00pm March 11- 9:00-12:00pm
March 24	Charter Application Interview Team conducts interview with applicant	March 24- 9:00-12:00pm <i>Interview will be approximately 1.5 hours and will begin at 9:00am. Remaining time is scheduled for review team discussion.</i>
March 29	Recommendations for approval/denial of applications are sent to Superintendent	
April 16	School Board agenda items due to Superintendent's Office	
April 26	Agenda review with school board members regarding application	School Board Agenda Review School Board Meeting Room
April 27	School Board members vote to approve/deny application	School Board Meeting School Board Meeting Room
April 28	Charter Office will notify applicant in writing of approval or denial	
April 28	Charter Office will notify the DOE of application status online	
May 28	If approved, the sponsor shall have 30 days to propose initial proposed charter contact to the charter school.	

THE REVIEW TEAM

Application Review Team Members 2021

Professional and Community Services

Dr. Michelle Gayle, Assistant Superintendent

Lisa Urban, Liaison, Charter Schools

Academic Services

Gillian Gregory, Assistant Superintendent

Shane Syfrett, Director, Professional Learning

Aithoria Pickett, Coordinator, ESOL

Cathy Shields, Director, Exceptional Student Education

Giselle Marsh, Director, K-12 School Improvement and Accountability &

Title I

Intervention Services

Dr. Kathleen Rodgers, Assistant Superintendent

Labor and Employee Relations

Deanna McAllister, Assistant Superintendent, Human Resources/Labor

Employee Relations

Brett Shively, Director, Human Resources

School Management Services

Alan Cox, Assistant Superintendent, School Management Services

Sue Kraul, Director, Elementary Schools

Kim Scott, Director, Student Services

Tonja Fitzgerald, Director, Support Services and Mental Health

Finance Department

Kim Banks, Chief Financial Officer

Naomi Coughlin, Director of Budget and FTE, Accounts Payable and

Staffing Services

James Howcroft, Director, Nutrition Services

Safety & Security

John Hunkiar, Chief of Safety and Security

Transportation Services

James Cole, Director

Maintenance Services

Butch Watkins, Director



INDEPENDENT REVIEW



Read application in its entirety:

RECORD FINDINGS FROM YOUR REVIEW ON THE EVALUATION INSTRUMENT BY:

- **STRENGTHS**- CLEARLY PRESENTED INFORMATION, BEST PRACTICES ADOPTED, INNOVATIVE IDEAS, ETC.
- **CONCERNS (WEAKNESSES)**- REQUIRES ADDITIONAL DEVELOPMENT/INFORMATION, INACCURATE INFORMATION, LACKS CLARITY, ETC.
- **ADDITIONAL QUESTIONS**- CLARIFICATION, EXPLANATION, ADDITIONAL INFORMATION NECESSARY TO MAKE SENSE OF INFO. PRESENTED, ETC.
- **DO NOT COMPLETE MEETS BOXES DURING INDEPENDENT REVIEW**

RED HILLS ACADEMY

Florida Charter School Application Evaluation Instrument

Directions to complete review:

1. Review the evaluation criteria prior to reading the application.
2. Read each section of the application.
3. Utilizing the evaluation criteria, record Strengths identified in application sections within the chart provided. Ensure page number references are included.
4. Utilizing the evaluation criteria, record Concerns (Weaknesses) and Additional Questions identified in application sections within the chart provided. Ensure page number references are included.
5. Don't forget to review applicable addendum section(s).
6. **DO NOT CHECK WHETHER IT MEETS/PARTIALLY/DOES NOT MEET THE STANDAND**

THIS WILL BE DETERMINED AS A TEAM.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REVIEW TEAM MEETINGS

REVIEW TEAM MEETINGS ARE REQUIRED FOR ALL PARTICIPATING REVIEWERS

REVIEWER RESPONSIBILITIES:

- ATTEND TEAM MEETINGS
- ARRIVE ON TIME TO PARTICIPATE AND REMAIN UNTIL CLOSE
- CONTRIBUTE TO DISCUSSION OF APPLICATION CONTENT AND IDENTIFICATION OF APPROPRIATE STRENGTHS, WEAKNESSES, COMMENTS AND QUESTIONS
- ASSIST IN DETERMINATION OF NECESSARY QUESTIONS TO BE ASKED OF THE APPLICANT AT THE INTERVIEW



March 5

Charter Application Review Team meets to discuss application

March 5- 9:00-12:00pm

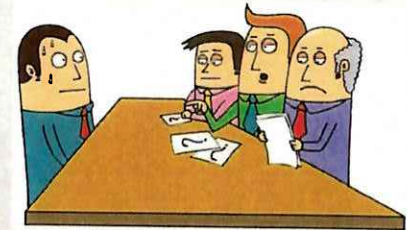
March 11

March 11- 9:00-12:00pm

INTERVIEWS

INTERVIEWER RESPONSIBILITIES:

- ARRIVE 15 MINUTES PRIOR TO SCHEDULED INTERVIEW TIME TO RECEIVE QUESTION ASSIGNMENTS AND PROCESS
- INTERVIEW TEAM AND APPLICANT TEAM WILL BE INTRODUCED
- ASK QUESTIONS ASSIGNED AND NECESSARY FOLLOW-UP
- QUESTIONS FROM THE TEAM MEETING WILL BE PRIORITIZED SO THAT THEY CAN BE ASKED AND ANSWERED IN THE **1.5 HOUR** INTERVIEW WINDOW
- BE COURTEOUS AND CALM IN QUESTIONING
- TAKE PERSONAL NOTES ON QUESTION FORM- *OPTIONAL/NOT REQUIRED TO TURN IN*
- REMAIN AFTER THE INTERVIEW TO DEBRIEF WITH INTERVIEW TEAM AND MAKE A RECOMMENDATION TO THE SUPERINTENDENT



Charter School Applications Interview Date & Time

APPLICATION NAME	GRADES TO BE SERVED	INTERVIEW DATE & TIME
Red Hills Academy (submitted 2/1/21)	K-5	March 24 @ 9:00am



**KEEP CALM
AND
REVIEW ON**

QUESTIONS?



Leon County Schools Audio Transcription

Taped Transcription

PHIPPS REPORTING

Raising the Bar!

LEON COUNTY SCHOOLS
CHARTER SCHOOL APPLICANT INTERVIEW: RED HILLS CHARTER
ACADEMY

Stenographically Transcribed Audio Recording By:
Shelby Rosenberg, Florida Professional Reporter

Job No.: 188470

1 Thereupon,
2 the following proceedings were transcribed from an audio
3 file:

4 MS. GREGORY: Good morning. This is Jillian.

5 MS. JOANOS: Good morning, Jillian.

6 MS. GREGORY: Hello. Just wanted to let you
7 know I'm calling in.

8 MS. JOANOS: Yes, ma'am. Thank you. Ms.
9 Brenda will probably be changing your name very
10 shortly.

11 MS. GREGORY: I'm gonna be on mute and my
12 camera is off.

13 MS. JOANOS: Yes, ma'am.

14 MS. GREGORY: Take care.

15 DR. COX: Lisa and Michelle, you all saw me,
16 right?

17 MS. JOANOS: Yes. Good morning, Dr. Cox.
18 We're going to go through roll call in just a second
19 brew.

20 DR. COX: I didn't leave here from the board
21 meeting. I just brought a pillow.

22 MS. COUGHLIN: Good morning. This is Naomi.
23 Can you all hear me?

24 MS. JOANOS: Yes, ma'am, Ms. Naomi. Good
25 morning.

1 MS. COUGHLIN: Good morning. I'm gonna turn my
2 video off, too. I know you all love seeing my face.

3 MR. SYFRETT: Sorry, guys. It took awhile for
4 our computer to boot up this morning.

5 DR. GAYLE: No problem. We understand. Good
6 morning.

7 MR. SYFRETT: Good morning.

8 MS. JOANOS: Good morning.

9 DR. COX: Is Tonja here?

10 MS. FITZGERALD: Yes, I'm here. I had a little
11 difficulty. My computer kicked me out this morning,
12 too. So I don't know what was going on with Zoom.

13 DR. COX: Okay. So we've got ton -- we've got
14 Cathy from my shop, I see. Sue Craul?

15 DR. GAYLE: Sue Craul is here.

16 DR. COX: That's my group.

17 DR. GAYLE: What about Ms. Giselle?

18 MS. GREGORY: Good morning. Yes, she'll be
19 calling in. However, she is -- she had a meeting
20 that started at 8:45 with the Department of
21 Education, so I'm sure they're doing intros and then
22 she'll be calling in.

23 DR. GAYLE: Sounds good. Thank you so much.

24 MS. GREGORY: I think the rest of my team is
25 here.

1 DR. GAYLE: Good morning, everyone. My name is
2 Michelle Gayle. This is the one of the things that
3 fall under my umbrella. And I'm delighted to work
4 with charter schools. I can see the e-mails from the
5 several of you and we're just delighted to have you
6 here today on behalf of Leon County Schools. Already
7 went over housekeeping, let me know if you need
8 something. We're gonna get started by introducing
9 our guests who are here with us and then I will
10 respectfully ask that our guests that are with us via
11 Zoom introduce themselves and then we'll introduce
12 our team, if that's good. Let's start down at the
13 end.

14 Can you hear out there?

15 MS. GREGORY: Yes.

16 DR. GAYLE: Okay.

17 MS. CASH: My name is Shannon Cash, formerly
18 Shannon Massey. I was born and raised in Tallahassee
19 and attended Leon County Schools, so I actually know
20 Mr. Cypher, he was my middle school math teacher, and
21 I know Dr. Cox from high school, he was my principal.

22 DR. GAYLE: Very good.

23 MS. CASH: Currently I'm living in the Tampa
24 Bay area. I'm an assistant principal at a charter
25 school down there Plato Academy, we have nine

1 locations. Tallahassee is home, it's my heart. This
2 is where I wanna be forever and I want my daughter to
3 grow up here, and I'm really excited at the
4 opportunity of getting to come back to Tallahassee
5 and be able to work with Leon County Schools and
6 serve the students of Leon County.

7 DR. GAYLE: Very good. Welcome.

8 MS. JOANOS: I'm Laura Joanos, I'm the Red
9 Hills Academy board chair. I'm a retired Leon County
10 teacher of 38 years and so excited to be apart of the
11 Red Hills Academy to continue working with children
12 and education, and I'll just kind of speak a little
13 bit.

14 With me today is Chancy Haynes, he's one of our
15 boards members, he's our vice president. Other board
16 members that aren't here today but may be tuning in
17 are Will Nesser, he's our treasurer, and Annalise,
18 she's our expert on Hispanic culture, and we are a
19 very diverse board by choice and we're excited to
20 work with Leon County Schools. Shannon, as you know,
21 is our principal and president, and George Lebesque
22 is our attorney. Also with us today is our team,
23 Keith Spence and Desiree Kennemur with school
24 financial services.

25 We're going to be a kindergarten through fifth

1 grade charter school. We'll have three classrooms
2 per grade level with about 348 students max, and it's
3 gonna be a small nurturing school. And we're very
4 excited about having our college prep emphasis with
5 the foreign language concept and we're gonna have a
6 rigorous English, math, and science curriculum and
7 will lend that strong language foundation in foreign
8 language with Spanish.

9 Our board expects the diverse student
10 enrollment as well as diverse faculty and staff. The
11 Red Hills Academy will provide a very elitist school
12 and service for the Leon County community. And now
13 I'll let George or Chancy say what they'd like to
14 say.

15 MR. LEBESQUE: I'll start on behalf of the Red
16 Hills Academy. My name is George Lebesque. I'm from
17 [indiscernible]. I represent Red Hills. My primary
18 purpose for being here is to address any of the
19 governance issues. What you'll find in terms of our
20 location is that we recognize that Red Hills Academy
21 will be a public school, so many of the same exact
22 standards that would apply to [indiscernible] would
23 also apply to Red Hills Academy.

24 DR. GAYLE: Very good. Thank you. Sorry for
25 the interruption. Mr. Haynes?

1 MR. HAYNES: I think Laura did a great job. My
2 name is Chancy Haynes and I don't know any of you all
3 on the screen, but let's take it all back. It's a
4 pleasure to be here. Thank you, Dr. Gayle, and
5 members, thank you.

6 DR. GAYLE: Thank you so much. So do your
7 financial people want to say anything before we go to
8 the Leon County Schools team?

9 MR. SPENCE: Yes, ma'am. Just Laura did a
10 great job of introducing. I'm Keith, this is Desire,
11 and we've enjoyed working with Red Hills Academy and
12 tuning their budget. We are a small county firm
13 that's geared around schools, both private and
14 charter, and we have really enjoyed working with this
15 group and wish them the most success.

16 DR. GAYLE: Perfect. Thank you. Soy we'll
17 just go briefly with our team. If you can introduce
18 yourself and tell us your area so that our Red Hills
19 Academy team can know who you are. We're gonna start
20 -- I'm just gonna do my screen, if that's okay --
21 with Dr. Alan Cox.

22 DR. COX: Hey. Welcome, everybody. Alan Cox,
23 I'm assistant superintendent of K12 school
24 management, and that's kind of a generic term. So
25 health services is under me, exceptional student

1 education on the compliance side is in my area,
2 mental/social/emotional health is under me as well.

3 We've got Sue Craul, who's our executive
4 director of elementary, and Scott Hansen, who's our
5 executive director of secondary, that's under my shop
6 as well. And I probably left out some things and
7 there's a handful of schools that I also directly
8 supervise and that's what I do for the district.
9 Former principal of Sail High School.

10 DR. GAYLE: Thank you, Dr. Cox. Let's go to
11 Chief John Hunkiar.

12 DR. HUNKIAR: Good morning, everybody. My name
13 is John Hunkiar. I'm the chief of safety security
14 and professional practices here at the district, all
15 things safety and security. And as you may be aware
16 since 2018 after the Margie Stoneman Douglas tragedy,
17 that area has greatly extended. But good morning
18 again. Nice have to have you here.

19 DR. GAYLE: My screen keeps changing. Tonja
20 Fitzgerald.

21 MS. FITZGERALD: Good morning. My name is
22 Tonja Fitzgerald. I am the director of support and
23 mental health services, and I work really close with
24 Dr. Cox and Chief Hunkiar.

25 DR. GAYLE: Tonja, we'll come back to you for

1 the sake of time. We're having some difficulty.

2 MS. FITZGERALD: I don't hear Dr. Gayle. Is it
3 just me?

4 MR. CYPHER: We don't hear either.

5 MS. FITZGERALD: Okay.

6 MS. GREGORY: I think it's not us because we
7 can all hear each other.

8 DR. HUNKIAR: I will walk back there and see if
9 I can figure out what's going on [indiscernible] I
10 would like to, however, Kevin has left the building.
11 We're in trouble.

12 DR. COX: We're in trouble.

13 DR. GAYLE: Can you all hear us now, John?

14 DR. HUNKIAR: I can. I think everybody else
15 can. Thumbs up everybody?

16 MS. FITZGERALD: Yes.

17 DR. HUNKIAR: I'd like to say I fixed it, but I
18 did not.

19 DR. GAYLE: He did. He just came in and that's
20 what happened. So Tonja if you can continue your
21 introduction.

22 MS. FITZGERALD: Can everybody hear me? Just
23 thumbs up. So Tonja Fitzgerald director of support
24 and mental health services, and I work really close
25 with Dr. Cox and Chief Hunkiar.

1 MR. CYPHER: It seems like you're frozen again,
2 Michelle.

3 DR. HUNKIAR: She's not moving. So the
4 conference room back there I think works off of WiFi.
5 Generally it isn't a problem, but let me check on
6 that again.

7 MS. JACKSON: Good morning, everyone. Can you
8 hear me?

9 MS. GREGORY: Yes, we can hear you.

10 MS. JACKSON: Okay. I've been in contact with
11 Dr. Gayle and they're working on getting you guys
12 reconnected.

13 MS. GREGORY: Thank you so much, Ms. Jackson.

14 MS. JACKSON: You're welcome.

15 DR. HUNKIAR: So I don't know if anybody can
16 hear me, but they're obviously having technical
17 issues back there. Dr. Gayle just asked if Brenda
18 could let her in the meeting via -- I think they're
19 gonna try the conference call feature for right now.
20 Mr. Petley (ph.) is back there seeing if he can
21 rectify the problem. So, appreciate everybody's
22 patience.

23 MR. CYPHER: The only cord connected to the
24 [indiscernible] instead of being on wireless?

25 DR. HUNKIAR: So I'm not positive if it's

1 always been wireless every time somebody uses it,
2 that's why I was trying to check with TIA. There
3 should be plenty of cords.

4 DR. GAYLE: Good morning. Can you hear me?

5 DR. HUNKIAR: I can hear you.

6 DR. GAYLE: Very good. This is Michelle Gayle.
7 So I'm on -- thank you, Ms. Brenda -- by my cell
8 phone. We're gonna have to do this for awhile for
9 the sake of time. And so I don't have any video
10 capabilities and I didn't want to join with my cell
11 phone because my signal -- I'm sorry -- with internet
12 because my signal might be dropped. Chris Petley and
13 Lisa Urban, they're trying to get us reconnected, so
14 thank you for your patience.

15 When we left off, Tonja Fitzgerald, if you
16 could very briefly, and -- if you could very briefly
17 introduce yourself, I would greatly appreciate it.

18 MS. FITZGERALD: Okay. Again, my name is Tonja
19 Fitzgerald and I am the director of support and
20 mental health services. I work with Dr. Cox, the
21 school management, and Chief Hunkiar on some of the
22 safety aspects of the schools.

23 DR. GAYLE: Thank you so much. So I think
24 Jillian was the next person.

25 MS. GREGORY: Yes, ma'am. Good morning. My

1 name is Jillian Gregory, I'm assistant superintendent
2 for academic services, and my area is in supervision
3 including school improvement, who is Ms. Giselle
4 Marsh, and her team, accountability and testing,
5 which is also Ms. Marsh, professional learning, which
6 is Mr. Shane Cypher, as well as [indiscernible]
7 services, which is Mr. Shane Cypher, and then Ms.
8 Pickett, who is responsible for areas related to
9 Title 3, ESOL, and supporting our students through a
10 variety of required instructional programs.

11 DR. GAYLE: Thank you so much. Dr. Jeff.

12 DR. MCCULLERS: Hello, I'm Jeff McCullers. I'm
13 here as the external receiver for the team. I'm not
14 affiliated with the school district. I am a long
15 time educator. I was a teacher and school
16 administrator for a long time in Lee County in Fort
17 Myers where I was the charter school liaison. I
18 worked for charter schools for about 20 years in Lee
19 County and I'm pleased to be with you.

20 DR. GAYLE: Thank you so much. Brenda Jackson,
21 very briefly.

22 MS. JACKSON: Good morning, everyone. I'm
23 Brenda Jackson, Dr. Gayle's assistant.

24 DR. GAYLE: Thank you so much. Brett Shively.

25 MR. SHIVELY: Good morning, everyone. This is

1 Brett Shively. I'm the director of human resources
2 for Leon County Schools.

3 DR. GAYLE: Good morning. Sue Craul.

4 MR. HAYNES: Good morning. I'm Sue Craul. I'm
5 the director of elementary schools.

6 DR. GAYLE: Good morning. Cathy Shields.

7 MS. SHIELDS: Good morning. I'm Cathy Shields.
8 I'm the director of ESE services for operations and
9 compliance.

10 DR. GAYLE: Good morning, Cathy. Naomi
11 Coughlin. Ms. Naomi?

12 MS. COUGHLIN: I just figured out how to
13 unmute, sorry.

14 DR. GAYLE: No problem.

15 MS. COUGHLIN: I'm Naomi Coughlin. I'm
16 director of budget and FTE. And I'll go ahead and
17 speak for Kim Banks. She's gonna be joining us very
18 shortly. Kim and I are a tag team. She's the
19 CFO/assistant superintendent of business services.

20 DR. GAYLE: Thank you so much. We have Shane
21 Syfrett.

22 MR. SYFRETT: Hey. I'm Shane Syfrett. I'm the
23 director for professional learning and curriculum
24 services, and joining me is --

25 MS. PICKETT: Althoria Pickett. I'm

1 coordinator for the ESOL services for Leon County
2 Schools.

3 DR. GAYLE: Thank you so much. James Howcroft.

4 MR. HOWCROFT: Good morning, everyone. James
5 Howcroft. I'm the director of nutrition services.

6 DR. GAYLE: Good morning. We have Mr. Butch
7 Watkins.

8 MR. WATKINS: Good morning, everybody. I was
9 having trouble unmuting, too. I'm Butch Watkins,
10 director of maintenance.

11 DR. GAYLE: Good morning. James Cole?

12 MR. COLE: Good morning. This is James Cole.
13 I'm director of transportation.

14 DR. GAYLE: Very good. Kim Banks is going to
15 be joining us very shortly. Kim Scott.

16 MS. SCOTT: Good morning. I'm Kim Scott. I'm
17 sorry I don't have the camera on this device, but I'm
18 director of student services, which includes school
19 psychologists, social workers, and support of the
20 counselors at all school sites.

21 DR. GAYLE: Good morning. Good morning, Mrs.
22 McAllister.

23 MS. MCALLISTER: Good morning, friends. Dina
24 McAllister, assistant superintendent for human
25 resources, labor, and employee relations.

1 DR. GAYLE: We have Dr. Rodgers. Good morning.
2 Dr. Kathleen Rodgers?

3 DR. RODGERS: Good morning. Can you hear me?

4 DR. GAYLE: Yes ma'am.

5 DR. RODGERS: Good morning. I'm Dr. Rodgers,
6 assistant superintendent of the office of prevention,
7 intervention, equity, and support services. I have
8 oversight for attendance, discipline, homelessness,
9 DCF, VJJ as well. I'm an equity officer and Title 9
10 coordinator.

11 DR. GAYLE: I think that's all of our team.
12 Did I miss anyone from our team? We had, as you
13 know, technical difficulties, and we appreciate your
14 patience. Did I miss anybody? Okay.

15 Lisa, I'll turn it over to you.

16 MS. URBAN: Good morning, everyone. My name is
17 Lisa Urban and I'm the charter schools liaison for
18 Leon County High Schools. So good morning to you
19 all. We wanted to -- I know with our technology
20 difficulty at the moment, we look at our agenda for
21 today, you'll see that we had of course time for our
22 interview this morning, however with all of the
23 technical difficulties and ensuring that we get
24 through our questions, we -- of course if we need
25 additional time beyond the 10:30 time, we definitely

1 can block that additional time, and so we wanted to
2 make you aware of that. But the way that our
3 procedures for today -- of course we have a list of
4 interview questions that all of our committee members
5 will be asking --

6 MS. MCALLISTER: I can no longer hear you.

7 MS. GREGORY: Yeah, we lost them.

8 MS. MCALLISTER: We lost you. Lisa? We can't
9 hear. We can't hear. No, we can't hear you. We
10 can't hear.

11 MS. URBAN: That was [indiscernible] probably
12 calling to tell me they can't hear me. Hello. Can
13 you hear me now?

14 MS. GREGORY: We can hear you now.

15 MS. URBAN: Can you all hear me?

16 MR. COLE: Yes, we can hear you.

17 MS. URBAN: Okay, I'm sorry. So I kept
18 everybody on my computer because of course we shut
19 back down again. So you guys are on my laptop. So
20 I'm going to turn my laptop around so they can see
21 you when you're asking a question. If there are no
22 other questions out there, we are gonna get started.

23 MS. MCALLISTER: Lisa, may I ask a question?
24 What happens if when we ask a question, there's
25 something that's missing?

1 MS. URBAN: Say that again. I'm sorry.

2 MS. MCALLISTER: What I reviewed was the
3 document where you're asking us to go through this
4 document with this committee to review questions and
5 seek. So there's some things I had questions that I
6 don't see in this. So is there an opportunity at
7 some point -- I just wanted to make sure. If not, I
8 understand.

9 MS. URBAN: So remember when you all submitted
10 questions, they were looking at there's a possibility
11 that someone else is going to ask a question similar
12 to what you may have submitted. So if you don't see
13 it on your list, that may be a reason. So you'll be
14 listening to everyone's questions, someone else may
15 be asking a question that is similar to what you
16 initially presented. If you don't find that and we
17 have time at the end, you can certainly go back and
18 ask it.

19 MS. MCALLISTER: Thank you.

20 MS. URBAN: Can you hear me? Okay. I see a
21 thumbs up, fantastic. We're gonna go ahead and get
22 started. So, Chief Hunkiar.

23 DR. HUNKIAR: Good morning again.
24 Procedurally, I know we're asking questions about
25 safety. Am I limited to the questions that were

1 provided on the Word document?

2 MS. URBAN: What's listed are the questions
3 that were submitted. So again, we've got -- there
4 are a lot of questions because there are a lot of
5 committee members who have questions. What we're
6 we're gonna ask is that you take a look at the
7 questions that are listed, those were questions that
8 you submitted, ask those questions. If we have time
9 at the end and you have additional questions, then
10 you can ask those, but we really need to try to get
11 through the questions that everyone's got, okay?

12 DR. HUNKIAR: Okay. I know I'm first out of
13 the box here, I see 72 questions, but I don't see
14 them categorized in any particular way. So I don't
15 know where I'd find the --

16 DR. GAYLE: The first one.

17 MS. URBAN: The first question.

18 DR. HUNKIAR: The question I'm reading for the
19 interview -- capacity interview questions says, "How
20 will you support enrolling students who do not hold
21 specific achievement data? "

22 DR. GAYLE: The first question is
23 [indiscernible]

24 DR. HUNKIAR: Thank you. This is pretty smooth
25 this morning so far. I'm sorry. We've been through

1 worse.

2 MS. MCALLISTER: If we've gotten through a
3 pandemic, oh, my god. All right. I'm all ready to
4 go. I was worried my stuff didn't make it in, but
5 there we go. All right.

6 My question to you all this morning -- good
7 morning again -- relates to Section 19 for school
8 safety on pages 79 to 80. And I would like to know
9 if you had information related to the areas of SESIR,
10 which is required school environmental safety
11 incident reporting, a lot of them comes out of our
12 discipline data that's required to be reported to the
13 Department of Education four times during the year.

14 The second question I have, and I can -- I'll
15 go back over these in a minute here -- is in relation
16 to required in statute for an active assailant
17 response plan, also referred to as active shooter.

18 My third question in the area of safety and
19 security as it relates to the introductions with Ms.
20 Fitzgerald and I, it's something we deal with all the
21 time, and that's information -- appears to be omitted
22 to related to threat assessment teams.

23 And also, the last -- the fourth area I have is
24 information related to the Florida Safe School
25 assessment tool, that's also required annually for

1 each school.

2 So those were the four areas, and I'll be happy
3 to go back over them. And I'm sorry for the long
4 question.

5 MS. CASH: Absolutely. And thank you for those
6 questions. The first one for SESIR; currently the
7 school that I'm in, so we're in Pasco County down in
8 the Tampa Bay area, so I am somewhat familiar with
9 SESIR. We have, you know -- we've had our bullying
10 investigations, our referrals uploaded to the system,
11 but as far as any incidents that really required law
12 enforcement getting involved or uploading anything
13 like that to the SESIR, my school personally has not
14 experienced.

15 So we do have a deputy for the Sheriff's
16 Department that is assigned to oversee us, and so he
17 comes out for the FSSAT, and I've walked the building
18 with him -- sorry, kind of jumping down to the FSSAT.
19 So I've kind of had that relationship with that in
20 particular through that capacity. But as far as
21 reporting and type of SESIR events, I have not had to
22 do those at my current school. We have gone through
23 training for it and I know that I have those
24 resources through the Sheriff's Department and the
25 school, but I can reach out if a situation like that

1 arose and I needed to report that.

2 For the -- we call them ATP drills, the active
3 threat plans, can you elaborate a little more on your
4 question in regards to the ATP?

5 DR. HUNKIAR: ATP, I'm sorry?

6 MS. CASH: Active shooter.

7 DR. HUNKIAR: Sure. So every district in every
8 school is required to have what's called an active
9 assailant response plan, that it details the actions
10 of staff in the responses taken and has to be part of
11 your actual crisis plan and it has to be distributed
12 to all employees each year. And in terms to your
13 active assailant response plan, that's what it refers
14 to.

15 MS. CASH: Okay, absolutely. So for my campus
16 specifically, you know, we've gone through all of the
17 -- like we said, we call them ATP, active threat
18 procedures, active threat plans -- and so we have
19 trainings that all of the staff members will attend
20 at the very beginning of the school year and they
21 have quizzes that they have to pass in order to show
22 that they've gone through those trainings. We
23 implement a "see something, say something," and it
24 does not matter who you are. If you see something
25 suspicious, you're going to alert us right away. So

1 I don't want ever a teacher to feel like, "Oh, I
2 don't know if that's really something I should alert
3 anyone to or have that type of feeling." So it's
4 always a "see something, say something," and the
5 CrisisGo app. So they could immediately hit that
6 CrisisGo app and it's going to alert any nearby
7 deputies that we have that can come. It's going to
8 alert the school through that CrisisGo app.

9 So I personally have not had a plan in writing.
10 The actual active threat plan for my school, that has
11 been done through my current principal and our
12 corporate staff for all of our Platos. But I'm very
13 eager and excited to be able to team up with Leon
14 County Schools to be able to write that plan and make
15 sure that I am implementing all of the necessary
16 policies and procedures for that.

17 DR. HUNKIAR: Okay. For further clarification,
18 I probably should have put it in here, I'll just
19 provide you the statutes for the areas that I was
20 mentioning. The first one being SESIR. That's
21 Section 1006.07, No. 9, the second area being Active
22 Assailant Response Plan, that's 1006.076(c), as it
23 relates to the Florida Safe School Assessment Tool is
24 1006.143, and the last one relates to the Threat
25 Assessment Teams, which is 1006.077, just for further

1 clarification. Thank you.

2 MS. CASH: Thank you. I appreciate that. You
3 just want me to elaborate on the FSSAT and the Threat
4 Assessment Team?

5 MS. URBAN: I would say this is your
6 opportunity to provide whatever supplementary
7 clarifying information that can help the committee.
8 I think the questions that are being asked are either
9 to clarify something in the application or because
10 they're not seeing it in the application

11 MS. CASH: Because it wasn't addressed in here?

12 MS. MCKINLEY-WILLIAMS: Yes. So to the extent
13 you have additional information, please provide that
14 and we can move on. I will say -- Lisa said it, I
15 will say it -- the committee is large and they do
16 have a lot of questions. So we do want to try to get
17 through as many questions as we can.

18 MS. CASH: Okay. Well, I will say I'm very
19 familiar with the Threat Assessment Team meetings, I
20 partake in those monthly with my current school. And
21 the Florida -- FSSAT, I have given that every year
22 for my school with the Sheriff and getting all that
23 data, filling out the form and submitting it to the
24 state. So I am very familiar with those two. I
25 apologize that they were not listed in here

1 specifically. I am happy to make an amendment if
2 needed to get it in here, but I am very familiar with
3 those aspects.

4 DR. HUNKIAR: Okay. Thank you very much.

5 MS. URBAN: Next I believe we have Ms. Naomi
6 and Kim. Ms. Kim? Ms. Naomi? Let's see if you're
7 muted.

8 MS. COUGHLIN: Can you hear me now?

9 MS. URBAN: Now we can hear you, ma'am. Go
10 ahead.

11 MS. COUGHLIN: Sorry. We just have a few
12 questions. I think they're kind of straightforward
13 to discuss. We were looking at the retirement and
14 health insurance projected costs that was in there
15 and it had -- like for retirement, it shows a
16 contribution of three percent, where we're thinking
17 that's charter school contributing three percent for
18 employees. Is it going to be because obviously it's
19 not a part of the retirement system?

20 MR. SPENCE: Yes, ma'am. This is Keith Spence
21 and Desiree Kennemur. The school is going to proceed
22 with a 403B type program, and the school's
23 contribution part would be three percent. I know
24 that's a little confusing because schools that do
25 just state in the FRS there's a three percent in for

1 the employees. This charter school will not be
2 entertaining that FRS option.

3 MS. COUGHLIN: That's what we were thinking
4 that because but we had to verify because three
5 percent --

6 MR. SPENCE: Yes, ma'am. It's a constant
7 number.

8 MS. COUGHLIN: Other thing on the health
9 insurance, it's showing -- Dina?

10 MS. MCALLISTER: I'm sorry, say that again.

11 MS. COUGHLIN: You were not muted.

12 MS. MCALLISTER: I apologize.

13 MS. COUGHLIN: That's okay. I didn't know if
14 you wanted to talk with us. But on your health
15 insurance, is this going to be a 12-month or a
16 10-month payment on that \$250 per employee? And is
17 that your contribution?

18 MR. SPENCE: I'm so sorry, ma'am. It's a
19 12-month contribution.

20 MS. COUGHLIN: Where the charter school is
21 paying, and there will be a cost -- because \$3,000, I
22 mean, 12 months, that's \$3,000, we do here -- I mean,
23 that's very low for health insurance per year. Will
24 the employees also be contributing?

25 MR. SPENCE: Yes ma'am. I'm definitely

1 familiar with a lot of other districts. I think
2 where my family works, it's 100 percent contribution
3 for the employee, but with the charter school budget
4 design and the low enrollment, \$250 per month is what
5 we feel -- and we would work with the board to put in
6 -- is the most we can contribute as we see now. So
7 that balance would have to be of the employee.

8 MS. COUGHLIN: Okay. We also looking at --
9 currently you're looking at 268 students, I think it
10 was, or was it 248?

11 MR. SPENCE: 348, ma'am. I'm sorry, it's 216
12 our opening year going to 348 in the out years.

13 MS. COUGHLIN: Okay. What's your contingency
14 plan if you don't get -- because you'll be funded on
15 what your actual enrollment is. So if you don't get
16 the 216, there's not a lot of wiggle room in the
17 budget. If they don't make that FTE, do they have a
18 contingency plan? The only other thing -- I'll throw
19 this in while we're talking about it, because it kind
20 of feeds to that -- we see that the school is getting
21 a \$400,000 line of credit, and I know that's just to
22 open the school doors, and that is concerning to us
23 that they have to borrow money before they can even
24 start the school. So they're starting up in debt.
25 They have to to -- it looks like they're paying

1 interest each year on that. But if they don't make
2 their FTE, then they're even further in arrears
3 because they're using borrowed money to open the
4 doors and assuming that they're gonna get at least
5 216 students, and right now -- like last year, we
6 opened a brand new charter school, they recommended
7 they were going to have 6 to 700 students, they have
8 400, and then they're projecting that they're gonna
9 get more next year. Well, we're not a growing
10 district here, so the students are obviously going to
11 come from our school. So if they don't have the 216,
12 if they come in at 175, that's a lot of money that
13 they wouldn't have, do they have a contingency to
14 fall back on?

15 MR. SPENCE: Yes, ma'am. I'll speak from the
16 finance side, and Laura and Chad can pull in for the
17 board. Obviously the original budget as hoped for is
18 the 216, like you said, and that is obviously a low
19 number to get started, with the hopes of growing to
20 348. But also in the application, with the help of
21 the board, we prepared a 75 percent enrollment
22 projection, which I believe is 100, that would start
23 us out at 162 students and grow into 261. Anything
24 that falls below the 162 would definitely fall back
25 on the board to make a good financial decision. You

1 know, a 75 percent enrollment budget is kind of the
2 floor that we see. We do put a three-point
3 contingency in both our 20 percent budgets and our
4 75 percent budgets. That's a little wiggle room, but
5 I'm in total agreement with you. If they go under
6 the 150 students, there would definitely have to be
7 some board decisions on how to proceed forward.

8 MS. COUGHLIN: Okay. Any comments on the line
9 of credit and opening up a line of credit just to
10 open the school? That really is very concerning to
11 us, that they're borrowing money just to open the
12 school.

13 MS. JOANOS: Well, if I may, this is Laura. We
14 have investors waiting to help, contribute, myself,
15 for example, and then Cindy Knox is also in line to
16 contribute, and then Jim Beige (ph.), he's the one
17 that is the large contributor. And then one of the
18 things that we really planned to do as a school once
19 we're approved, we're going to be security monitoring
20 guests to help support the enrollment and we plan to
21 have a year-round schedule of fundraising.

22 MS. COUGHLIN: So you're planning on depending
23 on basically fundraisers to help pad your budget or
24 to meet your budget?

25 MS. JOANOS: Also grant writing. Shannon is

1 very knowledgeable about grant writing and myself. I
2 also have to submit grants for my classrooms in Leon
3 County, and that's another avenue that we're going to
4 be exploring, too.

5 MS. COUGHLIN: Okay. And then I -- on one of
6 the budget pages, there was an inflation factor that
7 was built in, I think it was .5 percent, and we kind
8 of discounted that because you can't build in in an
9 inflation factor for the FEFP because it would be --
10 like this coming year, I mean, they're projecting a
11 little bit more than last year, but if you have a
12 proration -- so we didn't quite understand that
13 proration, that inflation factor. It was in the
14 attachment.

15 MR. SPENCE: Yes, ma'am. Desiree can correct
16 me on the out years, but I believe we have the half
17 percent on inflation on FEFP on the out years. I do
18 totally agree with you that the current environment
19 or the past environment we've just suffered through
20 has probably had some play and effect on this, but
21 I'd also like to point out that we do put salary
22 increases in there of one and a half percent.

23 So, I mean, I know two wrongs don't make a
24 right, but obviously if the FEFP would not accomplish
25 like we would hope in the half percent, there is one

1 and a half percent in there for the salary raises
2 that could be a working tool for the budget. And I
3 do keep pointing to the three percent, but there is a
4 three percent contingency to help with. As I see,
5 the session started a couple weeks ago, my eyes are
6 concerned, too, of what our house budgets and our
7 senate budgets are gonna look like. Back in
8 November, you know, we did the best we could trying
9 to look forward, but I feel exactly what you're
10 feeling, ma'am.

11 MS. COUGHLIN: Okay. And the last question
12 that we had -- and this may step on James Howcroft's
13 area here -- but we were -- because you built it into
14 the budget, was the nutrition services. It says
15 you're anticipating about 70 percent participation at
16 the school in your lunches, that's not free and
17 reduced, that would be paid lunches, and your meal
18 prices are quite a bit higher than what the prices
19 are in our schools. Like your breakfast I think was
20 \$2 and we only charge a dollar, and lunch was \$2, and
21 I think you've got \$3. Do you really -- do you think
22 your students can sustain? Is that a realistic
23 number for your nutrition services?

24 MR. SPENCE: Just one clarifying question.
25 75 percent -- excuse me -- the 70 percent is what

1 we're assuming will actually be participating in the
2 lunch program. And those, I agree, the economy of
3 scales or in district and the economy of scales for a
4 charter school do pamper us some, so the lunch prices
5 are what we feel like it would take to keep the
6 program at least in a balance for the situation.

7 MS. COUGHLIN: We just want to know if you
8 really think that's sustainable, if the families are
9 gonna pay that, because if they don't, you're not
10 gonna make the \$70,000. I think that's what you
11 projected the first year for nutrition services
12 income.

13 MR. SPENCE: Obviously I'll refer to the board
14 and Shannon for her experience, but we have seen
15 charter schools historically have to track a little
16 higher.

17 MS. COUGHLIN: If you all are comfortable,
18 that's just concerns we have from what we see in our
19 schools every day.

20 MR. SPENCE: I would say this is right in
21 average with some of our schools. Obviously I have
22 schools, I've seen and worked with schools throughout
23 the state that do approach the 500 and 600 figures,
24 and the economy of scales does help. But going back
25 to your original question, when you're starting with

1 216 going to 348, it's not a huge school, so there is
2 offsets.

3 MS. COUGHLIN: Right. And we're guessing that
4 most of your children that you all -- your students
5 will be coming from our schools. Do you have an
6 indication yet as to --

7 MR. SPENCE: I do not, but I believe Laura has
8 done some demographic studies and maybe Shannon more
9 in detail with the actual enrollment numbers.

10 MS. COUGHLIN: Unless someone wants to add
11 anything, that's what we had in the finance area.

12 MS. CASH: So as far as our enrollment, our
13 research has indicated that there's a very high
14 demand to introduce young students to a second
15 language. The school I'm currently working at, we do
16 have a second language, and that's one of the biggest
17 things that the parents really praise us for and are
18 excited for is having that second language. Now,
19 currently the school I'm in, we teach Greek, which in
20 the Tampa Bay area, Tarpon Springs, that's a very
21 large Greek community, and so that language is really
22 sought after. But I have seen and had parents tell
23 me, "Oh, it would be so great if you also had the
24 Spanish language because that would really help them
25 in life and as they're growing," and we see that need

1 for having bilingual citizens within our growing
2 global society.

3 And so being able to provide a second language
4 to students, I know when I was in middle school and
5 high school, I took foreign language, it's a
6 memorable memory, but it didn't necessarily stick
7 with me, and I really feel like starting that foreign
8 language at a young age is really gonna set them up
9 for success as they're going into middle school and
10 high school. So that's a big draw that I think that
11 that we'll be able to provide to the students.

12 Parents also recognize that the earlier you expose
13 them, their minds are sponges, so they're soaking it
14 up, so it's a lot easier to learn that language. And
15 then eastern Leon County, it's becoming the fastest
16 growing segment of the district, so schools like WT
17 Moore, Buckley, Hartsfield, and Apalachee, they're
18 either at capacity or near capacity.

19 And so Red Hills is gonna be located half a
20 mile from the intersection of Highway 90 and Capital
21 Circle, and the research that we've done and seen is
22 there's over 130,000 cars that pass through that area
23 every day. So it's a great location, it's centrally
24 located, and we're seeing more and more developments
25 and more and more families kind of moving into the

1 area. So while, yes, these students would come from
2 Leon County Schools, being a charter school sponsored
3 by Leon County, they're still within that Leon County
4 school family, and we're a small school. Sorry.

5 (Audio distortion)

6 MS. COUGHLIN: Good gracious.

7 MS. CASH: So being a smaller school, we're not
8 here to come in and take, like, all these students.
9 We're here to come in and work with you and just help
10 to be able to provide that cushion as we see these
11 schools continue to get to capacity.

12 MS. COUGHLIN: Okay. Thank you. That's all I
13 have.

14 MS. CASH: Thank you.

15 MR. SYFRETT: We're not really able to hear at
16 this point.

17 MS. URBAN: We're just trying to figure out the
18 sound. I'm gonna turn the sound off on mine. Can
19 you hear me?

20 MR. SYFRETT: We can hear much better now. Can
21 you hear us?

22 MS. URBAN: I can hear you now, yes. Can you
23 hear me?

24 MR. SYFRETT: We can hear you.

25 MS. URBAN: Okay, perfect. I'm gonna leave my

1 computer on.

2 DR. GAYLE: Go ahead, Lisa.

3 MS. URBAN: Moving on to -- and I'm sorry, do
4 you have any more you wanted to add?

5 MS. CASH: I think I'm done.

6 MS. URBAN: Okay. We are moving on to our next
7 area. Ms. Gregory?

8 MR. SYFRETT: I'm gonna take Ms. Gregory's
9 questions because she's on her phone and the
10 connection is not good. So I had a talk with her and
11 I'm just gonna fill all the academic services
12 portion.

13 MS. URBAN: Thank you.

14 MR. SYFRETT: We're gonna start with No. 3.

15 Is there a clear understanding of the various
16 certification requirements and are you aware of the
17 reading certification requirements that are effective
18 on July 1st for the Tier 3 intervention for students?

19 MS. CASH: Yes. So as far as for our teachers,
20 so yes, in TSS, must be reading endorsed and have
21 that certification, teachers obviously need to be
22 certified within the state of Florida to be a teacher
23 at the school. I myself need to be certified, which
24 I am, I have my educational leadership certification,
25 so I do have that. And I know for students that are

1 in their second year in grade three, right, it has to
2 be -- or, well, a reading endorsed teacher, but now
3 we're looking at all teachers that are teaching
4 reading have to be reading endorsed.

5 MR. SYFRETT: Correct. So with the statute
6 that is currently now, when we report to FDE, we
7 report in October, we also report in January, when we
8 report the reading tiers, those students that are in
9 Tier 3, whether they're in -- whatever grade level
10 they're in, any student that is served as an
11 intervention for Tier 3 has to have a reading
12 endorsed or reading certified teacher. So we didn't
13 see that really addressed in the application. So we
14 just wanted to make sure there was a good
15 understanding for that.

16 MS. CASH: Yeah. So the plan is to have an
17 MTSS specific person for Tier 3 reading interventions
18 and they would be reading endorsed.

19 MR. SYFRETT: As we're looking -- as part of
20 that MTSS process, the Tier 3 reading intervention,
21 whether it may be a part of the MDSS process, the
22 tier two and Tier 3, they kind of stand alone as part
23 of that MTSS process. Do you understand what I'm
24 saying? So no matter where that student falls within
25 the classroom, just making sure that there's an

1 understanding that that teacher has to be endorsed or
2 certified and the plan for making sure that is done.

3 MS. CASH: Yes.

4 MR. SYFRETT: No. 4, looking at your
5 recruitment. Is there a specific plan to target
6 recruitment? Because when we looked at it, that
7 wasn't as clear for us.

8 MS. CASH: Yes. So, you know, kind of the
9 marketing and promoting of the school.

10 MS. JOANOS: In the five-year budget plan, we
11 prioritized funding for scholastic and equipment
12 needs to provide the best education possible, and
13 once we're approved and have acquired the 501C3 not
14 for profit status, we'll feel certainly able to
15 secure a number of monetary gifts to help support our
16 schools, specifically we'll seek gifts to help
17 support enrollment. And as I said earlier, we have
18 plans for fundraising to be on a year-round schedule,
19 and we are in the process of talking with a company
20 in our promotion in which we'll start in the fall to
21 promote.

22 MS. CASH: And we'll do information -- sorry.

23 MR. SYFRETT: I just want to make sure because
24 we're talking about recruitment of students.

25 So how are you going to get your enrollment up

1 to make sure that you're meeting the numbers that you
2 put in your application? All we saw was flyers and
3 maybe commercials, and sometimes that is not always
4 as successful as you may thin, but I just wanted to
5 make sure there was specific plans.

6 MS. CASH: Yes. So definitely making sure
7 we're holding information nights and inviting the
8 community to come so that they can learn about the
9 school and all that we'd have to offer. And I know
10 kind of with COVID right now, things have looked very
11 differently, but getting out into the community,
12 making sure we have a presence at Springtime
13 Tallahassee and the Parade of Lights and the Uptown
14 Getdowns and the Downtown Getdowns, and really just
15 kind of being out in the community, introducing
16 ourselves and meeting everyone and being able to
17 answer any of the questions that any parent or a
18 student would have.

19 MS. JOANOS: And also with our board being a
20 diverse board, each person has a lot of contacts that
21 we'll be utilizing to promote the school and get that
22 information out in all the different areas of the
23 community.

24 MR. SYFRETT: Okay. No. 5, the next few
25 questions are gonna be mainly about curriculum. So

1 please explain the research behind and the rational
2 for the selection of the materials, what was selected
3 and why it was selected.

4 MS. CASH: Absolutely. So we are currently
5 planning on using the SABIS, formerly Pearson
6 curriculum. I know it is a research based, it's
7 approved by the state. It is the curriculum that I
8 currently use at my school. And having taught fifth
9 grade, second grade, and third grade before stepping
10 into the assistant principal role, I've been able to
11 use that curriculum at all those grade levels, and I
12 really did find it to be really rigorous for my
13 students. I liked the idea of putting actual books
14 and novels in their hands instead of just having a
15 big textbook with some excerpts or short stories.
16 They were actually diving into novels and doing novel
17 studies. I felt that the science curriculum in
18 particular was very indulging, the textbook itself is
19 just consumable, so they get to really interact with
20 that, the online proponent, watching the videos and
21 doing the online lab that the Pearson network is not
22 able to obtain, and then being able to really have
23 those science experiments and things like that in the
24 classroom and the activities as hands-on. And even
25 the math, I liked how each section and lesson really

1 focused on this way of doing this math, and then
2 we're gonna look at another way of doing the math and
3 another way of doing the math, and then kind of
4 combining it, letting the kids really pick and choose
5 what they were comfortable with and then providing
6 them with those manipulatives and hands-on and videos
7 and different games that comes with it.

8 So my personal experience with SABIS has really
9 made me excited for it. With the standards changing,
10 I do know that I need to be cognizant of that and
11 very aware of that and make sure that SABIS is going
12 to continue to be that rigorous curriculum that we
13 need. So if at any time I feel that it's not meeting
14 the new standards or meeting those expectations, then
15 we will address that and make any amendments needed
16 in order to change our curriculum.

17 MR. SYFRETT: Okay. I'm gonna skip to No. 6.
18 How does your selection of materials lead to
19 your improved student performance?

20 MS. CASH: I think, you know, especially with
21 just the way that the questions are asked for the
22 students, they're very open-ended, they really make
23 the students think. It's not just, "Oh, let me find
24 the bold word and the definition that went along with
25 it." They're written responses, they're having to

1 explain their thought process. And I found that
2 across the board with the reading curriculum, with
3 the science curriculum, with the math curriculum. So
4 it really helps them to kind of stop, think, write
5 out their answer. It's not just one sentence. Like,
6 we're really focusing and bringing in all areas of
7 different content into all the subject areas. Kids
8 are like, "I have to write in math?" "Well, yes, my
9 love muffin, you do have to write in math." So
10 making sure that we're covering all of that.

11 MR. SYFRETT: Okay. I'm gonna skip 7 and 8
12 because you've already answered those, because they
13 are on the state adopted list and because Pearson, it
14 is research based.

15 So going to No. 9, what and how does the
16 framework align with the new best standards? I feel
17 like you kind of hit on that a little bit. Why would
18 you choose Pearson and do you feel like this -- is it
19 SABIS?

20 MS. CASH: SABIS, S-A-B-I-S.

21 MR. SYFRETT: SABIS, is it Florida based or is
22 it Concord based?

23 MS. CASH: Yeah. So they -- actually, they
24 have both, but they have a Florida specific
25 curriculum and that's the one we'd be looking at.

1 And currently, I'm helping to oversee some of my
2 teachers that are on our curriculum committee because
3 we are looking at other curriculums at my school
4 currently because of the best standards, and so we're
5 really looking at SABIS versus some others to really
6 make sure that we're using the best curriculum that
7 is out there.

8 So I would say as of me sitting here today, I
9 think it will still cover those standards and I think
10 that we will see those improvements and things that
11 need to happen to stay concurrent with the new best
12 standards, but I can't say that 100 percent. We're
13 still looking into it. We're still researching it.
14 So like I said, if at any time I think, "Oh, wait,
15 this is not gonna benefit our needs," then we will
16 address that and make changes that are necessary.

17 MR. SYFRETT: Okay. So 10 and 11 are really
18 based on our reading interventions or your reading
19 intervention. So what are the Tier 2 interventions
20 for both reading and math? What research is aligned
21 for those interventions and how are the students
22 determined and what evidence based intervention
23 programs would you be using? Because we saw a lot
24 about your core curriculum, however, we did not see
25 anything based on intervention. So we wanted to find

1 out how that Tier 2 and Tier 3 intervention was going
2 to work because it has to be something other than
3 your core curriculum.

4 MS. CASH: Absolutely. So what we're planning
5 is Tier 2 will be done in the classroom with a
6 teacher, small group, and in that determination, we
7 will be using Istation, it's very similar to i-Ready,
8 it's called Istation. So it's research based as
9 well. And each month, the students take like a
10 little mini assessment and it gives us that data of
11 their percentile rank. So we want to see that at
12 that 50th, 54th percentile, right about average. So
13 it's able to lay that out for us to see so we can
14 really see what their gap is, are they falling within
15 that Tier 2 range, are they falling within that Tier
16 3 range, and how we can best support them.

17 So we will use that for Tier 2. For Tier 3, my
18 current experience is with easyCBM, which is also a
19 research based program. EasyCBM.

20 MR. SYFRETT: CBM, okay. Thank you. What does
21 that stand for?

22 MS. CASH: To be honest, that's a good
23 question. I wish I knew all these acronyms.

24 MR. SYFRETT: I understand.

25 MS. CASH: But it is a research based program

1 that all of my schools currently that I work at use.

2 And so what we typically do is each semester, each
3 quarter, so winter -- fall, winter, and spring, we
4 gap the entire school, so we give assessments --

5 MR. SYFRETT: You froze. Can you hear us?

6 MS. URBAN: We're back. Sorry about that.

7 MS. CASH: So we gap our students.

8 MR. SYFRETT: Can you take the computer closer
9 to her? Because we can't hear her.

10 MS. URBAN: Is that better?

11 MR. SYFRETT: Yes. I can hear you, Lisa, but I
12 feel like you're standing right beside the computer.

13 MS. CASH: Can you hear me now?

14 MR. SYFRETT: Barely.

15 MS. CASH: Okay. I can come over there. So we
16 currently gap our school and so we gap all our
17 students to be able to compare them to that
18 nationwide norm, compare them to their peers. That
19 way we can see is this maybe an issue with what's
20 going on in the classroom, maybe if we're seeing this
21 whole class was gap tested and that's a concern,
22 maybe it's something within the classroom, not
23 specifically that child. So really taking that data
24 to see where our concentration needs to be. And so
25 we do that for reading and math.

1 So Istation does reading and math as well as
2 easyCBM. Like I said, that's the program that I'm
3 used to and that I'm currently using. I would love
4 to learn about more programs and different things
5 that we can utilize, I'm very interested in that. I
6 know Orton-Gillingham is a great resource also,
7 especially for writing. My personal child, I'm
8 working with her. So definitely really open to more
9 ideas and how we can better support our students.

10 MR. SYFRETT: I think our biggest concern is
11 that -- what I'd like to see is: What is your
12 diagnostic and how does that happen? Because I'm not
13 sure that -- is Istation going to diagnose or give
14 you what is specifically missing for these students?
15 Is it number sets? Is it fluency? What is that
16 diagnostic that's really going to be able to help
17 your teachers provide their small groups and help
18 them individually?

19 MS. CASH: Yes. And so that breaks it down
20 depending on grade level and age, what that is. If
21 it's younger students, I can, again, speak to my
22 personal child, she's in Tier 2 for spelling right
23 now, and we were able to really determine through her
24 Istation data that was one of her biggest areas of
25 struggle. And so she is receiving Tier 2 accordance

1 within the classroom right now and at home with me.

2 MR. SYFRETT: And so the Tier 3 interventions
3 or -- this goes to No. 11. What are the Tier 3
4 interventions for both reading and math and are they
5 research aligned? So you're saying the CPM or CGM --

6 MS. CASH: EasyCBM.

7 MR. SYFRETT: EasyCBM?

8 MS. CASH: Yes.

9 MR. SYFRETT: I'll look it up in a minute. I
10 just wanted to make sure that it's something
11 different other than -- and my only other concern is,
12 going back to your budget, I didn't see these
13 interventions put in that budget as far as purchasing
14 those, because I know in my personal experience, they
15 can get very expensive.

16 MS. CASH: Right. And so these are things that
17 we're definitely gonna be working towards for our
18 students and -- not for the easyCBM part, like,
19 asking parents, but we -- at my current school, we do
20 what's called Adopt-a-Class at the beginning of the
21 school year. So parents are able to kind of
22 monetarily donate some money to their classroom
23 teachers and so that can kind of help offset some
24 class and then we can earmark and get grants. We're
25 always up for the grants and looking at what grants

1 are out there that we can go do. I was able to
2 recently receive a grant, it was through safety for
3 the school, but I do have some experience with
4 applying for and looking for grants. So that can
5 also be an area.

6 MR. SYFRETT: I will say, my concern for that
7 is that these things have to be in place for those
8 Tier 3 students no matter what because it's in the
9 state statute. So we have to have those in place
10 whenever the student sits down on day one, just
11 keeping that in mind, and just like your teachers,
12 you have to have that certified teacher in order to
13 do that Tier 3 intervention.

14 MS. CASH: Yes.

15 MR. SYFRETT: No. 12, what are the performance
16 goals for students in your first year? We saw your
17 baseline goals there. I think we also saw the
18 baseline goals for grade levels that actually -- I
19 don't want be there because your starting with what
20 grade levels? K, one, two?

21 MS. CASH: K through third.

22 MR. SYFRETT: K, one, two, three. Got you.
23 And so how are those determined?

24 MS. CASH: So for your performance goals, I
25 really kind of looked at the Florida data as a whole

1 for students and their achievement scores and their
2 progress scores. I looked at Leon County Schools
3 students' performance and where they're at. I want
4 to be realistic, especially with the years --

5 MR. SYFRETT: Absolutely. Yes, we did have
6 that consideration.

7 MS. CASH: Yes. And I have seen -- there's
8 been decreases, our students haven't really
9 maintained and kept those same growths as we've seen
10 in the past. So I think we really looked at a lot of
11 different areas to kind of put those in place.
12 Clearly I want to see them weigh higher, we really
13 want to support those babies and get them up where
14 they need to be, but we wanted to be realistic as
15 well and not set up any students for failure. It's
16 really important right now, their social/emotional,
17 that's coming first. And so getting these babies
18 feeling safe, feeling secure, feeling confident,
19 that's gonna be our first and foremost so that they
20 can be set up for that success.

21 MR. SYFRETT: Okay. No. 13, your Tier 3, which
22 is your more intensive intervention. When we looked
23 in your application, it had less contact with
24 families than your Tier 2. So was that an error?

25 MS. CASH: That must have been an error, I

1 apologize. Absolutely. We will progress monitor.
2 Students in Tier 3 will be progress monitored weekly,
3 and after we get four data points, we will hold
4 meetings with family. So every four data points,
5 there will be meetings with families to discuss their
6 progress.

7 MR. SYFRETT: Will both data points be from
8 different assessments or different diagnostics?

9 MS. CASH: It would be through the easyCBM.

10 MR. SYFRETT: Okay.

11 MS. CASH: So the easyCBM is a research based
12 assessment to be able to see where they're at. So
13 they would be progress monitored with the easyCBM
14 every week. So they'll be seen two to three times a
15 week and then progress monitored. Right now with the
16 schedule I have, they're progress monitored every
17 Friday.

18 MR. SYFRETT: Got it. Okay. So I'm gonna
19 group these next three questions kind of together
20 because it's about students with disabilities.

21 So what are your specific approaches and
22 programs as it is related to and used with students
23 with disabilities and what related services and how
24 will those be funded such as speech, language,
25 behavior, those types of things?

1 MS. CASH: Right. So for students with
2 disabilities, for speech, what I'm currently
3 knowledgeable of, which is by no means
4 end-all-be-all, always learning, always seeing, every
5 district is very different, I have come to learn that
6 very much so, but for my current school, we contract
7 out with a speech language therapy company, and so
8 they come in, they're in my building twice a week to
9 work with students for speech and language. We have
10 a full-time ESE teacher who sees our students
11 on-site, we also have a gifted teacher and a guidance
12 counselor. I know starting up and coming in and
13 being a brand new school and being a smaller school,
14 resources are gonna be stretched thin, people are
15 gonna wear multiple hats. I have no problem with
16 that, I'm currently doing that. We don't have
17 behavioral specialist, that's me. I write the FBA,s
18 I'm going into the classroom getting things thrown at
19 my head with a smile on my face. It's fine. That's
20 my job. So looking for people that may be an ESE
21 teacher/gifted teacher so they're able to do that.
22 Looking for teachers that are also gifted endorsed so
23 they can enrich those students within their
24 classrooms with gifted endorsement if we need to do
25 that.

1 So being really flexible and seeing those
2 different hats we can wear. And I'm really anxious
3 to see what Leon County Schools would be able to
4 partner with us on. Right now, my school
5 psychologist comes from the county, my school nurse
6 comes from the county. So really seeing those
7 different resources that we can partner with Leon
8 County for also.

9 MR. SYFRETT: I'm gonna skip to 17 and 18.
10 These are gonna be more about ESOL students, ELL
11 students.

12 MS. CASH: Okay.

13 MR. SYFRETT: What specific
14 support/program/technology will be implemented for
15 your ELL students and how will you support those
16 struggling students? Because a lot of our ELL
17 students, they come and literally some of our
18 students have not spoken any English.

19 MS. CASH: Yes. So, I will be honest, I
20 currently do not have any students that are year one
21 from a different country, so I have not personally
22 experienced students that come in speaking zero
23 English. So I will rely on the ESOL coordinators and
24 those people at the county and really partner with
25 them. But making sure ESOL endorsement with my

1 teachers, making sure that they understand those
2 different strategies that need to take place with
3 those students, giving heritage dictionaries,
4 teaching them how to use them, that's a big one, too,
5 even just knowing how to use a dictionary, making
6 sure that we're using as many visuals and visual cues
7 that we can with the students, and just really
8 understanding those different strategies that those
9 students need in order to be supported.

10 I'm currently the ESOL coordinator at my
11 school, so I think right off the bat, I'd like to be
12 meeting with ESOL coordinators at the district,
13 everyone that I need to so I can understand -- sorry,
14 address Leon County Schools' expectations when it
15 comes to how I'm tracking strategies, how I'm
16 tracking accommodations. If I need auditory devices
17 of some kind for a student or something, anything
18 like that, just reaching out and having those
19 resources from the county that I can work with.

20 MR. SYFRETT: One of the things we did note as
21 we went through your application was your actual
22 application to your school.

23 So how would you identify those ELL students?
24 Because what we didn't see was the language survey
25 that usually is a part of the application process.

1 MS. URBAN: I'm sorry to interrupt you. Is it
2 someone else?

3 MR. SYFRETT: We can't hear. I'm sorry, we
4 can't hear you.

5 MS. URBAN: There's someone else talking and I
6 cannot see who it is. We're gonna need you to mute
7 your line, please. Is that at Althoria yeah?

8 MR. SYFRETT: That might have been Althoria
9 yeah.

10 MS. PICKETT: That was me. I'm sorry.

11 MS. URBAN: There was someone else talking. So
12 please make sure your lines are muted unless you're
13 asking questions. Thank you.

14 MS. CASH: So the home language survey will
15 absolutely be given as part of kind of like that
16 enrollment packet. Our home language survey
17 currently in Pasco County comes from the county. So
18 that's part of the packet that they provided to us to
19 provide to the students. So if that's not something
20 that Leon County provides, then absolutely we'll
21 create one, that's not a problem.

22 But in Section 7, it says that they will be
23 requested to complete -- sorry, page 41 -- to
24 complete a home language survey at the beginning of
25 the school year. Any survey that has as least one

1 response will be brought to the principal and ESOL
2 coordinator's attention for further review to make
3 sure that we can make contact with that family. I
4 have a lot of families that will refuse ESOL services
5 because they've come to America and they're like,
6 "No, we don't want them to have those services." And
7 so I think right off the bat, making sure we are
8 identifying through that home language survey who
9 might be qualifying for those ESOL services and
10 making sure that the ESOL coordinators, we're getting
11 them tested, we're looking into that, we're reaching
12 out to those parents so we can make sure that those
13 strategies and supports and accommodations are put in
14 place right off the bat with those kiddos.

15 MR. SYFRETT: And I guess that's why we bring
16 it up. When you register for Leon County Schools,
17 that language survey is on that registration form.
18 That's why I ask about your registration.

19 MS. CASH: That's fine. Like I said, every
20 county is very different, and it's a learning process
21 and I'm enjoying it. So we still have to have our
22 students fill out the county registration forms for
23 Pasco. So I'm sorry that I assumed that we would do
24 that with Leon, and so I am happy to day one, once we
25 get approved and I'm up here and on-the-job day one,

1 I really want to sit down and meet with everyone at
2 the county that I can just so I can know what forms,
3 timelines, policies, procedures, can get everything
4 in place so I'm ready to go. That is my first and
5 foremost checkbox on my things to do.

6 MR. SYFRETT: So No. 19 is, again, relates to
7 ELL students. How are the support plans different
8 for students who are non-Spanish speaking ELL
9 students? I know your foreign language is mainly
10 around Spanish, but what about anybody that --
11 because a lot of our students may speak Swahili, we
12 have -- gosh, we have 61 different languages coming
13 into our college town.

14 MS. CASH: Absolutely. That's awesome. So I
15 think when we're looking at the strategies and
16 supports and accommodations to give the students,
17 special cues, that's gonna stay consistent for
18 everyone. So there's a lot of different strategies
19 that will work for everyone. But as it pertains to
20 individualized and specific languages, I think making
21 sure that if I'm able to get a copy of this form that
22 I'm gonna be giving to this child or this parent,
23 making sure I can get it in their home language,
24 getting a translator if and when necessary, heritage
25 language dictionaries to make sure students feel

1 supported and understand, their home language.

2 So I think really just being able to sit down
3 with the team and brainstorm and say, "Is there
4 anything I haven't thought of and is there anything I
5 should be doing differently to help support this
6 baby?" Because that's what it is at the end of the
7 day, making sure that child is supported and that
8 family is supported. If that family is struggling to
9 speak English, what can I do to help make it easier
10 on them so that they can understand their child's
11 education and what's going on at the school?

12 MR. SYFRETT: Okay. No. 21, what concrete
13 actions will be undertaken to create school culture
14 and how will you know that they're working or
15 effective?

16 MS. CASH: So I think, for me, when I think of
17 a charter school, and especially where I'm currently
18 working, it's a family, and there might be some days
19 where I might be arguing with that family member, but
20 at the end of the day, we're a family and we're
21 supporting each other.

22 So I think from day one, referring to those
23 students as our kids and our family and embracing all
24 the families, welcoming them to the family, and just
25 having that positive interaction, building that

1 culture, building a culture of inclusion, really
2 focusing on SEL within the classrooms is a huge, huge
3 component, because embedded within the SEL is the
4 acceptance, how to be a good friend, how to be a good
5 citizen, how to support others. And so making sure
6 that we are carving out time to include those into
7 the curriculum and into daily life.

8 Currently, right now, I'm in and out of
9 classrooms constantly. I always have a notepad with
10 me, a sticky notepad, and I'm leaving those notes on
11 the desks for the students, making sure that they
12 know I've seen them and I'm proud of them, leaving
13 notes for my teachers, "Hey, you really rocked that
14 lesson. Way to keep that engagement." Sometimes
15 it's the small things to know like, "Hey, I was seen,
16 I was recognized."

17 We do positive phone calls home so parents
18 aren't just associating like, "Oh, my gosh, the
19 school is calling. What now?" It's positive phone
20 calls, getting to praise them at home. Building
21 character education and doing our character traits
22 awards. My school currently -- so we're currently
23 The Giants, so we're in the process of creating an
24 initiative where that Giants becomes an acronym for
25 growth, innovative, thinking, just different things,

1 and rolling that out to the school and having that
2 all over the school and constantly reiterating that
3 to the students.

4 MR. SYFRETT: I think these are great
5 strategies. I think they're great. How will you
6 know if they're working? Have you given a thought as
7 to what follow-up are you gonna do with parents,
8 students, teachers to know that the strategies that
9 you've implemented, which are great, that they're
10 working?

11 MS. CASH: So I think doing climate surveys
12 with staff, students, and parents, definitely getting
13 their input, tracking discipline. Is this working?
14 Am I writing less referrals? Hopefully I'm not
15 writing very many, and just tracking that discipline
16 also within the school. I do think the input from
17 the teachers, from the students themselves and from
18 the families is huge in making sure that we're open
19 to their suggestions as well. If they say, "Hey,
20 this really isn't working," or, "This doesn't seem to
21 be something of interest," and taking their
22 suggestions to heart.

23 MR. SYFRETT: Okay. No. 22, since the
24 application mentions sting activities, interactions
25 and lesson plans that are foreign language focused,

1 how are your extracurricular activities aligned with
2 and reenforce your school's mission and vision?

3 MS. CASH: Sure. So extracurricular within the
4 day of the classroom? After school? Both? What are
5 you -- are you referring to any and all?

6 MR. SYFRETT: Yeah. Like I would say your PE,
7 your art, your music, how are all of those going to
8 help?

9 MS. CASH: Absolutely. So I think art can
10 absolutely lend itself within the steam, being
11 creative and inventive and making things, learning
12 how to recycle, reuse, reduce, and taking things and
13 being able to create new. We're working on that even
14 within our music program, students are bringing in
15 recyclable items and they're turning them into
16 instruments, and learning how to write notes and how
17 to play instruments. PE, my teacher currently is
18 very innovative and has done a lot of things as well.
19 I can't think off the top of my head, but just making
20 sure that we are including that steam into all the
21 subject areas and to all the specials, making sure
22 that in the classroom, even all of our lessons,
23 making sure we're integrating those hands-on
24 components and making sure they're having time to be
25 creative, whether it's a research project and they're

1 choosing out how they're gonna present it or they're
2 making catapults and they can go into the hallway and
3 see how far they can fling their marshmallow. Just
4 different things like that and making sure we're
5 incorporating them into the lessons and giving the
6 teachers the autonomy to say, "Hey, this is a really
7 great activity, that's really gonna get them engaged,
8 and they're hands-on with the learning and I want to
9 bring this into the classroom."

10 MR. SYFRETT: Okay. No. 23, how will you
11 supplement enrolling students who do not hold
12 specific achievement data? So like sometimes they
13 have no data with them. So how will you support
14 those students?

15 MS. CASH: I'm sorry. You said if a student
16 goes to enroll and they don't have any data to
17 provide?

18 MR. SYFRETT: Yeah. Say you get a third grade
19 student, they come in, just moved down, nothing.

20 MS. CASH: So one thing that I'm not opposed to
21 doing -- and I think that as a board, we'll
22 discuss -- but as doing intake tests, not to say,
23 "Hey, this determines your seat," by any means. Once
24 you accept, the seat is yours. But just like an
25 intake assessment, just so we can kind of gauge

1 exactly where they are, so that way coming into the
2 classroom, I can let the teacher know, "Hey, this
3 student took their intake assessment. They're really
4 scoring at a Tier 2 level for reading, so make sure
5 that you put them in your small group right away and
6 get that processing started for them so you can help
7 build them up."

8 So I really like the idea of being able to do
9 the intake assessments. So that's something that I'm
10 definitely open to and I would like to discuss with
11 my board once we're approved.

12 MR. SYFRETT: Okay. 24, what specific data
13 review support will be provided for teachers to
14 correctly regularly review data with students? So
15 how are you gonna train your teachers to kind of do
16 that data chat and all that kind of stuff with your
17 students?

18 MS. CASH: So I think, first and foremost,
19 partnering up with Leon County, are there any
20 trainings that you're offering for teachers to look
21 at this? Making sure I'm educated on that as well,
22 and then I'm having those trainings beginning of
23 year. Staff is coming back two weeks before school
24 starts, so what are those days looking like?
25 Obviously in their classrooms getting ready, but

1 doing different trainings as well and making sure
2 that that's all taken care of.

3 So that would be one of the areas that we hit
4 on and discuss in preplanning, making sure that
5 they're having their data binders, they know what I'm
6 expecting from them, but then what they're going to
7 expect from their students and it's going to look
8 different grade level by grade level. Are students
9 coloring in their bar graph to chart their data
10 making sure they're writing down what they're
11 strengths are, what they've accomplished, what they
12 could get more help on. So that way when we are
13 having conferences, we can really turn them into the
14 student led conferences and making sure the students
15 are able to partake in telling their parents all
16 about what they're doing in class and taking that
17 responsibility of their learning, but making sure
18 that they're understanding the growth and why it's
19 important also.

20 MR. SYFRETT: You mentioned student led
21 conferences, and I know that there's a question in
22 here somewhere. That's mentioned a couple of times
23 in your application. Can you give us more
24 information about what student led means?

25 MS. CASH: Absolutely. So a student led

1 conference -- if parents want a conference, we will
2 always give them a conference, that's fine. The
3 student led conference is more of a really scheduled
4 event with the families. So the students are able to
5 keep their data binders throughout the entire school
6 year, so at different parts in the school year, we'll
7 schedule student led conferences. So the student
8 will invite their parent to come in and they'll be
9 able to sit down with the teacher where the teacher
10 is just kind of more like a mediator, kind of just
11 there to help support, but the student is leading the
12 conference, so they're able to pull out their data
13 binder, they're able to during the school year say,
14 "Hey, I'm so proud of this piece of work that I
15 worked on and I did. I want to include that in my
16 data binder to have that chat with my parents." So
17 the student is able to display their strengths and
18 what they're proud of and show, "Look how hard I've
19 been working in school," and take the responsibility
20 to identify, "Hey, I wasn't doing my best in these
21 areas and I think this is why, and so this is the
22 goal that I've set and this is how I'm working
23 towards it."

24 So we build those binders, we have practice
25 conferences where the students will present to the

1 teacher and pretend like they're the parent, so I'll
2 come in and they'll pretend I'm their parent and
3 they'll present it to me to get that practice and
4 that confidence. And then we invite the parent to
5 come in and they get to be presented from their own
6 child, and it really helps the kids to get excited
7 about it and really take responsibility for their
8 learning.

9 MR. SYFRETT: I like that. What is your
10 process or what is the process that you went through
11 to select your curriculum? As a district, we follow
12 our statute of -- we look at these pieces of
13 curriculums, like, we're fixing to go through ELA
14 adoption, we will look at all the different
15 companies, we'll go through our process. Do you have
16 a specific practice that you went through to choose
17 the curriculum that you chose with SABIS?

18 MS. CASH: So we really didn't. It really was
19 kind of me who kind of really took hold of that and
20 said I really like what I've seen with SABIS. I've
21 had a really good experience with it. I know it's
22 approved, I know it's researched based, this is the
23 curriculum I think we should go with. But like you
24 said, we're making sure that it's still gonna meet
25 those same expectations and continue to be as

1 rigorous as it is. So if we're doing this research
2 and it comes up that it would have been just a little
3 short and we need to go in a different direction,
4 then immediately I'll let Ms. Urban know, we can have
5 that conversation, whatever amendments I would need
6 to make to the charter, we could do that. But it
7 really was just -- it was based on my positive
8 experience I have had with SABIS.

9 MR. SYFRETT: No. 27, in your application on
10 page 8, you refer to the district's discipline plan
11 guidelines and the discipline matrix.

12 Can you please clarify? Because it said you
13 were gonna utilize the discipline matrix. What did
14 you all mean by that? What matrix?

15 MS. CASH: Basically -- and I very well could
16 have just misspoken on what it's called -- but being
17 a public school and being sponsored by the county, we
18 still want to make sure that we're following those
19 expectations, those guidelines that the county has
20 set forth for all of their schools. So I'm talking
21 about the discipline matrix saying, "Okay, we have a
22 third offense of cheating," or, "This is the
23 different consequences that we've done. You're on
24 the third offense now, maybe it's not really
25 working," looking at what Leon County Schools

1 recommends for that particular offense, and so being
2 able to really make sure that we're kind of matching
3 with the county making sure I'm not being too lenient
4 or too harsh and really just make sure we're kind of
5 keeping that constant so there's no [indiscernible]
6 that comes from the county to my school or from my
7 school to the county, those expectations
8 [indiscernible].

9 MR. SYFRETT: So our county has a code of
10 conduct. However, we -- the discipline policies and
11 discipline procedures are really individualized at
12 each school --

13 MS. CASH: Okay.

14 MR. SYFRETT: Curriculum planning. I feel like
15 you've answered this before already, but what is your
16 emphasis for struggling students? What is your
17 curriculum plan for struggling students?

18 MS. CASH: So struggling students, really
19 identify them early on through Istation, through
20 teacher observations, through class work, anything
21 that we're able to really assess them on, and making
22 sure that they're getting that support right off the
23 bat. So making sure that they're getting in Tier 2
24 and, you know, what if they need to go to Tier 2 four
25 times within the school year for different areas of

1 needs, then that's what needs to happen. If they're
2 not making that progress, putting them in Tier 3,
3 making sure we're switching things up, we've tried
4 everything, we've exhausted everything. Maybe if
5 we're still not seeing that growth that we need, then
6 looking at an evaluation and how we can best support
7 that kiddo. But really, really making sure that
8 teachers know the kids, I know the kids, I know their
9 data, the Istation data, where they're performing,
10 and being an active -- myself as an administrator,
11 being an active member in their PLCs and in their
12 school based leadership team meetings and making sure
13 that we are identifying any attendance concerns,
14 behavior concerns, academic concerns, and having
15 those conversations constantly and making sure that
16 we're -- as a team, parents included are coming
17 together to brainstorm how to best support this
18 child.

19 MR. SYFRETT: I feel like that answered the
20 next question, which was: How will you attain a
21 year's worth of growth for those struggling students?

22 MS. CASH: Right, absolutely. I think just
23 knowing your kids and that's kind of what it comes
24 down to.

25 MR. SYFRETT: So that kind of leads me into

1 question No. 31. As we looked at your application,
2 the MTS process, the process wasn't there, the team
3 was there.

4 Can you talk to us a little bit about what the
5 process is? The MTS process.

6 MS. CASH: Sure. So we'll start with obviously
7 Tier 1, whole group instruction. Tier 2, we will use
8 the Istation data, classroom observations from
9 teacher, classroom data to really say, "This baby is
10 struggling in this area." Tier 2 will be small group
11 based within the classroom, teacher led, and they
12 will progress. But I chose to progress monitor
13 weekly because I liked seeing exactly where my kids
14 were, but at least having them progress monitored
15 biweekly to really keep track of the students.

16 If we're not seeing the growth within the Tier
17 2, looking at putting them in the Tier 3, or if we're
18 gapping the school and we have kiddos right off the
19 bat performing at that Tier 3 level, pulling them
20 right into Tier 3 and making sure they're getting
21 that support. They'll meet two to three times a
22 week, progress monitor weekly, parents met with every
23 four data points so we can show what those trend
24 lines are doing, discuss the trend lines, what the
25 interventions are, what we've tried, if we need to

1 try things differently, and then once we've exhausted
2 all those options, then if we need to prepare a
3 request, then we can definitely look at going into an
4 evaluation.

5 MR. SYFRETT: No. 32, is there gonna be a wheel
6 course? Like you have different types of electives,
7 elective as a secondary, but it's not an elective,
8 but special area wheel. And if there is gonna be a
9 wheel, what would that look like on the schedule?
10 Because that was on not on the schedule that we saw.

11 MS. CASH: So I don't know if it will
12 necessarily be like the wheel setup, but kind of what
13 we're thinking on planning is PE would be daily for
14 30 minutes in addition to their 20-minute recess,
15 really kind of get them outside, get them active. So
16 PE every day for 30 minutes, and then right off the
17 bat, first year, what I'm kind of envisioning is
18 making sure that art and music are integrated within
19 the classrooms, and then as we continue to grow, I'd
20 like to bring in an art teacher and a music teacher
21 so the students are able to have, like, a designated
22 art teacher and a designated music teacher that
23 they'd go through. They'd get art once a week and
24 music once a week for about 40 minutes.

25 MR. SYFRETT: Looking at student performance

1 assessments, as far as end of nine weeks, four and a
2 half weeks, interim reports, those types of things,
3 what is your plan for sharing student performance
4 information that will keep students and parents well
5 informed and are you going to send them report cards
6 or use a parent portal?

7 MS. CASH: Yes.

8 MR. SYFRETT: That was not mentioned in your
9 application.

10 MS. CASH: Sorry.

11 MR. SYFRETT: That's okay.

12 MS. CASH: My fault. I assumed we just -- of
13 course we use a portal, that's what we use. So it's
14 my student and Pasco, it's called Focus in Pinellas,
15 but it's the portal system. So we would still use --
16 we'd use that grade book, enter the grades there, do
17 report cards quarterly, every nine weeks, just like
18 the county does, do progress reports halfway through,
19 we'll make sure that we do those, too, and then
20 having those Istation assessments monthly and sharing
21 that data with the parents and any of the benchmark
22 assessments and any of the assessments within the
23 curriculum built in sharing that information with the
24 parents, but really making sure we're using that
25 grade book so parents -- do elementary school parents

1 have access to the portal in Leon?

2 MR. SYFRETT: Yes.

3 MS. CASH: Okay. Elementary in Pinellas did
4 not. So I wanted to make sure. But making sure that
5 we're using that grade book also so then the parents
6 can log in at any time and check their students'
7 grades and make sure that those grades are being
8 entered.

9 My expectation is three grades per week per
10 subject. So every Friday, you should be entering 15
11 grades and it's up-to-date with your parents and then
12 there's no questions as to how their child is
13 performing at any given day.

14 MR. SYFRETT: Right. It was specifically
15 mentioned that you would definitely have the parent
16 conference, but in that specific section, it was
17 never mentioned about grades or anything going home
18 as far as that, so we wanted clarification there.

19 MS. CASH: I apologize.

20 MR. SYFRETT: Exceptional students. Is the
21 evaluation criteria -- what is the evaluation
22 criteria? There was no mention of standardized
23 testing or alternative assessment in this. So we
24 wanted to make sure: What is your plan for that as
25 far as that?

1 MS. CASH: Criteria for evaluation to determine
2 if a student is eligible?

3 MR. SYFRETT: Eligible, or as we're moving
4 towards, like, students taking FSA, but there's no
5 mention of ESE students that may have to take an
6 alternative assessment.

7 MS. CASH: So we're not planning on -- well,
8 sorry, let me pick my words differently. Currently,
9 the school that I'm in and the experience I've had,
10 we don't have any students that have access points
11 and take the alternative FSA. So I personally have
12 not had experience with that. And so really looking
13 at kind of like that ESE population and being a much
14 smaller school and the different resources that we
15 have, we're really anticipating having students that
16 aren't on access points and not in self-contained
17 units. Being a much smaller school, having an EBD
18 unit or an ASD unit, that's just not a resource that
19 we are prepared to provide at this time.

20 My current school, we don't provide
21 self-contained units either, and so we partner up
22 with our ESE, CRT for any students that we have
23 concerns with. We had a student last year who ended
24 up in fourth grade qualifying for IND, so that
25 student really needed a self-contained unit, and so

1 they went to a different school that was able to
2 provide that for them because that was the child's
3 needs that they needed. And then as far as -- were
4 you asking about determining eligibility or more so
5 focused on the access points?

6 MR. SYFRETT: Really just more the access
7 points and the alternative assessment, because I feel
8 like you spoke to the MTSS process. Do you have --
9 going back to those ESE students that may need SLP,
10 again, I feel like you answered this a little bit,
11 but is there no allocation for an SLP in your budget?
12 Because you mentioned that you're contract services
13 for those types of things, but there was nothing put
14 in that budget. So is that something that you all
15 are gonna be able to put in the budget?

16 MS. KENNEMUR: There actually is an item in the
17 budget under exceptional instruction. If you'll look
18 under contracted services, we allocated an amount per
19 ESE student for that type of service.

20 MR. SYFRETT: Okay. Perfect. No. 36, who is
21 responsible for entering and monitoring the FTE
22 portion of all of your surveys?

23 MS. CASH: So that's gonna be someone that I
24 need to figure out and really talk with county --
25 sorry, I keep speaking to my current school, but

1 that's my experience.

2 MR. SYFRETT: That's okay.

3 MS. CASH: We're a large organization. We have
4 nine schools, so we do have a corporate office, and
5 so Red Hills being a much smaller, self-run school,
6 we're not gonna have those corporate people.

7 So looking at what those requirements are, what
8 those expectations are, is it me, is my front office
9 staff helping me with that and we're going to the
10 different trainings on how we're entering those
11 things -- but I'm assuming it will be me, but I'm not
12 100 percent sure, I guess, depending.

13 MR. SYFRETT: That's why we bring the question,
14 because we do know that it's a big job, and it
15 doesn't happen every day, it happens periodically
16 throughout the year, but making sure that you're
17 working with our district office on who is gonna be
18 reporting your FTE and making sure that we have the
19 correct numbers, the coding, those type of things,
20 and making sure that point of contact -- and given
21 that thought, who is gonna be actually doing that at
22 your school?

23 MS. CASH: Right, yes. So myself or one of my
24 office staff manager s.

25 MR. SYFRETT: Okay. Specific supplemental

1 programs, I know that you said the CBM for the Tier
2 3 -- does that do Tier 3 math also?

3 MS. CASH: It does do math as well and I'm not
4 opposed to looking into and pricing out IXL or
5 Imagine.

6 MR. SYFRETT: Imagine Learning, but that would
7 be a Tier 2.

8 MS. CASH: But definitely getting with the
9 district and saying, "Hey, what are some really other
10 great MTSS resources that you use that we can then
11 look into?"

12 MR. SYFRETT: In your governance plan, please
13 explain your grievance process. It's stated on pages
14 56 through 57. And what are the embedded timelines
15 for that process if a teacher has a grievance?

16 MR. SHIVELY: Can you repeat the question for
17 me?

18 MR. SYFRETT: I will. So in your governance
19 section, please explain the grievance process, which
20 is on pages 56 through 57. What are your embedded
21 timelines for teachers that may be going through that
22 process with administration or with a school
23 administrator or the board?

24 MR. SHIVELY: Sure. Some of that will largely
25 be determined by the types of grievances that are

1 made. Are we talking about a parent filing a
2 grievance against the school, say the principal? Is
3 that what you're referring to?

4 MR. SYFRETT: That, or it could be -- yes, I
5 would say that, or it could even be a teacher.

6 MR. SHIVELY: A teacher filing a grievance,
7 anybody filing a grievance?

8 MR. SYFRETT: Basically, yeah. You're -- the
9 complaint comes in, where does it go? That type of
10 thing. Is there a timeline that goes with that?

11 MR. SHIVELY: There is no heart hard and fast
12 timeline that would be established. Some of those
13 things are going to be determined by the situation.
14 When we're talking about the process, the first step
15 would be some type of informal resolution. Keeping
16 in mind we're a small school, we're trying to foster
17 that family atmosphere. It's not a scenario where
18 these types of things are gonna be hard and fast.
19 Obviously there might be exceptions to that where you
20 have a more serious allegation such as physical
21 abuse, those types of things will be dealt with more
22 swiftly. But when we're talking about, "Oh, this
23 teacher wasn't with grading my child fairly," or, "I
24 feel the principal is being a little hard on me or
25 requiring me to do things," those are things that we

1 would try to resolve in more of an informal dialogue
2 process, and then if that is not able to resolve it
3 to the solution of the parties, then that will be
4 appealed to the board depending on the timing of
5 board meetings. There will be an executive committee
6 that can address some of these issues. If we're
7 talking about the termination of an employee or
8 something like that, that would be something that
9 would be required to go before the full board. And
10 so our board is structured just the way the school
11 board is structured. They will be having quarterly
12 meetings, but they can meet more frequently. And so
13 as those needs come up, the board would be ready to
14 act.

15 MR. SYFRETT: Okay. No. 39, are the teachers'
16 salaries estimated according to the new salary, the
17 new statute requirements? Because when we look at
18 them, it did not look as the beginning teacher or the
19 salary would reach the new salary requirements that
20 the governor put into place last year.

21 MS. CASH: So that's something that I
22 personally have not had my hands in, when it comes to
23 teacher salary and making sure that that's taken care
24 of. I know that the school I'm currently at, we're
25 working hard to get to that --

1 MR. SYFRETT: To that point. Like everyone,
2 yeah.

3 MS. CASH: Ideally, absolutely we want to get
4 to that point, but being a smaller school and having
5 a much smaller budget, it is going to be difficult.
6 And so that is something that we need to work through
7 and really figure out that timeline and how best to
8 make sure that we do -- noticing that in order to
9 make sure that we can wage that.

10 MR. SYFRETT: That's a concern for us when it
11 comes back to your budget because it is new, but it
12 is -- there was a substantial raise for beginning
13 teachers.

14 Professional development, what is the plan for
15 your first year of implementing for your new
16 curriculum? Because all of your teachers will be
17 brand new and there will be probably a brand new
18 curriculum for them. So what is your plan to kind of
19 onboard your teachers and get them ready to go for
20 day one?

21 MS. CASH: You know, really kind of partnering
22 with SABIS and just making sure that the teachers can
23 receive the necessary training. This curriculum has
24 a lot to it, and as a teacher, there were definitely
25 things I learned as I was just digging around in it

1 and kind of playing with it and figuring things out.
2 Not to say that I'm just gonna throw some books at
3 them and say, "Have fun and play with it," but
4 definitely kind of partnering up with SABIS and see
5 if maybe there's a day during planning where they can
6 come in and give this overall information session to
7 teachers and direct them to the direct webinars if
8 they have questions, help, support. There's several
9 curriculum companies that I call and they're very
10 receptive. If there's any questions I have, they're
11 able to help me out and work through that. But just
12 making sure that we're able to provide the teachers
13 the necessary trainings on being able to implement it
14 once school does start and thought the year, yes,
15 absolutely.

16 And even like I, myself, I know a lot about the
17 curriculum as I've used it, and so I can be kind of
18 one of those go-to people, one of those experts, and
19 then really being able to look for those leadership
20 roles within the staff who can kind of be able to
21 step up and, "If you have questions about this, this
22 is gonna be your go-to person. And if you have
23 questions about this, you can go to this person," and
24 be able to empower the staff that way.

25 MR. SYFRETT: Tell me about beginning teacher

1 induction plans and how you would do anything with
2 brand new teachers. You're one that never set foot
3 in the classroom.

4 MS. CASH: So, mentors. Go ahead and determine
5 who my veteran teachers are and who those mentors for
6 the grade levels can be, and then myself, my door is
7 open. I've taught fifth grade, second grade and
8 third grade, so I feel like I have some good
9 experience within the different grade levels and my
10 classrooms. And so always being one of those people
11 that they can come to, "Let's brainstorm, let's
12 bounce ideas off each other." One thing that I'd
13 really like to implement throughout the school year
14 is teacher treks, and so I'll go into a teacher's
15 classroom and sub for them for 30 to 40 minutes and
16 then they're able to go into another teacher's
17 classroom and do observations for best practices and
18 things that they can then bring into their classroom.
19 And one thing I really like to do is I make -- I let
20 them choose sometimes who they get to go see, but I
21 like to put a sixth grade teacher in a kindergarten
22 classroom and put special teachers in third or fourth
23 grade, because you're gonna be able to learn so much
24 from everyone and say, "Oh, you know, I really like
25 how they did this. I can tweak it for my grade level

1 or my students specifically," and bring that back to
2 their classroom. And so really making sure to be
3 able to implement the teacher treks and then I get to
4 get in the classroom a lot more and I can sub for a
5 little more and I can teach a lesson to the kids and
6 keep that interaction, too, because I want the
7 students to see my face, not just because they've
8 been sent down to the principal's office. I'm a very
9 active role in the school and I want to make sure
10 that I keep that.

11 MR. SYFRETT: As you know, you have kind of two
12 tracks with the beginning teachers, you have those
13 teachers that come straight to you from the College
14 of Education and they're ready to go and they have
15 their certification and everything, then you have
16 your professional educational competency teachers
17 that might have come from a different aspect of life
18 and this may be their second career.

19 How will you -- what procedures do you have in
20 place that you feel like you're gonna be able to help
21 them through their three years of getting their
22 certification and getting ready?

23 MS. CASH: Absolutely. So me kind of helping
24 to keep them on track, partnering with the district
25 and saying, "Okay, timeline, what do we need to do?"

1 I'm not sure really how Leon County handles it, in
2 Pasco, teachers are given -- it's kind of like a
3 manila folder type thing and everything is printed on
4 it, so they're able to kind of --

5 MR. SYFRETT: We do the same thing.

6 MS. CASH: There we go. So making sure that
7 I'm scheduling face-to-face individualized
8 personalized meetings with those teachers however
9 often I need to to make sure, "Okay, where are you on
10 track with this? What have you completed? What's
11 your next goal? What's your next step? What do you
12 need from me? What do we need from the county?" And
13 and just making sure that I'm helping to keep them on
14 track because some people might need a little more
15 help than others. I had a situation two years ago
16 with that where three years went by and she ended up
17 not really doing anything and was shocked to find out
18 that she didn't have a job anymore, and I don't want
19 that to happen. And so just really making sure that
20 I'm consistent and purposeful with meeting with those
21 teachers to help keep them on track.

22 MR. SYFRETT: And that's actually the very
23 reason that I asked the question, because we don't
24 want three years to pass by and then be surprised,
25 "Oh, my gosh, I've gotta get all this work done."

1 MS. CASH: Right.

2 MR. SYFRETT: Who will be overseeing your PD
3 initiatives?

4 MS. CASH: Me. So myself. Again, multiple hat
5 wearer is going to happen. But I think even just
6 making sure my mentors and all my teachers in talking
7 with them, "Hey, what are some PDs that we're really
8 interested in? What do you think we need to bring
9 in?" What am I able to bring into the school versus
10 what are we able to partner up with Leon County and
11 send them to a training for the day at district or
12 anything like that. And we talk about having the
13 students set goals for themselves, I like to do that
14 with my teachers as well. "Where's an area that you
15 feel is maybe a weakness and what's your goal and how
16 can I help to get you there in making sure that" --
17 even if it's me reaching out to you, Mr. Syfrett, if
18 I have to, and say, "Hey, I have a teacher who's kind
19 of struggling with this area. Do you have a PD
20 coming up or do you have any resources that I can
21 help them through this until we can get a PD or we
22 can get someone out?" But again, just that open
23 communication and that positive relationship with the
24 district in making sure that my teachers are
25 supported.

1 MR. SYFRETT: And as we're talking about PD for
2 teachers, what about PD for administrators and what
3 type of PD are you gonna be providing for
4 administrators which mainly is you before school
5 starts? Before you open the doors, what type of PD
6 are you planning for administrators?

7 MS. CASH: So my plan, my to-do list, as soon
8 as I -- day one of my job, it's reaching out to
9 county. I want to reach out to everyone that I need
10 to, requesting meetings, whether it's face-to-face or
11 a Zoom meeting or anything, and kind of go over,
12 "Okay, what is Leon County Schools' expectation? The
13 forms that I need to have, what do I need to have in
14 order to be prepared and I can make sure I have
15 everything ready to go, make sure I know exactly how
16 to fill this form out so I'm not having to call
17 people and say I'm not sure what to do here?"

18 So I think that in itself will be some
19 unofficial PD for me kind of jumping in, and then
20 again, where I feel like I could really get some PD
21 is in making sure that I'm partnering with Leon
22 County Schools. I'm not sure if charter school
23 principals are invited to the principal meetings that
24 Leon County Schools has. I know some counties,
25 they're not, some counties, they are. So I would

1 love to be able to be part of principal meetings and
2 any of the PD that's offered there, any of the summer
3 professional development that's offered and really
4 focuses for admin. And even looking outside PD, one
5 of my ultimate dreams is to visit the Ron Clark
6 Academy in Atlanta and just see how that school runs
7 and how he does that. It's amazing. It's such an
8 amazing school. So just making sure that I'm
9 constantly seeking ways that I'm improving as well.

10 MR. SYFRETT: Okay. As a part of section D,
11 the follow-up, it wasn't addressed in the application
12 or directly addressed, can you describe the expected
13 number of days or hours for professional development
14 throughout the school year? Explain how the school's
15 calendar, daily schedule and staffing structure
16 accommodate this plan? And it said: Include a time
17 schedule for common planning or collaboration and how
18 such time will typically be used by teachers.

19 MS. CASH: So we will -- so as far as
20 scheduling, we plan to follow the Leon County
21 Schools' calendar. So when it's a teacher planning
22 day, we're having a teacher planning day. So that
23 will take care of the calendar and the schedule. As
24 far as that collaborative planning, that's where I do
25 have to get creative with the schedule and really

1 make sure that I'm blocking out time that they have
2 breaks together so that they can plan, but then also
3 setting time aside. Every Wednesday is our meeting
4 days. So 3:30 to 4:00 every Wednesday, it's either a
5 staff meeting or it's PLC, in addition to the PLC
6 they're doing during the week when they do have
7 common breaks.

8 So that's one of the fun games of Tetris when
9 it comes to the schedule is planning everything out
10 and making sure that they are able to have that
11 collaborative time, but that is absolutely something
12 that is on my radar, to make sure that that is
13 available for the PLC and the collaboration.

14 MR. SYFRETT: Okay. Question 45, student
15 recruitment and enrollment.

16 Can you clarify what your symptomatic
17 improvement plan would be? So what is the thing that
18 you're probably gonna do every year?

19 MS. CASH: Every year, I mean, we're in the
20 community, you know, we're at events. I would love
21 to be able to have the kids in the parades. We
22 currently, where I'm living, Tarpon Springs, huge
23 Greek community, every year, there's a Greek parade,
24 unfortunately not this year, but our schools, we walk
25 in it, we always -- and we have our big Plato Academy

1 signs and we're walking in the parades. And so I
2 really want to be able to make sure that we're out in
3 the community and our kids and our parents are out in
4 the community and getting to talk about the great
5 things that Red Hills Academy is doing and the great
6 things that we've been able to do for their kids.
7 And so I think that will be a constant every year,
8 just being active in the community.

9 I definitely plan -- like, we'll have a
10 Facebook page and kind of promote ourselves that way.
11 Social media, it's huge. A lot of people, that's
12 where they get their information from, strictly
13 social media. So making sure that we have a social
14 media presence, sharing exciting things and keeping
15 the Facebook page up-to-date, having a website,
16 keeping that up-to-date.

17 MR. SYFRETT: Finally -- and this is my last
18 question, you can move to someone else next.

19 So No. 46, we've been on your campus because we
20 actually had a school there before. So where is your
21 physical education space going to be for PE?

22 MS. CASH: So we have to get creative, and I'm
23 all for that challenge, I love figuring out things.
24 We have a couple options that I have thought about.
25 First option, not the most ideal, but it would work,

1 is setting aside -- getting, like, cones and kind of
2 blocking off a portion of that very front parking lot
3 between those two buildings.

4 MR. SYFRETT: I know what you're talking about.

5 MS. CASH: And having that there. Getting
6 creative with, like, recess scheduling and see if
7 there's a class that may not be out at recess at that
8 time, then they can go out at recess. We would have
9 to get kind of creative with that space.

10 But I am open to suggestions, and kind of just
11 going out there, right, and just playing it around
12 with myself. Like if I'm over here and I play street
13 hockey and running around, can I do this over here?
14 So we will have to get creative with it, and I know
15 that right off the bat. I know that. But we will
16 make sure that we do have a designated space for the
17 PE students and for recess.

18 MR. SYFRETT: Thank you.

19 MS. CASH: Thank you.

20 MR. SYFRETT: Ms. Urban, the next section?

21 MS. URBAN: Thank you. Our next section --
22 thank you, Mr. Syfrett. Our next section is going to
23 be Ms. Cathy Shields.

24 MS. SHIELDS: Good morning again. It's still
25 morning, right? Yes. Okay. Actually, I'm gonna

1 piggyback on a few things that Mr. Syfrett had
2 discussed because I did have some questions about
3 your MTSS process, and I do appreciate that you have
4 addressed that in your application and recognized the
5 importance of an effective MTS process.

6 But there was a statement in your application
7 that said if and when needed, you'll utilize MTSS
8 process. So can you help me understand that?

9 MS. CASH: That's just really kind of
10 overall -- because it's gonna be individualized
11 student needs. So it's not -- I guess everyone
12 technically is getting MTSS because Tier 1 is whole
13 group, but thinking more of like Tier 2, Tier 3, when
14 we see that need for a student individualized, then
15 we'll start that process for them. So I apologize if
16 that was confusing.

17 MS. SHIELDS: And I think you did address --
18 there was some confusion about the parents, when
19 they're included in the process, it looked like less
20 with Tier 3 than Tier 2, but you said that was --

21 MS. CASH: I'm really sorry about that. I
22 don't know how I didn't catch it.

23 MS. SHIELDS: And then I'm still not -- I don't
24 have a really good understanding of what your Tier 3
25 interventions are. I did hear you say that if you're

1 not seeing growth in Tier 2, obviously you're going
2 to be moving into Tier 3, and I heard you say that
3 you're gonna meet with the students two to three
4 times a week and you're measuring -- it's my
5 understanding easyCBM measures the growth, but it's
6 not actually an intervention. So can you help me
7 understand?

8 MS. CASH: So using things like readworks.org
9 and get some really good articles and comprehension
10 questions from readworks. I'm drawing a blank on a
11 name right now, I'm so sorry. But absolutely
12 understand, yes, the interventions themselves.

13 MS. SHIELDS: Okay. Then you do speak to how
14 the progress monitoring data guides those
15 interventions, but can you expand on that?

16 So how often are you reviewing this data and
17 then how does that change as far as looking at what
18 interventions you'd be providing?

19 MS. CASH: Absolutely. I meet weekly with my
20 MTSS interventions, intervention specialists. And so
21 we go over students, who has a positive trend line,
22 who's staying stagnant, who has a negative trend
23 line, and then we really focus on those kiddos
24 independently to kind of say, "Hey, I've tried this
25 and this, the gap is widening," and just really to

1 make sure that we have utilized everything. Is it a
2 behavior or are they really truly trying and
3 struggling? I have a student who's -- she's kind of
4 a roller coaster, a few students that are roller
5 coasters right now, so we're really working through,
6 "What is that?" On the days that they come in and
7 they're focused and they're engaged in that lesson,
8 then they're doing great, but then there's times when
9 they're coming in and they're up and out of their
10 seat and they're over at the white board and they're
11 trying to get the yoga ball and they're not focused
12 and trying.

13 So working through what that looks like. Is it
14 a behavior and do we need to look it a bit? Maybe
15 not a full blown FBA, but do we need to be putting
16 something, some interventions behaviorally in place
17 to help keep them focused and help keep them
18 motivated while we're looking at those academics?

19 MS. SHIELDS: You hit my next question, which
20 was: How do you intervene with behaviors? So thank
21 you.

22 MS. CASH: And I'm not sure what Leon County
23 uses, so this is actually, if you don't mind, a
24 question that I was kind of wondering.

25 For the FBAs in Pasco, it was basically

1 handwritten, it was just a Word document that we kind
2 of went in and plugged in, but this year, they
3 transferred over into insights into behavior which is
4 just -- it's a program. You answer some questions
5 and it kind of helps to fill those forms in. So I
6 wasn't sure what Leon County Schools uses for their
7 FBAs.

8 MS. SHIELDS: We actually use our own form,
9 yeah, and again, it's gonna be similar to other ones
10 where it guides in the process as far as areas of
11 intervention and looking at those behaviors. So back
12 on that, you're asking about that program, what do
13 you anticipate using program wise to write your IEPs?

14 MS. CASH: Peer --

15 MS. SHIELDS: And I want to go back to talking
16 about your noble goal here of really reaching that
17 inclusive students placement and regular classroom
18 80 percent of the time. The state average is 85, so
19 that's noble. We're striving for that as well. But
20 what I want to talk about is: What happens if you
21 get a student who enrolls that would not quite meet
22 that criteria, they would have some needs that would
23 need other support services outside of that?

24 MS. CASH: Absolutely. So first and foremost,
25 we need to review that IEP, we need to better

1 understand what the disability is and what their
2 goals are and then see maybe could that goal be
3 obtained if maybe we tweaked it a little bit more so
4 that maybe it had more push in it and then pull-out
5 or just kind of brainstorm different ways, "Are we
6 able to make an amendment that would still fully
7 support this child and everything that they need, but
8 what our resources would be able to provide to that
9 student?"

10 And so I know Pasco County, there's no pull-out
11 anymore, it is all push or it's self-contained units.
12 So they're really striving to make sure that the
13 students are staying within the classroom, and I'm
14 not opposed to pull-out by any means, sometimes some
15 of those kiddos definitely need it, but seeing really
16 that timeframe, is there an amendment that we can
17 make with full parent support, full teacher support,
18 my support, full district support, that we could
19 better make sure that we're helping that baby? I do
20 note that healthy people, that 2030 goal is to
21 increase that average of students that are staying
22 within the classroom and making sure that we're
23 increasing that inclusion. And so us being able to
24 help in that area.

25 And I know not all traditional public schools

1 have self-contained units either, and so working
2 really closely with the county and saying, "Hey,
3 we've had a child that's applied, it looks like
4 they're currently in a self-contained ASD unit. What
5 do you think? Let's have a conversation about this
6 baby." What's their truest need of support so that
7 they're the most successful in being able to as a
8 team come together to say, "You know, this really
9 might not be as a choice school and less resources
10 might not be the absolute best place for the child,"
11 and that's fine. I know that we're not gonna be the
12 best place for every a single child, I know that. I
13 want to make sure that every child is in the best
14 place that they need.

15 MS. SHIELDS: Okay. And so when you're talking
16 about not all schools have self-contained classrooms,
17 that's correct, but all of our schools do provide a
18 continuum of services. So what I'm hearing is
19 inclusion or self-contained.

20 So where is the continuum in there of how you
21 would provide services outside of those constraints?

22 MS. CASH: You know, to be honest, I'm not
23 really 100 percent sure how to answer that question,
24 if I'm being completely honest with you. I can only
25 speak to my current experience. And we offer

1 pull-out, we offer push-in, we're an 80/20 model.
2 And so that's my experience. Now, I would love to
3 sit down with other principals at other schools and
4 pick their brains, "How are you able to do this? How
5 did you get creative with maybe not having as many
6 people or as many resources, and how are you working
7 with these kiddos to make sure that they're fully
8 supported?" That's definitely an area that I can
9 learn and grow in.

10 MS. SHIELDS: Okay. And so you did talk about
11 access points and FSAA, because again, all of our
12 schools, they all do provide those services.

13 And so I just want to clarify: What I heard
14 you say is that you don't have those resources, the
15 resources to provide instruction in access
16 curriculum?

17 MS. CASH: Just kind of right off the bat, I
18 don't know. I would need to really kind of see the
19 ESE needs, making sure that I have my ESE teacher,
20 and then, again, getting creative with those
21 resources, maybe I have some teachers that are also
22 ESE certified, maybe they have a dual certification,
23 and so how can I get creative to maybe if I do have a
24 greater need, how can I use those resources and these
25 teachers to help out in those areas as well?

1 MS. SHIELDS: And I think that's where I was
2 coming at in the beginning, too, just we're a little
3 concerned about a half-time position ESE teacher and
4 how you would be able to utilize a half-time person
5 to provide that continuum of services.

6 MS. CASH: Right. Many hats. So ideally as we
7 grow, I definitely see us being able to hopefully
8 have a full-time ESE position, and maybe it's
9 ESE/gifted and she's able to do both and she can
10 dedicate a little more time to the ESE part because
11 we'd have to look and see what that gifted schedule
12 would look like and how we're providing that
13 enrichment to the gifted students. So getting
14 creative.

15 MS. SHIELDS: Okay. You did mention, and that
16 was for contracted services, I see that you have
17 slated for \$500 a student, and you reference PT and
18 speech. Are you also looking at language support
19 services and also behavioral support services? I
20 know it says et cetera, but I just want to make sure
21 that was on the radar.

22 MS. CASH: Yeah. So speech/language
23 pathologist, so that would be there, and as far as
24 behavior supports, initially I'm not planning -- or
25 I'm sorry, are you meaning like behavior specialists

1 type of support? Is that what you're -- so I'm not
2 planning on having a behavior specialist currently,
3 that's kind of one of my roles and my principal's
4 roles at my current school. So I am prepared and
5 anticipating that's one of the roles that I'll kind
6 of take on.

7 MS. SHIELDS: So when a student may enter your
8 school with a program supports for behavior, that
9 would be you?

10 MS. CASH: Yes. So we use administrators, we use
11 the guidance counselor, some of our students tend to
12 elope and might need escorts. So we've utilized our
13 school guardian who can kind of help. He's walking
14 the building anyway, so he can kind of help and walk
15 with that child. So we get creative with the people
16 that we have.

17 MS. SHIELDS: Okay. And then we did talk about
18 the MTSS process for students under IDEA.

19 What was your process identifying students with
20 a disability under five or four?

21 MS. CASH: So that's another thing that I'm
22 interested in talking with Leon County about. So
23 when I was in Pinellas County, it was diagnosis only.
24 They can come with a diagnosis ,at least that's what
25 we were told. We're only giving courses to students

1 with diagnoses. So going into Pasco County, they
2 were like, "Yes, we'd obviously rather them have a
3 diagnosis for it," but when we're seeing the need in
4 the classroom.

5 So I'd have a teacher come to me and they're
6 like, "I can't get this child to sit still and focus
7 on their work. I have tried everything, they can't,"
8 okay. "So I need you to try this bouncy band, put it
9 on their seat, track how many times they're using
10 that versus how many interruptions they're having."
11 So we put in different accommodations to see what's
12 working, you know, reach out to parents. We talk to
13 parents, "This is what we're seeing in the classroom.
14 This is what we think they need to be successful,"
15 get consent from parents. She'll do some
16 observations and kind of move forward with that 504
17 process.

18 My personal child has a 504, but she does have
19 a diagnosis, so I went through it that route. But we
20 have worked through getting children their 504s that
21 don't have a diagnosis because we see that need
22 within the classroom.

23 MS. SHIELDS: Okay. And you did note that when
24 students come in, sometimes there will be -- I think
25 it was on page 33, there's some verbiage that says

1 the IEPs may need to be revised. And I think you
2 kind of referenced this a little bit with how to
3 brainstorm, but I just -- I'm trying to just get
4 clarification that: Is it your intent then if a
5 student were to come in with resource services and
6 not full inclusive services or self-contained
7 services that you would automatically revise the IEPs
8 to meet your delivery of services model or --

9 MS. CASH: Not right off the bat. I think what
10 we'd need to do is have a meeting and have a meeting
11 with parent, have a meeting with myself, classroom
12 teacher, the CRT, if that's what Leon County uses, if
13 I would be assigned an CRT, and have them come in so
14 we can all look over the IEP, look at the student's
15 needs, look at those goals to be able to determine,
16 "Yes, we can do this," or "We don't really have the
17 resources for this, how can we -- what can we do and
18 what can we maybe tweak a little bit or modify in
19 order to make sure that we are giving them what they
20 need?" Then we have had some cases where
21 unfortunately we just did not have the resources and
22 tweaking the IEP was not in the best interest of the
23 child, and so they did need to go to a different
24 school.

25 MS. SHIELDS: Okay. You referenced CRT, I

1 think that's stands for compliance resource teacher?

2 MS. CASH: Yes.

3 MS. SHIELDS: Okay. If you're referring to
4 what the district liaison would be in our district,
5 that's program specialist for compliance, and I was
6 just looking because you had that referenced in your
7 application, and also a school psychologist.

8 And I did hear you say earlier that currently,
9 your vision is the school psychologist is a Leon
10 County School employee?

11 MS. CASH: Yes. That is what it currently is
12 at my current county.

13 MS. SHIELDS: What about accommodations? How
14 would accommodations be provided to students with
15 disabilities in the classroom and how would those be
16 documented?

17 MS. CASH: So accommodations will be required
18 to be on teacher lesson plans daily, and my school
19 doesn't require this, I ask my teachers to do it, so
20 I always did it. But just even having, like, a daily
21 checklist for that child and what their
22 accommodations are, and then check them off that they
23 used these today and also to be able to say, "This
24 accommodation was offered to the student, but they
25 refused." And so being able to say, "Did not want to

1 use," just to make sure we're keeping track daily of,
2 "Yes, we did use this accommodation." Or maybe it
3 was small group for testing, "Well, they didn't have
4 a test that day, maybe not used to today," something
5 like that. But just being able to keep track so that
6 something like that teacher knows at any time and the
7 parent would be able to know at any time what
8 accommodations were given to the child that maybe
9 what accommodations -- if we're seeing a pattern of
10 child refusing that accommodation, then maybe we need
11 to have a meeting and say, "You know, they're not
12 really using this accommodation. Is there something
13 else that we could put in place that might be able to
14 support them? Maybe they don't need this
15 accommodation anymore." But it really helps to give
16 that data so we know what the student needs.

17 MS. SHIELDS: Okay. And you touched on this a
18 little bit before when we were talking about the
19 projected enrollment and FTE.

20 So what is the contingency for students with
21 disabilities if you do not have the enrollment to
22 generate the FTE to provide the services that are on
23 the IEP?

24 MS. CASH: That's a good question. I know we
25 need to think realistically about that. I have every

1 faith in us. I have the faith in us that we will be
2 able to have the enrollment that we are projecting.
3 But that is a good question and we do need to be
4 prepared for anything and everything. So I'm not
5 100 percent sure right now.

6 MS. SHIELDS: Okay. All right. Thank you.
7 Who's next?

8 MS. URBAN: I think -- thank you, Cathy -- next
9 we have Dr. Jeff.

10 DR. MCCULLERS: Left me unmute. Okay. So
11 while I appreciate everybody's stamina so far, you
12 really are doing great with all of these details, and
13 if the questions that I ask you, you've already
14 answered, you can just cite that. But I want to
15 continue a little bit on the ESEs in Section 6.

16 My question is: How will the school ensure
17 that no staff member counsel parents about service
18 delivery models prior to enrollment including prior
19 to the application? And the follow-up to that is:
20 How will the school ensure that no staff member will
21 reject the application or withdraw a student
22 identified as disabled based on a finding that a
23 student needs a service delivery model not already in
24 existence at the school?

25 MS. CASH: So I think when they apply, a seat

1 would be offered and accepted before we review their
2 files. So a seat would be offered and accepted by
3 parent before I even see this child's IEP. So first
4 and foremost, that would take place.

5 I'm sorry, what was the first part of the
6 question? Making sure teachers, like, aren't talking
7 to a parent?

8 DR. MCCULLERS: Right. Like if a parent comes
9 to an open house and casually mentions something
10 about their child, how can you make sure that nobody
11 is going to inadvertently say, "Well, we don't have
12 that here"?

13 MS. CASH: Staff trainings. Like I'm thinking,
14 like, pre-planning will take place before an open
15 house and rosters are given and all of those things.
16 So I think just letting teachers know, "Hey, if there
17 is a concern, if a parent mentions to you or comes to
18 you about their child's accommodation or IEP or
19 environment, anything like that, direct them to
20 administer." Like, "Oh, that's a really great
21 question" -- whatever they're asking a question
22 about -- like, "Oh, that's a really great question.
23 Please make sure you see our principal."

24 I mean, you have those open houses where a
25 parent comes in, and right off the bat, "I want a

1 conference with you," and they're trying to have a
2 conference with you at an open house. And just
3 making sure to let the teachers know and coach them
4 that it's okay to say, "Oh, let's absolutely plan to
5 have a conference in a more confidential setting
6 where we can talk about your student and try to do it
7 that way." But to be honest with you, I didn't even
8 think about teachers talking to parents outside of
9 school and saying those things. So that is something
10 that we will need to make sure that we think about
11 and consider how we're gonna talk to the teachers
12 about that.

13 DR. MCCULLERS: Thank you. The next question
14 that I have is in Section 10. It's about the
15 articles of incorporation specifically and about
16 items that are mentioned in the bylaws, which were
17 not mentioned nearly as explicitly in the articles.

18 The question is: In the unlikely event of
19 termination, how will the school ensure that upon the
20 termination of the charter, all property purchased by
21 public funds will revert to the school district, that
22 grant funds awarded by the Florida Department of
23 Education will revert to the state, and that no debts
24 of the school will be assigned to the school
25 district?

1 MR. SHIVELY: I think that would just be apart
2 of the natural wrap-up process. Obviously you're
3 planning for a worst-case-scenario there, and so in
4 that regard, certainly the board, the current board
5 has been advised of their legal obligations in terms
6 of what their roles and responsibilities are. So you
7 would be relying on the board to finalize those
8 responsibilities.

9 MS. CASH: If I may, also, all furniture and
10 items will be inventoried and stickered to either
11 say, "Purchased with CSP grant money," or "Purchased
12 with FTE funds," so that we would be able to
13 distinguish between anything that may have already
14 been in the building versus anything that was
15 purchased with public funds.

16 DR. MCCULLERS: All right. Thank you. I guess
17 I don't have a follow-up. For Section 11 in the
18 teacher recruitment process, there's a description of
19 a guest teaching component. It's quite a novel
20 thing, I haven't seen that, and so I'm interested and
21 I've got four brief questions.

22 How long is that guest teaching period? What's
23 the length of the process? How do you evaluate the
24 guest teaching? To what degree are parents involved
25 if their children end up being taught by a guest

1 teacher applicant? And does the guest teaching take
2 place prior to background checks and fingerprinting?

3 MS. CASH: So the guest teacher process, it's
4 part of the interview process, and it allows the
5 teacher to come in, they are able to teach lessons to
6 the class. So it's either a whole day if they'd like
7 to see kind of how the whole day runs or a half day
8 depending on their schedule, but we do like to see at
9 least two lessons taught. Myself and the board, we
10 would create a rubric of kind of what we're looking
11 for in a teacher, and administer and mentors would be
12 asked to go in to observe the guest teacher as
13 they're teaching the students, we would let parents
14 know, "Hey, we're growing next year and looking to
15 hire. We're gonna be having applicants come in and
16 teach your child. We'll let you know once that's
17 scheduled. If you don't want your child in the
18 classroom during that time, we can make alternate
19 arrangements for that."

20 But the guest teacher would come in and be with
21 the classroom teacher, they would never be left alone
22 with the students. And so that guest teaching would
23 take place before any kind of background checks or
24 fingerprints would be done because they wouldn't be
25 hired yet to go through that process, but they would

1 be with a staff member at all times, never left alone
2 with the children. And it's a great opportunity for
3 us to see their creativity, classroom management,
4 their teaching style, and also for them to be able to
5 come into our school environment, maybe ask staff
6 members questions that they're not comfortable asking
7 me, maybe about school culture, maybe about me as an
8 administrator, to be able to talk to teacher, meet
9 the kids, and make sure it's a good fit for them,
10 too.

11 DR. MCCULLERS: And the parent notification, is
12 that an opportunity-in opportunity-out kind of thing
13 or just a notification that, "We're going to do
14 this"?

15 MS. CASH: So my vision for it is just kind of
16 a notification that, "Your child will have a guest
17 teacher in their class today, as we're looking to
18 continue to grow and hire. If you don't want your
19 child in that class, please let me know." So I would
20 think it would be more of an opportunity-out
21 situation.

22 DR. MCCULLERS: And is this something that you
23 do now in the schools or you've seen done in schools
24 or is this a new process for the school?

25 MS. CASH: My school currently does this, the

1 school I work at currently.

2 DR. MCCULLERS: All right. Moving to
3 Section 14, the recruitment and enrollment
4 procedures.

5 Is there any modification for students who are
6 experiencing homelessness in that process?

7 MS. CASH: You know, I think that I would need
8 to -- once I am made aware that we have a student who
9 is homeless or going through that process,
10 immediately reaching out to the district and the
11 social worker that would be assigned to my school and
12 say, "Hey, I found this out. I have a child who's
13 homeless. What can I do to support them?" But as
14 far as recruitment, are you saying for recruitment
15 for homeless children?

16 DR. MCCULLERS: I'm just talking about the
17 entire -- the section describes a process where you
18 recruit students, receive applications, and then
19 enroll them, and there's a set of documents and so on
20 that are required.

21 And what I'm looking for is some special
22 provision or process if a student shows up who meets
23 the criteria for homeless, then what happens? So
24 far, I think the answer is you should contact the
25 district; is that right?

1 MS. CASH: Well, yes, just so I'm better
2 prepared to support this child. But anyone who wants
3 to apply -- but if our application is online and they
4 don't have access to that, then come into the school
5 and please use our computer and our internet and fill
6 out the application, or maybe we have a paper copy of
7 the application, just anything that we can help
8 supply to any of our families to make sure that they
9 have the access needed in order to apply and enroll
10 to the school.

11 DR. MCCULLERS: And if they come in without
12 documents, but say they're living in a hotel or
13 they're doubled up with someone, will you be able to
14 get them in class that day?

15 MS. CASH: I personally have not experienced
16 that yet. So I would need to understand from the
17 district what my policies and steps are for when that
18 happens so that I am prepared for if that does
19 happen, so that would be something that before the
20 school opens that I have discussed with the county so
21 I understand those expectations right off the bat, so
22 if that were to happen, I'm ready to go.

23 DR. MCCULLERS: All right. Moving to the
24 facilities plan, Section 16. I understand that the
25 facility was previously used as a school and you have

1 assurances that it's available.

2 Is there a backup plan should it turn out to be
3 no longer available?

4 MS. JOANOS: We have the confidence that it's
5 going to be available. The landlord has worked with
6 us right along the whole time and he's very much
7 involved in wanting to see this happen.

8 DR. MCCULLERS: So there isn't a backup plan
9 because it isn't needed; is that correct?

10 MS. CASH: Correct. We did not build any
11 backup plan at this point, no.

12 DR. MCCULLERS: Okay. And then the last
13 question regarding the transportation plan in 17.

14 Why would you not make any provisions for
15 staffing purchasing or budgeting for transportation?

16 MS. CASH: So we are hoping that any
17 instruments that come to us with the transportation
18 need, that we are able to partner up with our
19 families. It's extremely important making sure these
20 kiddos are getting to and from school and we
21 recognize that. And so we are looking at having
22 staff and parent volunteers to organize car pooling
23 strategies to help get students to and from school if
24 needed and making sure that we offer a before-care
25 and an after-care option, so in case that's needed,

1 that's there as well. And then we will continually
2 through different climate surveys with our parents be
3 looking at and addressing those needs if and when
4 they arise and bringing that to the board's attention
5 that, "Hey, we've seen an increase in need for
6 transportation. What can we do?" And work through.

7 DR. MCCULLERS: Is this a system that you
8 currently use?.

9 MS. CASH: Yes.

10 DR. MCCULLERS: Is there any concern or
11 provisions that this excludes certain students from
12 enrollment?

13 MS. CASH: No, not currently that I have been
14 made aware of. This is the model that -- the school
15 I'm currently at, we don't have buses or
16 transportation at any of the nine campuses that we
17 have, and as far as I'm aware, and my campus in
18 particular, there's never been a concern.

19 DR. MCCULLERS: Thank you.

20 MS. URBAN: Thank you, Dr. Jeff. Next we have
21 Dr. Rodgers.

22 DR. RODGERS: Good morning.

23 MS. CASH: Hi, Dr. Rodgers.

24 DR. RODGERS: Good morning. How are you today?

25 MS. CASH: I'm good, thank you. How are you?

1 DR. RODGERS: I'm doing well. I want to
2 follow-up on the question Dr. Jeff had that would
3 segue right into my question. It has to do with just
4 the attendance rate.

5 What is the attendance rate, average attendance
6 rate at your school based on the current strategy of
7 transportation that you have?

8 MS. CASH: Right off the top of my head,
9 percentage wise, I'm not sure, but on average, I
10 would say -- and this year has been a little
11 different with distanced learning -- but I would say
12 on average, less than ten kids a day, and currently
13 at my school, we're at 392 students.

14 DR. RODGERS: All right. Thank you for that.
15 Just particularly concerned with respect to having a
16 diverse population and access to transportation and
17 getting to school, just was concerned about that. I
18 do want to ask -- I have two questions for you this
19 morning, so you don't have too much from me.

20 But what are your progress monitoring efforts
21 as far as attendance and truancy are concerned for
22 your students?

23 MS. CASH: So what I can imagine us doing is
24 kind of being aware. So I log in every day and I
25 look at our attendance, I make sure all the teachers

1 have taken attendance and I look at the attendance of
2 all of our absent students, and often I'm pulling
3 reports to see who maybe has, like, five or more
4 absences so that I'm contacting those parents and
5 letting them no know, "Hey, truancy." I wouldn't
6 send it at five absences, but having those
7 conversations of, "Just making sure you're aware, 15
8 absences, you need to be mindful." Obviously if
9 there's health concerns or family emergencies, things
10 like that, I take that into consideration before I am
11 reaching out to those families. But currently we
12 were having a situation where we had two siblings and
13 they were never, never showing up, and parents were
14 not responding to us. We did home visits, I told the
15 Sheriff to help with just kind of welfare check-ups
16 and getting the social worker involved in working
17 through how we could better help this family.

18 So just making sure that I am reaching out to
19 any and all of those resources, I'm staying on top of
20 the attendance, that open parent communication of
21 letting them know. With these particular siblings,
22 we ended up not going the truancy route with the
23 district. They did end up moving, and so they left
24 our school to attend another one. So I personally
25 have never been through the entire truancy process

1 with our district. So that is also something that I
2 would want to know what those expectations are, when
3 am I reaching out to you, who am I reaching out to,
4 at what capacity, what's needed from me, and just
5 working through what that would look like.

6 DR. RODGERS: Thank you so much for that. Then
7 the next question I have is regarding discipline or
8 students behavior.

9 What tools or methods are to be used by
10 teachers to assess students' behavior? And then the
11 second part to it: Is there a plan to use Leon
12 County Schools Student Code of Conduct?

13 MS. CASH: Yes. So our plan right off the bat
14 is to use the code of conduct. It's obviously
15 working very well for Leon County Schools. We have
16 every faith in it, so we plan to use it. And then as
17 far as assessing student behaviors, currently we have
18 ClassDojo, which is a really great opportunity to
19 kind of track student behavior through the day. It's
20 an app. The parents can download it in real time,
21 they can kind of see, "I can see when my child gets a
22 point given to her or taken away and we can have that
23 conversation at home."

24 I can have that conversation with parents, but
25 when we're looking at maybe some more severe

1 behaviors and really needing to assess them and track
2 them, make sure we have that tracking sheet, teachers
3 are making notes and tallies of those behaviors so
4 that we can see those parents and then work through
5 how we can help support that child maybe before we do
6 need to go the FPA route. Is there a certain time of
7 day that they're acting out? Why is it? They're not
8 eating breakfast, so by 10:00, do they need a snack?
9 And so just what can I do? Can I give snacks to the
10 teachers to make sure that child is eating so then
11 maybe that helps to eliminate that behavior?

12 But absolutely keeping track of it, talking to
13 the child, kind of getting a better understanding of
14 what's going on and why and then how we can better
15 support? I really like the idea of restorative
16 practices with the students, first making sure that
17 I'm understanding what's going on, how they're
18 feeling, why they're acting like that, how we can
19 solve it, how we can mend the relationship with
20 whoever they have hurt, making sure we're having
21 those class meetings, having a family, you know, and
22 letting everything know sometimes our family members,
23 they fall down and we need to help pick them up and we
24 need to be here to support them.

25 So really putting in more of the restorative

1 practices and positive areas of support before going
2 FBA or going the consequence route or anything like
3 that.

4 DR. RODGERS: So I imagine that you would also
5 have some type of progressive discipline plan in
6 addition to of course your tracking, but there would
7 be some type of progression.

8 MS. CASH: Yes, and even kind of keeping track
9 of that. What I had utilized in my classroom as a
10 teacher, it wasn't required, I started using it, and
11 now all of my teachers do, but we do behavior
12 reflections. So it's a way the student can kind of
13 stop, think about what they're doing, be able to
14 write why they did this, what maybe they could do
15 next time, and that is sent home. It's a form of
16 communication to parents to let them know, but then
17 it also let's us track, and then we also have a thing
18 called a Four Square, so if the behavior might not
19 warrant a referral but it does need to be documented
20 so then we can see if it's continuing, if there's
21 this pattern, and then maybe we need to move a little
22 bit more aggressively with parent and what we're
23 doing to help support that child, but just a form of
24 communication and tracking and then also kind of
25 having, like, those Level 1 observations, Level 2

1 observations, Level 3 observations, so then teachers
2 are understanding, "Okay, they did this, that's a
3 Level 2, it's parent contact right away," or, "Oh,
4 that was a Level 1, I'm gonna have them -- I'm gonna
5 talk to them, maybe fill out a behavior reflection
6 and talk about the behavior," so that then teachers
7 can kind of have a good understanding of where they
8 need to go with that behavior.

9 DR. RODGERS: Is the Four Square for the
10 student only and some type of reflective practice?

11 MS. CASH: So it's something we started
12 implementing this year. One of our other principals
13 had shared it that they were gonna be using it. So
14 it kind of has, like, four boxes, it's a sheet of
15 paper, four boxes, and we're able to just say, "Hey,
16 on this date, this was the behavior, and spoke to
17 child about this," and then maybe the second time
18 it's like, "Okay, now it's happened again." So we
19 document it, what it was, "Had a lunch detention," so
20 then we're able to kind of track and see: Is that
21 behavior continuing? Is it progressing? Is it
22 getting worse? And then it's also a way that the
23 parents are aware of what's going on with that
24 behavior in the classroom and what we're doing school
25 side so we can have that partnership.

1 DR. RODGERS: Thank you for that. Those are
2 all my questions.

3 MS. CASH: Thank you.

4 MS. URBAN: Thank you, Dr. Rodgers.

5 DR. RODGERS: You're welcome.

6 MR. SHIVELY: I think I have a better
7 understanding of what Dr. Jeff was asking me. Is it
8 okay if I just sort of clarify I think what he might
9 have been asking?

10 MS. URBAN: Certainly.

11 MR. SHIVELY: Dr. McCullers, can you hear me?

12 DR. MCCULLERS: Yes, I can.

13 MR. SHIVELY: Okay. I think I am having a
14 little quiet time. Were you asking about the
15 difference in the dissolution of the corporation that
16 is contained in the articles of incorporation
17 compared to the dissolution or termination of the
18 charter that is addressed in the bylaws?

19 DR. MCCULLERS: Yes, that's correct. I was
20 looking at the assets of the whole enterprise and
21 making sure that everybody's various ownership of
22 those assets was taken care of.

23 MR. SHIVELY: Certainly. And for clarity, the
24 two documents are that inconsistent, the bylaws set
25 forth, what happens if the county, school board,

1 either terminates the charter or doesn't renew the
2 charter? The corporation would still exist, and so
3 the bylaws set forth what is required under law. So
4 those will all go -- and as you heard, they'll be
5 inventoried to assure where those properties should
6 be disbursed.

7 After all of those disbursements are made, it's
8 entirely possible that there still might be assets or
9 funds residing in the corporation that exist beyond
10 those that need to be distributed back to the school
11 board or back to the state. In that circumstance,
12 the articles would address any residual funds or any
13 residual resources that don't automatically esteeep
14 (ph.) back to the county and the state. Does that
15 clear that up --

16 DR. MCCULLERS: That would be an appropriate
17 process, yes. I'm still not sure why it's not -- why
18 it's not explicit in the articles.

19 MR. SHIVELY: Well, because the articles really
20 just establish a corporation that's intended -- what
21 it may change at any time, the state could always
22 establish different sources where those funds -- or
23 not sources -- different recipients for where that
24 property and where those funds should go, the bylaws
25 are intended to be a little more flexible. What the

1 articles are addressing are just the corporate assets
2 that are naturally within the corporation. In my
3 experience, that's a fairly customary way of setting
4 up these organizations where you have your articles,
5 but the bylaws will determine more specifically when
6 we're talking about those funds that are and those
7 resources that are being allotted to the corporation
8 for the purposes of the operation of the charter
9 school.

10 DR. MCCULLERS: I understand.

11 MS. CASH: Thank you, Dr. Jeff.

12 MS. URBAN: Thank you Dr. Jeff. Next I believe
13 we have Mr. James Cole.

14 MR. COLE: Good morning. So I've been waiting
15 for almost three hours and Dr. Jeff and Dr. Rodgers
16 stole my thunder with the transportation questions.
17 But no, my question was just around -- in the
18 proposal, it states that you provide transportation
19 for, I believe, students between two and four miles
20 within the school, and I just was wondering what the
21 game plan was for students that live outside of that
22 window. And I think you sort of addressed it when
23 answering the question to Dr. Jeff.

24 MS. CASH: All right. Well, thank you.

25 MS. URBAN: Thank you, Mr. Cole. Next we have

1 Ms. Althoria Pickett.

2 MS. PICKETT: Hello, hello, hi, guys. Okay.

3 So Shane pretty much asked all of my questions.

4 There was one about the -- actually, Shane already
5 asked all my questions. We're good. It was about
6 ESOL. We're good. Thank you.

7 MS. CASH: Thank you.

8 MS. URBAN: Thank you, Ms. Pickett. Next we
9 have Ms. Tonja Fitzgerald, Ms. Kim Scott.

10 MS. FITZGERALD: Good morning. And Kim, did
11 you want to ask these questions or do you want me to
12 go ahead?

13 MS. SCOTT: Whichever you choose. We're
14 looking at 86 through 88?

15 MS. FITZGERALD: Yes. Well, I'll take 86.

16 You already mentioned somewhere extra academic
17 supports, I think Shane asked that question.

18 Could you clarify how you would deliver those
19 extra supports as far as -- you said small group
20 instruction, but is there additional planning as to
21 how you would deliver those extra academic supports?

22 MS. CASH: So from the model that I've seen
23 work when we're look specifically at Tier 2 and Tier
24 3, they are small groups, but that's not limited to
25 just Tier 2 and Tier 3, and it's not limited to the

1 different ways a student will learn. So they'll have
2 the explicit instruction, but then also being able to
3 break out into different centers, maybe experience
4 different things within the classroom, different
5 stations that they'll rotate through, meeting with
6 the teacher, getting an opportunity to work with
7 their peers and collaborate that way, whether
8 researching or creating something. So many times
9 kids they might drown a teacher out a bit, but the
10 second they hear it come from a peer and presented a
11 different way, it might click for them.

12 So it is extremely important to make sure that
13 the kiddos are getting the majority of their time
14 being able to have conversations, have those debates
15 and those discussions and learn how to properly
16 debate and discuss. And so that will need to be
17 explicitly taught from the teacher, getting to rotate
18 through different centers and experience technology
19 and also experience hands-on activities that they're
20 manipulating with and writing over here, and so
21 making sure to really provide a wide range of
22 activities within the classroom that the kids will
23 get to partake in.

24 And then looking at kind of after-school hours,
25 extracurricular, I'm envisioning 8:00 to 4:00

1 contract for teachers, so car line is over by 3:30.
2 So from 3:30 to 4:00, at least once a week, teachers
3 are providing a club. So maybe it's homework club,
4 maybe there are some kiddos that are just really
5 struggling getting homework done at home, they're
6 fighting with a parent, "This is a new way of math, I
7 don't want to do it at home. That's not how my
8 teacher taught me." So then they'll have the
9 opportunity to be able to stay with their teacher and
10 can review some of those questions on homework.
11 Maybe they need an enrichment club, maybe they want
12 to work on recycling, they want to work on gardening.
13 I did novel study clubs.

14 So kind of really being able to pinpoint what
15 interests the teachers have, what skill sets they
16 have and how they can work to enrich the students
17 through those clubs in offering that.

18 MS. FITZGERALD: Okay. Thank you.

19 MS. SCOTT: Okay. This is Kim Scott. How are
20 you?

21 MS. CASH: Hi. How are you?

22 MS. SCOTT: I'm doing well. You mentioned in
23 your application that you would be having a half-time
24 school counselor. And in our system and in most
25 systems in the public setting, the school county

1 functions in many roles, and a lot of it is related
2 to student success and student support, whether it
3 has counselor needs, the referral coordinator for 504
4 ESE, paperwork in processing, ESOL, so much more.

5 How do you plan to do that with half of a
6 school counselor position?

7 MS. CASH: Absolutely. So I think kind of
8 going back to that multiple hats wearing, and so
9 maybe they're half-time guidance counselor, but then
10 they're also assisting in another area. So then they
11 would end up technically making that full-time
12 employee but they're kind of that double duty.
13 That's what my personal school has done in the past,
14 this year with our enrollment, and being much larger
15 -- well, last year and this year, we definitely saw
16 an increase for the social/emotional needs, so now we
17 do have a full counselor, and we aren't having to
18 share. So I think getting very creative, and I'm not
19 even opposed to reaching out to some of the other
20 charter schools who are also facing similar concerns
21 with a smaller budget and saying, "Hey, you want to
22 partner up and we can utilize someone to kind of help
23 both of us in different ways?"

24 But I think just being able to use them to the
25 best of their ability, and I think, though, coming

1 out of this pandemic, it will be something especially
2 for the social and emotional learning needs that we
3 will really need to make sure we have someone on
4 staff who's able to help these kiddos as they're
5 dealing with coming out of this. And who knows,
6 masks might still be a thing the next year in the
7 classrooms, and it's hard. This is hard. And it's
8 hard on adults and it's even more so on the kiddos
9 and I recognize that.

10 MS. SCOTT: Okay. Thank you. The other
11 question is: Will you have a testing coordinator to
12 help support some of the statewide standardized
13 testing?

14 MS. CASH: So that's me. I don't kid when I
15 say I wear many hats. That is one of my roles and my
16 principal's roles. We are the testing coordinators.
17 I'm the ESOL coordinator, I test all the ELE
18 students, I've made the schedule for the two weeks
19 for testing in small groups. So it's us.

20 MS. SCOTT: Okay. Thank you.

21 MS. URBAN: Thank you, Tonja and Kim. Thank
22 you. Next we have Mr. Brett Shively.

23 MR. SHIVELY: Good morning, and thank you for
24 taking the time to answer our questions this morning.

25 MS. CASH: Thank you for being here.

1 MR. SHIVELY: Absolutely. Having been in the
2 spotlight for quite some time, I can definitely
3 understand where you're sitting.

4 Primarily our questions are: We'd like for you
5 to clarify your human resources procedures
6 specifically related to salary ranges, benefits, and
7 reward structures as well as it relates to
8 disciplinary procedures, specifically related to due
9 process and disciplinary procedures.

10 MS. CASH: Okay. Good question.

11 MR. SHIVELY: I'll go over it again. So
12 basically we just need clarity on your processes in a
13 couple different areas. Salary ranges, benefits, and
14 reward structure.

15 MS. CASH: Okay. Salaries, benefits -- is
16 Desiree -- are they still on, school financial
17 services? The salary ranges, can you guys speak?

18 MR. SPENCE: Yeah. I'll speak to the initial
19 salary and the initial intent for annual raises. And
20 I want to drop back to a question that was asked
21 earlier and I believe everybody does recognize that a
22 small school environment like this, obtaining the 475
23 the first year in kind of capacity, it's
24 mathematically impossible. Obviously the board has
25 had some discussions in getting the budget prepared,

1 and \$40,000 was a compromised figure on beginning. I
2 believe we have billed in a percent and a half
3 increase for allowance for salary increases.
4 Obviously I believe the board and the principal
5 direction, the principal direction of the board would
6 obviously implement a plan for assessment of how that
7 would proceed with the allocation.

8 Benefits obviously are not -- again, I feel
9 like I'm repeating -- are not as rich as one would
10 see with the district school. It's very obvious, as
11 we mentioned earlier, the economy of scales keeps it.
12 But there is an attempt, definitely an attempt to
13 have a significant -- I believe we've got FRS, for
14 retirement, we've got three percent. We have at
15 least some type of a health plan that will be in
16 there. Again, if you're comparing it to the
17 district, obviously not, but there is administration
18 board intent to have at least some program as the
19 school grows to the 348, possibly more, one would
20 think that the increase there should be going along
21 with the increase of the school. But again,
22 mathematically, we're kind of held within some
23 constraints here for the beginning budget as we had
24 prepared for the application.

25 MR. SHIVELY: Got you. So am I to understand

1 that every teacher regardless of the years of
2 experience would be brought in at a base rate of
3 \$40,000 on that first year?

4 MR. SPENCE: That would be considered the
5 average. Obviously I believe there -- again,
6 hopefully the principal will have a scoring sheet of
7 some years of experience and how they would apply to
8 that.

9 MR. SHIVELY: Okay.

10 MS. CASH: As myself and the board, we haven't
11 determined that yet; if you're coming in with five
12 years or six years, where you would be at. So that
13 will be something that we will have to decide on.

14 MR. SHIVELY: I guess the primary concern is
15 obviously with Leon County Schools, our current base
16 rate at this point in time is \$43,404, that's for a
17 teacher with zero years of experience. And then
18 people that have experience, it goes up incrementally
19 from there. So I wonder how well you're going to be
20 able to attract and retain teachers at the level that
21 you've indicated within your proposal. But of course
22 understanding the economy and whatnot, it's an uphill
23 battle, I think that's what you'll find, it's an
24 uphill battle, but it can be done.

25 Secondly, I guess, a little bit more clarity

1 around your selection process as well as your
2 disciplinary processes and due process as it relates
3 to those processes.

4 MS. CASH: Sure. So kind of our selection
5 process and hiring process, we'll absolutely make
6 sure our teachers meet those requirements. They have
7 to be certified, you have to be a certified teacher.
8 And knowing that we are gonna be smaller and wear
9 multiple hats, we'll really be on the lookout for
10 people who maybe hold dual certifications, ESE, Gen
11 Ed, maybe a gifted endorsement, and making sure they
12 have the reading endorsement. So working closely --
13 I'm envisioning also closely working with the
14 schools. We're very fortunate that Tallahassee,
15 we've got FSU, we've got Flagler, we've got FAMU. So
16 working closely with these schools to be able to have
17 them come in and do practicums and do internships and
18 maybe kind of get excited for what we're able to
19 offer.

20 And I'm not speaking to Leon County specific,
21 but we have teachers who have left the district to
22 come to our charter school knowing that we might not
23 have as much resources or pay not be exactly the
24 same, but there's other things that drew them in, the
25 autonomy. I can speak on Pasco County, teachers

1 don't lesson plan. They are handed a script and they
2 are told, "This is what you teach and this is what
3 you read," and a lot of teachers are having issues
4 with that. They're feeling like their creativity is
5 being taken away. And so having autonomy within the
6 classroom is really bringing teachers in and they're
7 saying, "I can be a teacher again." And I'm not
8 saying that's happening in Leon County. I can only
9 speak to my current experience. But sometimes
10 teachers are looking to kind of slow down a little
11 bit and maybe be at a smaller school. So I think
12 there are other things we're able to offer that will
13 entice them.

14 MR. SHIVELY: Very well. Then specifically
15 related to any due process allowance or disciplinary
16 process.

17 MS. CASH: For staff members?

18 MR. SHIVELY: Yes, for staff members. Like
19 when you have performance related issues or behavior
20 related issues, how would you deal with those and
21 what due process would you allow?

22 MS. CASH: So I think that it's going to vary
23 on situation, but having the evaluations for
24 teachers, being able to show what's going on, I think
25 the severity of things. I'll speak on experience. I

1 had a staff member that was arrested and charged with
2 a felony, and so that was an immediate call to our
3 board chair to our co-employer ACH and it was
4 immediate termination. And so I think it definitely
5 is going to depend on the situation and what's going
6 on. But having those evaluations, having write-ups,
7 having proof of coaching, so if there's academic
8 concerns, I need to do my job, I need to be in there
9 coaching that teacher, helping them, brainstorming
10 with them and having that documentation to show so
11 then if for any reason there does need to be
12 termination, I'm able to present those findings to
13 the board and the board is able to review that and
14 then the teacher is absolutely allowed to go to the
15 board, file what they need to do, and be able to
16 defend themselves, too, if they don't agree with it.

17 But I think before even getting into that
18 point, it's open communication. Anyone who is going
19 to be terminated, it's not going to be a surprise.
20 They shouldn't feel shocked knowing that they got
21 terminated. Like, there needs to be those
22 conversations continually.

23 MR. SHIVELY: And the only thing I would say,
24 as part of your proposal, you've indicated that you
25 would be developing personal policies and procedures

1 in the September-December '21 timeframe. I think
2 that there's just a lot of area for specific
3 policies, specific procedures, it seems like you guys
4 have gone through this at a very high level, but you
5 probably need to dig a little bit deeper into the
6 specifics as you develop those policies.

7 MS. CASH: Thank you for that feedback.

8 MS. URBAN: Mr. Shively, do you have any other
9 questions?

10 MR. SHIVELY: No other questions.

11 MS. URBAN: All right. Thank you. Ms. Craul,
12 Dr. Cox, did you have any questions?

13 MS. CRAUL: No. All of my questions have
14 already been asked, but thank you.

15 DR. COX: Can you all hear me out there?

16 MS. URBAN: Yes.

17 DR. COX: I got more things popping up on my
18 screen here. Real simple, and you may have addressed
19 this one: You're gonna do physical education? I
20 heard you all say that.

21 MS. CASH: Yes.

22 DR. COX: If I remember right, there's a
23 parking lot.

24 Have you all thought about your physical
25 location, where you would do that over there?

1 MS. CASH: Yes, we have. And I think that's
2 something that were we're gonna continue to need to
3 work through and just make sure that we're utilizing
4 the best of the space, but almost maybe, like,
5 blocking off that parking lot that's between the two
6 buildings and use that during the school day for
7 that, utilizing the playground in recess out there,
8 really kind of looking at that schedule.

9 I always joke with my teachers, "It's a game of
10 Tetris. So if anyone likes Tetris and wants to work
11 on this schedule with me, please help." But making
12 sure that we do have that space available.

13 DR. COX: Okay. Good. Thank you. Somebody
14 told me there was a gym back there now, but there
15 wasn't when I did an on-site review many years ago.

16 MS. CASH: So that building is Peter Boulware's
17 building.

18 DR. COX: Got you. Okay. So I actually know
19 where you're looking at, and it can be done. You
20 have to design your activities.

21 And the next thing is -- health services is
22 under me, too, and so because the COVID thing has
23 hijacked my career the last 13 months, what is your
24 plan as far as that? Because currently, just to let
25 you know, we provide -- we're funded through Medicaid

1 billing, and the charter schools aren't part of that.
2 They can choose to -- they can do their own Medicaid
3 if they'd like to, but that's gonna be kind of on you
4 all. Have you had any thoughts on how you're gonna
5 handle that? That's your nurses, your vaccinations,
6 all those kind of things.

7 MS. CASH: Right. So that's a really good
8 question. So our nurse -- like I currently have,
9 it's through the county, so we pay to have a nurse
10 assigned to us. She comes as needed. She does not
11 have any designated times at our school. And then as
12 far as vaccinations for our teachers, Pasco County
13 has included the charter schools within that, and I'm
14 not sure if that's through the funding that we pay
15 in, if that's included in that or how they were able
16 to do that, but we've also been getting grants and
17 that's been helping to buy more disposable masks and
18 the cleaning supplies and things like that to have
19 on-hand.

20 DR. COX: And I'm certainly hoping that COVID
21 goes away by the fall.

22 So vaccinations, talking about your students,
23 they've got required vaccinations?

24 MS. CASH: Yes.

25 DR. COX: And do you plan on having what we

1 call a school health assistant or any kind of -- or
2 are you just gonna have your office staff trained.

3 MS. CASH: It would be office staff trained as
4 well as myself. So we get the trainings on stop the
5 bleed and EpiPens and the disbursing of medication
6 and things like that. And we have had where we'll
7 have nurses come out and give the students the flu
8 shot. So we have been able to partner up with our
9 county to ensure that that happens.

10 DR. COX: Well, that's all the questions I
11 have. You're sitting at over 100 questions now, so I
12 think I'll let it go from me. Thank you. That's
13 great.

14 MS. CASH: That you.

15 MS. URBAN: Thank you, Ms. Craul and Dr. Cox.
16 Next we have James Howcroft.

17 Did you have any questions, James?

18 MR. HOWCROFT: Nutrition doesn't have any
19 questions. The only thing I did see is you budgeted
20 for breakfast and lunch, and on your sample, you only
21 offered lunch.

22 Are you offering both breakfast and lunch?

23 MS. CASH: Yes. So breakfast would be just in
24 the morning kind of as the kids are coming in. If
25 they need it, they can go. So that would be from

1 arrival until right before first bell rings, they can
2 go and get breakfast.

3 MR. HOWCROFT: Thank you.

4 MS. URBAN: Thank you Mr. Howcroft.

5 And Mr. Bush Watkins, did you have any
6 questions?

7 MR. WATKINS: No, ma'am. I don't have any.

8 MS. URBAN: Okay. Well, thank you. Sorry we
9 have an additional question.

10 MS. CASH: That's okay.

11 MS. MCKINNEY-WILLIAMS: Are you required to --

12 MS. URBAN: Hold on just a second. I'm sorry.

13 MS. CASH: That's okay.

14 MS. MCKINNEY-WILLIAMS: Are you all planning to
15 have an open enrollment or is this for the -- open to
16 students regardless of where they enrolled, what
17 surrounding counties?

18 MS. CASH: So as long as the district would
19 allow it, cross-county, I don't know if there's a
20 certain policy or, like, application process that
21 someone would need to go through. I mean, I'm
22 envisioning obviously all of Leon County, but I'm not
23 opposed to crossing county lines depending on the
24 district's policy for that. I currently -- like, I
25 have some students that live in two other counties

1 that do attend my school currently. So I know it can
2 be done. I'm just not sure.

3 MS. MCKINNEY-WILLIAMS: I also hear that you're
4 saying if the district allows it, would you be
5 following the district's policy for open enrollment?

6 MS. CASH: No, I just didn't know each -- it's
7 a statute. So yes, we'll be open to other counties.

8 MS. MCKINNEY-WILLIAMS: Okay.

9 MS. URBAN: All right. Thank you. Okay.

10 Were there any other questions, committee
11 members? Okay. Well then, we thank you. That was a
12 lot of questions, a lot of questions, but we do thank
13 you for taking the additional time and for answering
14 all of our questions. We apologize for the technical
15 issues that we've had today, that's just been a
16 little bit challenging, but we were able to kind of
17 roll with it, so we thank you for that. At this time
18 we're going to conclude our interview and we are
19 going to move to our team deliberation.

20 DR. GAYLE: So we respectfully ask -- we thank
21 you for your time. We did have to adjust things as
22 Ms. Urban said because of technical difficulties, and
23 again, thank you for understanding the way of the
24 world. We will reconvene in this room I would say at
25 12:50, and we ask that anyone from Red Hills who is

1 online, if they would sign out. Our team, if you
2 would stay in place, we're going to transition to our
3 next activity. And at 12:50, if you could come back
4 to this room for the public meeting part of this
5 whole process. There's a back way that you can get
6 in by the Sheriff's Department, that gate -- I don't
7 know if you're familiar with our campus, but that way
8 you wouldn't have to check in upfront since you
9 already checked in. Does that make sense?

10 MS. CASH: Yes.

11 DR. GAYLE: So we'll see you back at 12:50.

12 Leon County Schools Team, please stay online.

13 Thank you so much.

14 MS. CASH: All right. The school financial,
15 you guys can log off. Thank you so much for jumping
16 on. Thank you.

17 MR. SPENCE: Thank you, Shannon, and the Leon
18 County Team.

19 DR. GAYLE: Thank you so much.

20 MS. CASH: Thank you.

21 MS. URBAN: Now you can ask your question,
22 Jillian.

23 MS. GREGORY: Thank you. I have a quick
24 big-picture question. So we received the application
25 and we reviewed the application, and from that

1 application for academic services and other areas,
2 there were several questions that emerged.

3 The verbal responses in some of my areas
4 addressed some of those concerns, but those were
5 verbal and not on a piece of paper. So what I've
6 been struggling with as I'm trying to form opinions
7 and be wise and all of those kinds of things is: To
8 what extent is the verbal answer -- to what extent do
9 the verbal answers weigh in my evaluation of the
10 submitted application? Because a submitted
11 application is tangible and concrete and we can point
12 to it if there's a question, but in the answers, you
13 can't really point to the answers. And so I'm kind
14 of -- before we get into this conversation, I guess,
15 how much weight or how do I thread that needle?

16 MS. MCKINNEY-WILLIAMS: So we are -- I can't
17 give you a definitive of how much weight to afford
18 it. I think you have to give it the weight that you
19 feel it deserves or it's warranted. The questions
20 that you all asked were asked because you reviewed
21 the application and this information was not
22 included, okay? So there is -- I think there's
23 something to be said for the application not on its
24 own providing this information, that's not included
25 in there, but to your point about where she was or

1 where they were able to provide clarification and
2 additional explanation, it helps to show that they
3 have a response. It's not that there is no response.
4 They have a response, okay? We have a transcript
5 that we don't have right this second, but we will be
6 able to get within about 24 hours because we're
7 recording this and we also have the closed
8 captioning, so there will be a written writing that
9 reflects the questions that were asked and the
10 answers that were given. So no, it's not ideal. The
11 ideal would have been for this information to have
12 been in the application to start with.

13 But to the extent you asked questions and you
14 got answers, that you actually got answers, you
15 should take those answers into consideration when
16 you're determining whether they met the standard or
17 did not meet the standard or partially. If you ask
18 the question and they did not answer, you should
19 also -- because it was not reflected in the
20 application, you gave them an opportunity to answer,
21 it was still not answered, certainly take that into
22 consideration. So I think that's what you can do.
23 It's not ideal, but that's where we are. That's what
24 we've got.

25 MS. GREGORY: Then a follow-up, if I may. I do

1 know that we enter into a contract with a charter
2 school. So to what extent do the concerns or the
3 questions that we have answers to that we would want
4 to see in writing, to what extent is that contract
5 modifiable to allow us to capture key pieces or
6 concerns that we might have?

7 MS. MCKINNEY-WILLIAMS: So I've got a couple of
8 thoughts about that. Over the last several years, we
9 have gone from a situation where sponsors and charter
10 schools drafted the charter themselves, the charter
11 being the contract, now we have a standard charter
12 document that comes from DOE and there's oftentimes a
13 lot of pressure from charter schools to not deviate
14 from that at all. So what I can tell you is a couple
15 of things we've done in the past.

16 One, we have -- for example, should the
17 committee and should ultimately the sponsor being the
18 board approve the application, they can approve it
19 with conditions, and those conditions being
20 acknowledgement of certain things that they've had to
21 clarify in their writing. So, "Acknowledge that your
22 program will do this and this and this and this," and
23 you do a laundry list of the things that they had to
24 clarify or further explain in the interview that you
25 want to make sure is documented. That's a way.

1 Another way is, yeah, we've got a standard
2 charter now and they may push back and say certain
3 things don't need to be included, but we know that
4 the application is an attachment to it. And to the
5 extent the application does not contain all the
6 information -- and I think several of you in a very
7 diplomatic way explained it's not in here, this is
8 why I'm asking. We can push hard in our negotiations
9 to say, "It's not in there, it's gotta be reflected
10 somewhere." So yes, we're gonna need to -- "The
11 modifications to the standard charter are not
12 prejudicial to you, charter school, but it's
13 necessary to actually make sure that these topics
14 that ought to have been reflected in the application
15 somewhere are reflected."

16 So we can come at it a couple of different
17 ways, but I do certainly agree that there needs to --
18 ultimately, if there's an approval -- the things that
19 were not touched on, they need to be touched on in
20 writing, that the charter school agrees to. Does
21 that answer your question? Okay. All right. Time
22 for deliberations.

23 DR. MCCULLERS: I have a follow-up question, if
24 I can.

25 MS. MCKINNEY-WILLIAMS: Certainly.

1 DR. MCCULLERS: Thank you. I see that we're
2 recording this and you said that the transcript is
3 gonna be produced. That will then become a public
4 record; is that correct? Am I correct?

5 MS. MCKINNEY-WILLIAMS: Yes, sir.

6 DR. MCCULLERS: And so this conversation we're
7 about to have will be part of that public record?

8 MS. MCKINNEY-WILLIAMS: I mean, yeah.

9 DR. MCCULLERS: Okay. Just wanted to make sure
10 I had the same understanding. Okay. Thank you.

11 MS. MCKINNEY-WILLIAMS: Yes, and I think this
12 is because it all needs to be provided to the
13 superintendent so that he's informed of the entire --
14 every step of this committee's work, and then it will
15 also -- it's likely we'll provide it to the board so
16 that they have information, a full understanding as
17 to every step, and yes. So yes to answer your
18 question, it would be, mm-hmm. Okay. Deliberations.

19 DR. GAYLE: So before we deliberate -- because
20 they're coming back at 12:50 -- what if we don't have
21 this document completed?

22 MS. MCKINNEY-WILLIAMS: We're gonna ask them to
23 give us a couple of extra minutes. We can reschedule
24 because we had the technical difficulties and ask
25 them to come back.

1 DR. GAYLE: Yes, ma'am.

2 MS. MCKINNEY-WILLIAMS: Or we can ask them to
3 try to give a couple of minutes and we can try to get
4 through it.

5 DR. GAYLE: Okay, because what we're gonna do
6 right now is go through that 22-section rubric, and
7 some of them did not -- if you recall, our options
8 with each of the rubrics were meets the standards,
9 partially meets or does not meet. I think everybody
10 is sort of ready to move forward. I know it's been a
11 long morning, but I think we need to move forward
12 with this. So I will look at what -- or do I just
13 start from scratch? I'll start from scratch.

14 MS. MCKINNEY-WILLIAMS: I thought you were
15 gonna have Brenda put the two up side by side.

16 DR. GAYLE: She's gonna put one up.

17 MS. MCKINNEY-WILLIAMS: She's gonna put the --

18 DR. GAYLE: She's gonna put the blank one up.

19 MS. MCKINNEY-WILLIAMS: Okay. Do they have --
20 they have the old copy, right?

21 DR. GAYLE: They have all of their -- we don't
22 have any of their information.

23 MS. MCKINNEY-WILLIAMS: So they can refer to
24 their old copy.

25 DR. GAYLE: Okay. So Ms. Brenda, can you share

1 your screen with the blank rubric, please? Thank
2 you. Perfect, Ms. Brenda. So we will start then
3 with educational plan.

4 So previously when we did this before for
5 educational plan, we had meets the standard. Is
6 there any change if you can read there? It's mission
7 guiding principles and purposes. Hearing none, we'll
8 leave it at meets the standard. No. 2 is target
9 population and student body. Previously we had this
10 as meets the standard.

11 MS. MCKINNEY-WILLIAMS: Based on what you heard
12 in the interview, does anyone want to change from
13 that? Okay.

14 DR. GAYLE: Okay. Standard 3, educational
15 program design. This one was partially meets the
16 standard. Are there any changes from partially meets
17 the standard?

18 MS. GREGORY: This is Jillian. I feel -- it is
19 my sense that based on her responses, that for me,
20 that she was able to provide -- demonstrate capacity
21 in this area.

22 DR. GAYLE: Okay. Any another comments?

23 MR. SYFRETT: Is there something that we could
24 put one of those conditions on? Is this where we do
25 that, Opal?

1 MS. MCKINNEY-WILLIAMS: Yes, it certainly can
2 be. I mean, yes.

3 MR. SYFRETT: So can we say more clarification
4 on Tier 2 and Tier 3 interventions or specific
5 interventions?

6 MS. MCKINNEY-WILLIAMS: Specific information on
7 Tier 2 and Tier 3 interventions --

8 MR. SYFRETT: For reading and math, I'm sorry.

9 MS. GREGORY: When I looked at this, I really
10 looked at the bullets of the evaluation criteria and
11 I think that the MTS, items with Tier 2 to Tier 3
12 fall under a different number.

13 MR. SYFRETT: Then we can just move forward on
14 it. Okay.

15 DR. GAYLE: Okay. So just to be clear, for
16 Standard 3, educational program design, with that
17 clarity that Jillian has just provided, we have
18 partially meets. Jillian has articulated that she
19 feels with the information they provided during the
20 interview, that we can move this to meets.

21 Is there anyone that disagrees with that?

22 MS. CRAUL: No. But Michelle, I have a quick
23 question. I'm sorry.

24 On our individual packets, if we mark something
25 different, we're staying with that or we should

1 change it to what the group decides?

2 MS. MCKINNEY-WILLIAMS: The individual packet
3 was based on your individual review. If you added
4 notes during the interview, that's still your
5 individual -- that's your packet.

6 MS. CRAUL: That's perfect.

7 DR. GAYLE: So with that being said, I'm
8 marking for No. 3, hearing no unrest, meets the
9 standard.

10 MS. MCKINNEY-WILLIAMS: One final time, is
11 there anyone that has a concern about moving from
12 partially meets to meets the standard?

13 DR. GAYLE: Okay. Moving on to No. 4, which is
14 curriculum plan. With this one, we didn't have a
15 final marking, but we had a lot of questions with
16 No. 4 with curriculum plan, excuse me, that it
17 provides a clear and coherent framework for teaching
18 and learning, it's research based, it's well designed
19 with the school's mission and educational philosophy,
20 provides an emphasis on reading, will enable students
21 to attain Florida standards, and will receive a
22 year's worth of learning for each year enrolled, and
23 will be appropriate for students below, at or above
24 grade level.

25 MS. GREGORY: Since this is academics, I'll

1 jump in here. Based on the responses from today and
2 the application, I have maintained a partially meets
3 the standard. I think that as it relates to
4 specificity regarding interventions for Tier 2 and 3,
5 as well as other components of the evaluation
6 criteria for the curriculum plan, that partially
7 meets is appropriate. However, I do think this would
8 be an area where we would perhaps want to negotiate
9 or have an addendum on or through the contracting or
10 the other process that Ms. McKinney-Williams
11 referenced.

12 DR. GAYLE: So that being said, curriculum plan
13 for the group, partially meets the standard, more
14 specificity needed in Tier 2 and Tier 3 and other
15 components, and as Jillian said, this is an area that
16 our attorney has said that we can negotiate and ask
17 them to provide additional information in writing.

18 MS. MCKINNEY-WILLIAMS: I mean, if that's what
19 they're looking for. Now, Jillian, you said
20 specificity with regard to Tier 2 and Tier 3 and then
21 you said something after that. I missed it.

22 MS. GREGORY: And reading. So I think that
23 essentially I have a sense that there is a vision and
24 an understanding of the big picture regarding the
25 curriculum plan for the school. I'm not clear that

1 there is a clear vision about how the school will
2 manage different components of the curriculum plan.
3 So it's -- curriculum plans is an umbrella and
4 there's all these different pieces, and it seems to
5 me that based on both the application and the
6 responses today that I do not have a sense that there
7 is a clear -- I did not hear a clearly articulated
8 vision for these pieces, and those pieces would be
9 Tier 2, Tier 3 in reading and other interventions
10 that would be used beyond Istation and those kind of
11 things. I heard a desire to meet children where they
12 are, but I didn't hear the specificity.

13 DR. GAYLE: Okay.

14 MS. MCKINNEY-WILLIAMS: Is there anyone that
15 disagrees with the partially meets?

16 DR. GAYLE: Thank you. Moving on to student
17 performance assessment and evaluation, this is
18 Section 5, and we had partially meets the standard.

19 Giselle, Jillian, Shane?

20 MS. GREGORY: I mean, I'm monopolizing it,
21 we're all academic services. But Shane, does anybody
22 want to add to that? Ms. Marsh? Giselle?

23 MR. SYFRETT: I felt that her explanation
24 showed that she did have an understanding of this.

25 MS. GREGORY: I, too, had moved mine from

1 partially to --

2 MR. SYFRETT: When I look at the bullets that
3 are there, I feel like she talked to the points that
4 were there.

5 MS. GREGORY: I would agree.

6 DR. GAYLE: So to summarize, am I hearing meets
7 the standard?

8 MS. GREGORY: I am moving her from partial --
9 I'm moving the charter application from partially
10 meets to meets on my personal sheet, yes.

11 MR. SYFRETT: My personal sheet also.

12 DR. GAYLE: Is there any opposition from moving
13 from partially meets to meets? All exceptional
14 student education is No. 6.

15 Cathy Shields or Dr. Cox, Jillian Gregory, we
16 did not have a rating there on exceptional student
17 education.

18 MS. SHIELDS: I believe last time, it was does
19 not meet the standard.

20 DR. GAYLE: Okay. Cathy, after answering the
21 questions that both you had and a myriad of other
22 people, can you speak to this?

23 MS. SHIELDS: Well, I mean, we've got to adhere
24 to these bullets here. So a lot of that was
25 addressed and answered. My main concern is that

1 between the does not meet and partially meets, that's
2 the big issue here. The umbrella of ESE is IDEA and
3 that speaks to a continuum of services, which they
4 did not really address or have an answer to how they
5 serve all students with varying needs. And again,
6 the last bullet, the realistic enrollment projection
7 under to generate FTE to provide these services, I
8 wasn't quite clear on if that's a realistic plan.

9 DR. GAYLE: So to summarize, am I hearing
10 partially meets?

11 MS. SHIELDS: Yes.

12 DR. GAYLE: Based upon IDEA and the continuum
13 of services, and again, a realistic enrollment
14 projection for students with disabilities, and a
15 staffing plan that allows for the projections?

16 MS. SHIELDS: Correct.

17 DR. GAYLE: Any other food feedback? So 6 is
18 partially. 7 is ELL, English language learners.

19 MS. PICKETT: I think last time, we did
20 partially.

21 DR. GAYLE: Correct.

22 MS. PICKETT: We could change that from
23 partially to met.

24 DR. GAYLE: Okay. With 7, ELL to meets.

25 MS. PICKETT: Yes.

1 DR. GAYLE: Based upon the bullets?

2 MS. PICKETT: There's still some concern of
3 what she -- what they're gonna do and what they know,
4 but I can't know that until they're -- until we're
5 doing it. So I can't know what they're gonna do
6 until we're in it. Does that make sense? So I know
7 what she says.

8 DR. GAYLE: Yes, ma'am.

9 MR. SYFRETT: I'm not sure she demonstrates the
10 understanding of the legal obligation of ELL
11 learners.

12 MS. PICKETT: She never mentioned anything
13 about the legal obligation. My concern is that.

14 MR. SYFRETT: Maybe it should still stay at
15 partial.

16 MS. PICKETT: Charter schools do get a lot of
17 people, do get a lot of ELL kids. They're transient,
18 but they do get them at the beginning and we
19 struggled this year, Lisa and I, with our charter
20 schools and getting them ready. So I'm not sure they
21 understand that process.

22 MS. GREGORY: This is Jillian. The reason I
23 felt comfortable with meets the standard is that in
24 her examples, there was evidence that she understood
25 some of the requirements, for example, this applicant

1 excluded the WIDA assessment, and demonstrated an
2 understanding of some of those components where I
3 think other applicants or other charter schools in
4 our district who have not had school based experience
5 are less familiar with. And so when I looked through
6 here based on my observations and the evidence I
7 heard, I felt that her examples demonstrated to me
8 that they had the capacity to serve ELL students as
9 required, and that's why on my piece of paper, I'm
10 gonna move it from partially to meets.

11 DR. GAYLE: We're gonna need a consensus.

12 MS. PICKETT: I mean, if it doesn't work, we'll
13 just -- we'll know.

14 MR. SYFRETT: I feel like she has the capacity
15 for it.

16 MS. GREGORY: Do you think that maybe we just
17 need to add it to our list of things to discuss with
18 them?

19 MS. PICKETT: I just want to make sure she
20 didn't just say, "Oh, yeah, we'll have a home
21 language survey on there." That's not --

22 MR. SYFRETT: I do think maybe the home
23 language survey added to their application.

24 MS. GREGORY: But that's something we could
25 discuss at a later date with the applicant should the

1 charter be accepted.

2 MS. PICKETT: We can move it. It's fine.

3 DR. GAYLE: So I'm moving it to meets. Ms.
4 Opal is going out to tell them it's gonna be a few
5 minutes and we'll continue.

6 So ELL, just to be clear, we're moving that to
7 meets? I have made notes of some things including
8 the language survey, the home language survey. And
9 Althoria, you said --

10 MS. PICKETT: The legal obligations, I'm not
11 sure about that.

12 DR. GAYLE: Okay.

13 MS. PICKETT: And I'm not sure she knows those
14 processes. She said something about teachers
15 being -- having the ESOL endorsement, but how to get
16 that endorsement, I did not hear her say.

17 DR. GAYLE: Yes, ma'am. All right. So noted,
18 and it's also in the transcript.

19 8, school culture and discipline.

20 Dr. Rodgers? Dr. Jeff? Anybody?

21 DR. RODGERS: I'm here, Michelle.

22 DR. GAYLE: Yes, ma'am. Dr. Rodgers, we had
23 partially. I'm going by memory because it's not
24 marked on here. If you don't mind leading us.

25 MR. SYFRETT: Originally we did say does not

1 meet.

2 DR. GAYLE: Does not meet? Thank you, Shane.

3 DR. RODGERS: That's correct. Does not meet

4 DR. GAYLE: Thank you.

5 DR. RODGERS: I'm still not clear on what she
6 has provided us. It was sketchy for me right now. I
7 don't know what others on the panel think, but I'm
8 looking at partially.

9 DR. GAYLE: So noted.

10 MS. PICKETT: Classroom management, that part
11 with the student led, I still didn't get. I don't
12 know, Dr. Rodgers, if you did, but I didn't get
13 clarity on what that meant.

14 MR. SYFRETT: I think that was more about data,
15 not necessarily culture. Some discipline.

16 DR. RODGERS: I really don't know what she
17 talked about with respect to student led. I didn't
18 get that.

19 MS. PICKETT: I didn't either.

20 DR. GAYLE: So what I think I'm hearing, Dr.
21 Rodgers, are you recommending we do move the standard
22 from does not meet to partially?

23 DR. RODGERS: Partially, yes.

24 MS. MCKINNEY-WILLIAMS: Yes, ma'am. Is anyone
25 in disagreement of that move? Hearing none, we'll

1 move on.

2 8 is one where there is no meet partially,
3 meets or what have you. Supplemental programming.
4 Are there any notes? This is where we're talking
5 about extracurricular and cocurricular activities
6 that support and do not direct from the educational
7 program. They talked about clubs and different
8 things of that nature. Any notes that you want to
9 add? There's not a rating for that one. Hearing
10 none, I think I hear none.

11 Now we get into organizational plan governance,
12 this is No. 10. The governance section shall
13 describe how policymaking and oversight function, the
14 oversight function of the school will be structured
15 and operate. Dr. Jeff? Anyone?

16 DR. MCCULLERS: I'm sorry, I'm here. Yeah, I
17 had some items for this, and the response that we got
18 was as good a response as you could get, which was
19 that, "We'll follow the statute and conformity to
20 typical practice." When I was doing this in my own
21 district, I would have taken this to our board
22 attorney to decide if he was willing to go to appeal
23 on some technical issues about the agreement between
24 the articles and the bylaws. I think it's pretty
25 iffy if he would have, but I would have asked anyway.

1 If the school was going to be involved with an
2 education service provider, I would be much more
3 worried about this issues. Since they are not, my
4 level of worry about it is a bit diminished. So it
5 would be hard to win an appeal based on just that
6 point. So I'm not sure it's worth making a stand
7 over.

8 MS. MCKINNEY-WILLIAMS: I agree. And I also
9 think in the answer that he really doesn't understand
10 the practical issues that we deal with when an
11 organization or an entity dissolves. He was trying
12 to make a distinction between the dissolution versus
13 termination. And in either event, I mean --

14 DR. MCCULLERS: We still have practical
15 problems to deal with.

16 MS. MCKINNEY-WILLIAMS: Yes, and I agree that
17 the answer that was given was very, "We'll follow the
18 statute and do what we're supposed to do," but that's
19 the issue. In these circumstances, often the
20 entities don't do what they're supposed to do because
21 they are dealing with their own issues. And that's
22 how I understood the question that you were asking,
23 and the answer, your comment to elicit. Anyway, so
24 is that a partial?

25 DR. GAYLE: Partial or meets?

1 MS. MCKINNEY-WILLIAMS: Do you have --

2 DR. GAYLE: What's your recommendation, Dr.
3 Jeff?

4 DR. MCCULLERS: I'm great with partial.

5 DR. GAYLE: Okay.

6 MS. MCKINNEY-WILLIAMS: Are there any other
7 thoughts from anyone?

8 DR. GAYLE: So that is No. 11 -- excuse me --
9 No. 10, that's partially meet.

10 11 is management and staffing, organizational
11 chart, management structure, day-to-day viable and
12 adequate staffing plan, a sound plan for recruiting
13 and retaining how to qualify an appropriately
14 certified instructional staff.

15 Mrs. McAllister? Dr. Cox? Ms. Craul?

16 DR. COX: I had on my notes, I put partially.
17 I felt like their teacher recruitment -- I felt like
18 their teacher recruitment, they sound like they're
19 gonna have to wear many hats, which they could find
20 challenging. And remember when we were -- when I
21 reviewed this under the teacher recruitment area, it
22 was just a paragraph. I think the output to school
23 and to accomplish their goals and objectives, they're
24 really gonna have to think about their staffing, how
25 they're gonna do that. So I'm at partially. I'm

1 still wanting to sit with that.

2 MS. MCALLISTER: I agree with that as well. My
3 concern was more towards the -- recruitment is huge,
4 especially because we're in a pandemic still. I feel
5 like I kept referring to that, because we are, and as
6 I hear from principals daily from their concerns
7 about people who are leaving or taking leave or have
8 made other decisions, we've gotta figure out -- and
9 that's why I agree partially as well.

10 But my other concern that is huge for me as
11 someone who sits in the seat of hearing people
12 complain, if you will, my concern is about the
13 evaluation process and who is helping to support the
14 evaluation process, the checks and balances of that,
15 because with the school starting in the manner in
16 which it's starting and you have one administrator
17 and one administrator is trying try to evaluate all
18 of the persons on-site, both instructional and
19 noninstructional, who are governed by two different
20 evaluation tools, in many instances, how is that
21 being -- how is that administrator being supported?
22 Because when you're required to perform so many
23 evaluations per year, what happens -- because
24 evaluations are so subjective and can be very
25 objective, it just -- the lens, someone else offering

1 some constructive feedback and trying to support
2 employees professionally in their own respective
3 areas is difficult for one person to manage. So
4 that's what was giving me some huge concern as it
5 relates to this area.

6 MS. MCKINNEY-WILLIAMS: Great points, Mrs.
7 McAllister.

8 MR. SHIVELY: My thought is that they have
9 responded to each of the points. Now the question
10 that is in the evaluation criteria, it says that: Do
11 they present a sound plan? I think that that
12 distinction comes up because I don't know that it has
13 the level of specificity to be a sound plan in order
14 to completely meet. So I would go with while they
15 have provided at least some response in every area,
16 it's not really a super well thought out plan. So
17 it's a partially meets.

18 DR. COX: That's why I said partial.

19 MS. MCALLISTER: I agree, Brett. Thanks for
20 that last point there.

21 DR. GAYLE: I think we're hearing from
22 everyone. Sue, did you have anything to add?

23 MS. CRAUL: No. I'm good, thank you.

24 DR. GAYLE: I think I'm hearing from the people
25 who have spoken, partially meets the standard. We're

1 gonna move on.

2 12, human resources and employment. Again,
3 Mrs. McKinney, Mr. Shively?

4 MR. SHIVELY: Yes. I can speak to the human
5 resources piece, and I think it's very much along the
6 same lines as the one I was just speaking to. As I
7 went through each of the bullets, I think that they
8 either they have a decent enough fill-in-the-blank
9 plan, if you will, or they have leeway within the
10 proposal and the format of the proposal to provide
11 additional information at a later date, such that
12 about the worst that we could possibly do here would
13 be partially meets, and I think that's appropriate
14 because they haven't really provided compelling plans
15 or evidence of solid policies and procedures.

16 They don't really have a really well thought
17 out salary structure in mind. Other than I think
18 that, the question about how they plan to
19 differentiate with teachers and their years of
20 experience was really met with sort of -- they had a
21 response, but it wasn't clear to me that they had
22 thought through it, and it wasn't clear to me that
23 they had even clearly considered how they'd
24 differentiate those people.

25 So to me, partially meets makes sense,

1 primarily because there's leeway for them to provide
2 additional policies and procedures down the line, and
3 all they really had to do was provide the dates at
4 which those would be available, and they did so.

5 MS. MCALLISTER: Also, Mr. Shively and team,
6 what also gives me concern is that if there is
7 something that presents itself, and for lack of a
8 better phrase, if there is -- and god forbid that
9 there's an issue with a teacher or an employee, if
10 you will, and discipline ensues, how is that going to
11 be done? How are they gonna manage the area in which
12 that person who is potentially receiving the
13 discipline -- so for instance, it's not foreign to
14 our district for me to have to put someone on
15 administrative leave with or without pay, but our
16 CBAs, which are our collective bargaining agreements,
17 dictate that process.

18 What happens to ensure that these individuals
19 at this site will have a fair due process and then
20 what happens when you look at a succession plan to
21 come and kind of fill in the gap when something takes
22 place? And so that was something else I wanted to
23 make sure that I brought up.

24 MR. SHIVELY: Yeah, because even though I think
25 I gave them plenty of opportunities to talk about

1 their due process, any due process they plan to
2 afford to their employees, they never really did. I
3 think that that really comes into play whenever
4 you're addressing performance issues. Whenever
5 you're addressing behavioral or disciplinary issues,
6 you've got to outline what the due process is as it
7 relates to appeal rights and things along those
8 lines. They did say in their plan that they do plan
9 to use a form of progressive discipline and outlined
10 sort of the styles, written reprimand, suspension,
11 dismissal, but they didn't really talk any more about
12 what due process rights would be afforded to those
13 folks.

14 MS. MCALLISTER: And who would implement it?
15 So at the same time, John Hunkiar and I work really
16 well together, Brett and I work really well together,
17 but I don't -- if I'm investigating something, I then
18 have -- someone who's impartial to this area then
19 goes in to help to determine what the results or the
20 end results can be with the support of other
21 colleagues.

22 So what I'm saying is I don't ever issue -- I
23 don't ever do the investigation. I issue the
24 discipline. Because it's all -- it's one person,
25 right? We have to have some type of checks and

1 balances to make sure that we're doing our due
2 diligence to represent the district as well as the
3 employees.

4 DR. HUNKIAR: And I know we've gotta move on
5 here. I just wanted to make two observations in this
6 area. One of them being that the same person over
7 and over wears all the different hats and handles all
8 these things, if that person is gone for vacation,
9 whatever, who is that backfill that can handle the
10 issue like we're speaking about right now? And also
11 noted that the example given related to the
12 experience with an employee that had been charged
13 with felony and was immediately terminated, that
14 itself doesn't highlight due process. It sounds bad,
15 but you can't just simply terminate somebody for a
16 case that has not disposed.

17 MR. SHIVELY: Thank you. I was thinking that
18 myself.

19 MS. MCKINNEY-WILLIAMS: Absolutely.

20 MS. GREGORY: I have a question, a point of
21 clarity question for Opal.

22 MS. MCKINNEY-WILLIAMS: Yes, I'm here.

23 MS. GREGORY: So my question is: I hear our
24 commentary, but what is the expectation -- like, does
25 a charter school have to tell us their due process?

1 Because -- you know what I'm saying? I'm confused by
2 that, because --

3 MS. MCKINNEY-WILLIAMS: I mean, when you say --
4 do they have to tell us? They need have to have
5 something in place. So I think when you're asking
6 the question, it's: Have you developed this because
7 you're willing to have it? If you have employees,
8 you have to anticipate having employee performance
9 and behavioral things that you have to deal with, so
10 you're gonna have to have it in place.

11 I don't know that it's really about disclosing
12 to us. It's having it for implementation within the
13 school itself.

14 MS. GREGORY: So the question becomes then:
15 When we evaluate all this information, is there
16 evidence that the applicant has in place these
17 things?

18 MS. MCKINNEY-WILLIAMS: Is there evidence that
19 the applicant has articulated to the sponsor that it
20 will establish a school that will operate and be
21 functioning? I think someone raised the point, you
22 know, this is prospective, they're telling us what
23 they're gonna do. So we can't -- we can't expect
24 them to already have everything completely
25 crystallized because they haven't done it yet. But

1 they have to be able to articulate to a level of
2 specificity that you all believe is appropriate what
3 they are going to do and how they're going to do it.

4 MS. GREGORY: Thank you.

5 MS. MCKINNEY-WILLIAMS: Dr. Rodgers, did you
6 have something?

7 DR. RODGERS: No. I did not mute earlier. I'm
8 sorry.

9 MS. MCKINNEY-WILLIAMS: It's not a problem,
10 just wanted to make sure you had an opportunity to
11 speak.

12 So human resources and employment, am I hearing
13 partially or does not?

14 MR. SHIVELY: I'm saying partially.

15 MS. MCKINNEY-WILLIAMS: Yes, sir. Mrs.
16 McAllister?

17 MS. MCALLISTER: I'm saying partially. Am I on
18 mute?

19 MS. MCKINNEY-WILLIAMS: No.

20 MS. MCALLISTER: Sorry. I'm all screwed up.
21 Yes, I agree, partially as well. Thanks, John, I
22 like that point that you made, too.

23 MS. MCKINNEY-WILLIAMS: John Hunkiar, am I
24 hearing partially from you as well?

25 DR. HUNKIAR: Yes, ma'am.

1 DR. GAYLE: Does anyone want to go away from
2 partially? Okay. We're gonna move on. Thank you.

3 Section 13 did not have a rating. That is
4 professional development, near and dear to all of our
5 hearts, especially Shane's. Shane, any comments?

6 MR. SYFRETT: I think she did a good job of
7 answering her questions. I feel like she's relying a
8 lot on us. That's my other concern, with her relying
9 on us, which I feel that's okay, but her curriculum
10 is totally different than ours. A lot of the
11 training we center around is different, it's centered
12 around our curriculum that we implement.

13 MS. CRAUL: Can I just add -- this might not be
14 the place for it, but there were several times when
15 they were questioning and she did a really good job
16 of trying to answer everything, but she kept saying
17 that she was looking forward to learning from the
18 district, and I know there's a certain amount of
19 hand-holding that we need to do when a new charter
20 school opens, but to what extent are we teaching them
21 how to run a school? I think they're coming to us
22 saying they're going to do a school and they've got
23 things in place, but a lot of her responses were that
24 she wasn't sure, but she was more than willing to
25 learn from us, which is a wonderful sentiment, but

1 for those of you that are working with them on a
2 regular basis, I think that's something you need to
3 be aware of. There's gonna be a lot of hand-holding.

4 MR. SYFRETT: I think that is an expectation of
5 the school.

6 MS. CRAUL: Good luck.

7 MS. MCKINNEY-WILLIAMS: All right. We'll go on
8 to 14, student recruitment and enrollment. A student
9 recruitment plan that will enable the school to
10 attract its targeted population, an enrollment and
11 admissions process that is open, fair, and in
12 accordance with applicable law -- interesting that
13 they didn't know about open borders and open
14 enrollment -- and then a plan in process that will
15 likely result in the school meeting, its enrollment
16 projections. Dr. Cox? Ms. Craul?

17 MS. COUGHLIN: This is Naomi.

18 MS. MCKINNEY-WILLIAMS: Hey, Naomi. Yes,
19 ma'am.

20 MS. COUGHLIN: I just want to speak to the
21 planning process, if they don't meet their enrollment
22 projections. I'm not sure there was a very solid
23 plan there. They were basically just saying that
24 they were building their budget on 75 percent on what
25 they project ed, but they didn't have a plan for it

1 if they don't even meet that projection. So that one
2 concerns me.

3 MS. CRAUL: Yes. I also had marked it as does
4 not meet the standard. And after the questions this
5 morning, I'm not convinced that they're meeting the
6 standard.

7 MS. MCKINNEY-WILLIAMS: So am I hearing does
8 not meet the standard?

9 MS. COUGHLIN: I tend to say that, yes, because
10 they really didn't have much of a plan.

11 MS. MCKINNEY-WILLIAMS: Yes, ma'am. Does
12 anyone disagree with does not meet the standard?

13 MR. SYFRETT: Originally we put partially.

14 MS. MCKINNEY-WILLIAMS: Do we leave it? Okay.
15 Are we moving it to does not meet?

16 MS. COUGHLIN: I tend to, based on their
17 discussion with us and the answers to the questions.

18 MS. MCKINNEY-WILLIAMS: Okay.

19 MS. SCOTT: It's Kim. I agree with Naomi,
20 because at one point, even when we questioned what
21 was the contingency plan, I'm 98 percent sure the
22 answer was faith, that they just had faith. Well,
23 that's not gonna help, and I don't think that there
24 is a true plan, and there isn't a lot of contingency
25 there.

1 MS. MCKINNEY-WILLIAMS: Yes, ma'am. So noted.
2 So we're moving that to does not meet. We are on 15
3 now, parent and community involvement. We had no
4 comments on this. They did talk about going out in
5 the community participating in parades. Any
6 comments?

7 MS. SHIELDS: This is Cathy. Is that referring
8 to the previous recruitment, the recruitment plan was
9 the parade?

10 MS. MCKINNEY-WILLIAMS: Well, this one is a
11 general conception of how parents would be involved
12 with the school that aligns with the school's mission
13 and provisions of the educational program. A
14 detailed plan may be developed following approval.

15 MS. SHIELDS: I guess that's why it's not
16 rated.

17 MS. MCKINNEY-WILLIAMS: Yes, ma'am. Okay.
18 We'll go on to business plan. We're on 16. We have
19 a few more. Thank you so much. Business plan,
20 specifically facilities. They're moving into a
21 facility which Bush Watkins has shared.

22 We did have some questions about physical
23 education and where that will take place. Thoughts?

24 DR. COX: You can modify activities to fit the
25 current facility, okay? We do that in adaptive

1 physical education all the time. And so they
2 answered it to suffice with me. It's not ideal being
3 on an asphalt parking lot, I know exactly where
4 they're talking about.

5 MS. MCKINNEY-WILLIAMS: When they were asked
6 about a backup plan, they said they don't need one.

7 DR. MCCULLERS: That's what they said. I'm
8 sorry. Go ahead.

9 DR. COX: If you're just asking whoever
10 responds to that, my assumption is if the facility
11 falls under -- they're postponing just like another
12 charter school in the area just did. But go ahead,
13 Jeff.

14 DR. MCCULLERS: I agree. That's probably what
15 they'll do is they won't have any other plan because
16 they haven't made a plan. There's a clear
17 requirement in the application to provide a backup
18 plan. They did not provide one, instead they gave us
19 a paragraph that said we won't need it. And then in
20 the interview, we said, "How about that backup plan?"
21 And they doubled down and said, "No, it won't be
22 necessary." I think this is a hard fail. They're
23 just nonresponsive to the requirement.

24 MS. MCKINNEY-WILLIAMS: So what I'm hearing,
25 16, facilities without a backup plan, hard fail, that

1 does not meet. Does anyone disagree with that?

2 Hearing none, we'll move on. Transportation, Mr.
3 James Cole who waited hours.

4 MR. COLE: I don't think they met here. I
5 would say that they did not meet the standard for
6 transportation.

7 MS. MCKINNEY-WILLIAMS: They're essentially
8 pulling parents in to provide a school service, which
9 in my mind, is liability, a huge liability issue.
10 Very concerning.

11 MS. GREGORY: On this point, I just want to
12 reference that this is a practice in another school
13 district. So I hear the liability, but I think we
14 want to make sure that we have not had that practice
15 in this district and with other charter schools.

16 MS. MCKINNEY-WILLIAMS: Well, again, if it's a
17 charter school that's doing it, it's not our
18 liability, it's theirs.

19 MS. GREGORY: Someone just mentioned liability,
20 so I just wanted to --

21 MS. MCKINNEY-WILLIAMS: I said I was concerned
22 that they were not concerned about potential
23 liability. It's essentially -- I mean, someone would
24 argue that it's a function of the school, the charter
25 school, that the parents are acting on behalf of the

1 charter school in transporting students. So if
2 something happens, they're gonna be looking to the
3 school. So that's a concern. So yes, I do agree
4 with you that that kind of thing goes on with charter
5 schools.

6 MS. GREGORY: So for the good of the group, I
7 just want us all to recognize that, that even though
8 it might not be something that's an enigma to us,
9 because we would never do that, nobody is allowed to
10 take anybody anywhere, but it is a practice that is,
11 as referenced, in other school districts and charter
12 schools in the state.

13 MR. COLE: And I think she mentioned that they
14 didn't provide transportation at the other school,
15 but for me, I'd say it does not meet.

16 MS. MCKINNEY-WILLIAMS: And that was in
17 response to a question by Dr. Jeff about the barrier.

18 DR. MCCULLERS: I think it's unquestionably a
19 barrier to enrollment if it's well known that the
20 school doesn't provide transportation. Why would a
21 parent even bother? So you're automatically
22 selecting children and it's automatically a civil
23 rights problem and it's inequitable and I think it's
24 nonresponsive.

25 MS. SHIELDS: Jeff, that's what I was thinking,

1 too. It's more of an equity.

2 DR. GAYLE: So 17, we're doing does not meet.

3 Does anyone else have any feedback on that?

4 18 is food services.

5 Mr. Howcroft, Ms. Banks, Ms. Coughlin?

6 MR. HOWCROFT: This is a real basic start-up
7 plan, what they had. Really what they had as far as
8 talk about doing a national school lunch application,
9 providing meal benefit applications for free, and
10 reduced meals, also reaching out to the community to
11 provide meals for them. So in my mind, as basic as
12 it is, it does meet.

13 MS. MCKINNEY-WILLIAMS: Any other comments?
14 Meets the standard.

15 MS. BANKS: I'm sorry, it's Kim again. James
16 is the expert, but I still am concerned. I know we
17 mentioned some of our concerns we only had with all
18 of our elementaries right now, lunches are currently
19 free. And so with those meal prices being so
20 different from ours, I think it goes back to trying
21 to get enrollment. I don't know if these parents are
22 going to be prepared to pay some of these prices.
23 Our participation prior to COVID was about
24 46 percent, they're projecting 70 percent
25 participation. I just -- I mean, I know it's a basic

1 plan from what James is saying, but I don't know that
2 it's -- I don't know if it's something that they're
3 actually gonna be able to implement. I don't know
4 that they'll ever get those numbers.

5 MS. COUGHLIN: And that's what I was gonna
6 chime in there, too, Kim. I think their prices as
7 opposed to what our school lunch prices are and with
8 the schools that they're looking to draw, most of
9 their students from are -- I think all three of
10 them -- is WT Moore Title 1?

11 MS. MCKINNEY-WILLIAMS: No, ma'am. Not at this
12 time, but they do get free.

13 MS. COUGHLIN: Those schools already get free
14 lunches. So I don't know how realistic it is to
15 expect a child come in to pay \$2 for breakfast and \$3
16 for lunch. I'm with a partially meet.

17 DR. GAYLE: Here is the thing, looking at the
18 evaluation criteria -- and I can put these things
19 that Ms. Coughlin and Ms. Banks are saying in the
20 comment -- a food service plan that will service all
21 students, that makes particular provisions for those
22 students who may qualify for free or reduced price
23 lunch, and a food service plan that places an
24 emphasis on quality healthy foods.

25 Now, yes, by calculations, that's \$5 a day, but

1 what I'm hearing from Mr. Howcroft is that basic plan
2 exists. So I can put the notes about it's not very
3 realistic, all of our elementary meals are free, I
4 can put that in concerns and additional questions.

5 MS. BANKS: Michelle, I think we can also put
6 it when we get into the finances, because all of that
7 is into their budget and into their fund balance,
8 which is -- I think we touched on it when Naomi
9 talked through some of our concerns previously, so we
10 can note it there if that's the more appropriate
11 place.

12 DR. GAYLE: That sounds good. We can note it
13 both places, to tell the truth, Ms. Banks.

14 So 18, just to be clear, we're saying meets,
15 but we're gonna note some issues. We're continuing
16 with school safety and security.

17 Mr. Hunkiar, Chief Hunkiar?

18 DR. HUNKIAR: So I'm looking at five bullets
19 and they've answered about one and a half and that's
20 actually benevolent on my part. Couple of things I
21 -- one thing I want to do, I'll give a pass on the
22 SESIR conversation, although I do have another
23 concern. Although the SESIR information didn't come
24 up in these bullets, it appeared that -- and when
25 where say they, it's the one person that was talking

1 the whole time, and she did a tremendous job, by the
2 way. Anybody that had to be that diverse on so many
3 different topics, I think she strengthened a lot of
4 what was presented as opposed to not strengthening
5 it.

6 But the idea that SESIR is only tied to law
7 enforcement incidents is completely wrong, it is not,
8 and this is a real high liability area, not only with
9 the statewide grand jury, but with the MSD commission
10 as well as the requirements for reporting SESIR. She
11 indicated that they never had to report a SESIR, so
12 however they're -- getting back to these bullets,
13 there was no information about an active assailant
14 plan or active assailant training. The events of the
15 last three weeks nationally can tell everybody
16 exactly why this is the number one priority in the
17 district. This has to be an area of strength.

18 Also, there was no information about threat
19 assessments. There was no information about a Threat
20 Assessment Team, and when I mentioned one and a
21 half -- and here is why I'll say one and a half
22 answers. On the area of a safe-school officer, the
23 requirement was to give a description of how they
24 planned to comply with that because it's very
25 complex. You either have to have a law enforcement

1 officer or a school guardian, and that's a longer
2 conversation for another time. But the just
3 mentioned they were going to have a safe-school
4 officer, and I did note in one of her answers she was
5 talking about that they'd have the safe-school
6 officer escort children. I think that's outside of
7 what a safe-school officer is supposed to do.

8 Safe-school officers have to be armed by statute, so
9 there needs a little more depth in understanding
10 their requirements of the statute, which is the 1006.

11 But overall, like I said, they did have other
12 information that wasn't actually required in the
13 bullets, there was some thought to weather,
14 emergencies, some fire exits and such. So I would
15 give this a very thinly partially meets.

16 MS. MCKINNEY-WILLIAMS: Okay. You don't -- so
17 John, I just want to make clear: You said of the
18 five bullets, they met half of one?

19 DR. HUNKIAR: One and a half. I'm sorry, 1.5.

20 MS. MCKINNEY-WILLIAMS: So, okay. So help me
21 -- the half was the school officer, and what was the
22 one?

23 DR. HUNKIAR: The first one said a plan that
24 reasonably ensures the safety of students and staff,
25 and they do have information about background

1 screening and ID badges and all that other kind of
2 stuff. The other bullets in terms of a plan for
3 active assailants is one, description of how they'll
4 plan staff to respond, that's another bullet. And
5 the third one talks about how they'll establish teams
6 to assess and intervene individuals whose behavior
7 may pose a threat. I don't believe they met any
8 three of those. I believe they met all of the first
9 one and partial of the second one.

10 DR. GAYLE: So you want to put this at
11 partially meets or does not meet?

12 DR. HUNKIAR: Partially.

13 DR. GAYLE: Okay. Are there any other thoughts
14 from anyone? Please chime in if you have any
15 thoughts. Okay. Partially meets. Moving on. Thank
16 you, John.

17 Budget. Naomi, Ms. Kim?

18 MS. COUGHLIN: Based on the responses to what
19 we asked as far as the health insurance and the
20 retirement, I'm not sure that's another thing that
21 falls into when you go to recruit teachers and that
22 type of thing as far as the health insurance, the max
23 they're gonna pay is \$3,000, and then the rest will
24 fall on the backs of their employees.

25 Their contingency plan, I mean, they're saying

1 that they only budgeted for 75 percent of the 261,
2 but they still think they're gonna get the 261. And
3 really, honestly, the contingency plan, besides faith
4 was gonna be they have contributors and fundraisers
5 and they're gonna try to write some grants. That to
6 me is a wishful thinking. I mean, unless you -- you
7 can't forever depend on a fundraiser or a contributor
8 to keep a school running. So that concerns me a
9 little bit as far as are they really gonna be able to
10 maintain a balance or a positive balance each year?
11 I know they say that they have a three percent, but
12 their three percent is only really about \$47,000.
13 That's not even -- that's barely one teacher.

14 So that's my thoughts. I'm gonna stay with my
15 partially meets.

16 DR. GAYLE: Yes, ma'am.

17 MS. COUGHLIN: Kim can chime in with what her
18 thoughts are.

19 MS. MCKINNEY-WILLIAMS: Ms. Kim?

20 MS. BANKS: I agree with what Naomi said, and I
21 go back to -- I mean, I can't -- I know they're a
22 small school, but they have their employees wearing
23 so many different hats, I just go back to the
24 staffing plan. And going back to what Naomi said
25 about if they're actually gonna be able to, one,

1 recruit these people, and I don't know that they're
2 gonna be able to recruit them, I don't know that
3 they've actually budgeted appropriately for all the
4 different needs. I think that there's a lot of
5 issues. I still question, I understand that they
6 budgeted basically at 75 percent of the projection,
7 but I still even question if they're gonna meet that
8 enrollment just from some of the stuff we mentioned;
9 the transportation issue; the school facility they
10 picked backs up to another school facility, literally
11 shares a parking lot with another school facility
12 that has a playground, that has a brand new gym
13 facility; the food service has issues.

14 I just think there's a lot of things that are
15 working against it, and those food service numbers
16 where we were talking about the \$5 a day, all of that
17 contributes and rolls down into the fund balance that
18 they're projecting having. They've put it all into
19 the same budget. So if they don't meet any of that,
20 they don't really have that contingency and it goes
21 back to having to have that line of credit. So I'm
22 with Naomi. I think that -- I guess it's partially
23 with a lot of concern.

24 DR. GAYLE: Yes, ma'am. And it's being noted
25 in the chat and we'll make sure and share that

1 because we're only gonna give them a 40,000-foot view
2 today. So partially meets is what I'm hearing.

3 Okay.

4 Fiscal management and oversight, again, Ms.
5 Banks, Ms. Coughlin?

6 MS. BANKS: I think we said before we thought
7 that they had the fiscal management in place because
8 they're using the backbone from I think the parent
9 company and the budget staff from the parent company.

10 DR. GAYLE: Yes, ma'am. The people who were on
11 here for finance?

12 MS. BANKS: Mm-hmm.

13 DR. GAYLE: Yes, ma'am. So you feel that this
14 meets?

15 MS. BANKS: That's what we said before, that
16 they had -- if they're using that outside company
17 that they can -- that they had the ability to track
18 their expenditures, I mean, I'm more concerned still
19 back on the budget. I don't think that they have
20 anything.

21 DR. GAYLE: Yes, ma'am. So I'm hearing meets.
22 Anybody else opposed to that? That's based upon
23 using that other company in South Florida. Start-up
24 plan provides a thoughtful and realistic
25 implementation plan that covers major operational

1 items and provides flexibility for addressing
2 unanticipated events. That's 22. Give a roadmap of
3 the steps and strategies that will be pled to prepare
4 the school to be ready to serve its students well on
5 the first day of operation.

6 MS. BANKS: Dr. Gayle, I don't know if this is
7 the budget place, but again, I go back to what I've
8 been saying all along. They don't really have
9 flexibility in the budget for things as they're
10 trying to start up for those unmet needs that they
11 didn't necessarily plan for, like, any little thing
12 because they're budgeting so low. So I just -- but
13 that's just from the budget perspective. I don't
14 know.

15 DR. GAYLE: Okay. A couple of things that you
16 had mentioned, all of you mentioned interventions not
17 just with MTSS Tier 2 and Tier 3 we also talked about
18 curriculum, we won't be able to support them, we do
19 not use those curriculum products, there are some
20 things we can train them on. They said that they
21 would -- looking at the student information system,
22 they are they going to adopt Focus?

23 MS. URBAN: She's familiar with Focus.

24 DR. GAYLE: She's familiar with Focus?

25 MS. URBAN: Yes.

1 DR. GAYLE: Kim and Naomi, is Focus part of
2 their administrative fee that we'll take out?

3 MS. BANKS: I don't believe we were providing
4 focus to them. Naomi had to drop off -- the Auditor
5 General is here for the FDE audit, so she dropped
6 off.

7 DR. GAYLE: Yes, ma'am. Thank you. It's a
8 busy day for everyone. I appreciate you all.

9 So what am I hearing here for a start-up plan?
10 I don't think I'm hearing meets, but I don't want to
11 put words in anybody's mouth. Dr. Jeff? Hello? Do
12 you all hear me?

13 DR. MCCULLERS: Their problems are in the other
14 areas like budget and transportation. I think the
15 start-up plan is minimally adequate. But they may
16 not have the money to do it, but they'll know soon
17 enough.

18 MS. GREGORY: I think I noted that we said
19 meets earlier, and so I don't think that based on --
20 I don't think I have enough other evidence based on
21 the interview to move them on my sheet down to
22 partially.

23 DR. GAYLE: Thank you. Ms. Gregory. So then
24 going to the final, now is when we do this, the
25 final, which is the first page, review the evaluation

1 criteria, prior to reading the application, which we
2 have all read, read each section of the application,
3 use the evaluation criteria, record strengths. This
4 will be determined as a team. Just one second.
5 Sorry. Ms. Brenda, can you give me the ability to
6 share her screen?

7 MS. JACKSON: Do you want me to stop sharing
8 mine?

9 DR. GAYLE: Yes, ma'am, please.

10 MS. JACKSON: Okay.

11 DR. GAYLE: Thank you, Ms. Brenda.

12 MS. URBAN: Ms. Brenda, are you able to make me
13 a cohost and then I can share my screen?

14 MS. JACKSON: Okay. You're a cohost.

15 MS. URBAN: Thank you.

16 DR. GAYLE: Can everybody see?

17 MS. PICKETT: Yes.

18 DR. GAYLE: Very good.

19 MR. SYFRETT: Just a point of clarification,
20 the very first page of our packet where it talks
21 about don't check whether it meets or share document,
22 is that what we're doing first?

23 DR. GAYLE: That's what we're doing right now.

24 MR. SYFRETT: Okay.

25 MS. URBAN: Tallying up our responses, that's

1 what we're doing right now. We so far have eight
2 meets the standard, eight partially, and then we have
3 three that does not meet, and then we have three
4 areas that had no rating.

5 DR. GAYLE: So again, eight that meets, eight
6 that are partial, three does not meet, and three
7 where we have no rating. Overall assessment --

8 MS. URBAN: Would you recommend approval of
9 this application for a public charter school?

10 DR. GAYLE: Okay. So our attorney, she's very
11 thorough, we need to do a vote on does this meet
12 approval or it does not? Approve or deny? With the
13 people who are on, I'm just gonna start with Dr. Cox
14 again, eight meets, eight partial, three does not
15 meet, three that we did not rate.

16 DR. COX: And there's no other guidance as far
17 as the percentages or anything like that?

18 MS. MCKINLEY-WILLIAMS: No. You've reviewed
19 the application, you have been a participate of the
20 interview, you've asked questions, you've listened to
21 the answers. And so yes, you have gone through the
22 evaluation instrument. Having done all of that, and
23 you concluded for each factor -- you got eight
24 factors where they have met, eight factors where it's
25 partially met, and three factors where you found that

1 they have not met.

2 So now, based on all of that information that
3 you have, looking at everything in its totality, your
4 overall assessment, do you believe that the
5 application should be approved, whether they should
6 move forward, or do you think that it should be
7 denied?

8 DR. COX: If I approve it, do they have to
9 follow-up on those other areas?

10 MS. MCKINNEY-WILLIAMS: So again, this is a
11 recommendation that will go to the superintendent for
12 his consideration. He's gonna look at all of this
13 stuff and he's gonna make a recommendation to the
14 board. So your vote is whatever the majority vote
15 is, that's the recommendation that will go to the
16 superintendent. You all can in your final --
17 whatever your final tally is, you can certainly
18 outline additional concerns or things that you
19 believe -- if the application is ultimately approved,
20 things that you believe the charter school needs to
21 provide or things that you would recommend that the
22 charter contain, additional information that the
23 charter contain, you can provide a list of
24 recommendations, you can certainly do that. But
25 ultimately, the sheet you're seeing on the screen

1 right now, that's the guidance that DOE provides us.

2 DR. COX: That doesn't leave a lot of gray
3 area, does it?

4 MS. MCKINNEY-WILLIAMS: No, it doesn't.

5 DR. COX: I'll go on the record to say
6 approving, but I want a statement that they need to
7 follow-up with all the recommendations and the
8 shortfalls.

9 DR. GAYLE: Thank you Dr. Cox. Mrs.
10 McAllister?

11 MS. MCALLISTER: Yes.

12 MS. MCKINNEY-WILLIAMS: Approve or deny?

13 MS. MCALLISTER: I would say deny at this
14 point.

15 MS. MCKINNEY-WILLIAMS: Yes, ma'am. Mrs.
16 Gregory?

17 MS. GREGORY: I have approve with conditions.

18 MS. MCKINNEY-WILLIAMS: Yes, ma'am. Mr.
19 Syfrett?

20 MR. SYFRETT: I say approve with conditions.

21 MS. MCKINNEY-WILLIAMS: Ms. Pickett?

22 MS. PICKETT: Deny.

23 MS. MCKINNEY-WILLIAMS: Ms. Sherry Marsh?

24 MS. GREGORY: I think she's waiting to get in.
25 Let me double-check.

1 MS. MCKINNEY-WILLIAMS: Thank you so much. Dr.
2 Rodgers?
3 DR. RODGERS: Denied.
4 MS. MCKINNEY-WILLIAMS: Thank you. Mr.
5 Shively?
6 MR. SHIVELY: Sorry. I was on mute. Deny.
7 MS. MCKINNEY-WILLIAMS: Thank you. Mr. Cole?
8 MR. COLE: Approve with conditions.
9 MS. MCKINNEY-WILLIAMS: Yes, sir. Mr.
10 Howcroft?
11 MR. HOWCROFT: Approve with conditions.
12 MS. MCKINNEY-WILLIAMS: Thank you. Mrs. Banks?
13 MS. BANKS: Denied. Also, Naomi, before she
14 left, asked me to give you her vote as well and she
15 was also a deny.
16 MS. MCKINNEY-WILLIAMS: Thank you, Ms. Banks.
17 Just to be clear, you deny and Ms. Coughlin denies?
18 MS. BANKS: Yes, ma'am.
19 DR. GAYLE: Mrs. Shields?
20 MS. SHIELDS: Approve with conditions.
21 DR. GAYLE: Ms. Fitzgerald?
22 MS. FITZGERALD: Approve with conditions.
23 DR. GAYLE: Thank you. Ms. Scott?
24 DR. COX: She had to leave for the second half
25 of the day. Can I proxy to hers?

1 DR. GAYLE: She gave it to you?

2 DR. COX: I'm calling her right now to go on.

3 DR. GAYLE: Mr. Watkins?

4 MR. WATKINS: Approve with conditions.

5 DR. GAYLE: Thank you, sir. Who am I missing?

6 MS. GREGORY: Giselle and Sherry Marsh voted
7 approve with conditions. I just spoke with her on
8 the phone. She has a spinning wheel and can't get
9 in.

10 DR. GAYLE: Yes, ma'am. Thank you so much.
11 Dr. Cox is getting with Ms. Scott. Have I missed
12 anyone? I'm going my by memory.

13 Dr. Jeff, I'm so sorry.

14 DR. MCCULLERS: I recommend denial.

15 DR. GAYLE: I'm sorry, Dr. Jeff. I'm going by
16 memory.

17 DR. MCCULLERS: That's all right.

18 DR. GAYLE: And Sue, thank you, Sue.

19 MS. CRAUL: It's a deny.

20 DR. GAYLE: Thank you. I'm so sorry.

21 MS. CRAUL: It's okay.

22 DR. GAYLE: We're waiting to hear back from Kim
23 Scott.

24 DR. HUNKIAR: I still haven't voted. Can you
25 hear me?

1 DR. GAYLE: John Hunkiar.

2 DR. HUNKIAR: I mean, I'm not really excited
3 about voting. I would say approve with important
4 items to address.

5 DR. GAYLE: Okay. Is there anyone else that I
6 have missed? I do apologize. Dr. Cox?

7 DR. COX: I've called and left a message for
8 her to call me. She hasn't called back. So move on
9 to Mississippi at this point.

10 DR. GAYLE: So right now, our attorney has told
11 us it's ten approve with conditions, eight deny. Any
12 word on Kim Scott?

13 DR. COX: Move on. I haven't heard from her.

14 DR. GAYLE: So right now what we have is ten
15 approvals with conditions and eight denials. The
16 recommendation based upon that is going to be approve
17 with conditions. That will be made to the
18 superintendent. So we'll have to look at the
19 transcripts, get all of that ironed out.

20 DR. COX: Dr. Gayle?

21 DR. GAYLE: Yes, sir.

22 DR. COX: Kim Scott just called back with an
23 approval.

24 DR. GAYLE: Yes, sir.

25 MS. MCKINNEY-WILLIAMS: Straight approval or

1 approval with conditions? You're muted. You're
2 saying yes?

3 DR. COX: Kim called back with approve with
4 conditions.

5 DR. GAYLE: Thank you, sir.

6 MS. MCKINNEY-WILLIAMS: So that's eleven to
7 eight.

8 DR. GAYLE: Thank you, sir. So with that being
9 said, what Opal just said, not wanting them to ask,
10 we will reconvene with them, meaning our attorney,
11 Ms. Urban, and myself, to let them know that they
12 have been approved with conditions, that the
13 committee is recommending to the superintendent
14 approval with conditions. But we will get back with
15 them in writing regarding what those conditions are.
16 Thank you so much for your time and consideration.
17 We will be in touch with you so that we can gather
18 your materials. Please do not shred them or dispose
19 of them. We will be in touch with you and collect
20 them similar to how they were dispersed to you. With
21 that being said, Ms. Brenda, leave the meeting open,
22 but you are free to leave the meeting, committee, and
23 thank you so much.

24 (Audio file has ended.)

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CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF BROWARD)

I, Shelby Rosenberg, Florida Professional Reporter,
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Dated this 16th of May, 2021.



Shelby Rosenberg, Florida Professional Reporter

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Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT -- COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Person Completing Assessment: Lisa Urban Date: 4/121

Title: Charter School Liaison

Signature: Lisa Urban

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Should I remind them of what they had before because this one had meets the standard. So with the previously when we did this before, for educational plan. We had meets the standard. Is there any, is there any change and you can read their commission guiding principles and purpose. Hearing none, we'll leave it at meets the standard. Okay.	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Number two is target population and student body. Previously, we had this as meets the standard. Based on what you heard in the interview Does anyone want to change from that. Okay. So said no	

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school's mission and responds to the needs of the school's target population, and
 - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Standard three educational program design. This one was partially meets the standard. Are there any changes from partially meets the standard. This is Gillian. I feel it is my sense based on her responses that for me that she was able to provide it demonstrate capacity in this area.</p> <p>Any other comments thing that we could put all those conditions on. Is this where we do that Opal it yes it certainly can be, I mean, yes, if so, can we say more clarification on tier two and tier three interventions for specific interventions specific information one tier two and tier three interventions and reading and math. I'm sorry. When I looked at this, I really looked at the bullets of the evaluation criteria and that I think that that MTSS items with tier two tier three fall under a different number perfect, then we can just move forward on it. Yeah. Okay, okay. So just to be clear, for standard three educational program designed with that clarity that Gillian has just provided, we had partially meets, Gillian has articulated that she feels with what they have the information</p>	

they provided during the interview that we can move this to meets.

Is there anyone that disagrees with that.

No but Michelle I have a quick question on our individual packets if we mark something different.

We're staying with that or we should change it to what the group is deciding individual packet was based on your individual review of the application if you added notes on the interview that's still your individual packet and yes,

I'm doing the group. Yes, and that's what will work from. So, yes, ma'am. So with that being said, I'm marking for three hearing no unrest meets the standard

one final time Is there anyone that has a concern about moving from partially needs to meets the standard? Ok moving on to number 4.

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Okay, moving on to number four, which is curriculum plan. And with this one we didn't have a final marketing but we have a lot of questions are with number four, with curriculum plan, excuse me, that is, provides a clear coherent framework for Teaching and Learning; is research based is well designed with the schools mission and educational philosophy, provides an emphasis on reading; will enable students to attain for the standards and receive a year's worth of learning for each year enrolled; and will be appropriate for students below at or above grade level.</p> <p>And as academics I'll jump in here. It is based on the responses from today and the application. I have maintained a partially meets the standard that as it relates to specificity regarding interventions for tier two and three, as well as other components of the evaluation criteria for the curriculum plan that partially meets is appropriate. However, I do think, if this would be an area where we would perhaps want to negotiate or have you know an addendum on or seek it through the contracting or the other process that Miss McKinney Williams referenced.</p> <p>So with that being said curriculum plan for the group, partially meets the standard, more specificity needed in tier two and tier three and other components. And as Gillian said this is an area that our attorney has said that we can</p>	

negotiate and ask them to provide additional information in writing.

Yeah, I mean if that's what they're looking for now Gillian you said specificity with regard to tier two and tier three and then you said something after that and I missed it, and reading. Okay.

Essentially, I have a sense that there is a vision and an understanding of the big picture regarding the curriculum plan for the school. I'm not clear that there is a clear vision about the how the school will manage different components of the curriculum plan so its curriculum plans and an umbrella.

And there's these different pieces, and I it seems to me that based on both the application, and the responses today that I do not have a sense that there is a clear.

I did not hear a clearly articulated vision for these pieces, and those pieces would be tier two tier three thing and other interventions that would be used beyond I-station and those kinds of things.

I heard a desire to meet children where they are, but I didn't hear the specificity.

Is there anyone that disagrees with the partially meets?

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Moving on to student performance assessment and evaluation. This is section five. And we had partially meets the standard is Giselle, Gillian Shane.</p> <p>Shane, I'm monopolizing it we're all Academic Services, Shane. Does anybody from I want to add to that Miss Marsh, so I found that her explanation showed that she did have an understanding of this element. I too had moved mine. Personally, from partially</p> <p>When I look at the bullets that are there I feel like she, she talked to the points that were there. I would agree.</p> <p>Summarize Am I hearing meets the standard?</p> <p>For my. Yeah, I'm moving her from partial I'm charter application from partially meets to meets on my personal sheets. Yes. Yes, ma'am.</p> <p>My personal sheet also</p>	

is there any condition for moving from partially meets to meets?	
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6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Exceptional student education is number six. Cathy Shields, Dr. Cox Gillian Gregory, We did not have a rating there on exceptional student education. I believe last time it was does not meet the standard. ok Kathy after answering the questions that both you had in a myriad of other people can you speak to this. Well, I mean, you know, we've got to adhere to these bullets here. A lot of that was addressed and answered my main concern is that between does not meet and partially meets the big issue here and the umbrella of ESE is IDEA and that speaks to a continuum of services, which they did not really address or have an answer to how they serve all students with varying needs.</p>	

And I, and again the last bullet realistic enrollment projection, in order to generate FTE to provide these services I wasn't quite clear on, if that's a realistic plan.

Summarize Am I hearing partially meets.

Yes, based upon IDEA and the continuum of services, and again a realistic enrollment projection for students with disabilities, and a staffing plan that allows with these with the projections.

Correct.

Any other feedback.

So six is partially meets.

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Seven is ELL English language learners. And the last time we did partially, correct, yet. Okay. All right, we could, we could change that from partially to Met. Okay, with seven ELL. To meets? based upon the bullets. There's still some concern of what she said they're going to do and what they know. But I can't know that until they're there until we're doing it. So, I can't know what they're going to do until we were in it. Does that make sense. So I know what she says. I'm not sure she demonstrates the understanding of the legal obligation, anything about the ELL learners. She never mentioned anything about a lot of things, but my concern is that, maybe it should still stay a partial. Well our charter schools do get a lot of people do get a lot of ELL kids, they, they're transient but they do get them at the beginning, and I, we struggled this year Lisa and I with our charter</p>	

schools and getting them ready so I'm not sure if they understand that process.

This is Gillian And I felt comfortable with meets the standard is that in her examples, there was evidence that she understood some of the requirements for example of this applicant examples included the wida assessments and under and demonstrated an understanding of some of those components where I think other applicants, or other charter schools in our district who have not had school based experience are less familiar with.

And so when I looked through here based on her my observation and the evidence I heard, I thought that her examples for showed demonstrated to me that they had the capacity to serve ELL students as under as required.

And that's why on my piece of paper, I'm going to move it from partially to meets.

Okay.

We're going to need a consensus.

I mean if it doesn't work, we'll just.

We'll know I feel like she has the capacity for it.

Do you think we just need to maybe add it to our list of things to discuss with them.

I just want to make sure she doesn't just throw out, she just said, Oh yeah, we'll have a home language survey on there on the that's not do that.

The home language survey added to their application.

So, but that's something we could discuss at a later date with the applicant should the charter be.

We can move it's fine.

Okay, so I'm moving it to meets

with Opal going out to tell them it's going to be a few minutes and we'll continue so ELL just to be clear, we're moving back to meets.

I have made notes of some things, including the language survey the home language survey and Althoria, you said, the Consent decree and the legal obligations. I'm not sure about that. Okay.

And I'm not sure she knows those processes. Okay.

She said something about teachers being having the ESOL endorsement but I'm not how to, how to get that endorsement. I did not hear her say.

Yes, ma'am. All right. Um, so noted, and it's also in the transcript

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Eight school culture and discipline plan Dr. Rogers. Jeff anybody.</p> <p>I'm here Michelle, Yes, ma'am.</p> <p>Dr. Rogers I think when we did this before we had partially.</p> <p>I'm going by memory because it's not marked on here. Um, I want to, if you don't mind leading us.</p> <p>Originally, we did say does not meet.</p> <p>Oh does not meet Thank you Shane.</p> <p>That's correct does not meet. Thank you.</p> <p>I'm still not too clear on what she has provided us. It was sketchy for me right now I don't know what others on the panel think, but I'm looking at partially.</p> <p>So noted</p> <p>to classroom management that part, which talks about the student was a student led that I still didn't get it. I don't know Dr Rodgers maybe you did but I didn't get clarity on what that meant.</p> <p>I think that was more about data, not necessarily cultural of the school. to the school culture.</p>	

I really don't know what she talks about with respect to student led. Yeah, I didn't get that either.

Oh what I think I'm hearing, Dr. Rogers, are you recommending we move from does not meet the standard to partially partially. Yes, Ma'am

Is anyone in disagreement of that one?

Hearing none will move on.

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Eight is one where there is no meet, partially meet or what have you supplemental programming. Are there any notes. This is where we're talking about extra curricular and co curricular activities that support and do not detract from the educational program, they talked about clubs and different things of that nature, any notes that that you want to add.</p> <p>There's not a rating for that one.</p> <p>Hearing none, okay here none.</p>	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Oh, now we get into organizational plan governance. This is number 10, the governance section shall describe how policy making an oversight function, the oversight function of the school will be structured and operate. Dr. Jeff Anyone.</p> <p>I'm sorry I'm here. Yes sir, yes I had some items for this and the response that we got was as good a response as you could get, which was that will follow the statute and conform to typical practice.</p> <p>In, when I was doing this in my own district I would have taken this to our board attorney to decide if he was willing to go to appeal on some technical issues about the agreement between the</p>	

articles and the bylaws. I think it's pretty ify if he would have, but I would, I would have asked anyway. If the school was going to be involved with an education service provider I would be much more worried about this issue, since they are not my level of worry about it is a bit diminished.

So, it would be hard to win an appeal based on just that point, so I'm not sure it's worth making a big stand. I agree I also think in the answer that he really doesn't understand the practical issues that we deal with right deal with when it when an organization, or an entity dissolves. And he was trying to make a distinction between the solution versus termination and in either event. I mean, we still have practical problems to deal with.

And I agree that the answer that was given was a very will follow the statute and will do it was supposed to do, but that's the issue in this in these circumstances often the entities, don't do what they're supposed to do, because they are dealing with their own issues. That's the and I saw I understood the question that you were asking and. And the answer you were trying to elicit. So is that a partial, partial or meet or Yeah What do you have.

What's your recommendation Dr. Jeff, I'm great with partial.

Okay.

Are there any other thoughts from anyone?

So, um, that is number 11 governance that no excuse me number 10.

That's partially meets.

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>11 is management and staffing organizational chart management structure or day to day, a viable and adequate staffing plan a sound plan for recruiting and retaining highly qualified and appropriately certified instructional staff. Brett, Mrs. Mcallister, Dr. Cox, Mrs. Kraul, I had him. I had him on my notes just put him partially on me, I felt like their teacher recruitment could I feel like the teacher recruitment they sound like they have to wear many hats, which they could find challenging. When I reviewed it, Under the teacher recruitment area there is just a paragraph. I think the outfit their school and accomplish their goals and objectives, they're really gonna need to think about their staffing how they're going to do that. So I marked them partially and I am still wanting to sit with that. I agree with that as well. My concern was more towards the end that the recruitment is huge, especially in the middle of finishing up or, as we're amongst in a pandemic still like I keep referring to that because we are. And as I hear from principals daily about their concerns about people who are leaving or were taking leave or who've made other decisions</p>	

we've got to figure out how we're and that's why I agree, partially as well.

my other concern that was, that is huge for me as someone who sits in the seat of hearing people complain, if you will, my concerns about the evaluation process.

And who is helping to support the evaluation process the checks and balances of that, because with the school starting in the manner in which it starting and you have one administrator.

And one administrator is trying to evaluate all of the persons on site, both instructional and non-instructional who are governed by two different evaluation tools in many instances, how was that how was that being supported that administrative being supported, because when you're required to perform so many evaluations per year.

What happens because evaluations are so subjective and can be very objective, it just it the lens, someone else, offering some constructive feedback and trying to support employees professionally in their, in their own respective areas is difficult for one person to manage. So that's what was giving me some huge concern as it relates to this area, great points when I could my, my thought is that they have responded to each of the points, and now the question that is risen is in the evaluation.

In the evaluation criteria, it says that they do they present a sound plan, and I think that that distinction comes up because I don't know that it has the level of specificity to be a sound plan in order to completely meet so I would, I would go with it while they have provided at least some response in every area, it's not really a well, a super well thought out plan. So it's a partially meets yes. Brett was it partial. Yeah, that's like that I agree, I agree right thanks for that last point there.

I think we're hearing from everyone who's in Sue, Did you have anything to add.

No, I'm good, thank you. I think I'm hearing from the people who have spoken. partially meets the standard.

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):

s: 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>12 human resources and employment. Again, Mrs. McAllister or Mr. Shively.</p> <p>Yes, I can speak to the, to the Human Resources piece and I think it's a very, very much along the same lines as the one I was just speaking to as, as I went through each of the bullets I mean I think that they have either they have a, you know, a decent enough, you know, fill in the blank plan if you will, or they have you know leeway within the within the proposal and the format of the proposal to provide additional information at a later date, such that, you know, about the about the worst that we could possibly do here would be partially meets. And I think that's appropriate because they haven't really provided compelling plans or evidence of solid policies and procedures. They don't really have a really well thought out salary structure in mind, other than, you know, I think that the question about, you know, how they plan to how they plan to differentiate between teachers and their years of experience was really met with, sort of, you know, bad response but it wasn't it wasn't clear to me that they had thought through it and it</p>	

wasn't clear to me that they'd really even consider how they would differentiate those people so to me partially meets make sense, primarily because you know they there is leeway for them to provide, you know, additional policies and procedures down the line, and all they really had to do was provide the dates, at which those would be available. And they did so also to Mr. Shively and team. What also gives me some concern that if there is something that presents itself, there's an issue with a teacher or an employee, if you will, and discipline in suits, what, how is that going to be done. How are they going to manage the area in which that person who is potentially receiving the discipline. So for instance, It's not foreign to our district for me to have to put someone on the admin leave without pay or without pay. But our CBS which our collective bargaining agreements dictate that process. What happens to ensure that these individuals at this site will have a fair due process. And then what happens when you look at a succession plan, like right to kind of come in and fill in the gap when something takes place. And so that was something else I wanted to make sure that I brought up, Even though I think I gave them plenty of opportunities to talk about their due process, you know any due process that that plan to afford to their employees they never really did right and i think that that really comes into play whenever you're whenever you are addressing performance issues whenever you're addressing behavior or disciplinary issues you've got to outline what the process is as it relates to appeal rights and things along those lines, much less than they did say you know in their plan that they plan to he's a former of progressive discipline. You know that an outline sort of the stats written reprimand, you know suspension dismissal law, but they didn't really talk anymore about what the what the due process rights would be afforded to those folks. And who would implement it. So at the same time, you know John Hunkiar I work really well together Brett I will work well together but I don't if I'm if I'm investigating something. I then have someone who's impartial to this area, then goes in and helps to determine what the results are the end results can be with the support of other colleagues. So what I'm saying is I don't ever issue. I never do the investigation issue the discipline issue. It's all because it's one person, right, we have to have some type of

checks and balances to make sure that we're doing our due diligence. Okay, to represent the district as well as the employee.

And I know we got to move on here I just want to head make two observations in this area, one of them being that I'm the same person over and over, where's all the different hats and handles all these things, you know if that person's gone for sick vacation, whatever, who is that, who is that backfill that could handle the issue like we're speaking about right now.

And also noted that the example given and related to experience with an employee they've been charged with a felony and was immediately terminated. That itself doesn't highlight due process. Now it sounds bad but you can't just simply terminate somebody for a case that has not disposed.

Thank you. I was thinking that myself.

Absolutely. One more question. I have a clarity question for Opal.

Hey, so my question is I hear our commentary, but what is the expectation, like does a charter school have to tell us their due process, because they're except you know I'm saying I'm confused by that.

Because, I mean, they have, When you say, do they have to tell us no they have to, they need to have something in place.

So, so I think what we're when you're asking the question is have you have you have you have you developed this because you're willing to have to have it.

If you have employees, you have to anticipate having employee performance and behavior things that you have to deal with.

So you're going to have to have it in place. I don't know that it's really about disclosing to us, it's having it for it for implementation with in the school itself.

The question becomes, then when we evaluate all this information is there evidence that that applicant has in place these things.

Is there evidence that the applicant has articulated to the sponsor that it will establish a school that will operate and be functioning.

Okay, a lot of I think someone raised the question, Where is the point, you know, this is, this is perspective, they're telling us what they're gonna do, so we can't we can't expect them to already have everything completely crystallized because they haven't done it yet, but they have to be able to articulate it to a level of specificity that you all believe is

appropriate, what they are going to do and how they're going to do. Thank you

Thank you. Uh huh.

Dr. Rogers, did you have something. No, I did not mute earlier. I'm sorry. No, it's not a problem, just want to make sure you had an opportunity to speak so human resources in employment.

Am I hearing, I'm partially or does not. I'm sorry, partially.

Yes sir Mrs McAllister.

I'm saying partially Am I on mute. No. Okay, sorry, I just I'm all screwed up. Yes, I agree partially as well. Thanks john I also like that point that you made to john Hunkiar Am I hearing personally from you as well.

Yes, ma'am. Thank you. Does anyone want to go away from partially.

Okay, we're going to move on section. Thank you,

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strengths	Reference

Concerns and Additional Questions	Reference
<p>section 13 did not have a rating, that is professional development near and dear to all of our hearts especially Shane's any comments.</p> <p>I think she did a good job of answering her questions I feel like she's relying a lot on us. Yeah.</p> <p>My other concern for her with her line items, which I feel is okay, but her curriculum is totally different than ours. So a lot of the training that we center around hers is centered around our curriculum that we implement.</p> <p>Can I just add and this may not be the place for it but there were several times when they were questioning and she did a really good job of trying to answer everything but she kept saying that she was looking forward to learning from the district and I know there's a certain amount of hand holding we need to do when a new charter school opens but I mean what is to what extent are we teaching them how to run a school. I think they're coming to us saying they're going to do a school and they've got things in place, but a lot of her responses were that she wasn't sure, but she was more than willing to learn from us, which is a wonderful sentiment but for those of you that are working with them on a regular basis. I think that's something you need to be aware of there's going to be a lot of hand holding.</p> <p>Yeah, I think that that is an expectation of that school.</p>	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>All right, we'll go on to 14 student recruitment and enrollment, a student recruitment plan that will enable the school to track, it's targeted population and enrollment and admissions process that is open fair and in accordance with a clickable law.</p> <p>Interesting that they didn't know about open borders and open enrollment, and then a plan a process that will likely result in the school meeting its enrollment projections</p> <p>Dr. Cox, Ms. Kraul. Hi all, this is Naomi. I just want to speak to the plan and process if they don't meet their enrollment projections. Not sure there was a very solid plan there.</p> <p>They were basically just saying that they were building their budget on 75% of what they projected that they didn't have a plan for if they don't even meet that projection so that would concerns me.</p> <p>Yes, I also had marked it is does not meet the standard. And after the questions this morning, I'm not convinced that they are meeting the standard.</p> <p>So am I hearing does not meet the standard.</p> <p>I tend to say that yes because they really didn't have much of a plan. Yes, ma'am.</p> <p>Does anyone disagree with does not meet the standard.</p> <p>Originally we put partially.</p> <p>Are we moving it to does not meet?</p>	

I tend to but based on their discussion with us and the answers to the questions. I agree with Naomi, sorry its Kim, because at one point even when we questioned. You know what was the contingency plan. I'm 90% sure the answer was, faith that they just had faith, pretty much like well that's not that's not going to help. And so I don't think that there is a true plan and there isn't a lot of contingency there. Yes, ma'am. So noted so we're moving that to does not meet. Very good

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Oh, we are on 15 now parent and community involvement. This is not one that is rated, all we had no comments on this they did talk about going out in the community, participating in parades doing any comments. But, but this is Kathy. To the previous recruitment issue is that that's how they're, that's the recruitment plan was prayed. I'm not sure. Actual. Well this was a general conception of how parents will be involved with the school that aligns with the schools mission and provisions of the educational program a detailed plan may be developed following approval</p> <p>I guess I it's not rated.</p>	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Okay, we'll go on the business plan, we're on 16 we have a few more Thank you so much. Um, business plans specifically facilities. They're moving into a facility as Butch Watkins is shared.</p> <p>We did have some questions about physical education and where that will take place on a date. thoughts</p> <p>You can modify activities to fit the current facility. Okay. We do that in adaptive physical education all the time. And so they answered a note to suffice with me, I mean it's not ideal being on an asphalt parking lot.</p> <p>I know exactly where they're talking about.</p>	

But if they do, they meant when, when they were asked about a backup plan. Yes, they said they will need one.

Yeah, that's what they said, I'm sorry, go ahead. I mean, I'm if you're just asking me, whoever response to that, not to give up my assumption is if the facility falls under their postponing, just like another charter school in our area did last year, but go ahead Jeff.

Yeah, I agree that's probably what they'll do is it is they won't have any other plan because they haven't made a plan that there's a clear requirement in the application, provide a backup plan.

They did not provide one and instead gave us a paragraph that said we won't need it. And then in the interview we said, how about that backup plan, and they doubled down and said, No, we won't be necessary.

I think this is a hard fail, that they're just not responsive to the requirement.

So what I'm hearing 16 facilities without a backup plan hard fail, that is does not meet, does anyone disagree with that. Hearing none, we will move on.

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Transportation, James Cole who waited hours. I don't think they met here, I would say that they did not meet the standard for transportation, depending on parents and officially pulling parents in to providing a school service with my mind liability out of liability issues.</p> <p>On this point I just want to reference that this is a practice in another school district. And so I hear the liability, but I think we want to make sure that we have not had that practice in this district and with other charter schools.</p> <p>Well if it's, again if it's a charter school that's doing it it's not only liability it's theirs. Okay so but someone just mentioned liability and so I just want my</p> <p>I said I was concerned that they are not concerned about potential.</p> <p>In, it's essentially I mean someone would argue, I would argue that it's a function of the school the charter school that the parents are acting on behalf of the charter school in transporting students and so if something happens.</p> <p>They're going to be looking for it to the school. So that's a concern but yes I do agree with you that that that kind of thing goes on with charter schools.</p> <p>Yes. So for the good of the group, I just want us to all recognize that that even though it might not be something that's an that to us because we would never do that right we know that nobody's allowed to take anybody anywhere, but it</p>	

that is and as referenced in other school districts around the, and charter schools are in the state. And I think you mentioned that they didn't provide transportation at the other school. I would say does not meet

And that was in response to a question from Dr. Jeff about the barrier and he said, it's I think it's unquestionably a barrier to enrollment. If it's well known that school doesn't provide transportation, why would a parent even bother right

oh you're automatically selecting children and it's automatically a civil rights problem that is inevitable and I think it's non responsive to Jeff that's what I was thinking too it's more of an equity issue. So 17, we're doing does not meet Does anyone else have any feedback on that.

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>18 is food services, Mr. Howcroft Miss Banks, Miss Coughlin.</p> <p>This is a real basic startup plan they hit really what they had to hit as far as talking about doing a National School Lunch application, providing meal benefit applications for free and reduced meals also reaching out to the community to find someone to provide meals for them so in my mind is basically because it is it does meet. Any other comments.</p> <p>This is Kim again James is the expert but I still am concerned and I know Naomi mentioned some of our concerns we only have with all of our elementary's right now are currently free.</p> <p>And so with those meal prices that they have being so different from ours and it goes back to, you know, trying to get enrollment I don't know if these parents are going to be prepared to pay some of those prices are participation right well our participation prior to COVID was about 46%, they're projecting 70% participation. I just, I mean I know it's a basic plan from what James is saying but I don't know that it's something that they're going to actually be able to implement I don't think we'll ever get those numbers. Right.</p> <p>And that's what I was going to chime in with Kim there. too I think their prices, as opposed to what our school lunch prices are and with the</p>	

schools that they look that they're looking to draw most of their students from are

I think all three of them are title one is WT Moore title one no ma'am. Not at this time but they do get free.

Right. And all those schools already get free lunches I don't know how realistic to expect a child to come into pay \$2 and breakfast in three dollars for lunch.

I'm with a partially meets.

So, here's the thing, looking at the evaluation criteria and I can put these things that Miss Coughlin and Miss Banks are saying in the comments are food service plan that will serve all students and makes particular provisions for those students who qualify for free or reduced-price lunch, and a food service plan that places an emphasis on quality healthy foods. Now yes, my calculations that's \$5 a day.

But what I'm hearing from us to Howcroft is that basic plan exists.

So, I can put the notes about it's not very realistic, as all of our elementary meals are free. I can put that in concerns and additional questions.

Michelle, I think we can also put it when we get into the finances because all of that is their budget and into their into their fund balance which is, you know, I think we touched on it.

When Naomi talked through some of our concerns previously so we can all we can note it there if that's the more appropriate place. That sounds good.

We can go to both places to tell the truth Ms.Banks. So 18, just to be clear, we're saying meets but we're going to note some issues.

19. School Safety and Security

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>We're continuing with school safety and secure security Mr. Hunkiar our chief of Safety and Security.</p> <p>So I'm looking at five bullets and, and they've answered about one and a half, and that's actually been benevolent on my part and a couple things I want to one thing I'll do is I'll give a pass on the SESIR conversation.</p> <p>Although I do want to know the concern.</p> <p>Although the SESIR information didn't come up in these bullets that appeared that.</p> <p>And when I say they it's the one person that was talking the whole time and she did a tremendous job by the way i mean anybody that had to be that diverse on so many different topics I think she strengthened a lot of what was presented as opposed to not strengthening it but the idea that SESIR is only tied to the law enforcement incidents is completely wrong, that it is not and this is a real high liability area, not only with the statewide grand jury.</p> <p>But with the MST commission as well as the requirements for reporting SESIR, she indicated that they had never had to report a SESIR. So, however they're getting straight back to these bullets.</p>	

There was no information about an active and assailant plan or active assailant training. The events of the last three weeks nationally can tell everybody exactly why this is the, you know, this is the number one priority in the district, this has to be an area of strength.

Also, there was a no information about threat assessment. There was no information about a threat assessment team.

And when I mentioned one and a half and here's why I'll say one and a half answers on the, on the area of a safe school officer.

The requirement was to a description of how they plan to comply with that because it's very complex you either have to have a law enforcement officer or school guardian.

And that's a longer conversation for another time but it just mentioned that they were going to have a safe school officer, and I didn't know. In one of her answers she was talking about that they would have the safe school officer escort children.

I think that's outside of what a safe school officers supposed to do. Safe School officers have to be armed by statute. So there needs a little more depth in in understanding their requirements of the statute, which is the 1006. But overall, like I said they did have other information that wasn't actually required in the bullets there was some thought to weather emergencies. Some, some fire exits and such. So, I would, I would give this a very thinly partially meets.

So, I just want to make clear instead of the five bullets, they met a half of one, one and a half, I'm sorry, 1.5. Okay, so help me, the half was the school officer and what was the one.

The first one set a plan that reasonably ensures the safety of students and staff and they do have information about background screening and ID badges and all that other kind of stuff.

The other bullets in terms of a plan for actives assailants is one, description of how they'll plan staff to respond that that's another bullet, and the third one talks about how they will establish teams to assess and intervene individuals whose behavior may, may pose a threat I don't believe they met any three of those. I believe they met all of the first one and partial of the second one.

So you want to put this at partially meets, or

partially. Okay. Are there any other thoughts from anyone. Please chime in, you have any thoughts. Okay, partially meets. Moving on, thank you John	
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20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>Moving on, budget Naomi, Ms. Kim</p> <p>I'm gonna based on the responses to what we asked as far as health insurance and the retirement. I'm not sure that's another thing that falls into. When you go to recruit teachers and that type of thing, as far as like the health insurance the max they're going to pay is, 3000 and then the rest of fall on the backs of their employees.</p> <p>Their contingency plan, I mean they're saying that they got they only budgeted for 75% of the 261 but they still think they're gonna get the 261.</p> <p>And really, honestly, the contingency plan, besides faith was going to be. They have contributors and fundraisers, and they're going to try to write some grants, that's, that's me as a wishful thinking I mean unless you can't forever depend on a fundraiser or contributor to keep a school running. So that concerns me a little bit as far as. Are they really going to be able to maintain a balance or a positive balance of each year I know that they say they have a 3% but there are 3% so only about \$47,000.</p> <p>Right. That's not even that's barely one teacher. So, that's my thoughts, I'm going to go with stay with my partially meets.</p> <p>Kim can chime in with what her thoughts are Ms. Kim but I agree with letting him he said and I go back to I mean I can't, and I know they're small</p>	

school but they have their, you know, their employees wearing so many different hats I just go back to the staffing plan and going back to what Naomi said about if they're actually going to be able to, you know, one recruit, these people, and I don't know that they're going to be able to recruit them I don't know that they've actually budgeted appropriately for all of the different needs.

I think that there's a lot of issue I still question, you know, I understand that they budgeted basically you know it's 75% of the projection but I still even question if they're going to meet that enrollment just from some of the stuff we've mentioned, the transportation issue. The fact that the school facility that they pick backs up to another school facility, like literally shares a parking lot with another school facility that has a playground, that has a brand new gym facility. The food service issues I just, I think there's a lot of things that are working against it and those food service numbers where we were talking about the \$5 a day all of that contributes and rolls down into the fund balance that they're projecting having, like they've all into the same budget. And so they don't meet any of that they really don't even have that contingency and it goes back to that, you know, having to have that line of credit.

So, I just, I'm with Naomi I think that I guess it's partially with a lot of concern.

Yes ma'am. It is being noted in the chat and will share that.

Because we're only going to give them a 40,000, foot view today. So partially meets is what I'm hearing.

21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>okay fiscal management and oversight. Again, Miss Banks Miss Coughlin.</p> <p>I, I think we said before, we thought that they had that they had the fiscal management in place because they have they're using the backbone from I think the parent company and the budget staff from, from the parent company that outside company, the people who were on here for finance? Yes ma'am, right, so you feel that We're not that we said before that they had. They're using that outside company that they can you know that they have the ability to track their expenditures that they can.</p> <p>I mean, I really I, I'm more concerned still back on the budget I don't think that they have anything.</p> <p>So I'm hearing meets. Anybody else opposed to that. And that's based upon using that other company in South Florida</p>	

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):
s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>startup plan startup plan provides a thoughtful and realistic implementation plan that covers major operational items, and provides flexibility for addressing unanticipated events.</p> <p>That's 22, the 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.</p> <p>In, Dr. Gayle, I don't know if I did place again but I go back to what I've been saying all along, they don't really have any flexibility in the budget for things as they're trying to start up for the those unmet needs they didn't necessarily planned for any little thing because they're budgeting so low and so I just, but that's just from the budget perspective, I don't know,</p> <p>a couple of things that you have mentioned.</p> <p>All of you mentioned interventions, not just with MTSS tier two and tier three.</p> <p>We also talked about curriculum, we won't be able to support them, we do not use of those curriculum products are there are some things that we can train them on.</p> <p>They said that they would I wasn't clear, looking at the student information system, are they going to adopt focus, they said she's familiar with FOCUS,</p> <p>Kim and Naomi is focus a part of their administrative fee that we will take out.</p>	

I don't believe we were providing focus for them Naomi had to drop off the Auditor General is here for the FTE audit so she had to drop that off Yes, ma'am. Thank you. It's a busy day for everyone I appreciate y'all.

So what am I hearing here for a startup plan, I don't think I'm hearing meets. But I don't want to put words in anybody's mouth. Dr. Jeff. Hello. Can you all hear me? Dr. Jeff-Yeah, their problems are in the other areas like budget and transportation, I think the startup plan is minimally adequate. Okay, but they don't have the money to do it but they'll know soon enough. I think I had noted that we had said meets earlier and so I don't think that based on. I don't think I have enough evidence based on the interview to move them on my sheet from meets down to partially. Thank you, Miss Gregory, so then going to the final.

Final Totals

8 meets the standard
8 partially meets the standard
3 does not meet the standard
3 no rating needed

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):
s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

Applicant History Worksheets (Form IEPC-M1A)

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference

Concerns and Additional Questions	Reference



**Monday, April 26, 2021
Agenda Review/Workshops**

3:00 PM

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1. Persons to be Heard

2. Agenda Review

2.01 Agenda Review for the Tuesday, April 27, 2021 School Board Meeting

3. Workshops

3.01 Small Business Policy Updates

3.02 Policy 5630.01—Seclusion and Restraint of Students with Disabilities

3.03 Red Hills Charter School Application

3.04 Labor and Employee Relations Updates

3.05 Capital Outlay Committee Way of Work

3.06 Advisory Councils Reports to the Board

3.07 Strategic Plan Development Timeline

4. New Concerns from Board Members

4.01 Broward County school District Equity Conference - School Board Vice-Chair Darryl Jones

5. Continuing Concerns from Board Members

Any person who believes that he or she may wish to appeal an action of the Board be advised that for such an appeal it will be necessary to have a record of the proceedings and for such purpose a person may need to insure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal

5/7/2021

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is to be used.

Leon County Schools Audio Transcription

Taped Transcription

PHIPPS REPORTING

Raising the Bar!

LEON COUNTY SCHOOLS
AGENDA REVIEW WORKSHOP

IN RE: AGENDA ITEM 3.03

April 26, 2021

Stenographically Transcribed Audio Recording By:
Shelby Rosenberg, Florida Professional Reporter

Job No.: 188470

1 Thereupon,
2 the following proceedings were transcribed from an audio
3 file:

4 MADAM CHAIR: Let's move now to 3.03, is that
5 where I am? Red Hills Charter School application,
6 that's where we are.

7 SUPERINTENDENT: Madam Chair, I'm going to ask
8 Dr. Shell (ph.), who led this process, along with
9 Lisa Urban in reviewing the application from Red
10 Hills Charter Academy, if they would maybe tell you
11 the information you have in your folder, the process
12 they went through, and we also have a guest that
13 they'll introduce that wants to share a few words
14 with you about his expertise in this area and some of
15 his thoughts surrounding this application. So, Dr.
16 Gayle.

17 DR. GAYLE: Thank you, Mr. Superintendent.
18 Madam Chair, school board members, you should have a
19 gray folder that says Red Hills Academy on it.
20 Within that folder, there's some items that I'd like
21 to bring to your attention per the superintendent.
22 There's a PowerPoint presentation, it's in color,
23 that is named Charter Applications Review Team
24 training. This took place on February 2020, February
25 the 5th. I won't go through everything that is in

1 here, but that is the training that is prescribed by
2 what we have in policy and also what is prescribed by
3 the Florida Department of Education. It goes over
4 what took place in the training, the materials that
5 were used, and what the timeline will be for Red
6 Hills Charter Academy. We did receive their
7 application on February the 1st, 2021, as stated in
8 statute, that's when everything started in motion.

9 The second staple package that you have in your
10 gray folder is the document that is provided by the
11 Florida Department of Education entitled Florida
12 Charter School Application Evaluation Instrument.
13 This was reviewed very thoroughly with the people who
14 were a part of the Charter Application Review
15 Committee or the CARC. On this, within this
16 document, you have different parts of the charter
17 application that each member -- not just their area
18 of expertise, but each member was asked to review the
19 entire document and then make a voice, if you will,
20 as to if it met the standard or if it did not meet
21 the standard.

22 The top page that you have is the
23 recommendation that the Charter Application Review
24 Committee gave to the superintendent, and I'll go
25 into some of that in just a little bit. But each of

1 the subsequent pages, it talks about what those
2 particular areas were and some of the conditions and
3 additional questions that the committee had. The
4 last page that you have is a single page, Red Hills
5 Charter School capacity interview responses, and it
6 has each of the 19 committee members' names.

7 I was not a member of the committee, I
8 facilitated, Lisa Urban was not a member of the
9 committee, she facilitated, and Ms. Brenda Jackson,
10 who is my assistant, she is not a member of the
11 committee, she facilitated, and Opal
12 McKinney-Williams, our attorney, she was there and
13 she not was not a voting member of the committee as
14 well, she just helped to facilitate and answer
15 questions. Thank you, Ms. Opal McKinney-Williams.

16 So when you see those votes here, you may say,
17 "Well, Dr. Gayle, where's your vote? Ms. Urban,
18 where's your vote?" We were not members of the
19 committee. So where you see approved, it's approved
20 with conditions, and those conditions are stated in
21 that thicker stapled package. And then we had eight
22 denials, and you can see who denied, and when you
23 read through the Florida Charter School Application
24 Evaluation Instrument, you can understand why it was
25 denied.

1 The committee spent a lot of time -- that
2 timeline is within the PowerPoint that you received,
3 the first packet -- spent a lot of time reading over
4 the information. We even reached out to the Florida
5 Association of Charter School sponsors -- I'm messing
6 that up, Lisa, what is it? Charter School
7 Authorizers, thank you. We even reached out to them
8 and they provided an outside evaluator. His name is
9 Dr. Jeff McCullers, we call him Dr. Jeff. You may
10 have heard us say that, and he's indeed on the call
11 and he'll talk about himself, but he'll probably be
12 very humble.

13 He's a retired charter school coordinator from
14 Lee County and he's also a consultant with the
15 Florida Association of Sponsors and Charter School
16 Authorizers, and he worked along with us side by side
17 as an outside person. He does not live in
18 Tallahassee, he's in Lee County.

19 Mr. Superintendent, would you like for Dr. Jeff
20 to speak at this time?

21 SUPERINTENDENT: So basically, to kind of
22 summarize, the work the 19 voting committee
23 members -- their job was to first rank -- there's 22
24 areas. Of the 22 areas, 19 received a ranking, of
25 those rankings, eight were deemed to have met the

1 standard, eight were deemed to have partially met the
2 standard, and three were deemed that they did not
3 meet the standard. In addition to that, a vote was
4 taken. You have the results of that vote in your
5 packet. The 11 members voted to approve the
6 application, much did add with conditions, eight
7 members voted not to approve the application.

8 And the reason I had Dr. Jeff on was he was one
9 of the members of the committee that voted not to
10 approve the application, so I've asked him to say a
11 few words. He obviously has a lot more expertise
12 than our folks do in this area. This is only the
13 second time in the last four years -- we've gone
14 through this at least a third time, if you count
15 Classical, Plato and now -- Red Hills is only the
16 third time. Dr. Jeff can explain some of the history
17 in this area and then maybe give from his
18 professional standpoint what he saw or did not see in
19 this application which led him to vote to deny.

20 So Dr. Jeff, if you'd like to maybe introduce
21 yourself to the Leon County School Board and tell
22 them some of your thoughts going through this
23 process. And first and foremost, thank you for all
24 of your help. We really appreciate it. I know Dr.
25 Gayle, Ms. Urban spoke very highly of you, and again,

1 we don't do this for a living, so it's very important
2 that we go through this process. So thank you so
3 much for your advice and your counsel.

4 DR. MCCULLERS: Thank you so much,
5 Superintendent, and thank you, Madam Chair, and the
6 board members for giving me a chance to speak.

7 As Dr. Gayle already explained, I was the
8 charter school liaison in Lee County for a long time.
9 I moved to Lee County for 35 years and I retired a
10 couple years ago. During the time, of all the
11 charter school applications that our district
12 received from 1999 to 2019, 97 separate applications,
13 and I have a very similar process to what you have.
14 People with expertise around the district are giving
15 their concessions and we arrive at some sort of
16 decision as to recommended approval or denial. We
17 recommended approval on 34 charter schools. Through
18 different circumstances, I ended up having to
19 supervise the closure of ten of those charter
20 schools. So I've done several different sides of the
21 story. I've opened up and I've closed.

22 In a couple cases, our superintendent
23 recommended denial of an application. The applicant
24 then appealed that denial of the board and I had to
25 go through the committee in Tallahassee, and in each

1 of those cases, our board's denial was upheld. So
2 I've done a little bit of this work over the years
3 and I've helped -- I've served on DOE committees that
4 draft the instruments that you see before you, the
5 evaluation instrument and application instrument, and
6 I helped work with the team to put together the sort
7 of document of the authorizing premises, the Florida
8 principles for a quality charter school authorizer.
9 One of those principles is having an extra reviewer
10 like me come into a district to offer an alternative
11 point of view. I'm not local, I don't live in
12 Tallahassee, I'm not part of the school district
13 there, and so I don't have any stake except to just
14 look at the application and tell you what I think.

15 So when I looked at it, I saw a great idea for
16 a charter school, a small school, a K-5 school, the
17 building was already known to serve well, and who
18 wouldn't want that? So it's great. As I go through
19 it though -- and I think you have our view review
20 notes -- I saw some things that were typical problems
21 with charter school applications. They were minor
22 problems that could easily be fixed, inconsistencies,
23 different amounts and different sections, some
24 inconsistencies with the calendar or the daily
25 schedule, the budgets, how much they were spending on

1 this and that. Those are small things that can be
2 worked out. And in fact, there is a process in the
3 statute that explains how a district school board can
4 give the applicant time to resolve those minor
5 corrections. I saw those corrections and I noted
6 them, but I assumed that they could be dealt with.

7 There was a second set of concerns that were a
8 little more problematic, and some of those were in
9 sections -- for instance, the lack of the research
10 base in their educational program design, they did
11 not seem to have done as thorough of a search as most
12 applicants do. So I do note that. The student
13 achievement goals, which is very critical in charter
14 school authorizing, were pretty basic and kind of
15 confusing. The goals did not address special
16 populations, at-risk students, students in need of
17 special attention, such as students with
18 disabilities, economically disadvantaged students,
19 homeless students, English learners. There were no
20 special goals for any of that. There was no closing
21 achievement gaps.

22 And so it did not look to me like it was a very
23 thoughtful goal setting process they had gone
24 through. That's of some concern with a charter
25 school, because the theory of a charter school, it

1 is: We give you great latitude, great authority,
2 great independence from the school district in
3 exchange for higher accountability, and if you don't
4 have a good set of goals and standards, there's no
5 way to know if the charter school is doing what you
6 chartered it to do. So I think that's something of
7 concern. But that's not the worst of it.

8 There were three other things that I saw that
9 moved into a level that I think was a lack of
10 efficiency or really a fatal flaw, and I'll explain
11 those to make it clear. One is kind of tenfold.
12 It's in the governance section. When the school
13 incorporates as a nonprofit, that's the governing
14 board, it incorporates as a nonprofit, it adopts a
15 set of articles of incorporation, it has corporate
16 bylaws, and all these documents come together to
17 create a legal entity that the school board is
18 issuing the charter to. What I would normally expect
19 to see in those organizing documents would be some
20 acknowledgement that should the charter school close
21 either on its own voluntarily or through some action
22 of the school board, should the charter school close,
23 there is a process by which public funds held by the
24 school get disseminated; some have to go to
25 competitors, some have to be returned back to the

1 Florida Department of Education, and some have to
2 revert back to the school district, and there's a
3 process for that.

4 That's not addressed in those organizing
5 documents, neither is there any mention of the idea
6 that no debts of the charter school can be assumed by
7 the school district, and this is very, very
8 important. When I closed for financial situations,
9 they leave behind sometimes staggering debt of unpaid
10 salaries, unpaid benefits for their employees, unpaid
11 taxes for those employees, unpaid rent, unpaid
12 utility bills, and a lot of angry vendors who are
13 coming around to the school district looking for
14 satisfaction on their debts, and rightfully so. So
15 none of that is mentioned in the organizing
16 documents.

17 When we discussed it at the capacity interview,
18 they just cited the statute, which does give some
19 protection to the board, however, it doesn't look as
20 though -- if you look at those documents, it doesn't
21 look as though the school's governing board is
22 self-aware of those protections, of understanding the
23 implications that they'd never be able to discharge
24 those debts back to district. So I think that's
25 something to be concerned about. That's my first

1 critical flaw.

2 The second one was there's a requirement in the
3 application to describe your facility plan, maybe you
4 picked one out, maybe you haven't, but you describe
5 the process by which you have your school house,
6 where you're gonna have school, they did that, they
7 did the part where they identified the facility, they
8 described it. What they did not do, however, is the
9 requirement to have a backup plan. What is the
10 school going to do if that facility suddenly becomes
11 unavailable? It's a requirement in the application
12 and they simply noted in the application that they
13 didn't need to do it. I think that's a problem.
14 That's a nonresponse to a requirement of the
15 application process.

16 When they were asked about this at the capacity
17 interview, they just reiterated that it won't happen.
18 The facility is locked and there's no chance that it
19 won't become available to them. That's great that
20 they have that kind of relationship with the property
21 owner, and I'm being sincere, that's a very good way
22 to start a charter school with that kind of
23 assurance. However, if you've been in schools for
24 any time at all, you know that lots of plans can
25 fail, things can happen, maybe there's a flood, maybe

1 there's a fire, maybe a partner or a property owner
2 decides to cash out or retire, maybe there's mold.
3 You don't know what's gonna happen to a facility with
4 100 percent assurances. And all they need to do is
5 tell you in an application, "Okay, in the unlikely
6 possibility that this school house isn't available,
7 what are we gonna look for? What are we gonna need
8 in the school house? We're gonna have limited time
9 left to open school under the charter that we've
10 agreed to, so this is how we're gonna organize our
11 search. We have people we're gonna consult," a
12 couple of pages. They did not do that. So that
13 leaves the board at some risk because you -- if you
14 approve this application, you have to accept their
15 confidence in the owner of that property. It might
16 work out great, they think it will, but I think it
17 leaves you unprotected and I think that's a fatal
18 flaw.

19 Then my last item, my third item, is there's a
20 section where they have to explain how they're gonna
21 transport children, and Florida statutes are very
22 generous and give charter schools lots of
23 opportunities, lots of ways to be creative about
24 transportation, and the school chose only one of
25 those choices, which is that parents would provide

1 all the transportation. That's nonresponsive the way
2 I read it, because what it does is it leaves the
3 school with only one way of getting kids there. If
4 I'm a parent that works a couple of jobs, if I'm a
5 parent where I'm the only adult in the household, if
6 I'm a parent who's too ill or unable to drive, then
7 I'm excluded from accessing that school's educational
8 program, and that kind of built-in selection process
9 keeps school choice away from students, many of whom
10 are students that we believe benefit the most from
11 the school choice program. So I think that creates a
12 very serious negligence. I think there's a lot of
13 legal and ethical questions in simply not providing
14 that transportation plan, and I think it's
15 nonresponsive.

16 I would recommend to my school board, my
17 superintendent, that we deny on that single basis
18 alone, and given the other weaknesses in the
19 application, that's why I declined. It turns out
20 there was a recommendation from the committee to
21 approve with conditions, and that list of conditions
22 is pretty long because I think the rest of the staff
23 can explain to you: I'm just one individual. I only
24 represent myself. My opinions are just from my own
25 experience working with charter schools. There's

1 some danger to this application, and if I were you, I
2 would ask them to redo it and try again next year.

3 I'd be happy to answer any questions anybody
4 has or explain something in more detail if you need.

5 MADAM CHAIR: Ms. Wood?

6 MS. WOOD: Thank you so much. You may not know
7 this, but the board has not seen any description of
8 this charter school, so I'm working blind here. So I
9 don't know what they're proposing, I don't know
10 anything other than what I sort of anticipate.
11 That's a big problem for me. But I have some general
12 questions just about charter finance that I'd like to
13 know about. Since you know about charter schools,
14 maybe you can help me understand.

15 So if this charter school were to get approved
16 and they have a building set up, what sort of funds
17 do they get from the state to have a lease or
18 purchase? In other words, what taxpayer dollars go
19 toward the facility? Is that clear? Can you hear my
20 question?

21 MADAM CHAIR: Dr. McCullers, are you there?

22 DR. MCCULLERS: I'm sorry, is that question for
23 me?

24 MS. WOOD: Yes.

25 DR. MCCULLERS: I apologize.

1 MS. WOOD: So I want to understand a little bit
2 better about the financing. I notice two finance
3 people voted to deny, but I would like to know how
4 they get their money for the building, what taxpayer
5 dollars are involved in that, and then what sort of
6 refund to the taxpayers are involved. We had that
7 building before, it went belly-up. We didn't have
8 it, the charter school did. So I'm still not
9 clear -- you can't answer this question probably, but
10 I would like to know from the superintendent, where
11 did that money go and how much did they get? So
12 that's a question I have about the same location from
13 before. But for this particular charter, how will
14 they finance it and how much of that is taxpayer
15 funded?

16 MADAM CHAIR: Can we just review what the
17 location is to refresh memories? Please, someone.

18 SUPERINTENDENT: It's where the old Imagine
19 school used to be, the were two buildings there, both
20 owned by a man named Jennings Knox, who was a former
21 owner of Culpepper Construction. I still believe he
22 has involvement in other construction companies in
23 town. And so one of the buildings was sold to Peter
24 Boulware, who opened a private school, a small
25 leadership academy in one of the buildings. The

1 other building is currently occupied by The Anchor
2 Academy, a private school. Mr. Altman and Dr. Gayle,
3 I think Mr. McQueen paid a visit to the building.
4 It's the same building that Imagine used when it
5 closed its doors. There's no ball field, no play
6 fields, there's one small play area maybe for Pre-K
7 or something. So there's no cafeteria. I believe
8 they can speak a little bit more to the facility.

9 But I think to Ms. Woods' point, I looked at
10 their budget document, I think it's around \$230,000 a
11 year to lease the building the first year, then the
12 lease goes to \$330,000 a year, and I think if you
13 talked to both Ms. Banks and Ms. Coughland, their
14 margin is really thin as far as their budget is
15 concerned. They're projecting 216 kids, and without
16 100 percent of those 216 students, they would
17 probably not be able to pay their bills.

18 But Dr. Jeff, did you have anything you want to
19 add to her question?

20 DR. MCCULLERS: Yes. Thank you. The facility
21 cost, food cost, transportation cost, these things
22 often can get away because those costs sometimes
23 don't go down unless the enrollment goes down. So if
24 the charter school fails to achieve its target
25 population goal in the first year or the first month,

1 they can get into a taxable problem. This school had
2 had planned to borrow, I think, and I think it was
3 about a total of \$400,000 either in lines of credit
4 or in loans over seven years, they would add to that,
5 whatever FEFP funds the district can forward to them
6 at some point, if they're approved and the timeline
7 is set up, at some point they get some of their money
8 upfront. That leads to higher staff and updating the
9 building and that sort of thing. So all of that is
10 public funds and all of that starts getting used up
11 before school starts, of course.

12 At some point in the school year, there's some
13 consideration as to whether or not the school has
14 achieved its enrollment goal, and this is usually in
15 the contract, and I don't think we're to that point
16 yet, that comes after approval. The contract will
17 identify some breaking point, some minimum enrollment
18 number. Let's say if you have 180 students enrolled,
19 you can stick with the budget you have, but if it's
20 less than that, we'll agree to renew your budget and
21 resubmit to the school board to demonstrate to us
22 that you can stay solvent through the end of the
23 year. So it's -- you're creating a trust
24 relationship when you open up a charter school.
25 They're accruing debt and they need some money

1 upfront, and all of that is dependent on the
2 enrollment meeting the need.

3 So I think one of the questions is what happens
4 to that if the school closes, and that's kind of a
5 complicated recollection process, which is one of my
6 points. The school would hire accountants or a
7 management company to make sure the public funds are
8 accounted for, that their debts were accounted for,
9 and what they have purchased with different funds
10 maybe were tagged in a certain way. Typically if
11 they bought furniture that the school district is
12 able to use, they'd recollect that and redistribute
13 it back to other charter schools, other district
14 schools, whatever the process. If they used federal
15 grant funds, then there are rules for how that gets
16 redistributed. It's gotta go back to the same
17 [indiscernible] and that same grant. If it's a
18 charter school start-up grant, it goes back to the
19 state.

20 It's an elaborate process of trying to recover
21 all those funds. In my experience, obviously we've
22 never recovered all of it, in several circumstances,
23 we've had to sue the governing board and the
24 management companies recollect funds to go back to
25 the district. And I don't believe we've ever

1 collected everything that we were owed. So there's a
2 risk.

3 MS. WOOD: Thank you very much. I'm also
4 trying to understand what start-up funds they're
5 entitle, to which of course are taxpayer dollars and
6 PECO funds.

7 What funds from the state are they entitled to
8 if they are approved?

9 DR. MCCULLERS: Is that question for me? I'm
10 sorry.

11 MS. WOOD: Yes, it is. You're the expert in
12 the room right now.

13 DR. MCCULLERS: Very good. I wasn't sure if
14 you were looking to staff. I'm so sorry.

15 So yes, there are different buckets of things.
16 In some buckets, like PECO, it all goes to charter
17 schools, but that amount of funding has really
18 diminished over the last many years. So it's not
19 that much money. There is some start-up grant
20 funding that can be quite significant for even a
21 small school to expect, quarter to half a million
22 dollars in start-up funding.

23 MS. WOOD: From who?

24 DR. MCCULLERS: That is a real kick-start. In
25 some years, there are some charter schools that --

1 almost every charter school applicant received
2 funding from a grant, and in other years, it's more
3 competitive, so that only half the charter schools
4 could get it. To their credit, this applicant did
5 not assume that they were gonna win that grant, so
6 they excluded that from the budget. That was very
7 responsible, and I appreciated that. If you build
8 your budget around a grant that you only have a
9 40 percent chance of getting, that's a pretty shaky
10 start. They did not do that.

11 MS. WOOD: Are those start-up funds from the
12 state, from Florida? Are they federal funds?

13 DR. MCCULLERS: The start-up grant is a federal
14 through state program. It's federal money that's
15 administered by the state of Florida.

16 MS. WOOD: I recall that from the Classical
17 school days, they got a lot of money in federal grant
18 start-up. Well, I'm sure I understand the question.

19 MADAM CHAIR: Are there other questions at this
20 point?

21 MS. STRIPLIN: Thank you, Dr. Jeff. That was a
22 really, really -- a really good presentation, and
23 it's nice to have someone who's a third party
24 objective, but also has a lot of experience in this
25 area even from other counties. It seems like your

1 experience goes way back in approving, watching
2 closures, knowing how the funding works. We all know
3 what we're up against here. There is a huge elephant
4 in the room and it's sitting right in front of the
5 words Leon County Schools, and we know that it is the
6 priority of this administration for school choice and
7 we know that we're gonna face a battle if we deny
8 this application and the highlights. So I want to
9 kind of come at it from a different angle. We went
10 through this battle before, and it's not fun. It
11 creates a lot of animosity and I know there's not a
12 person up here that doesn't want a great education
13 for 100 percent of our students regardless of what
14 they choose. We all want them to be successful. But
15 the areas that you raised are obviously concerns, and
16 I really like that you shared that information from
17 us coming from an objective viewpoint.

18 Is there a notion to give charter school
19 applicants the opportunity to improve in these areas
20 that we find critical deficiency and possibly come
21 back to us with an improved application at some
22 point?

23 DR. MCCULLERS: That is actually a decision
24 that each school board sets through their own policy
25 process and it varies from district to district. In

1 my district, we would make a determination if there
2 were no critical deficiencies and the application was
3 workable, we would then invite a revised application
4 with all the changes and revisions that the committee
5 members wanted. That is an elaborate and laborious
6 kind of process, but we felt like it gave us a really
7 good relationship with our charter school. However,
8 that was in our board policy, and so that was why we
9 were following it at the time we did it. That
10 developed over many years, and the first time we did
11 it, we had no such mechanism. Over time, we learned
12 that that was a way that worked for us.

13 So in your case, I think it would be best to
14 follow your own board policy or choosing to deviate
15 from that under whatever [indiscernible] you have for
16 that. I don't know what those are.

17 MS. WOOD: Okay. I know, for example, the
18 transportation issue, we worked with other charter
19 schools in the past on expanding transportation, the
20 partnering with churches, partnering with communities
21 so they could bring children that aren't within that
22 immediate three to five miles. Some of our charters
23 have really strived to improve in that area.

24 I'm wondering -- I guess that this is a
25 question to us -- is that something we can pose back

1 to them, you know, "Make the following improvement"?
2 The financial one is a huge concern. I think what
3 I'm hearing you say is that it is required that it is
4 addressed. What will happen to the debt to make sure
5 that Leon County Schools is protected? And I'm
6 hearing \$400,000 start-up loan, 2 to \$300,000 lease
7 annually. So if they go under, are we then --
8 without this specific language, are we then
9 responsible to repay their loan as well as continue
10 their lease?

11 MS. MCKINNEY-WILLIAMS: No. Under state law --
12 so Dr. Jeff has referenced that they did not
13 acknowledge it in their application, but it is in the
14 Charter School Statute that the charter must contain
15 an acknowledgement that if they terminating or are
16 not renewed, one, public funds or any property that
17 was purchased, personal property, all that kind of
18 stuff purchased with public funds has to revert back.
19 And in addition, there's gotta be acknowledgement
20 that we do not take on their debts. We cannot assume
21 any of their debts. They're responsible for their
22 debts. So that piece cannot happen.

23 But to Dr. Jeff's points, his concern was
24 reverting public funds and public property back is a
25 process that doesn't always fully happen, and we had

1 issues with the school that was over by the Bus
2 Depot, we had issues with personal property. They
3 did not have a good inventory and had issues with
4 that property regarding that. So it is an imperfect
5 science. I think we've gotten a lot better over the
6 last several years with that.

7 But to your point, both of those issues would
8 be addressed in the charter document. So no, we
9 don't take on their debts. We do not have to assume
10 their debts. We're told not to.

11 MS. WOOD: And are they requesting opening fall
12 of '21?

13 MS. MCKINNEY-WILLIAMS: Fall of '22.

14 MS. WOOD: So if we were to go back to them
15 with, "Hey, we need these improvements," and then you
16 can resubmit your application, is that --

17 MS. MCKINNEY-WILLIAMS: So where we are
18 procedurally, the application was submitted
19 February 1st, as Dr. Gayle said, under state law, we
20 have not the sponsor, which is the board, 90 days
21 after the date of submission to approve or deny an
22 application unless the sponsor and the applicant
23 agree, mutually agree in writing to extend that
24 deadline. So 90 days runs to the end of this week.
25 If you do not either approve or deny the application,

1 then the sponsor will be deemed to have failed to act
2 on it and the applicant can appeal to the state
3 board. So they can appeal if you do deny, but if you
4 deny, you have to articulate your reasons why. They
5 can appeal. They can also appeal if you fail to act
6 and go to state board and go through that appeal
7 process.

8 So where we are is if it's not acted on by the
9 board in one way or another tomorrow or a special
10 meeting this week, then the board will be deemed to
11 have failed to act on it and they can appeal.

12 MADAM CHAIR: I have a quick question related
13 to that, I think. Having listened to Dr. Jeff with
14 these critical deficiencies, and we've got four days
15 to make up our minds about this, obviously that's not
16 realistic, but what if we don't approve this at all?
17 What's the possible outcome? We say, "No, we're not
18 doing it," we are just not gonna do it.

19 MS. MCKINNEY-WILLIAMS: Well, my understanding
20 is that it is not on the agenda for Tuesday. Is it
21 on the agenda?

22 MS. WOOD: It will be.

23 MS. MCKINNEY-WILLIAMS: Okay. So if it's on
24 the agenda and you all vote to deny, then the statute
25 says for any denial, you've gotta submit to the

1 applicant the reasons why, and Dr. Jeff has given
2 certain reasons that he's articulated, and then there
3 are other reasons that the committee had, and so that
4 would be reflected in the written document submitted
5 to the applicant, "We're denying your application for
6 these specified reasons," they will review it and
7 they'll make a determination as to if they want to
8 appeal. If they appeal, then it will go to the
9 Charter School Appeals Commission and then ultimately
10 to the state board, or they may not --

11 SUPERINTENDENT: I think one of the comments
12 that I kept hearing from my debrief of the interview
13 was a lot of it was, "We're gonna have faith that
14 this is gonna work out," and that was there their
15 response to several of the questions. I will say in
16 addition, and I know Opal and I have discussed this
17 before, but we have two of our -- we have -- existing
18 charter school capacity is 70 percent enrollment,
19 70 percent capacity among qualified charters. Two of
20 the five have average enrollment of 52 percent
21 capacity. So Classical said they had a waitlist of
22 hundreds of applicants, yet they're currently at
23 48 percent capacity. So I do have reservations about
24 them meeting their enrollment numbers.

25 I'm not sure of the ramifications if we send

1 them dollars to open the school and -- if they don't
2 meet the enrollment projection by October and
3 February, then what happens? I don't think we get
4 those dollars back. Maybe I'm wrong about that,
5 maybe you have some more information that can help
6 us. But again, in looking at their budget, their
7 margin, it's razor thin. You only have 216 students.
8 You can have only 200, but that 16 is a big deal, and
9 their projected enrollment the first year K-3 is 216,
10 then moving to K-5 and moving enrollment to 348 in
11 the subsequent years. But again, if you look at
12 their budget document, it's really thin.

13 So to your point, I'm gonna recommend two
14 options. Option one is to not approve the
15 application, option two is to approve the
16 application. I'm gonna recommend option one to the
17 board. And then to Ms. Woods' point about having
18 more time with Classical, I think we went through two
19 school board meetings, the information was produced
20 in April, and then we'd move it to the second school
21 board meeting and it was ultimately denied. The
22 application was denied. You can certainly do the
23 same thing and maybe say that you didn't have enough
24 information to make an informed division and you
25 don't feel comfortable voting, by which then if the

1 majority of the board members did that, the time
2 would expire and we would have failed to act on the
3 application and it would automatically go to the
4 appeals committee on appeal.

5 MS. WOOD: May I suggest a third possibility?
6 Very briefly. Since we haven't seen the application,
7 I mean, I couldn't describe the school to you to vote
8 on something, it feels very uninformed and premature,
9 I mean, I have all the grading sheets, but I don't
10 have a description of the school even. Could we ask
11 for an extension by which we would have time to at
12 least review the document and then we can reconsider
13 it and there would be more time really for us to
14 all --

15 SUPERINTENDENT: So I think I would then need
16 to reach out to Red Hills Academy and see if they're
17 amenable to sending it to the first board meeting in
18 May. If you need more time to make a decision, if
19 they're amenable to that, then yes, we can move it to
20 the first meeting in May. If they're not, it would
21 go on appeal. I mean, the time would have expired
22 and it will move forward on appeal.

23 MADAM CHAIR: But that wouldn't automatically
24 mean approval either, it means -- reviewing the
25 information is what I'm hearing, right?

1 MS. MCKINNEY-WILLIAMS: Correct.

2 MS. RICE: Madam Chair?

3 MADAM CHAIR: Yes, Ms. Rice-Nielsen?

4 MS. RICE: Thank you. Quick question for
5 clarification. I'm not sure if this would go to the
6 superintendent or Ms. Williams.

7 Let's just say the scenario that was suggested
8 played out. If they are not amenable to any
9 extension and we're still uncomfortable voting on
10 without any additional information or time to process
11 tomorrow night, if we ourselves choose to not take
12 any action, it then goes -- they can appeal, like,
13 tomorrow night, somebody could make a motion and not
14 get a second or whatever, so we take no action
15 tomorrow night, it goes, they can then appeal it or
16 we take no action with a request to them to go back
17 to the drawing board and sharpen their pencils or
18 something or try again next year, as Dr. Jeff said,
19 my question is, if we don't take any action and they
20 appeal it to the -- whatever it's called now -- does
21 it go then to that body without any explanation as to
22 concerns that Dr. Jeff and others have raised?

23 MS. MCKINNEY-WILLIAMS: Madam Chair?

24 MADAM CHAIR: Yes, Ms. Williams?

25 MS. MCKINNEY-WILLIAMS: Based on my review of

1 the statute, there is no separate appeal process when
2 a sponsor fails to act on an application. So my
3 expectation would be -- and I'll defer to Dr. Jeff if
4 he's got some practical experience -- but based on
5 the statute, if the sponsor fails to act, the
6 applicant can appeal and that would start the appeal
7 process. They'd submit their appeal, and then within
8 a certain number of days, the sponsor can provide a
9 response. So in that response, you can articulate
10 your concerns.

11 But I will say -- I have to say that I want to
12 you all to be aware of the possible optics of how
13 that might be construed by the Charter School Appeals
14 Commissions, the state board, the Commissioner's
15 office, if there were concerns raised, there may be a
16 question as to: Why wasn't that just the basis for
17 denial? I want you -- my very limited perception
18 based on anecdotal conversations with other state
19 board attorneys around the state, there's this
20 collective view that a failure to act is viewed a
21 little differently than denial by that body, that
22 office down the street. So I just want to throw that
23 out there.

24 But also to your question about failing to act,
25 as of right now, the item is not on the agenda, if

1 the superintendent asks and they agree, great, then
2 it would be added to the agenda for the first meeting
3 in May. So the question, I guess, that is: If they
4 do not agree, would the item be added to the agenda
5 to give the board an opportunity to decide in the
6 meeting tomorrow what's going to happen or is it just
7 not going to be added to the agenda?

8 SUPERINTENDENT: I think what you're saying is
9 we would reach out to them before tomorrow night to
10 see if they're amenable to moving to the first
11 meeting in May. If they are, fine. If they're not,
12 then it will be added to tomorrow night.

13 MADAM CHAIR: And so if it's added to
14 tomorrow's agenda, if it's added, if we're asking
15 them to allow us more time to read what it is they
16 have given us, that's really what we're asking to
17 have the extension for, right? That's it?

18 MS. MCKINNEY-WILLIAMS: Yes, but the statute
19 says that the parties have to mutually agree.

20 SUPERINTENDENT: So they may come in and if,
21 "No, you're gonna fail to act? We're gonna go
22 straight to DOE for approval without you weighing
23 in," yes or no?

24 MS. MCKINNEY-WILLIAMS: Yeah. I mean, from
25 their perspective, they may say, "You're gonna act on

1 this or not. You're gonna do something. But no,
2 we're not gonna agree to extend," they don't have to,
3 and the statute says we have to work with them and
4 get that agreement in writing.

5 MADAM CHAIR: All right. So it's up to us,
6 between now and tomorrow night, to decide what we're
7 going to do, to hear from the superintendent before
8 tomorrow night, it either will not be on the agenda
9 or it will be.

10 SUPERINTENDENT: If it's on the agenda, if it
11 gets moved and seconded, then there's a vote. If it
12 doesn't get moved and seconded, then there's not a
13 vote. And if there's not a vote, then it dies.

14 MS. MCKINNEY-WILLIAMS: Yes. If there's not an
15 approval or a denial, yes.

16 MADAM CHAIR: So we're really buying time for
17 ourselves on how we feel about this and where do we
18 go. Let's just deal with the [indiscernible] in the
19 river. We may not like it, but that's where we are.
20 All right. Ms. Wood?

21 MS. WOOD: I'm sorry, I'm just saying that was
22 my suggestion, the other board members may not like
23 to ask for an extension. I guess I'd have to hear
24 from other people.

25 MADAM CHAIR: Well, if they want

1 [indiscernible] they will, they have always. I'm
2 sorry. You know I know them, don't I?

3 VICE CHAIR JONES: Well, I mean, one of the
4 things I think has been important and I witnessed as
5 a part of you all's -- what has been our
6 discussion/inquiry thus far, based upon the
7 experiences that you all have had as school board
8 members and having seen these applications come to
9 you before, you've seen charter schools open and
10 close, you've seen them come and go, and so what I
11 have been -- I guess for lack of a better word --
12 I've been informed by what has been the discussion
13 about these thus far.

14 I understand your trepidation because you've
15 seen us devote time and resources, and those schools
16 now no longer exist that we're talking about,
17 facilities that have been utilized for the same
18 purpose before, and those attempts, although at
19 different names, now don't longer exist, you made
20 mention of former projects that have occurred. So
21 for me, there is a discussion and I look at the
22 persons who voted on this, who informed our work, it
23 was very telling for me that the CFO and members of
24 her staff voted no because of issues relative to
25 financial resources and what they believe would be

1 the longer term financial strength of the endeavor.

2 The critic -- the consultant has told us -- I
3 didn't mean to say critic -- but the consultant has
4 used that same type of description. So then our
5 concern -- and Superintendent has made mention of the
6 same thing. So for me, I don't know how long --
7 again, if we are concerned about the lack of
8 information we have, I don't know that I have the
9 stomach to extend this for what I know what might be
10 inevitable. So that I just wanted to put that our
11 there.

12 MADAM CHAIR: Well, we appreciate that, and
13 what we've got is what we've got. We either like it
14 or we don't. If it doesn't taste good, it doesn't
15 feel good, so we're gonna have to bite the bullet one
16 way or the other, and we know what biting the bullet
17 means and how we're gonna get secured one way or the
18 other. And I'm looking at the same listing that Vice
19 Chair Jones had and I have heard and am upset with
20 the findings that Dr. Jeff has given to us. Those
21 findings alone say no, "Hey, no way, no how," you
22 know? When I look at how those special -- the
23 conditions have not been met, the student achievement
24 goals, and so it would be clear that if there had to
25 be a vote right now, where I would have to go, and

1 that's why I ask, if we vote not to do this for the
2 repercussions --

3 DR. RASMUSSEN: Can I interject on the
4 repercussions for just a moment?

5 MADAM CHAIR: Yeah.

6 MS. RASMUSSEN: Most of you all remember, we
7 lived those repercussions.

8 MADAM CHAIR: We have felt them.

9 MS. RASMUSSEN: So I'm just gonna look on the
10 other side and play Devil's Advocate for a minute,
11 just because so we know what's coming down the road,
12 a week from now, a month from now, six months from
13 now. I feel sure if we deny this application,
14 they're gonna appeal to the Board of Education and
15 Board of Education is going to approve them and then
16 we have already started a really rocky, negative
17 relationship with a new school that comes under our
18 umbrella.

19 So I'm just saying, it puts us in a really
20 really difficult situation. And we did this before,
21 we went through the battle, and it's very public and
22 it didn't solve a whole lot in the end. So I
23 understand the grounds. I don't think any one of us
24 would read this and listen to what he said and think
25 we're gonna accept them anyway, this is a good thing.

1 It's being pushed on us and we know that. We know
2 what's coming.

3 So how do we help this school be successful
4 when we know about these deficiencies? That's my
5 concern for the sake of these kids that are going to
6 go to this school, and that's a hard one, that's a
7 really hard one. This is my district. They're on
8 the corner of Capital Circle and Mahan in between
9 Miccosukee, and they will pull kids from WT Moore
10 more than likely. That is an incredible school that
11 Carrie does an amazing job with that we're doing some
12 construction changes, they're looking at a new IB
13 program -- PIB, whatever you want to call it, the
14 World Connection, it's some really great things going
15 on there that no school come in and be what they've
16 been working on for so many years.

17 So this is personal. This is gonna plop down
18 right in the middle on the edge of mine and Rosanne's
19 district, so I just want to throw that out there just
20 for sake of conversation.

21 VICE CHAIR JONES: Could I ask a question?
22 What would you suggest?

23 MS. RASMUSSEN: I don't know, dude. Listen, if
24 I had the answer, I'd put it out there and you guys
25 would say, "Woo, that's awesome." I don't have the

1 answer.

2 MADAM CHAIR: I appreciate the input and
3 division that we're having because we know who's
4 gonna get pulled into this school, you know what I'm
5 saying? And to find that Dr. Jeff has said that they
6 have not even looked at several of these conditions
7 that need to be met, this disabilities, student
8 achievement goals, all those kids who fall into that
9 category of you're already behind, you might get
10 behinder. So how do we now snatch our arms out of
11 the lion's mouth without getting that arm snapped off
12 and we might need that arm again? I still feel the
13 burn that we felt from before. I still -- I remember
14 when we had a charter school walk off with furniture
15 and such stuff into the hundreds of dollars; am I
16 right? Okay.

17 So here we are again. We can swallow and turn
18 our heads or we can be big boys and big girls, I
19 guess it would be called bucking the system, is that
20 what it would be called? I'm just saying, is it a
21 grand no? I don't know. But our expert here has
22 said approve with conditions. How long do we give
23 them to get the conditions right? And who's gonna
24 make certain that the conditions are right when they
25 tell us they are right and out there doing what

1 they're doing? That's for another discussion
2 somewhere else.

3 MS. WOOD: And then what you said, Ms.
4 Striplin, if we were to deny them, to do it in a way
5 that says, "Reapply, get the deficiencies
6 straightened out and we'll look at it again," that's
7 a little softer way to deny. Just say, "We don't
8 feel comfortable based on the problems that have been
9 put forward, but we welcome you to apply again."

10 SUPERINTENDENT: And to your point, Ms.
11 Striplin, it does cause some animosity. It was tense
12 in here. And I can also say, once it was over, it
13 was over, and we have bent over backwards. Dr.
14 Gayle, Michelle -- I mean, Lisa Urban to make
15 Classical, and they've gone through some tough spots.
16 We've been there with them every step of the way and
17 we will continue to do that for this school if
18 they're accepted. Those are still our children. We
19 all go through things in our work life that we think,
20 "What did I gain out of this experience and how can I
21 take that lesson and do it differently next time?"
22 And I was one of the most vocal about registration
23 last time. But then to see there are kids in that
24 school, there are teachers in that school, there's
25 education being provided, so would it not behoove us

1 to work on on that school, improvement of these
2 deficiencies before going through the denial process
3 and then being told by DOE, "Yep, you're good to go,"
4 and then them coming back to us.

5 So I don't know if that's a third option with
6 DOE, which, there's probably not. I think we're
7 accept, deny or not move on it. But I'm wondering if
8 there's any room for conversation where, "We see such
9 deficiencies, but we want to work with them. We want
10 to help, we want to address these things and then
11 give them the time to show the things that we need to
12 see to help them be successful."

13 MS. MCKINNEY-WILLIAMS: I think that's probably
14 the emphasis behind all of the approve with
15 conditions. There have been -- and I now do not
16 remember which school it was -- but we did actually
17 reach out to Jeff Owens, he was over our schools for
18 years, but he retired, so there has been a precedent
19 for approving an application and opposing a number of
20 conditions that end up being reflected in the
21 charter.

22 And so we would -- that was one of the
23 conversations that I think the committee had, I think
24 you can see -- I don't think anybody just outright
25 approved. They all wanted -- before approval, they

1 wanted certain conditions for the charter applicant
2 to agree to, and it was, I think, overall because the
3 application itself just failed to address a number of
4 issues. So if it's not in the application or
5 charter, one of the attachments to the charter is the
6 application itself. And so and in your reference,
7 the application is the charter. So they're agreeing
8 to do the things that they proposed to do. So if
9 it's not in an application, it's gotta be reflected
10 somewhere. So we would incorporate it into the
11 charter and impose those conditions.

12 We're kind of in an interesting circumstance
13 now as compared to back when Stars was coming along,
14 because back then, there was a charter that the
15 parties negotiated -- essentially created and
16 negotiated, there was a template that you could use,
17 but you could tweak it. Now there is a now charter
18 that's not really a template. It's a charter
19 document that you're supposed to pretty much take.
20 So it's a little bit harder now to impose some
21 additional requirements.

22 But again, our position would be, "The
23 application does not contain a lot of these
24 representations or a lot of these required
25 conditions, so that's why we're incorporating them

1 into the charter," but that's essentially -- so to
2 your point, one of the -- trying to answer your
3 question -- the approval would be with the assumption
4 that the charter document would contain the things
5 that they'd have to represent, "Yes, we're going to
6 do this and this, and we're going to handle it this
7 way," and then the same monitoring method that our
8 charter school office does with regard to all of our
9 charter schools, make sure that they're inclined to
10 the charter. That's how they would monitor
11 compliance with these different things, we would
12 incorporate it into the charter.

13 SUPERINTENDENT: So I think the first item --

14 MADAM CHAIR: Ms. Rice-Nielsen?

15 MS. RICE: Can I just clarify with the
16 superintendent what Ms. Williams said? I thought you
17 said you were coming to us with the recommendation to
18 deny, but if someone were to make a motion to
19 approve, are those conditions already set out? Will
20 it be in the agenda item tomorrow night?

21 SUPERINTENDENT: There will be two options.
22 One will be to accept my recommendation to deny, and
23 option two would be to approve the application and we
24 certainly put with conditions, if that's what your
25 asking.

1 MS. RASMUSSEN: I want to make sure that that
2 is spelled out and available to us, because I
3 remember the debate in the legislature when they came
4 up with this, it's not a template, like, you can't
5 even really amend. I just don't know how can we get
6 to those conditions. And I wanted to circle back to
7 whoever raised the point that we could still reach
8 out to the applicant and say, "Look, we want to work
9 with you. There's a lot of issues that we feel is in
10 your best interest to try to correct for the sake of
11 the students. Are you willing to work to let us help
12 you fix this or is it not fixable?"

13 SUPERINTENDENT: First of all, do I make the
14 phone call or not? I mean --

15 MS. RICE: I would say yes. I think Dee Dee
16 and I -- I hear a lot of what I'm saying, can you
17 look at just an approval or deny? We have a whole
18 list of people that either say deny or approve with
19 conditions. We don't have a single vote to approve
20 here in this documentation. So is there -- could we
21 get a third option on, "Hey, we don't want to deny,
22 just outright deny these people." We know that the
23 state wants us to accept charter schools, we get
24 that. The message is very clear. And we want to
25 establish a good relationship with them for the sake

1 of the kids that are gonna go there. We may not like
2 it, but this is what we want to try to do.

3 So is there an option where we can say, "Give
4 us three months, 90 days, whatever it is, to work
5 with this application, to work with this charter
6 school to make these improvements that we deem and
7 that experts have deemed as critical deficiencies?
8 Can we get that 90-day extension or not?" And that's
9 all they can say is no or yes.

10 But I think what I'm hearing Dee Dee say is
11 that third approve or approve with conditions, but we
12 want the conditions to be outlined, and we can't do
13 that between today and tomorrow.

14 MS. MCKINNEY-WILLIAMS: To answer your first
15 question, if the applicant agrees, you could agree
16 and mutually agree to extend to the next board
17 meeting, extend it another month, extend it three
18 months, but they have to agree. There's no other
19 mechanism in the statute, and I do not believe the
20 charter school office is going to step outside of
21 what the statute says and get some other
22 authorization. It says approve or deny within 90
23 days unless the parties mutually agree in writing to
24 some other deadline. So I think the superintendent
25 would have to reach out and ask them, "Would you

1 agree to extend so we can continue to have
2 conversations?"

3 Now, to the approval with conditions, yes, I
4 think Ms. Rice-Nielsen, you highlighted the point I
5 wanted to make. Its a lot harder now, they want the
6 document to be the document. I think the argument
7 that we have is it's not that we don't like what they
8 have in their application. For a lot of the things
9 that have been raised, they didn't address it. And
10 part of the interview was to give them an opportunity
11 to show whether they had it or not. They were able
12 to answer certain questions, but it's a still not
13 reflected in a written document that can be attached
14 to the charter.

15 So the argument we have is: If it's approved,
16 the charter will need to have something attached to
17 the -- the application will already be attached,
18 there can be a separate document that is attached in
19 addition to it that reflects that memorializes in
20 writing those things that the application is missing.
21 So it's not altering the charter document itself, but
22 it is attaching something to it that addresses those
23 things that are missing. That's the argument that we
24 would raise. And if they refuse that, which means
25 they're refusing to comply with the conditions that

1 are a necessary component of the application, then we
2 may be looking at denying at that point.

3 Now, this is -- this is not something that --
4 it's a mechanism to try to work with them, give them
5 an opportunity, but also make them impose
6 accountability. And the way that you impose
7 accountability with a charter school, the governing
8 board, is through the charter, because that's the
9 document, that's the agreement, and they've gotta
10 comply with that. So that's the thinking behind
11 that.

12 MADAM CHAIR: Per the comments, I'm hearing,
13 "Get a written mutual agreement for an extension."

14 VICE CHAIR JONES: I really want to come to a
15 consensus because particularly, I have not taken that
16 -- and I told myself when we had this last
17 conversation I was gonna work to a consensus, but the
18 more I think about it, the more I'm reminded about
19 what my grandfather used to say, he used to say, "I
20 don't smack frogs for snakes." I'm not interested,
21 to be quite frank, with meeting with them to help
22 them to come to some closure or to get their
23 application right or help them with their finances
24 when they know ultimately they're gonna be our
25 competition and take our kids from us. So why would

1 I smack the frog for the snake?

2 So maybe you all could help me to come to some
3 revelation or epiphanous moment whereby I can
4 consider these types of views, but my thinking is not
5 to that yet, and I'm looking at it rather simply.
6 Quite frankly, my mind is set where I am, I'll see if
7 there's the ability to listen to any additional
8 conversations, but I pretty much am unchanged.

9 MS. RASMUSSEN: I'm interested in if we could
10 get a written mutual extension between the two
11 parties, okay? I don't know that I think we ought
12 to, but to help them -- but to give them time to
13 approve to come up with corrections in the approving
14 of the conditions that have been found not to be
15 worthy in this document, that's the best I can do
16 right now. And within the time constraint, I've got
17 this today, we've got this today. I'm about to say:
18 Where has this been for the last four weeks? I'm not
19 asking that question, but we've got the information,
20 I mean --

21 SUPERINTENDENT: In hindsight, we've heard
22 about this twice now. This is the second time. From
23 the day they submitted the application, all five of
24 you will get every single -- you'll get that 300-page
25 document and then we'll go through it and you all

1 will have three months to go through it and then
2 we'll have this discussion. It's my fault,
3 100 percent. So we should have done this the last
4 board meeting, two weeks ago, like we did four years
5 or two years ago when we went through this the first
6 time. Moving forward, we will have it the first
7 meeting in April, because we've changed, too. She's
8 overseeing charters now. Before, Mr. Williams was
9 overseeing charters. Moving forward, you will have
10 it the first meeting in April or before the second
11 meeting of April, so you'll at least have the
12 documents. The documents you're gonna have from the
13 very beginning. So that's 100 percent on that.

14 MS. RASMUSSEN: My comments were intended to
15 provide -- I guess we're getting clarity, and not to
16 point fingers, but as much as we're in the position
17 that we're in, if there's anything that we need to
18 do -- and I don't want 300 pieces of paper coming
19 from a charter school to me. I just need the
20 opportunity for us to have enough time to see where
21 we're going with these. I think to have any
22 opportunities where we're on the same page, but just
23 trying to see what we need to do in the best interest
24 of all of us to provide an answer that we all can
25 live with and live well with. Is that fair?

1 SUPERINTENDENT: I need to say this. Thank
2 you, Lisa Urban, thank you, Dr. Jeff, because I can
3 assure you all 19 of these individuals -- I don't
4 have any hours. I can't even guess how many hours
5 went into this. I mean, she knows, but it was a lot.
6 They did not go into this lightly. They took it very
7 seriously. We had Zoom calls for days.

8 MS. MCKINNEY-WILLIAMS: Hours. And
9 Superintendent, if I may interject -- and Dr. Jeff
10 can say it, he indicated, and he's been doing this
11 for years -- he has never seen a team so engaged with
12 reading the entire application.

13 SUPERINTENDENT: So as far as you having it,
14 yes, we should have had the same process we went
15 through last April. There's a lot of things, a lot
16 of moving parts in the school district right now,
17 especially this year. But moving forward, that will
18 be our way of work.

19 VICE CHAIR JONES: I don't know how we got to
20 this new conclusion. It is my expectation that I
21 would rely upon the expertise of district staff to
22 vet any application or anything that comes before us
23 in this agenda, and being that we also have -- if you
24 look at the expertise found on this sheet, it is the
25 greatest minds and ingenuity found in the district.

1 The only thing, there's no straight-out approval,
2 either approve with conditions or deny. And based
3 upon that, that communicates a great deal to me.

4 I don't know what additional information --
5 then there comes a recommendation from the
6 superintendent. So I don't know what additional
7 information I'd require beyond what has been given to
8 me right now to make some type of conclusive
9 decision.

10 MADAM CHAIR: Which is to approve with
11 conditions?

12 MS. WOOD: We don't have those conditions
13 written is the problem.

14 MADAM CHAIR: And we don't have those
15 conditions --

16 VICE CHAIR JONES: If that's what's required,
17 then we should ask for that, but I don't think that
18 we need the application.

19 MADAM CHAIR: Right.

20 MS. WOOD: And I'm happy with just a summary of
21 the proposal, two-page summary, "This is where it's
22 gonna be, this is how many kids." But the question
23 about ESE and transportation, those are important,
24 and those were some of the things that we had
25 heartburn over when we denied Classical School

1 because we were worried about that.

2 MADAM CHAIR: Diversity.

3 MS. WOOD: I want to know: Do they have kids
4 on the waitlist? I mean, I just don't know anything.
5 That's my point. I understand the district is in
6 COVID mode and has done as much work as you have on
7 this, and I don't mean to be critical about that,
8 it's just I don't feel prepared to make a sound
9 judgment. Now, if I had to, and I get an executive
10 summary, which wouldn't be too hard to put together,
11 that would be helpful. I like the suggestion to ask
12 them to voluntarily withdraw the application for
13 tomorrow night's meeting and to spend some more time
14 to improve it and then reapply. But they may not
15 agree to do it, and then I'd be able to vote
16 following your recommendation. But I think we should
17 give them an opportunity to improve it. But I think
18 they'd have to withdraw the application; is that
19 right, Ms. McKinney-Williams? Either withdraw it or
20 agree to postpone it three months?

21 MS. MCKINNEY-WILLIAMS: Yes, anything, approve
22 or deny --

23 MS. WOOD: So we give them that opportunity.
24 If they say no to that, that would help me make a
25 decision.

1 SUPERINTENDENT: So now I'm confused. Are we
2 asking them to improve the application to take into
3 consideration the conditions and to address those
4 conditions? Is that what you're --

5 MS. STRIPLIN: I think that's a great idea, and
6 then they'd either say yes or no and then we vote
7 tomorrow night. If they say yes, they withdraw it,
8 make the improvements, come back, and I don't know if
9 they want three months and we do this all over again.

10 MADAM CHAIR: We've gotta be very clear on what
11 the conditions are. I think that we're asking them
12 to approve -- because that list that was read off by
13 Dr. Jeff, I mean, that's very important. That needs
14 to be a part of, I think, the charter, a part of
15 whatever the main core piece of this is to include
16 the transportation, to include all that whole list of
17 three critical deficiencies that needs to be listed
18 so they fully understand.

19 MS. STRIPLIN: Listen, if they say no, then we
20 vote tomorrow night. That's the -- either way,
21 they're gonna become part of us. It's gonna happen.
22 So we'll address the conditions when they're accepted
23 either by us or DOE and we'll hope we see
24 improvements. But it would be nice to put forth that
25 gesture to try to work with them first. They may say

1 no, because it's literally tomorrow, and that's fine.

2 MADAM CHAIR: Are we as clear as we can be?

3 SUPERINTENDENT: So we're gonna contact them
4 and say we get the feeling that they need to
5 strengthen their application to address some of the
6 conditions?

7 MADAM CHAIR: All.

8 SUPERINTENDENT: To address all the conditions,
9 and then that will go as attached. If you don't do
10 that, then there will be a vote taken tomorrow night?

11 MS. WOOD: Yes.

12 MS. STRIPLIN: And Jeff, I know you have spent
13 so many countless hours, we are unbelievably
14 grateful, I could never sit through that 300-page
15 document, what you came up with, so we really
16 appreciate that. And I would ask if this committee
17 could maybe list out those bullet points of
18 conditions. So if by chance the charter schools says
19 yes, we will have a list to address. If they say no,
20 then we need to address them anyway. We have those
21 bullets.

22 VICE CHAIR JONES: Madam Chair?

23 MADAM CHAIR: Mr. Vice Chair.

24 VICE CHAIR JONES: I agree with Ms. Striplin
25 and Ms. Wood. I would like to see the executive

1 summary that provides what those conditions -- the
2 executive summary of the work of the committee that
3 came to these decisions about deny, and I'm sure each
4 one of the conditions, they have their own bullet
5 points.

6 MS. STRIPLIN: It does. It says what the
7 comments were.

8 VICE CHAIR JONES: It does? Then never mind.

9 MS. STRIPLIN: I think a bullet point detailing
10 out the problems pretty much what Dr. Jeff did would
11 be helpful, but also a description of what the
12 conditions are.

13 MS. MCKINNEY-WILLIAMS: I'm sorry, Dr. Jeff's
14 hand is up.

15 MADAM CHAIR: Dr. Jeff, please speak, sir.

16 DR. MCCULLERS: Thank you very much. It's an
17 intricate and complicated situation here, and the
18 only advice I have is to be very clear in what you're
19 asking your superintendent to do, because it's
20 quite -- it's intricate.

21 One scenario that keeps you on the statutory
22 guidelines deadline is if the charter school
23 withdraws their application, that basically ends the
24 counting of days, that ends the timeline.

25 MADAM CHAIR: I'm sorry, would you repeat that

1 Dr. Jeff once more, please?

2 DR. MCCULLERS: Yes. If they withdraw the
3 application -- and it looks like the board is
4 probably gonna vote to deny it anyway -- they can
5 voluntarily withdraw and that ends the process.
6 That's customary, actually. The applicant is almost
7 -- in a public meeting, they're usually in the room
8 listening to the conversation so they know what's
9 going on.

10 But if the applicant is not interested in
11 withdrawing, then it falls back to you, and I think
12 your superintendent and your attorney would have to
13 give you advice on what to do, and I expect the
14 advice would be that you have to take an up or down
15 vote, you either have to approve or deny. So you
16 should be clear what outcomes are gonna be
17 acceptable. You could -- I'm sorry, let me back up.
18 The other thing to consider is the agreement to
19 extend -- which is another scenario -- has to be in
20 writing, and that takes some time to put together,
21 and I don't know if your attorney would want that to
22 be voted on by your board tomorrow night and signed
23 by your board chairs. I don't know what your
24 procedure would be. But you want to memorialize
25 whatever that agreement is if we're extending the

1 time. So if you give them say another four weeks to
2 revise and resubmit and then you reschedule your up
3 or down vote, that's one workable outcome, but it's
4 something that the super needs to know you can live
5 with before he makes this phone call because they may
6 not be prepared, they may not listen to this
7 conversation and understand all the different
8 intricacies about the conditions that each of the
9 reviewers wants and all. So simplicity is important
10 here and clarity is important here.

11 So you've got the withdraw scenario, you've got
12 the extend scenario, you've got the up or down vote
13 scenario. And I think it's best that everybody kind
14 of knows where they stand on those scenarios and what
15 they're authorizing the super to negotiate.

16 MADAM CHAIR: Okay. Thank you. Further
17 comments? Questions? Mr. Superintendent?

18 SUPERINTENDENT: So I think each of you also
19 needs to -- I've heard from Mr. Jones and I know my
20 position, that if you do this and give them four
21 months, five months to address a lot of -- some of
22 these issues that you are going to vote in favor of
23 opening this charter school. So I don't want to do
24 this and for us to be back at the same place a month
25 later or two months later or four months later. So I

1 can make the call and say, "We're asking you to pull
2 the application to strengthen it to address some of
3 these issues," and then put it back on whenever,
4 whenever that timeframe is, but --

5 MS. STRIPLIN: It's inevitable.

6 SUPERINTENDENT: It is. But that's just me,
7 and I'm not the one voting, right? I don't want to
8 tell a girl, "If you get your hair done and your
9 nails done, then maybe you and I go out," then she
10 gets her hair done and her nails done and we still
11 never go out.

12 MADAM CHAIR: That's probably a good example.
13 That's probably a very clear example.

14 MS. STRIPLIN: In that scenario, her father and
15 your father arrange your marriage and you end up
16 marrying her anyway.

17 MADAM CHAIR: So you're still unhappy.

18 MS. STRIPLIN: Yeah.

19 MADAM CHAIR: I'm sorry.

20 MS. STRIPLIN: The marriage has been set.

21 SUPERINTENDENT: I mean, you all understand
22 what I'm saying, but I can certainly -- if it's the
23 pleasure, the majority of you all, then I will make
24 the call tonight and tell them to consider
25 withdrawing the application to address some of these

1 issues that we will have in writing to them by the
2 end of the week and then have some time for them to
3 then resubmit and then you all have to make the more
4 informed decision with some of these issues having
5 been addressed.

6 MS. STRIPLIN: Well, the only reason it seems
7 like that might be worth doing is we would at least
8 have some of our concerns addressed. If we don't,
9 and we deny, then they go and appeal to the
10 Department of Education, none of the things that
11 we're concerned about are gonna be addressed, right?

12 SUPERINTENDENT: You mean about transportation
13 and things like that?

14 MS. STRIPLIN: Those things, I mean, like you
15 said, you're gonna have the course of marriage
16 whether you want one or not, but should we try to get
17 as much out of it as we can? I mean, basically the
18 department's position is if you meet the checkboxes,
19 your charter should be granted. It seems like now --
20 maybe Dr. Jeff can tell me --

21 SUPERINTENDENT: Do you have any thoughts, Dr.
22 Jeff?

23 DR. MCCOLLERS: I think that's basically
24 accurate. If the application meets the requirements,
25 then it's the duty of the school board to approve it.

1 If the application does not meet the requirements,
2 then it's the duty of the school board to deny it and
3 denials are upheld by the commission and they're
4 upheld by the state board. It does happen. It's not
5 a rubber stamp process. The commission is 50 percent
6 district liaisons and 50 percent charter school
7 operators, so they're right at 50/50. And the state
8 board usually takes their recommendation.

9 MS. WOOD: So what I hear you saying then in
10 terms of the strategy is we should vote tomorrow
11 night, but we should have very strong reasons if
12 we're gonna deny it, to deny it, and then let them
13 start over and do a new application next year if they
14 want to get approved by us.

15 MADAM CHAIR: Let me ask a question.

16 SUPERINTENDENT: That's a whole different
17 strategy.

18 MADAM CHAIR: Let me ask this question another
19 way. We've been talking about this for awhile now,
20 let's just cut to the chase. If these conditions
21 were in any of our schools, would we be going along
22 with them if we knew about them? So if that's where
23 we are and these are still our children that are
24 gonna be sniffed off from Moore or wherever else and
25 we're putting them somewhere, don't we think at this

1 point it may be time to bite the bullet and say no?
2 Because if I knew that was happening, I would. So
3 what are they gonna do? Throw me in jail? I mean, I
4 talk about our children -- and I guess I'm a little
5 far and I don't mean to be overdramatic with it --
6 but if not in good keeping with what we think ought
7 to be happening for our children, then we need to say
8 that and I think bite the bullet, don't you? I
9 mean --

10 MS. WOOD: It's gonna make someone upset, so
11 let them get over it.

12 MADAM CHAIR: Just like, we women --

13 MS. WOOD: Don't say it.

14 MS. RASMUSSEN: Don't say it? Understand we
15 want to take care of everybody and that's fine, but
16 we want to have the right thing done because of the
17 right thing, really. You know these conditions need
18 to be met for all of our children, you know who
19 there's going to be, there's no inclusion, there's
20 none of this kind of thing.

21 So if they're gonna make us do it, well then,
22 maybe we just need to make them make us do it, but at
23 least we would have made a statement that we know
24 what we're doing. I'm just throwing that out there
25 for folks to think about. Put on our big girl wigs,

1 you know?

2 MS. STRIPLIN: Legally, in order to vote to
3 deny, we have to have a list of strong reasons why
4 their application does not meet the criteria, right?
5 Dr. Jeff has outlined two or three that are very
6 specific. So I guess I'm saying if you're gonna
7 bring this to the board tomorrow night, those have to
8 be very clear that we can hang our hat on and say,
9 "These are the specific reasons that are not in the
10 application that need to be in order for us to
11 approve it," and I would be okay with that.

12 SUPERINTENDENT: That's one person. I've still
13 got four others -- yes, I've got three others.

14 MS. WOOD: So what do you think?

15 MS. STRIPLIN: I don't disagree with anything
16 you said, and no one would accuse you of being a weak
17 woman, that's for sure. You are about the strongest
18 woman I've ever met. So you're amazing and I don't
19 think -- it's not coming from a place of giving up or
20 going with the political flow. It's because we live
21 this and I think -- I know both you and Rosanne have
22 really been champions over the years for me and
23 mentors for me on how to come to a mental -- how can
24 we, you know, not be a strong yes or a strong no, but
25 how can we meet them in the middle and find a

1 situation that works for everybody? And I think
2 that's what I was kind of going for here because we
3 know they're gonna be part of us, we know they're
4 gonna be approved. There are gonna be children at
5 this school, and so what can we do to mitigate all
6 the negative energy and all that we went through last
7 time with Classical and end up -- we're right at the
8 same point. But I'm not of the mindset to go off on
9 my own on this, I will defer to the group, and we'll
10 try to do the collective best we can do.

11 MS. WOOD: But Alva, Dr. Jeff's point is we did
12 deny two charter applications, one of them withdrew.

13 MS. STRIPLIN: And that's true, one of them
14 wasn't quite as critical listed, it was not as
15 detailed. We have now with the backing and we can
16 only hope. But I have a feeling there's some
17 connections with the founders of this charter school
18 with the administration in place right now and it's
19 not gonna be upheld.

20 MS. WOOD: But they could reapply and meet the
21 things that we're worried about, so that is the olive
22 branch to me that we can put out there.

23 SUPERINTENDENT: Have you see seen that, Dr.
24 Jeff, where your district rejects an application, the
25 applicant reapplied the following year?

1 DR. MCCULLERS: That's the standard process,
2 yes. That's quite -- that's probably the most
3 common.

4 SUPERINTENDENT: Let's talk about that. So
5 that's what we're saying now? I'm gonna put on there
6 about denying, but I'm gonna memorialize -- I'm gonna
7 put Dr. Gayle and Dr. Jeff together to capture these
8 critical issues laid out in addition to some of the
9 other issues by staff members. They will be included
10 in the narrative for the item summary. I think we
11 have ten days after that to provide a letter to the
12 applicant and to the department as to the reasons for
13 denial.

14 MS. MCKINNEY-WILLIAMS: Yes. I think the
15 reason why Ms. Woods wanted it in the agenda item is
16 because it's the sponsor that gives the letter and
17 the sponsor is the board. So the board is acting on
18 those reasons and those be the same reasons.

19 SUPERINTENDENT: And we may not have the
20 letter, we won't have the letter, but we'll have the
21 reasons included in the narrative.

22 MADAM CHAIR: So it sounds like that's where we
23 are. I guess I'm hearing approve with conditions
24 still.

25 MS. STRIPLIN: I think we're in the denial

1 phase.

2 MS. MCKINNEY-WILLIAMS: If I could just raise
3 one small little point. I just want to circle
4 everyone back to the start of this conversation,
5 there was concern about not having seen the
6 application.

7 MS. WOOD: I can read it tonight. I just
8 needed to know what all is in it. I can read it
9 tonight.

10 DR. GAYLE: They have it electronically and I
11 have a paper copy that I'm gonna bring up to you.

12 MS. WOOD: Okay.

13 SUPERINTENDENT: Ms. Rasmussen, anything you'd
14 like to add?

15 MS. RASMUSSEN: I think I should refrain from
16 commenting at this point. Thanks.

17 MADAM CHAIR: Okay. All right. Mr.
18 Superintendent, you're good?

19 SUPERINTENDENT: Yeah. Dr. Jeff, thank you.
20 I'm gonna actually drive down to Lee County and buy
21 you a steak dinner. I'm not gonna make you drive up
22 here. You think I'm kidding, I'm serious. So Dr.
23 Gayle, if it's okay with you, Dr. Jeff, we'll get
24 with you for us to capture in a little more detail
25 some of the issues you've raised with the board

1 tonight along with some of the other concerns from
2 members of my staff that we'll put in the item
3 summary and that will also be included in the letter.
4 Is that okay?

5 MADAM CHAIR: He says thumbs up.

6 SUPERINTENDENT: Thank you very much.

7 MADAM CHAIR: Thank you, Dr. Jeff. Thank you,
8 Dr. Gayle. Thank you all for the wonderful
9 discussion.

10 (Audio file has ended.)

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Dated this 16th of May, 2021.



Shelby Rosenberg, Florida Professional Reporter

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**Tuesday, April 27, 2021
Business Meeting**

**Aquilina Howell Center
3955 W. Pensacola Street
Tallahassee FL 32304**

1. Opening Items

- 1.01 Pledge of Allegiance - Polina McLane, Kate Sullivan Elementary School
- 1.02 Thought for the Day - Lomax Teal, Kate Sullivan Elementary School

2. Changes and Additions

- 2.01 Changes and Additions: April 27, 2021

3. Superintendent's Spotlight

- 3.01 Elizabeth Cobb Middle School

4. Recognitions

- 4.01 Lawton Chiles High School Black History Brain Bowl Team - State Winners

5. Persons to be Heard

6. Reports to be Heard

- 6.01 Mental Health Updates
- 6.02 Safe Start - Finish Strong Updates
- 6.03 District Advisory Council (None to Date)
- 6.04 Student District Advisory Council (None to Date)
- 6.05 Title I Advisory Council (None to Date)
- 6.06 Exceptional Student Education Advisory Council (None to Date)

6.07 Early Learning Leon Advisory Council (None to Date)

7. Items of Consent - General

7.01 School Board Meeting Minutes March 9, 2021

7.02 School Board Workshop/Agenda Review Minutes: March 8, 2021

7.03 Reassignment Committee (None to Date)

7.04 Approval of Personnel Actions, April 26, 2021

8. Items of Consent - General: Bids and Quotes

8.01 Multiple Vendors, Solar Control Film Installation District Wide (RFP NO. 476-2021)

8.02 JSC Systems, Testing and Maintenance of Fire Alarm Systems (RFP 471-2021)

8.03 Multiple Vendors - RFQ No. 465-2021 Yearbook Services

9. Items of Consent - General: Purchase Orders

9.01 (None to Date)

10. Items of Consent - General: Professional/Technical Service Agreements

10.01 (None to Date)

11. Items of Consent - General: Grants

11.01 2020-2021 Title IV Student Support and Academic Enrichment Grant

12. Items of Consent - General: Contracts/Cooperative Agreements

12.01 Edmentum, Credit Retrieval License Renewal 2021-2022

12.02 Virtual Instruction Program K12 Contract

12.03 Balfour - Yearbook Printing Agreement (Ref No. 5646)

13. Items of Consent - General: Budget Amendments

13.01 General Fund Budget Amendment #5

13.02 School Emergency Relief Fund and Other Cares Act Relief Fund Budget Amendment #4

13.03 Capital Improvement Funds Budget Amendment #5

14. Items of Consent - General: Change Orders

14.01 (None to Date)

15. Items of Consent - General: Amendment to Professional Service

15.01 (None to Date)

16. Items of Consent - General: Short Form Agreements

16.01 (None to Date)

17. Items of Consent - General: Other

17.01 2021-2022 Payroll Schedule

17.02 Extension of Suspensions

17.03 Stipulation Agreement for Alternative Placement

17.04 Expulsion/Waivers

18. Items of Consent - Construction

18.01 City Of Tallahassee Pole Joint Use License Agreement

18.02 FSU BelleVue Lease, Permission to Re-Roof Building

18.03 Rippee Construction, Inc., Change Order 1 for Desoto Trail Elementary School, Column Repair Project

18.04 Rippee Construction, Inc. Release of Retainage, Desoto Trail Elementary School, Column Repair Project

18.05 School Impact Analysis Forms

18.06 Certification of applicants seeking prequalification for bidding LCSB construction projects

18.07 David H. Melvin, Inc., Swift Creek Middle School, Structural Engineering Consulting Services for the gymnasium repair project and other work related as directed

18.08 Short Form Agreement for Barkley Consulting Engineers, Inc to provide Structural Engineering Services for structural inspection of the public bleachers

19. Items for Consideration

19.01 The Superintendent recommends approval to advertise amendments to Policy 6325 –Small Business Development Program, for a public hearing and adoption on June 15, 2021

19.02 PULLED

19.03 The Superintendent recommends approval to advertise new Policy 8710.01 – Settlement of Certain Legal Claims, for a public hearing and adoption on June 15, 2021.

19.04 The Superintendent recommends Board action to approve the Settlement Agreement and Mutual Release of Claims between the School Board of Leon County and TAMKO Building Products LLC f/k/a TAMKO Building Products, Inc.

19.05 Settlement Agreement between the District School Board of Leon County and The Leon Classroom Teachers Association for 2020 - 2021 Teacher / Student Contact Time

19.06 Memorandum of Agreement between the District School Board of Leon County and The Leon Classroom Teachers Association for 2020 - 2021 Canvas Technology Specialist

19.07 Memoranda of Understanding Between Leon County Schools (LCS) and The Leon Classroom Teachers Association (LCTA), Leon Educational Staff Professional Association (LESPA) and Local 1010 District Council 78 International Union of Painters and Allied Trades (LOCAL 1010) COVID Administrative Leave

19.08 Memorandum of Understanding between the District School Board of Leon County and The Leon Classroom Teachers Association for the 2020 - 2021 Teacher Transfer Day Process

19.09 The Superintendent recommends Board approval of Option 1 (denial of the Red Hills Academy charter school application submitted to the school district on February 1, 2021).

20. Information Items

20.01 Upcoming Meetings

20.02 2020-2021 Financial Statement - March 2021

21. Reports From Board Liaisons

21.01 (None to Date)

22. Superintendent's Comments

22.01 Superintendent's Comments: April 27, 2021

23. Continuing Concerns from Board Members

23.01 (None to Date)

24. New Issues from Board Members

24.01 (None to Date)

Any person who believes that he or she may wish to appeal an action of the Board be advised that for such an appeal it will be necessary to have a record of the proceedings and for such purpose a person may need to insure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be used.

Leon County Schools Audio Transcription

Taped Transcription

PHIPPS REPORTING

Raising the Bar!

Board Meeting
April 27, 2021

LEON COUNTY SCHOOLS
BOARD MEETING

IN RE: AGENDA ITEM 19.09

April 27, 2021

Stenographically Transcribed Audio Recording By:
Shelby Rosenberg, Florida Professional Reporter

Job No.: 188470

www.phippsreporting.com
(888) 811-3408

RHA Appeal 000944

1 Thereupon,
2 the following proceedings were transcribed from an audio
3 file:

4 DR. GAYLE: Good evening, Madam Chair, board
5 members, Superintendent. This evening I was speaking
6 to you specifically about Item 19.09. I just want to
7 go over the process with you just a little bit to let
8 you know how your staff addressed the charter school
9 application.

10 First and foremost, it was received as required
11 by state statute on February the 1st, 2021, we did
12 receive copies of the Charter School Application.
13 Those copies were distributed to staff members by
14 February the 5th, 2021. There was a review team
15 training, and you have a list of all of the members
16 of the review team, but just for the sake of being
17 transparent -- and Red Hills does also have this --
18 we have Dr. Alan Cox, Dina McAllister, Jillian
19 Gregory, Dr. Kathleen Rodgers, Brett Shively, James
20 Cole, James Howcroft, Kim Banks, Naomi Coughlin,
21 Cathy Shields, Tonja Fitzgerald, Shane Syfrett,
22 Althoria Pickett, Giselle Sherry Marsh, Bush Watkins,
23 Kim Scott, Sue Craul, and John Hunkiar, we also had
24 an external evaluator, which was recommended to us by
25 the Florida Association of Charter School

1 Authorizers, his name is Dr. Jeff McCullers. He
2 comes to us with a wealth of experience from Lee
3 County. He has worked with charter schools for over
4 20 years in Lee County. And we came together, looked
5 at the application, we had Charter School Application
6 review training on February the 5th, we went through
7 the law, which includes Florida Statutes 1002.33(6a)
8 and 1002.33(6b).

9 We went through the process of what the team
10 would have to review using the Florida Charter School
11 Application Evaluation Instrument. That, again, is
12 required by law. We went through the timeline for
13 the review of the application so that we could be
14 within state statutes, and we also went over the
15 responsibilities of each team member, which included
16 an independent review of the entire application, not
17 just the area that they had expertise in, but the
18 entire application. We had two meetings to go over
19 the application on March the 5th from 9:00 until
20 12:00 and on March the 11th from 9:00 to 12:00.

21 During that time, we had a chance to talk over
22 the application and begin to formulate our questions
23 that we found that there were no answer s or that was
24 not evidenced in the application. So on March
25 the 24th, we had a meeting, it was a little bit

1 challenging because we did have some technical
2 difficulties, and I'd like to thank the Red Hills
3 team because they hung in there with us, and I'd also
4 like to thank our IT department because they helped
5 us to make sure that the meeting went forward. We
6 formulated close to 100 questions that we needed
7 answers to, actually, it was over 100 questions that
8 we needed answers to. All committee members did
9 attend the meeting on March 24th.

10 During that time, we did come up with eight of
11 the -- in the Florida Charter School Application
12 Evaluation Instrument, there are approximately 22
13 areas, three of them received no rating, eight of
14 them, they did receive an approved, eight of them,
15 they did receive a rating of -- I want to say this
16 correctly -- partially meets the standards, three of
17 the areas, they did not meet the standard, there was
18 no evidence. And again, like I said, three received
19 no rating. The final tool that we completed did say
20 approved, but it was approved with conditions.

21 What you have in the document for the school
22 board agenda are some of the conditions -- actually,
23 all of the conditions that the committee did find --
24 I'm sorry, I don't have all my notes in front of me
25 -- that all the committee did find that we did not

1 find evidence of or we needed further explanation
2 even after the March 24, 2021 extensive interview
3 with Red Hills Charter Academy.

4 Now, I can take the time, if you so desire, to
5 go over all of those areas, but they're listed in
6 detail with statutes that weren't addressed and with
7 other areas that weren't addressed.

8 MS. STRIPLIN: I don't think that's necessary,
9 as we reviewed most of this yesterday.

10 MS. WOOD: May I ask a quick question to the
11 point? Were those conditions explained and expressed
12 to the applicant?

13 DR. GAYLE: Thank you very much. That's an
14 excellent question. The applicants, we told them
15 that it's approved with conditions and we were making
16 that recommendation to our superintendent. The
17 applicants did the next day -- actually, less than
18 24 hours -- requested a public record of the
19 recording so that they can listen to it as well as
20 the names of everyone who was on the committee.

21 MS. STRIPLIN: Just for a note of our lengthy
22 discussion yesterday, I believe we went probably
23 about an hour listening to a lot of what's been
24 documented here from a member of the committee that
25 was brought in from the outside, and unfortunately

1 for us, the choices -- and we went round and round
2 about this yesterday, several times -- while our
3 committee was split between deny and approve with
4 conditions, we don't have that option as a board.
5 Our options are to approve or to deny. We can't
6 outline, "Hey, make these improvements, do what you
7 need to do," and we'll review again, and we discussed
8 that over and over. And even yesterday, I believe we
9 are at the 90 days where we're supposed to make some
10 kind of recommendation, and we discussed this at
11 great length yesterday, so I think the where we ended
12 up after the discussion was we were basically with
13 those two options. There was no memoriam for
14 inclusion of conditions or inclusion of improvements
15 and, "Come back to us at a later time."

16 MS. RASMUSSEN: Just another point, I'd like to
17 speak to that, later when everyone had a chance to
18 weigh in, I do think one of the options on the list
19 is for direction. Now, to Ms. Striplin's point, we
20 don't have time practically speaking to do all those
21 things, but it is an option for us technically
22 speaking. But I want to speak to that I think after
23 everybody else has had a chance to talk about their
24 thoughts on the application itself.

25 MS. WOOD: I read the application and, you

1 know, some of the verbiage reminded me of a really
2 cool school. I just want to say that there's a lot
3 of really good things in their application. It
4 reminded me of the principal we heard from tonight.
5 We heard him talking about the values of community
6 and closeness and whole child, and I just have to say
7 that that is a value we hold in Leon County in every
8 school I've ever been in. So it sort of made me
9 wonder, well, what is -- the foreign language seems
10 to be one of the things that's been put out as an
11 important different, and I don't know if you're
12 aware, but we have two schools, both listed in your
13 document that are embarking on a very rigorous path
14 to become a Pre IP school, which is called a PYP,
15 primary years program, elementary school, and they
16 won't offer a foreign language. And they also
17 alluded to go another curriculum. So right here
18 we've got -- Leon County Schools, we have these
19 programs that the teachers and the principals have
20 been working on for several years, they're gonna open
21 2022, if you decided that you want to open.

22 So even though those words sounded good, I feel
23 like most of our schools could use a lot of those
24 same verbs about how do you feel about students
25 addressing the whole child, the other thing I just

1 wondered about is what sort of grading list you have
2 and how you're able to project, for example, the
3 64 percent minority enrollment and the 43 percent
4 free and reduced lunch enrollment, essentially in
5 light of the fact that no transportation is offered.
6 Now, that is a huge barrier for a lot of people in
7 those categories. So a lot of charter proposals come
8 to us and say, "We're gonna have this and we're gonna
9 have that and we're gonna have all these services and
10 we're gonna" -- but really the proof is in: How big
11 is your waitlist and what does the waitlist look like
12 in these terms? So that concerns me, and I think
13 that's spoken to in basically the explanation the
14 superintendent gave. I've just got so many concerns
15 from the committee of -- it's one thing to say,
16 "We're gonna send out flyers to people and hope they
17 come," it's another thing to provide those kind of
18 services to be able to get there. So that's a big
19 red flag for me.

20 Also, the budget, honestly, I ran a small
21 school for a long time and it's expensive, and I am
22 very fortunate this was a Leon County school, so we
23 didn't have to pay \$450,000 rent a year, from 200 in
24 the first couple years, \$231,000 to \$438,000, that's
25 a big chunk of change when you only have a small

1 group of students, less than 200 students.

2 So, you know, I'm also concerned that if we
3 say, "You're approved," and then money starts getting
4 spent on things like buildings and leases and buying
5 books and hiring teachers and then the enrollment
6 doesn't support that, which is also in this document,
7 just about the cost of the curriculum that you listed
8 in here, then that money is gone, it's gone from our
9 school system and our students, but those students
10 will come back and the money will be spent on rent
11 and so forth.

12 So that's where -- and one of our primary
13 responsibilities is financial responsibility. And to
14 me, this just doesn't make sense in terms of the
15 budget, in terms of what the school cost to run and
16 projected budget is. So for those and other reasons,
17 I'm gonna support the superintendent's
18 recommendation.

19 MADAM CHAIR: On the application, the approval,
20 and the conditions that come from your staff, I think
21 I recall -- and all I left my homework at home. I
22 can't say the dog ate it, I forgot it and left it at
23 the house, okay? So I believe I recall there was
24 some -- eleven -- eleven to eight, eleven being
25 approve with conditions, eight being denied. Okay.

1 And so that triggered for me an opportunity last
2 night to take a look at what was really there and why
3 these folks felt that they graded the application in
4 that fashion, I also recall what the expert had said
5 to us in listing those things that were in there that
6 in a school, in my mind, would be providing the kind
7 of attention to not only diversity, but the needs to
8 those diverse groups that would be enrolled in the
9 school, and I'm not sure that I really saw that. And
10 I kept trying to think approve with conditions,
11 approve with conditions, and maybe that will get
12 me -- us -- where we need to go, and then I thought,
13 "Well, who's gonna determine when those conditions
14 are met and can we do that today?" And this is due
15 tomorrow. I left here with all that swirling in my
16 mind.

17 At first, I felt these folks were trying to
18 take our students. I am not at that place. I'm at,
19 "These folks have as much right to start a school as
20 anyone else," okay? So I got off of that topic. I'm
21 just being honest, okay? That's just how I feel.
22 But I just did not see how they were -- there were
23 not enough details for me to be like, "All right, I
24 really, really, really hope that they're ready to go
25 with this," because I just didn't see those T's

1 crossed and I's dotted for the caliber of great
2 students that they're going to be getting. And then
3 I thought, "Look further at this."

4 If this was happening in one of our schools,
5 what would we do about it? Where would we be? How
6 would we address it? So we talked about this for at
7 least two hours yesterday, okay? And with all
8 sincerity, we just looked at this in a way of: What
9 is the best thing to do? We are officers in this
10 community, all of these are our children, and that's
11 also how I think about it. Is this the best we can
12 do? So I'm still at that place right now on the
13 application from the recommendation from the
14 superintendent that says board direction, okay?
15 That's kind of where I'm still circling under, board
16 direction.

17 And I guess if I had to make this vote by
18 myself right now -- and of course I don't -- I would
19 ask if there could be any way that with approval to
20 the conditions, if that would be a way that we could
21 go to allow additional time for these things to be
22 met, quite honest ly. And I would just go ahead and
23 tell you the other thing I thought, because we're
24 gonna get nailed to the wall any way we do this
25 really. All my children are important. We have so

1 many people who are pleased with what we do at Leon
2 County Schools and we have some that are not. So
3 some of them are gonna go to that school because,
4 well, "Leon County Schools didn't treat me right and
5 I'm gonna get what I need over there," and then they
6 may not find what they need over there and they may
7 not come back, and they may come back -- I'm really
8 not circling, I'm just trying to give you an
9 opportunity to see the kind of thought that went into
10 this as we were trying to make a decision about what
11 we've got to do today as we live neighbor to neighbor
12 in this community, quite honestly.

13 So I wish I could understand a little different
14 or a little better board direction upon approval with
15 those conditions to be met. Is that anywhere in our
16 purview to do? Who can answer that for me? Madam
17 Attorney?

18 MS. MCKINNEY-WILLIAMS: Madam Chair, as we
19 discussed yesterday, there has been a circumstance in
20 the past where the school board has approved an
21 application is subject to certain conditions being
22 met as outlined in the charter, that was during a
23 time when the charter document was a template that
24 the legislature or the state gave down to school
25 districts and school districts could essentially fill

1 it in. Now we have a charter that is an actual
2 document. That is where there's not a lot of
3 opportunity for significant revision, board revision,
4 but there still is theoretically the concept of
5 having a charter, having attachments to the charter
6 go on the application itself as an application to the
7 charter.

8 I think, as was discussed yesterday, a lot of
9 the questions that came about in that interview and
10 some of the concerns that were raised by committee
11 members came because the application did not address
12 some of the issues. And so, theoretically, the
13 concept would be there's a charter, there would be
14 the application, and then there would be another
15 attachment that would outline some of the areas that
16 were not addressed in the application itself because
17 they need to be addressed somewhere. There are areas
18 in the application that the applicant needs to
19 provide some detail on, and that detail may have been
20 provided during the interview or it may not have been
21 provided, but the conditions would be outlined in a
22 document that would be attached.

23 Again, I think there is some concern because we
24 are not at a place where the charter needs to be
25 adopted. The charter document is what it is, there's

1 some concern about that, but I think the concept of
2 board direction, I think that option is -- it allows
3 the board to go in a direction other than the two
4 options that have been listed, whatever that other
5 direction is. That's really the purpose behind the
6 board direction.

7 So when you're asking about approval with
8 conditions, you know, you could -- someone could
9 move, and if there's a second move to approve it, the
10 application provided, that the concerns that are
11 outlined in the agenda item summary are addressed as
12 conditions that are attached to the charter. That is
13 a theoretical I think was the term that Ms. Rasmussen
14 used. It's a possibility. But again, there are
15 three options that are outlined in the item summary.

16 MADAM CHAIR: Then I need help right now in
17 looking at the item summary to see where that -- not
18 those options, but remember those approved
19 conditions, are they part of this right now? Is this
20 in my information, Dr. Gayle?

21 DR. GAYLE: Yes, ma'am. Madam Chair, the
22 conditions that were noted by the committee are the
23 verbiage that you see as you just said in Item 19.09.

24 MADAM CHAIR: All right.

25 MS. STRIPLIN: Madam Chair, I just want to ask

1 one question while she's waiting on the legal aspect.
2 What is the deadline for a Charter School Application
3 to open for Fall of 2022?

4 MS. MCKINNEY-WILLIAMS: Repeat that for me.

5 MS. STRIPLIN: What is the deadline for an
6 application -- in other words, if we were to deny,
7 would they have a chance to reapply to open in 2022
8 as they had applied? And I believe this was an
9 application for Fall of 2022, not of '21. So if we
10 were to deny, they would have a chance to reapply
11 within the timeline, within the timeframe available,
12 correct?

13 MS. MCKINNEY-WILLIAMS: If you all chose to
14 accept it within the shorter timeline, the 18-month
15 timeline that was set out in the statute.

16 MS. STRIPLIN: It's an 18-month timeline in the
17 statute?

18 MS. MCKINNEY-WILLIAMS: Yes. The sponsor shall
19 receive and consider Charter School Applications
20 received on or before February of each calendar year
21 for charter schools to be open 18 months later at the
22 beginning of the school district school year or open
23 at a time determined by the applicant.

24 So yeah, I mean, I think you could agree to
25 accept an application that is received after. If

1 you're giving them an opportunity to reformulate
2 their application and resubmit it, I think that --
3 and this is now outside of legal -- just the
4 practical implications of a shortened timeframe or
5 that they're gonna have enough time to get everything
6 up and running before the school, before the start of
7 that school year, there's a practical reason why
8 there's an 18-month timeframe from approval, because
9 then you have charter negotiation and then they start
10 doing all the practical steps to get the school
11 going. So if they felt like that's something that
12 they could do within a shortened timeframe, you all
13 could agree to accept that same timeframe, I don't
14 see an issue.

15 MS. WOOD: Unless both parties agree to that in
16 writing, then that would constitute a lack of action
17 on our part, on which they could just go straight to
18 the appellate board.

19 MS. MCKINNEY-WILLIAMS: Well, the question was
20 if the board denied, so that would be action within
21 the 90-day period. But to your point, what was
22 raised yesterday, we have a 90-day window from the
23 date the application was submitted, that 90 days runs
24 though the end of this week, and so the board needs
25 to act in one way or another. If not, then the board

1 will be deemed to have failed to have acted and the
2 charter school, if they elect, can appeal. That
3 90 days can be extended upon mutual agreement in
4 writing of the parties. So that's a separate issue.
5 But let's say the board wanted additional time to
6 consider something or wanted to give them additional
7 time, and if they agree, then you could of course
8 extend the 90-day period, that is authorized in the
9 statute.

10 MS. WOOD: Unfortunately no one communicated
11 that with the applicant to see if they were
12 interested in moving this negotiation with us; is
13 that correct?

14 MADAM CHAIR: I don't know if --

15 MS. WOOD: Well, we discussed that last night,
16 and the communication between the group, I believe
17 our decision was not to do that. I believe we all
18 felt like we had a majority to deny last night and
19 that's where we ended up tonight. Now, of course,
20 24 hours can change all kinds of things, and so now
21 we're up to -- but I believe that was the decision
22 last night because we tried to go super fair, we
23 tried to narrow our wishes super succinctly on what
24 we wished to do, and I believe that was -- the
25 majority was to deny.

1 MS. STRIPLIN: The other thing is just the
2 need, the existing charter schools, Tallahassee --
3 Classical School is at 46 percent capacity, the
4 Governors Charter is at 56 percent capacity, and
5 that's one of the schools that this school named they
6 were gonna take students from, so I just --

7 MADAM CHAIR: Repeat that. What did you just
8 say?

9 MS. STRIPLIN: Governors Charter is at
10 56 percent capacity, and schools that were listed in
11 the application, one of them was Governors Charter
12 that they saw as a feeder school in addition to Moore
13 and Hartsfield and Apalachee and Gilchrist and a
14 couple others, it's in the document.

15 But again, it seems like they think we're
16 bursting at the seams, and as has happened in the
17 past, we had an army of people knocking down our
18 doorstep and they wanted to -- and that was the
19 Classical School, if you all recall, they gave us 200
20 list of people who wanted to be at that school and
21 that really showed a need, but maybe that's just not
22 asked anywhere in the application, but I just don't
23 see where the need is being expressed primarily in
24 terms of numbers. But in terms of the kind of
25 demographics that are displayed here that they hope

1 to have, I mean, they can hope to have those, but
2 hope doesn't get you in the school. You have to
3 apply, you have to show interest.

4 So I think where we came to in the discussion
5 yesterday was if we deny because there's a long list
6 here of things that were found to be missing, if they
7 want to reapply, they're certainly welcome to --
8 there's a process for that. They can reapply and we
9 can look at it again, and maybe if some of these
10 concerns would have been raised, we'd be more in
11 favor of it.

12 MADAM CHAIR: Ms. Rasmussen, I see you.

13 MS. RASMUSSEN: I find it really disappointing
14 and regrettable that we are in this untenable
15 position. I think the vote stops with the
16 superintendent, and I feel like this -- if this -- I
17 don't know that we meet the burden or the standard
18 that is expected upon which to base a denial. We've
19 got a committee who's voted with conditions and yet
20 those conditions have not been presented in the form
21 of a charter to actually say, "You must do this, this
22 and this," "Well, we will work with you to help you
23 do this, this and this." And maybe I watch too much
24 court TV, but I feel like if this was appealed that
25 we are gonna look ridiculous with the underlying

1 record upon which it looks like we didn't do our job
2 as a district. We've had this application since
3 February 1st and first thing we heard formerly was
4 yesterday, we've got 24 hours to make a decision, and
5 yet there's a commitment that, well, no matter what
6 happens, whoever gets -- any charter school that's
7 approved, whether it's by us or by an appeal, we will
8 work with them to help them do better and help them
9 serve their students.

10 So I just feel like we don't have a whole lot
11 of choice. To Ms. Striplin's play earlier, I would
12 love -- I wish we had done it last night, I wish we
13 had done it last month -- to sit down and convene
14 with the applicant and work on it together. If
15 you're willing to do that after the fact, why
16 wouldn't you be willing to do that before? And so --
17 just a rhetorical question -- I don't know that we
18 have the legal grounds or strong enough case formally
19 prepared to prevail if they and when they appeal.

20 If we do it tonight, we don't have -- we're not
21 in a position to be able to approve it with
22 conditions because said conditions are not laid out
23 in the proper format, and I just feel like maybe the
24 only hope we have for the good of our children would
25 be to approve it and hope that they would be willing

1 to work with us to make this a stronger proposal.
2 I'm very concerned about the budget, I'm very
3 concerned about school security, my count, just
4 little things. But Dr. Jeff, when was he added to
5 the review team? Because he's not listed on this.

6 DR. GAYLE: I'm sorry, Madam Chair, he was
7 added since the beginning, but we didn't have his
8 name on there. You're absolutely right.

9 MS. RASMUSSEN: I really appreciate his
10 expertise and I'm so glad that we included it. I
11 wish we'd included it in the form of consulting with
12 the applicant to make this as strong as it could be,
13 because now I just feel like we're -- we could have
14 potentially had -- if this was in a proper form, a
15 strong reason perhaps to deny, but I don't think we
16 do.

17 And therefore I would probably move approval
18 and hope that they will work with us to make it as
19 vertical as it could be. They've got good people and
20 they've got the right heart in mind and they're a
21 not-for-profit corporation out of some other place,
22 they're largely local. And so that would be my
23 intention.

24 VICE CHAIR JONES: Madam Chair?

25 MADAM CHAIR: Yes, Mr. Vice Chair?

1 VICE CHAIR JONES: If I might use a classroom
2 allegory, because we were allegory rich in our
3 conversations yesterday.

4 When you find yourself at final exams, you
5 don't know your grade until after you get your report
6 card. There's a certain expectation of preparedness
7 by anyone who makes an application to come before our
8 children. Who come before the school district with a
9 recommendation of wanting to provide instruction for
10 our children. And I just believe that there are far
11 too many models, templates, other measures, examples
12 and examples of success that persons who would want
13 to prepare our children are well prepared themselves.
14 It bothers me when here in our community, and a
15 history that predates even my own election, this
16 board has been aware of issues and rightfully
17 cautious about making a purposeful investment with a
18 recommendation leading this district about charter
19 schools because we have seen how we have been, how
20 these projects have often times failed.

21 Now, as has been explained to us I think rather
22 eloquently by our staff attorney -- our school board
23 attorney and by our assistant superintendent, there
24 are provisions by which applicants may reengage, but
25 it does not have to happen with the current

1 application that we have on file. I think that them
2 going -- if they're interested, I won't question its
3 sincerity -- but if they are committed to providing
4 this brand new paradigm of instruction, then they
5 will go back and they will make the necessary
6 corrections armed with what is put under you of their
7 first application. But I will not -- I don't think
8 that -- I'm cautious about blaming our staff and our
9 superintendent that we are where we are right now. I
10 don't know that it was entirely for us. I used an
11 allegory last night about what I thought about such.

12 And so I just think that when I ran for office
13 and I was asked a question about charter schools, I
14 said to my public, "The only way I will approve a
15 charter school or that I would look for a charter
16 school particularly" -- because I have a directory
17 made up of entirely Title 1 schools -- "is if they
18 came to -- if there was a charter school that was of
19 interest for persons who wanted to create a brand new
20 paradigm of instruction to meet the needs of
21 specifically my children." That is why I said I
22 would vote yes. That is me taking into consideration
23 and me keeping my promise to my public. I would not
24 feel comfortable with moving for this charter school
25 as it is currently described, dealing with concerns

1 about budget, the fact that persons on our executive
2 team who did not approve and chose to deny it, and
3 even those who approved with conditions, as I
4 reviewed those conditions, those conditions gave me
5 pause particularly for the students whose families I
6 know I was elected to represent.

7 So I'm gonna stand in the paint on this one
8 because I'm concerned about what it will mean for my
9 kids and my schools and the populations that I was
10 elected to serve. Now, if they come back with
11 something far different, then I will keep my promise
12 to my public and vote for a charter school that is
13 grass roots born and provides a brand new paradigm of
14 instruction that will benefit my children, but this
15 application for me does not meet that mark.

16 MS. STRIPLIN: Madam Chair, may I ask a
17 question? Ms. McKinney-Williams, what does the
18 statute say about the school district's explanation
19 for its basis for denial?

20 MS. MCKINNEY-WILLIAMS: I can read it to you
21 verbatim right here. "If an application is denied,
22 the sponsor shall within ten calendar days after such
23 denial articulate in writing the specific reasons
24 based upon good cause supporting its denial of the
25 application and shall provide a letter of denial and

1 supporting documentation for the applicant and the
2 Department of Education with specific reasons
3 supporting and based on good cause support the
4 denial."

5 MS. WOOD: So what is before us in the
6 attachment for tonight's presentation was pretty
7 extensive on this, it's very specific about what the
8 concerns are.

9 MS. RASMUSSEN: Which was posted an hour
10 before.

11 MS. WOOD: Absolutely. And I'm upset about
12 that. I'm upset that we got it so late.

13 MS. RASMUSSEN: I just want to add one thing,
14 because I really hear what you're saying, I respect
15 all of you and I think we've done great work because
16 we have different opinions and we listen to each
17 other. I hope that that will always continue.

18 VICE CHAIR JONES: Always.

19 MS. RASMUSSEN: I believe that what you said
20 about the grade and having it being repaired, we as a
21 school district have to be prepared to defend our
22 position. So even though the statute gives us ten
23 days to do that, we're being asked tonight as a board
24 to vote on something that's not fully baked, and I
25 don't like being put in that position. And we --

1 when we -- especially with charter schools, what we
2 know, we've been down this road before like Ms.
3 Striplin was talking about yesterday, we know what
4 the appeal process is like and what it's about. We
5 know that the statute and the administration are
6 predisposed to us approving these things. So if
7 we're not going to approve it, we'd better have a
8 solid record, underlying record on why. And I don't
9 think we do. I'm just saying, I'm not trying to
10 persuade.

11 VICE CHAIR JONES: And Madam School Board
12 Member, I agree with you, I understand where you're
13 coming from, but what gives me pause is there was
14 some expectation that we were supposed to work with
15 the applicant to get them to where they're supposed
16 to be that we can provide the approval. And I don't
17 know if that's --

18 MS. RASMUSSEN: I didn't mean to offer that as
19 an expectation. What I meant is based on our prior
20 experience, we know it's pretty likely that they'll
21 eventually be approved. So what I heard the
22 superintendent say before is, with Classical, we
23 reached out and worked with them through some
24 difficult things. If we know that's coming, I'm just
25 saying from a practical perspective, I don't mean

1 there's an expectation, but I think we're in a
2 different posture when it comes to these things, and
3 we'll be in a far different one sooner than later
4 with vouchers.

5 MADAM CHAIR: What we're doing today, which is
6 what we did yesterday, so before we stop today and
7 get on with this, you will recall that yesterday, I
8 held up in this limp hand that document, and I said,
9 "If the findings from this document that we got were
10 from any of our schools" -- do you remember that --
11 "we would be fit to be tied." Did I not say that?

12 MS. RASMUSSEN: Yes, ma'am.

13 MADAM CHAIR: And I said that because we're
14 working hard to meet what we need to have met for all
15 of our children. So I don't mean to cast -- as my
16 mother would say -- any excursions, but for the
17 children that are supposed to be taught and educated
18 based on the information that was in that document
19 and from our experts and our staff and the other
20 experts, it was just very weak.

21 Now, having said all of that, it was weak, but
22 we knew we've been burned before, and if we don't
23 approve it, we will have to approve it at some time
24 come hell -- I'm sorry, Marsha, I'm sorry. You
25 didn't hear that? Good. You know where I'm trying

1 to go with this. You know what I'm saying. They
2 will appeal it and send it back to us. I just need
3 to put all of that in there because I want to be able
4 to sleep tonight, so I had to say that. It's all
5 about the children.

6 Yes, ma'am?

7 MS. STRIPLIN: I would make a motion that we
8 approve option one, the recommendation to deny, and I
9 don't know if we can ask for it, that we encourage
10 our legal counsel and our administration to work with
11 this group offering the findings and asking for some
12 kind of extension that they may reapply again in a
13 shorter timeframe for Fall of 2022 so that they are
14 given the chance to address these concerns.

15 Now, I don't know with the vote -- we talked
16 about this last night with the arranged marriage and
17 all that stuff, we can't guarantee what the vote is
18 gonna be -- but I would make that motion and ask that
19 we give them -- that we try to accommodate that. It
20 sounds like we have that flexibility, but the motion
21 is to deny and I'm making that motion.

22 MADAM CHAIR: Mr. Jones, are you seconding
23 that?

24 VICE CHAIR JONES: Yes.

25 MS. MCKINNEY-WILLIAMS: I'm sorry, Madam Chair,

1 but I think we're both a little confused as to the
2 motion. I started writing your motion and I had,
3 "Motion to approve option one to deny and current
4 legal counsel and administration to work with the
5 applicant on the concerns that were raised by the
6 committee and to give them an opportunity if they'd
7 like to resubmit their application."

8 MS. STRIPLIN: Correct.

9 MS. MCKINNEY-WILLIAMS: Prior --

10 MS. STRIPLIN: It just sound like we can make
11 that, that it was an 18-month window deadline, but
12 that the board has the flexibility to, and I'm not
13 sure if DOE gets involved in there somewhere, and
14 they can go and appeal without that, but as a good
15 faith gesture from our district to this possible new
16 school and to the children they're gonna serve, I ask
17 that we try to work with them on addressing these
18 deficiencies.

19 MS. MCKINNEY-WILLIAMS: So give them an
20 opportunity if they choose to resubmit their
21 application for the Fall 2022 school year?

22 MS. STRIPLIN: Correct.

23 MS. MCKINNEY-WILLIAMS: Okay.

24 MS. STRIPLIN: Do you want to second that
25 motion or not, Darryl? Well, you've already seconded

1 it. It was unclear.

2 MS. MCKINNEY-WILLIAMS: That is essentially
3 option three, board direction.

4 MS. STRIPLIN: Just we have to vote on this
5 motion before we can take a separate motion up.

6 MS. MCKINNEY-WILLIAMS: But that reflects your
7 motion?

8 MS. STRIPLIN: Correct.

9 MS. MCKINNEY-WILLIAMS: So that's not option
10 one, that's actually option three, board direction,
11 because it's option one-plus, just so that we're
12 clear and he's clear.

13 There's a motion. Has there been a second?

14 VICE CHAIR JONES: I had a second, but I had a
15 second when we were doing option one and then we
16 added some gravy.

17 MS. MCKINNEY-WILLIAMS: You can rescind.

18 VICE CHAIR JONES: Okay.

19 MS. MCKINNEY-WILLIAMS: Is there a second to
20 that motion?

21 MADAM CHAIR: Read that motion one more time
22 into the record, please. I'm sorry.

23 MS. MCKINNEY-WILLIAMS: "Motion to deny the
24 application, encourage legal counsel and
25 administration to work with the applicant on the

1 concerns that were raised by the commission and
2 afford the applicant an opportunity to resubmit -- to
3 revise and resubmit their application for the Fall
4 2022 school year."

5 You can certainly give them an opportunity to
6 submit earlier if they choose. So that's what --
7 that's the substance of their motion. If the
8 applicant -- if they say that they can get it done in
9 a shorter period of time --

10 MS. STRIPLIN: Well, we can't until we have a
11 second. It either dies --

12 MADAM CHAIR: We need a second so that we can
13 discuss that motion.

14 Is there a second for discussion purposes?

15 MS. RASMUSSEN: For discussion purposes, I'll
16 second.

17 MADAM CHAIR: Second for discussion purposes by
18 Ms. Rasmussen.

19 MS. WOOD: I was gonna say that I don't think
20 we should submit ourselves to saying you can open by
21 '22. I think it would be a possibility. Personally
22 I think we should make it clean and deny this and
23 then if there's a second motion to work on
24 verbiage -- I mean, they already can submit an
25 application again next February, right? At that

1 time, if they choose to do that, we can then -- the
2 timeframe, if they choose -- I don't think we should
3 personally put ourselves in that situation right now
4 without knowing if they're gonna reapply and under
5 what conditions and that sort of thing.

6 So I would do it in a clean vote and then make
7 a second motion. I think there's a feeling here that
8 we're very open to them applying again, but I just
9 don't want to box us into saying that we will do
10 this, that, and the other, other than of course we'd
11 work with them. I think that's just --

12 MS. MCKINNEY-WILLIAMS: Would you like to make
13 a substitute motion?

14 MADAM CHAIR: That was discussion on the first
15 motion, right?

16 MS. MCKINNEY-WILLIAMS: Yes.

17 MADAM CHAIR: Okay. So we need to vote on the
18 first motion which was given by Ms. Striplin which
19 will be read one more time.

20 MS. STRIPLIN: Can I give a substitute motion?
21 If I withdrawal my --

22 MS. MCKINNEY-WILLIAMS: I mean, if she would do
23 her second, then we would not have -- there would not
24 be a need for you to do a substitute, or you can
25 vote. Ms. Striplin 's motion was to deny the

1 application and to encourage legal counsel and
2 administration to work with the applicant to provide
3 the concerns that were raised by the committee and to
4 give them an opportunity to choose to revise and
5 resubmit their application, and I did that in there
6 for the 2022 school year, that's the motion.

7 MADAM CHAIR: I can second that.

8 MS. MCKINNEY-WILLIAMS: It's already been
9 seconded by Ms. Rasmussen.

10 MADAM CHAIR: Well, I'm just trying to help.
11 So you heard the motion, you heard the discussion,
12 all in favor, say aye.

13 MS. STRIPLIN: Aye.

14 MADAM CHAIR: All opposing?

15 MS. MCKINNEY-WILLIAMS: I'm sorry, can we get
16 clear: Who was the aye? How many ayes? Two ayes,
17 okay. And then the nays were --

18 MADAM CHAIR: The nays were Wood and Jones.

19 MS. WOOD: I haven't voted.

20 MS. MCKINNEY-WILLIAMS: Unless you have a
21 conflict, you have to vote.

22 MS. WOOD: No.

23 MS. MCKINNEY-WILLIAMS: So it fails, two to
24 three.

25 MADAM CHAIR: All right. So we are back where

1 now?

2 MS. MCKINNEY-WILLIAMS: Asking if there's an
3 option.

4 MADAM CHAIR: Is there not an option?

5 VICE CHAIR JONES: I move option one.

6 MADAM CHAIR: It's been moved by Jones and
7 seconded by Wood that we deny the Red Hills Academy
8 Charter School application subject to the school
9 district on February 1, 2021, and then direct staff
10 to prepare and submit to the applicant and the
11 Department of Education the written basis for the
12 denial. All in favor, say aye.

13 MS. RASMUSSEN: No.

14 MADAM CHAIR: Opposers?

15 MS. WOOD: No.

16 MADAM CHAIR: So three, two, it passes three to
17 two, okay.

18 MS. RASMUSSEN: I just want to make it clear
19 that my no votes were because I was opposed to the
20 denial.

21 VICE CHAIR JONES: You said what now?

22 MS. RASMUSSEN: I was just articulating, when
23 you vote nay, you're supposed to say why. So I was
24 articulating, it was because of the denial.

25 MS. WOOD: If I could just add -- the spirit of

1 Ms. Striplin's motion we did vote on is -- I agree
2 with the spirit of it.

3 MS. STRIPLIN: Then you should have voted for
4 it.

5 MADAM CHAIR: Okay. So does that take care of
6 Item No. 19.09? So we'll move now to information
7 items; is that right, Ms. Opal?

8 MS. MCKINNEY-WILLIAMS: Yes, ma'am.

9 MADAM CHAIR: Okay.

10 (Audio file has ended.)

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CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF BROWARD)

I, Shelby Rosenberg, Florida Professional Reporter,
certify that I was authorized to and did
stenographically report the foregoing audio
transcription to the best of my ability and that the
transcript is a true and complete record of my
stenographic notes.

Dated this 16th of May, 2021.



Shelby Rosenberg, Florida Professional Reporter

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Agenda Item Details

Meeting	Apr 27, 2021 - Business Meeting
Category	19. Items for Consideration
Subject	19.09 The Superintendent recommends Board approval of Option 1 (denial of the Red Hills Academy charter school application submitted to the school district on February 1, 2021).
Type	Action
Fiscal Impact	Yes
Budgeted	No
Budget Source	Dollar amounts will negatively impact the General Fund and Federal Fund in 2022-2023.

STAFF MEMBER REPORTING THIS ITEM/PHONE: Dr. Michelle Gayle/487-7177 and Lisa Urban/561-8364

ACTION REQUESTED: The Superintendent recommends Board approval of Option 1 (denial of the Red Hills Academy charter school application submitted to the school district on February 1, 2021).

ITEM SUMMARY: The Leon County Schools (LCS) Office of Charter Schools received the Red Hills Academy charter school application on February 1, 2021. The LCS Charter Application Review Committee (CARC) reviewed the application using the evaluation instrument developed by the Florida Department of Education. The CARC team consists of experienced and knowledgeable District staff who have expertise in the areas of curriculum, operations, finance, and governance necessary for the successful operation of a public school in Florida. The CARC also included an external reviewer, recommended by the Florida Association of Charter School Authorizers, who has extensive District charter school sponsor expertise. This team spent many hours reviewing the charter application. After a review of the application that took place over two lengthy meetings, the team prepared questions for the applicant to answer. The CARC did meet with the charter school applicant during a lengthy interview session. During this time, ample opportunity was available for the applicant to answer questions and provide further clarifying information. It should be noted that eleven members of the CARC voted to approve the application only with conditions for revision and eight members voted to deny the application. Further, it should be noted that the CARC thoroughly reviewed the Red Hills Academy charter school application and rated the Florida Charter School Application Evaluation Instrument with eight areas meeting the standard, eight areas partially meeting the standard, and three areas not meeting the standard. The projected Full Time Equivalent (FTE) of 216 for this school for 2022 - 2023 would generate \$1,650,073.00 and in subsequent years, FTE and revenue generated by the FTE are estimated at: Year 2: 348 FTE = \$2,523, 986; Year 3: 348 FTE = \$2,536,606 Year 4: FTE 348 = \$2,549,289; Year 5 FTE 348 = \$2,562,036. These figures are based on the current base student allocation and would be expected to increase. The school would also be eligible for federal funding.

The Superintendent is recommending approval of Option 1 (denial of the Red Hills Academy charter school application submitted to the school district on February 1, 2021) based on good cause, as stated in 1002.33, F.S. The superintendent is mandated under 1005.51(6), F.S., to approve the establishment of schools as needed to provide adequate educational opportunities for all public-school students in Leon County. Currently in Leon County, our existing charter schools are presently enrolled at 70% capacity with two of the five existing schools averaging 52% capacity. Further, in a letter dated September 9, 2016, the Florida Department of Education (FLDOE) communicated to LCS that until Capital Outlay Full-Time Equivalent (COFTE) enrollment for LCS shows a projected level of growth that creates no need for new public student stations, the current district facilities will be adequate and in suitable condition for the foreseeable future, in accordance with 1013.31 and 1013.35, Florida Statutes. A district school board has a duty under 1001.42(4)(c), to provide adequate

educational facilities for all children, and as stated above, FLDOE has informed the LCSB that current district facilities are adequate and suitable to meet the COFTE needs of the foreseeable future.

Pursuant to the Florida Department of Education's charter application process, the Board shall approve applications 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. During the CARC review, a number of critical deficiencies in the application were identified. These specific deficiencies are below. These reasons demonstrate that the application fails to meet the statutory standards for a Florida charter school.

Educational Program Design

a. The application fails to present an educational program design that is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning.

- Section 3.C. on p. 10 fails to cite any research base for its practices. There is a single quotation from an ASCD handout, but that handout is not a research report. Many of the concepts, constructs, and practices mentioned throughout the application do have some research base, but there is no evidence that the applicant is aware of this research, has conducted a meaningful review of it, or intends to construct the education program in response to specific findings. Instead, the application merely asserts that a research-based curriculum will be used. An assertion that this requirement will eventually be done is not sufficient to demonstrate that the applicant has the capacity to deliver it.
- Attachment D does provide a single report regarding the ReadyGen ELA product. The report indicates percentile rank gains for first and fourth grade students that are higher than gains for students in a control group. However, there is no discussion of how these percentile rank gains corresponded to gains in achievement. Since all of the school's academic goals are stated in terms of achievement levels rather than in percentile rank gains, it remains unclear how or if this product will help the school attain its goals.
- Attachment D fails to provide any discussion about how the school interpreted this report or how it compared to other research on other products.
- This attachment does not provide any research basis for any of the school's other selections or practices.

b. The application fails to present an education program design that includes a proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

- The proposed daily schedule in Section 3.D. on p. 10 represents that the school will provide 20 minutes of recess each day. Since charter schools are exempted by §1003.455, Fla. Stat. from any recess requirement, it is reasonable to conclude that the applicant is voluntarily seeking to provide a meaningful recess program. However, the schedule in Appendix B shows that two recess periods will be provided each day: one ten-minute session following lunch and another ten-minute session at the time of dismissal. The applicant presents no evidence that this schedule will provide for adequate supervision, safety, and meaningful free play.

Curriculum Plan

a. The application fails to provide a clear and coherent framework for teaching and learning.

- In Section 4.C on p. 21, the application states that students will receive a daily ELA block of 90 minutes with an additional 30 minutes for reading. However, the table in Attachment B indicates that the additional 30 minutes of reading is for Tier 2 students only. Moreover, the daily schedule in Attachment B only provides for 20 minutes of day of additional time for reading.

Student Performance, Assessment and Evaluation

a. The application fails to present measurable goals for student academic growth and improvement.

- The performance goals presented in Section 5.A on p. 26 merely take an average District result and adds arbitrary increases to them. The resulting patterns are nonsensical — for example, the goals presented show that the 64% of the cohort of students in third grade in FY23 will meet the state standard in reading, then drop to 60% in FY24, then increase to 62% in FY25. The opposite pattern is projected for mathematics with 66% of the third grade achieving grade level in FY23, then increasing to 69% in FY24, then falling again to 67% in FY25. It is not at all clear that the applicant has engaged in thoughtful and deliberate goal-setting.
- There are no goals related to closing achievement gaps.
- There are no goals for at-risk and special populations, such as for English learners, students with disabilities, economically-disadvantaged students, and students experiencing homelessness.

b. The application fails to present evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.

- In Section 5.A on pp. 25-26, the application provides no rationale for why the selected curricula and instructional strategies will yield the projected results at each grade and in each subject.
- The application provides no explanation in providing for how goals and strategies will be adjusted based on achievement data.
- The application provides no proposed method of arriving at goal-setting in collaborating with the Sponsor.

c. The application fails to present plans for sharing student performance information that will keep students and parents well informed of academic progress.

- Section 5.F on pp. 27-28, the application states that the school “encourages constant open communication” but fails to describe any means of communication that will be in use. The application does provide that parent conferences will be used for students in Tier 2 and Tier 3 yet provides no other indication that any other kind of communication will be provided for these students or for all students in general.
- The application provides no discussion of measuring the outcome of the parent conferences, or for follow-up measures.
- The application does not explain what methods will be used for circumstances when parents are unable to attend conferences.

Exceptional Students

a. The application fails to present a clear description of how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment.

- The application fails to state that the school will not reject the application of or withdraw a student identified as disabled based on a finding the student needs a service delivery model not presently in existence at the school.

b. The application fails to present a comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, and receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing per the Individuals with Disabilities Education Act .

- In the first paragraph of Section 6.C on p. 33, the application affirms that the school will review and implement all manner of individualized plans. However, this assurance is flatly contradicted in the second paragraph, which seems to provide that all students with disabilities will follow an “80/20” model. As written, these concepts seem incompatible. It is not clear, for example, how the school would respond when a student requires that half the instructional day take place outside of the regular classroom.
- The school’s “80/20” model is discussed elsewhere in the application, including Section 6.F on p. 37. This section could be read to mean that the school does not intend to serve students who may need more than 20% of instructional time away from non-disabled peers. The school must have the capacity and the intent to serve all students, but this section fails to assure that.

c. The application fails to present a realistic enrollment projection for students with disabilities (SWD) and a staffing plan that aligns with the projection.

- In Section 6.A on p. 32, the application provides a projection of 15% of the student body being students with disabilities, at p. 42. Based on the first year forecast of 162 students at the school, there would be approximately 25 students with disabilities. However, when estimating the school revenues in the revenue estimate worksheet in Attachment W, the applicant lists 37.8 FTE with disabilities. The application further states, at p. 38, that there will be a ratio of one ESE teacher for every 20 students with disabilities. However, the staffing plan only provides for one ESE teacher instead of the 1.25 FTE needed for the forecast of 25 students in Section 6 or the 1.89 FTE needed for the estimate of 37.8 students in the worksheet, consistent with this statement. There is no explanation of how this number of ESE teachers is sufficient. Given the ESE student population forecast, the staffing appears to be insufficient to meet program and student needs, especially if the school will provide a range of service delivery models.

d. The application fails to present a realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

- In Section 6.A. on p. 32, the application projects enrollment of 162 students in FY23 and 348 students in FY24, FY25, FY26, and FY27. However, in Attachment W, the worksheet for FY23 estimates 216 students and the worksheets for FY24, FY25, FY26, FY27 estimates 348 students. It is not explained how the staff plan aligns with these projections.

English Language Learners

a. The application fails to demonstrate an understanding of legal obligations regarding the education of English Language Learners.

- The application fails to present a clear understanding of the requirements of the FLDOE Consent Decree.
- The student registration form failed to include the home language survey questions.

School Culture and Discipline

a. The application fails to present appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

- At Section 8.B on pp. 46-47, the application fails to describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy. The school states that it will adopt the Sponsor's code of conduct but presents no discussion of how this code will be put to use in the charter school.

Organizational Plan

Governance

a. The application fails to present a governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.

- In Attachment H on p. 6, the articles of incorporation do not include a dissolution provision consistent with §1002.33(8)(d), Fla. Stat. of the school's By-laws concerning distribution of assets and funds upon dissolution. (In Attachment J on p. 11, Article XV of the school's by-laws appear to include the details provisions of property and assets due back to the Department of Education, but this language is inconsistent with the language in the articles of incorporation.)

- In Attachment H, the articles of incorporation do not include a provision ensuring that debts of the charter school will not be assumed by the School District consistent with §1002.33 (8)(e), Fla. Stat.

Management and Staffing

a. The application fails to present a viable and adequate staffing plan.

- In Section 11.D. on p. 60, the staffing plan describes multiple positions which may or may not be classified as teaching positions, including “classroom teacher,” “ESE/Gifted Teacher,” “MTSS,” “Guidance,” and “Specials Teachers.” However, Attachment Q only provides a single job description. The application fails to clarify if these listed positions are all described by the single job description, and, if not, fails to provide the require job descriptions.

b. The application fails to present a sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

- In Section 11.D on p. 61, the application describes a process by which teacher applicants will serve as guest teachers to provide the “principal, assistant principal, and teachers the opportunity to observe the candidate’s teaching style and lessons.” The stated intent is to see if the school is a good fit for the applicant. However, the application fails to explain if this guest teaching is compensated, the length of the guest teaching period, how the guest teaching will be evaluated, and whether parents must first provide consent for instruction by non-employees of the schools. Moreover, it appears that the guest teaching will take place prior to background checks and fingerprinting of the teacher applicant. The application does not explain how the guest teaching process will be conducted to ensure compliance with the background screening provisions of § 1012.32, Fla. Stat.

Human Resources and Employment

a. The application fails to present a description of the school leader and teacher evaluation plans or outline of such plans, which align with the Student Success Act as defined by state law.

- In Section 12.B on p. 63, the application asserts that the school will use the Sponsor’s teacher and staff evaluation tools and procedures until such time as the applicant develops its own system. The application fails to provide a timeline for when this evaluation system will be in place and what processes and standards will be used to create the evaluation system. The application fails to explain how the differences will be accounted for between the expectations for the Sponsor’s employees and the expectations for the applicant’s employees. The application fails to explain how the results of using the Sponsor’s evaluation system will be used to guide performance and professional development at the school. Further, the start-up plan in Section 22 on p. 88 fails to include any evidence that the applicant will be working on the evaluation plan at all. The Sponsor therefore cannot assess the suitability of the school’s plan.

b. The application fails to present a compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.

- The application is unresponsive.

c. The application fails to present policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.

- The application is unresponsive.

d. The application fails to present an effective plan to address any leadership or staff turnover.

- The application is unresponsive.

Professional Development

a. The application fails to present professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

- In Section 13.D on pp. 66-68, the application fails to present time scheduled for common planning or collaboration and how such time will typically be used.
- The application asserts that the school will use the Sponsor's professional development opportunities in certain areas, however, the application fails to sufficiently provide the professional development in areas in which it is not aligned with the Sponsor.

Student Recruitment and Enrollment

a. The application fails to present a student recruitment plan that will enable the school to attract its targeted population.

- In Section 14.A on page 69, the application mentions "direct mail brochures" and in Section 14.B. on 69, the application explains that the school will "target our direct mail and other marketing efforts to multiple zip codes throughout the county." There is no description of which ZIP codes will be targeted, or how such ZIP codes will be selected. There is no mention of whether the school will target its direct mail program to households within its designated transportation zone or beyond it. There is no description of which languages other than English will be used in the direct mail materials. There is no discussion of how the school will ensure that its direct mail marketing reaches those that might otherwise not have easy access to information on available educational options including but not limited to families in poverty, academically low-achieving students, students with disabilities, and English Language Learners. There is no timeline for when the direct mail program will begin, nor any sense of its scale or reach.
- In Section 14.C on page 70, the application describes the enrollment process for most students but fails to describe how the school will ensure that these processes do not exclude homeless children or prevent same-day enrollment of homeless students who cannot provide the itemized documents.

b. The application fails to state a plan and process that will likely result in the school meeting their enrollment projections.

- The application is unresponsive.

Budget Plan

Facilities

a. The application fails to present a facility that is appropriate and adequate for the school's program and targeted population.

- At Section 16.A. on p. 74, the application fails to provide a layout of the school as required. Without such a layout illustrating the classrooms and other instructional space, it is impossible to determine whether the planned facility will be adequate to serve the student population in accordance with class size requirements.

b. The application fails to present a reasonable back-up plan should the proposed facility plan fall through.

- At Section 16.E on pp. 75-76, the application is nonresponsive in that it fails to present any back-up plan at all should the proposed facility fall through. Instead, the application merely asserts its confidence that the plan will not fall through. Such an assertion is not sufficient to meet the requirements of the model application.

Transportation

a. The application fails to present an outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

- The application is unresponsive in that it provides no transportation plan at all other than requiring parents to provide transportation. The school's failure to plan for student transportation clearly poses a barrier to attendance for many if not most students.

Food Service

a. The application fails to present a food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.

- The application fails to provide realistic meal prices that will serve all students, a deficiency that may deter enrollment and harm the right of students to access the school's education program. The application states that 70% of the students will participate in lunch program yet the projected prices are significantly higher than any other school in the district. The application presents no evidence that parents will be able and willing to sustain the prices included in the application.

School Safety and Security

a. The application fails to adequately present how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.

- The application is unresponsive in that it fails to present the function of its safe-school officer.

b. The application fails to present procedures that clearly demonstrate a plan to respond to active assailant incidents.

- The application is unresponsive is that it provides no active assailant plan.

c. The application fails to present a description of how the school plans to train school staff to respond to active assailant incidents.

- The application is unresponsive in that it provides no provision for active assailant training.

d. The application fails to present a description of how the school will establish a team to assess and intervene with individuals whose behavior may pose a threat to the safety of staff or students.

- The application is unresponsive in that it provides no assurance or description of the required threat assessment team in accordance with state law.
- The application is unresponsive in that it provides no provision on how incidents will be reported in SESIR.

Budget

a. The application fails to present budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.

- At Section 4.A on p. 12 and continuing throughout, the application describes instructional software and services including Savvas ReadyGen, Savvas Envision, Savvas Elevate, Social Studies Weekly, Prodigy, Teach Your Monster to Read, ReadWorks.org, No Red Ink, IStation, EasyCBM, BrainPop, Kahoot, and other titles. However, at Section 20.D on p. 83 and in Attachment X.1 at page 8, the itemized titles are different. The itemized titles include only products that are not explicitly described elsewhere in the application, including Brain POP, Discovery Ed, Raz Kids, Learning A-Z, MAP online, Scholastic mags, and Starfall.
- Further, the itemized titles fail to include licenses or costs for Savvas ReadyGen, Savvas Envision, Savvas Elevate, Social Studies Weekly, Prodigy, Teach Your Monster to Read, ReadWorks.org, No Red Ink, IStation, EasyCBM, BrainPop, or Kahoot. The links provided on p. 20 indicate that the vendor of some of these products does require a significant annual license fee.
- Further, the textbooks are not itemized in the application so it is not clear how these costs were calculated, it is not clear if any of these software titles are somehow included in the textbook estimates.
- The application therefore is inconsistent. Given the mismatch of titles, given that the projected instructional software costs are low (ranging from \$6952 in year 1 to \$8,058 in year 2, and given that the textbook costs are not itemized, it is not clear that the budget includes the full cost of the selected curriculum products.

b. The application fails to provide a realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.

- The application failed to provide sound adequate funding sources, relying on 75% projected enrollment, Food Service revenue from 70% student participation (concerns noted above), private donors (which includes the start-up loan), fundraising, and competitive grants. The existing charter schools in Leon County are currently enrolled at 70% capacity with two (2) of the five (5) schools at 52% capacity.

Start-Up Plan

a. The application fails to provide a thoughtful and realistic implementation plan that covers major operational items and provides flexibility of addressing unanticipated events.

- As noted above, the application fails to provide for flexibility in the budget for potential needs and unplanned incidents based on their conservative budget as noted above in Section 20.

Therefore, the Superintendent cannot, in good faith, recommend approval of the charter application to the LCSB.

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

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

Options:

- Option 1- Deny the Red Hills Academy charter school application submitted to the school district on February 1, 2021 and direct staff to prepare and submit to the applicant and the Department of Education the written basis for the denial.
- Option 2- Approve the Red Hills Academy charter school application submitted to the school district on February 1, 2021.
- Option 3 – Board Direction.

WILL SUBMITTER BE DELIVERING SIGNATURE DOCUMENTS TO BOARD SECRETARY? No



Application - Red Hills Academy Charter School 02-01-21.pdf (13,938 KB)

ATTACHMENT V

LEASE AGREEMENT

Evening Rose Properties, LLC, a Florida limited liability company, whose address is 1515-2 Henway Court, Tallahassee, Florida 32303, hereinafter called the "Landlord" and **Red Hills Academy, Inc.**, a Florida corporation, whose address is 3551 Austin Davis Avenue, Tallahassee, FL 32308, hereinafter called the "Tenant". In consideration of the hereinafter set forth covenants and agreements, hereby on this ____ day of _____, 2021 agree that the Landlord shall lease to the Tenant, and the Tenant shall lease from the Landlord the building (the "Building") located at 3551 Austin Davis Avenue, Tallahassee, Florida and depicted on "**Exhibit A**" attached hereto (the "Premises"), subject to the following terms and conditions:

1. **Quiet Enjoyment.** The Landlord covenants that the Tenant, upon paying the rentals herein reserved and upon the Tenant observing, performing and keeping all and singular the covenants and agreements herein specified to be kept and performed by the Tenant, shall and may lawfully, peacefully and quietly have, hold, use, occupy, possess and enjoy the Premises for and during the term hereof, without any hindrance, eviction, molestation or interruption of or by the Landlord or anyone acting by or through Landlord.

2. **Improvements.** The Landlord and the Tenant understand the premises was built for use as a charter school and as such has been updated to include items required by governing authorities. The Tenant has inspected the facility and finds it substantially in compliance with the needs of a charter school. The Landlord agrees that there may be minor modifications required by the Tenant to be in full compliance with the Leon County School System and the State of Florida Department of Education and hereby agrees to make these modifications at no additional cost to the Tenant. Upon the occupancy of the Premises by the Tenant, the Tenant shall be deemed to have accepted the Premises as being completed, in a good state of repair, subject only to latent defects, and in a sanitary condition, unless otherwise agreed in writing.

3. **Term of Lease.** The Landlord agrees to, and does hereby, lease the Premises to the Tenant for an initial term of five (5) years commencing on July 1, 2022, and ending on June 30, 2027, in addition, the principal and staff may occupy the space beginning January 1, 2022 through June 30, 2022 (the school preparation term). This Lease is renewable for two additional five year terms.

4. **Rental.** As rent for the Premises for the original term, the Tenant agrees to pay to the Landlord at 1515-2 Henway Court, Tallahassee, Florida 32303, or at such other place as may be designated in writing by the Landlord, the following amounts:

A. School preparation term (January 1, 2022 through June 30, 2022) the Tenant agrees to pay the Landlord the all-inclusive rent (rent, insurance, utilities and taxes) of \$15,000.00 payable in monthly installments of \$2,500.00.

B. The Base Rent for the first year initial term shall be 14% of the FEFP local and State of Florida funding. The Base Rent of the remaining 4 years of the initial term shall be 13% of FEFP.

It is agreed that the rent shall have a base floor as follows:

- 2022-2023 - \$216,000.00 payable in monthly installments of \$18,000.00
- 2023-2024 - \$270,000.00 payable in monthly installments of \$22,500.00
- 2024-2025 - \$270,000.00 payable in monthly installments of \$22,500.00
- 2025-2026 - \$270,000.00 payable in monthly installments of \$22,500.00
- 2026-2027 - \$270,000.00 payable in monthly installments of \$22,500.00

The Base Rent for years following the initial first year shall be established following the posting of student FEFP funding and may be adjusted to the beginning of each years term.

As Base Rent for the premises for the two additional five year terms, the Tenant agrees to pay the Landlord 14% of the FEFP adjusted on the same terms as Paragraph A above.

C. In addition to Base Rent, the Tenant shall pay the Landlord throughout the Lease Term the following (collectively, "Additional Rent"):

(i) The Tenant's Prorata Share (as defined below) of the annual Operating Expenses incurred by the Landlord in the operation, maintenance and repair of the Building and common areas. The term "Operating Expenses" shall include, but not be limited to, the expenses incurred by the Landlord for the maintenance, repair and replacement of all common area lighting, common area plumbing, common area paved parking, common area walkways and driveways, common area landscaped and hardscaped areas, common area signs, common area utility services, common storm water management facilities, non-structural repair and maintenance of the exterior of the Building that is not addressed in paragraph 10 below, and liability insurance and management fees.

(ii) The Tenant's Prorata Share (as defined below) of the Real Estate Taxes. The term "Real Estate Taxes" shall mean all real estate taxes, all assessments and any taxes in lieu thereof which may be levied upon or assessed against the Premises or any part thereof. In the event the taxing authorities include in such Real Estate Taxes the value of any improvements made by the Tenant, or of machinery, equipment, fixtures, inventory or other personal property or assets of the Tenant, then the Tenant shall pay all the taxes attributable to such items in addition to its Prorata Share of said Real Estate Taxes. A photostatic copy of the tax statement shall be submitted by the Landlord to the Tenant and shall be sufficient evidence of the amount of taxes and assessments assessed or levied against the Property or any part thereof.

(iii) The Tenant's Prorata Share (as defined below) of the insurance premiums for the insurance required to be maintained by the Landlord pursuant to paragraph 7 below, together with insurance premiums for extended coverage that will include general liability and business income (the "Insurance Premiums"). With respect to the Tenant's Prorata Share of Insurance Premiums for the

insurance required to be maintained by the Landlord pursuant to paragraph 7 below, if the Landlord maintains a master policy with respect to any of the required coverages that insures incidents related to the Building and other buildings and structures owned by the Landlord but not constructed as part of the Building, the Tenant's Prorata Share of such Insurance Premiums shall be based on the cost of the insurance attributable to the Building. The Landlord will provide the Tenant with reasonable evidence of such insurance cost.

(iv) The Tenant's Prorata Share of the annual Operating Expenses shall be eight and one-half percent (8.5%); The total Additional Rent for the initial term of this Lease will be \$12,000.00 payable in monthly installments of \$1,000.00 each with each installment of Base Rent.

(v) The payment of the sums set forth in this subparagraph 4(B) shall be in addition to the Base Rent payable pursuant to subparagraph 4(A).

(vi) With respect to each item of Additional Rent, the Landlord shall make available to the Tenant during regular business hours the Landlord's records relating to such items for inspection or audit by the Tenant or its representatives. The Tenant's review of the Landlord's records concerning such costs shall be at the Tenant's expense.

5. **Use of Premises.** The Premises shall be used only for school purposes as is normal and customary for the business of a charter school. The Tenant shall at all times comply with all applicable laws, ordinances and regulations of appropriate governmental authorities in connection with the use and operation of the premises.

6. **Real Property Taxes.** The Landlord shall pay all real property taxes assessed against the Premises, or taxes assessed in substitution thereof (the "Real Estate Taxes"), as the same shall become due. It is understood that a charter school (Red Hills Academy) may not be required to pay Real Property Taxes.

7. **Hazard Insurance.** The Landlord shall maintain hazard insurance on the Building. The Tenant shall pay to the Landlord its prorata share of the Insurance Premiums pursuant to paragraph 4 above. The Tenant shall not stock, use or sell any article or do anything in or about the Premises which may be prohibited by the Landlord's insurance policies or any endorsements or forms attached thereto, or which would increase any insurance rates and premiums on the Premises or the building of which they are a part. If due to the (a) occupancy other than as contemplated under this Lease, or (b) abandonment, or (c) the Tenant's failure to occupy the Premises as herein provided, any insurance shall be canceled by the insurance carrier then, and in any of such events, the Tenant shall indemnify and hold the Landlord harmless from any losses, damages, liabilities or expenses and shall pay on demand the increased cost of such insurance.

8. **Liability Insurance.** The Tenant agrees to maintain, at his own expense, during the full term of this Lease, a policy of public liability and property damage issued by a reputable company authorized to do business in the State of Florida, in which policy the Landlord shall be named as additional insured and furnish current certificates evidencing the existence of such insurance. Such policy shall provide personal injury coverage in an amount not less than \$2,000,000.00, combined single

limit, and property damage coverage of not less than \$100,000.00 to cover all situations where any person or persons claim any damages as a result of personal injury, death or property damage in or upon the Premises or as a result of the use of the Premises by the Tenants. Such insurance policies shall name the Landlord as an additional insured and contain a provision that there will be no cancellations without at least ten (10) days prior written notice by the insurer to the Landlord. Such policy may be carried as part of a blanket policy. Any deductible in excess of \$25,000.00 shall be subject to the Landlord's approval.

9. **Removal of Personal Property.** The Tenant, upon expiration of this Lease and subject to the Tenant's compliance with this Lease, shall have the right to remove the furniture, furnishings and equipment which the Tenant may have installed on or in the Premises and which have not been permanently affixed to the Premises, provided, however, the Tenant shall restore any and all damage to the Premises resulting from any such removal.

10. **Maintenance and Repairs.** The Landlord shall be responsible for the maintenance and repair of structural elements of the Building and the roof of the Building. The Tenant shall service the HVAC equipment in the building and maintain in serviceable condition. The Tenant shall be responsible for all maintenance and upkeep of the interior, non-structural portions of the Building and all heating and air conditioning, electrical, plumbing, safety, fire protection, security and mechanical systems, equipment and facilities serving the Premises. Notwithstanding anything in this Agreement to the contrary, the Tenant shall be responsible for and pay for all repairs and maintenance required to remedy any damages to the Premises, the Building or any related improvements caused by the Tenant or his guests or invitees. The Landlord shall have the right to enter the Premises at any reasonable time with prior notice for the purpose of inspecting the same or for the purpose of doing anything that is required or allowed under this Lease.

11. **Condition of Premises.** The Tenant shall keep the Premises in good order, repair and condition. The Tenant shall not commit waste or permit waste to be committed in or upon the Premises, create or allow any nuisance to continue on the Premises or use the Premises for any unlawful purpose.

12. **Taxes.** The Tenant shall pay the Landlord with each rental payment all sales and use taxes imposed upon the rent paid under this Lease, including all Additional Rent. The Tenant shall pay all taxes assessed against personal property of the Tenant, including trade fixtures, deemed by the taxing authority to be personal property or inventory kept on the Premises. It is understood that the charter school (Red Hills Academy) may not be required to pay Real Property Taxes.

13. **Assignment and Subletting.** The Tenant shall not assign, mortgage or encumber this Lease, in whole or in part, or sublet all or any part of the Premises without the prior written consent of the Landlord which may be granted or withheld in the sole discretion of the Landlord. The consent by the Landlord to any assignment or subletting shall not constitute a waiver of the necessity for such consent to any subsequent assignment or subletting. This prohibition against assigning or subletting shall be construed to include a prohibition against any assignment or subletting by operation of law. If this Lease is assigned or if the Premises, or any part thereof, is occupied by any person other than the Tenant, the Landlord may collect rent from the assignee, or occupant, and apply the net amount collected to the rent herein reserved, but no such assignment, underletting, occupancy or collection shall be deemed a waiver of this provision or the acceptance of the assignee, subtenant or occupant as a lessee hereunder

or as a release of the Tenant from the further performance by the Tenant of the provisions on its part to be observed or performed herein. Notwithstanding any assignment or sublease, the Tenant shall remain fully liable and shall not be released from performing any of the terms of this Lease.

14. **Indemnity.**

A. The Tenant shall indemnify the Landlord and save it harmless from suits, actions, damages, liabilities, losses and expenses incurred or suffered by the Landlord (including, but not limited to, reasonable attorney's fees in settlement, at trial and on appeal) in connection with loss of life, personal injury or property damage arising from or out of any occurrence in or upon the Premises, unless such loss of life, injury or damage was caused by the negligence or willful misconduct of the Landlord.

B. The Landlord shall not be responsible or liable to the Tenant or to those claiming by, through or under the Tenant that may be occasioned by or through the acts or omissions of persons occupying adjacent, connecting or adjoining premises, nor shall the Landlord be liable for any damage or loss arising from any acts of negligence of any other third party, nor from the bursting, leaking or overflowing of water, sewer or steam pipes, nor from plumbing fixtures, nor from electric wires or fixtures, nor from plumbing fixtures, nor from any other cause whatsoever.

C. The Tenant shall give prompt notice to the Landlord in case of any fire or accident on the Premises or in the Building or of defects therein or in any fixtures or equipment.

15. **Destruction.**

A. Subject to the provisions of subparagraph (B) below, if the Premises shall be partially damaged by any casualty covered by the Landlord's insurance policy, the Landlord, within ninety (90) days of the casualty, shall repair the same to their condition at the time of the occurrence of the damage and the minimum rent and additional rent shall be abated proportionately as to that portion of the Premises rendered untenable.

B. If the Premises: (i) are rendered wholly untenable; or (ii) or should be damaged as a result of a risk not covered by the Landlord's insurance; or (iii) the Building should be damaged to the extent of twenty-five percent (25%) or more of the then monetary value thereof, then or in any of such events, the Landlord may either elect to repair the damage or cancel this Lease by notice of cancellation within thirty (30) days after such event and thereupon this Lease shall be terminated and the Tenant shall vacate and surrender the Premises to the Landlord. The Tenant's liability for rent, subject to the provisions regarding abatement of minimum rent and additional rent contained in subparagraph (A), shall continue for the prorata amount of the rent due to the date of such damage.

C. In the event the Landlord elects to repair the damage, any abatement of rent shall end upon the date the repairs have been completed.

16. **Condemnation.**

A. If the whole or any portion of the Premises or Tenant's access thereto shall be acquired or taken pursuant to the power of eminent domain for any public or quasi-public use or purpose, then this Lease and the term herein shall cease and terminate as of the date of title vesting in the public authority in such proceeding.

B. All compensation awarded or paid upon such a total or partial taking shall belong to and be the property of the Landlord without any participation by the Tenant. The Tenant shall, however, be entitled to claim, prove and receive in such condemnation proceedings such award as may be allowed for relocation costs, fixtures and other equipment installed by the Tenant, but only to the extent that the same shall not reduce the Landlord's award and only if such award shall be in addition to the award for the land and building (or portion thereof) containing the Premises. To the extent that the Tenant has a claim in condemnation proceedings, as aforesaid, the Tenant may claim from condemners, but not from the Landlord, such compensation as may be recoverable by the Tenant.

17. **Default.**

A. In the event the Tenant shall not pay the rent or any other sums payable by the Tenant at the time and in the amount stated and such default shall continue for a period of ten (10) days, or if the Tenant shall fail to keep and perform any other conditions, stipulations or agreements herein contained and such default shall continue for fifteen (15) days after written notice thereof, provided, that the default is such a default is of a nature that it is impractical of being cured within fifteen (15) days, then Tenant shall have such additional reasonable period, not to exceed forty-five (45) days, to diligently pursue such cure, or if the Tenant abandons the Premises for a period of thirty (30) consecutive days regardless of whether rent payments are in default, or if this Lease shall pass to or devolve upon, by law or otherwise, one other than the Tenant except as herein provided, or if the Tenant's interest hereunder or his property on the Premises is attached, sequestered or taken under execution or other legal process, or if the Tenant is adjudicated insolvent, or files or has filed against it pursuant to any statute either of the United States or any state a petition in bankruptcy or insolvency or for reorganization or for the appointment of a receiver or trustee of all or a portion of the Tenant's property or makes an assignment for the benefit of creditors, or petitions for or enters into an arrangement, option, in addition to any and all other legal remedies and rights; (i) terminate and end this Lease and re-enter upon the Premises; (ii) declare the entire rent, including all additional rent, for the balance of the term or any part thereof due and payable forthwith; (iii) lawfully take possession for the account of the Tenant (which may be for a term extending beyond the term of this Lease) in which event the Tenant covenants and agrees to pay any deficiency after crediting it with the rent thereby obtained less all repairs and expenses, including the reasonable out of pocket costs of remodeling and brokerage fees, and the Tenant waives any claim he may have to any rent obtained on such re-letting which may be in excess of the rent required to be paid herein by the Tenant; (iv) perform such obligation (other than payment of rent) on the Tenant's behalf and charge the cost thereof, to the Tenant as of such remedies or rights. The exercise of any of the options herein contained shall not be deemed the exclusive remedy of the Landlord.

B. The Tenant hereby expressly waives any and all rights of redemption granted by or under any present or future laws in the event of the Tenant being evicted or dispossessed for any cause,

or in the event of the Landlord obtaining possession of the Premises, by reason of the violation by the Tenant of any of the provisions of this Lease, or otherwise.

C. In the event the Tenant shall default beyond any notice or cure period hereunder prior to the date fixed as the commencement of any renewal or extension of the Lease, the Landlord may cancel such renewal or extension agreement upon written notice to the Tenant.

18. **Attornment.** The Tenant shall, in the event of the sale or assignment of the Landlord's interest in the Building of which the Premises form a part, or in the event of any foreclosure of, or in the event of the exercise of the power of sale under any mortgage made by the Landlord covering the Premises, attorn to the purchaser and recognize such purchaser as the Landlord under this Lease.

19. **Force Majeure.** The Landlord shall be excused for the period of any delay in the performance of any obligations hereunder when prevented from doing so by cause or causes beyond the Landlord's reasonable control which shall include, without limitation, all labor disputes, civil commotion, war, war-like operations, invasion, rebellion, hostilities, military or usurped power, sabotage, government regulations or controls, casualty, inability to obtain any material, services or insurance proceeds, or through acts of God.

20. **Expiration of Lease.** Subject to paragraph 21 below, at the expiration of this Lease, the Tenant shall surrender the Premises in good condition and repair, reasonable wear and tear excepted, and shall deliver all keys to the Landlord. Before surrendering the Premises, the Tenant shall remove all of its personal property, trade fixtures, alterations, additions and decorations, and shall repair any damage caused thereby. The Tenant's obligations to perform this provision shall survive the end of the term of this Lease. If the Tenant fails to remove his property upon the expiration of this Lease, the said property, at the Landlord's option, shall be deemed abandoned and shall become the property of the Landlord.

21. **Holding Over.** If the Tenant remains in possession of the Premises after the expiration of the initial term, the base rent during the holdover term shall be \$12,000.00 per month. Such excess rent shall be deemed liquidated damages for such holdover. In no event shall the holdover term exceed three (3) months. If the Premises are not surrendered at the end of the three (3) month holdover term, then, in addition to all rent due under this Lease for the hold-over term, the Tenant shall indemnify the Landlord against loss or liability resulting from delay by the Tenant in so surrendering the Premises, including, without limitation, any claims founded on such delay made by any succeeding occupant of the premises or any part thereof, and the Tenant shall be liable to the Landlord for any and all legal expenses, cost, and fees incurred by the Landlord in obtaining the possession of the Premises.

22. **No Waiver.** Failure of the Landlord to insist upon the strict performance of any provision or to exercise any option or enforce any rules and regulations shall not be construed as a waiver for the future of any such provision, rule or option. The receipt by the Landlord of rent with knowledge of the breach of any provision of this Lease shall not be deemed a waiver of such breach. No provision of this Lease shall be deemed to have been waived unless such waiver be in writing signed by the Landlord. No payment by the Tenant or receipt by the Landlord of a lesser amount than the monthly rent shall be deemed to be other than on account of the earliest rent then unpaid.

23. **Hazardous Materials.** The Landlord represents to the Tenant that, to the best of the Landlord's knowledge, there is not present within the Premises any unlawful asbestos, polychlorinated biphenyls or other unlawful hazardous chemicals, explosive materials, radioactive substances and toxic substances. The Landlord and the Tenant agree that neither shall cause any hazardous substances to be unlawfully used, placed, generated, handled, possessed or stored within the Premises or the Building, and each party shall indemnify and hold the other party harmless from all cost and expense incurred by said party as a direct result of a breach of said agreement. Furthermore, the Tenant agrees that it will not place, hold or dispose of any Hazardous Material on, as defined herein, under or at the Premises or the real property upon which the Premises is located, and that it will not use the Premises or any other portion of the real property as a treatment, storage or disposal (whether permanent or temporary) site for any Hazardous Material. The Tenant further agrees that it will not cause or allow any asbestos to be incorporated into any improvements or alterations, which it makes or causes to be made to the Premises. The Tenant hereby indemnifies the Landlord against any and all losses, liabilities, damages, injuries, costs, expenses and claims of any and every kind whatsoever (including without limitation court costs and reasonable attorneys' fees) which at any time or from time to time may be paid, incurred or suffered by, or asserted against the Landlord for, with respect to, or as a direct or indirect result of: (a) a breach by the Tenant of the foregoing covenants; or (b) to the extent caused or allowed by the Tenant or any agent, employee, invitee or licensee of the Tenant, the presence on or under, or the escape, seepage, leakage, spillage, discharge, emission or release from, onto or into the Premises, the real property upon which the Premises is located, the atmosphere, or any watercourse, body of water, or groundwater of any Hazardous Material or medical waste (including without limitation any losses, liabilities, damages, injuries, costs, expenses and claims asserted or arising under the Comprehensive Environmental Response, Compensation and Liability Act, any so-called "Superfund" or "Superlien" law, or any other federal, state, local, or other statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to or imposing liability of standards of conduct concerning any Hazardous Materials); and the provisions of and undertakings and indemnification set out in this paragraph shall survive the termination of this Lease, and shall continue to be the personal liability, obligation and indemnification of the Tenant, binding upon the Tenant, forever. For purposes of this Lease, "Hazardous Material" means and includes any hazardous substance or any pollutant or contaminant defined as such in (or for purposes of) the Comprehensive Environmental Response, Compensation and Liability Act, any so-called "Superfund" or "Superlien" law, the Toxic Substance Control Act, or any other federal, state, local, or other statute, law, ordinance, code, rule, regulation, order, decree or regulation, relating to or imposing liability or standards of conduct concerning any hazardous, toxic or dangerous waste, substance or material, as now or at any time hereafter in effect, or any other hazardous, toxic or dangerous waste, substance or material.

24. **Brokers.** The Tenant represents and warrants that it has not been represented by a broker, agent or other person in connection with this transaction. The Landlord represents and warrants that it has dealt with no broker, agent or other person in connection with this transaction. The Landlord and the Tenant agree to indemnify and hold each other harmless from and against any claims by any broker, agent or other person claiming a commission or other form of compensation by virtue of having dealt with the Landlord or the Tenant with regard to this leasing transaction. No commission shall be due to the Tenant's Broker or the Landlord's Broker under this Lease.

25. **Security Deposit.** The Landlord acknowledges receipt from the Tenant of the sum of \$6,000.00 as a security deposit for the timely and full performance and payment of the Tenant's obligations under this Lease. The Landlord shall be obligated to return the deposit to the Tenant, less any deductions for charges due to the Landlord from the Tenant, within thirty (30) days after the expiration of the term of this Lease or any renewal term hereof if the same is extended by the parties. The Tenant shall not be entitled to have the security deposit applied to any rent due or to become due the Landlord without the prior written consent of the Landlord.

26. **Partial Invalidity.** If any provision of this Lease or application thereof to any person or circumstance shall, to any extent, be invalid, the remainder of this Lease or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby and each provision of this Lease shall be valid and enforced to the fullest extent permitted by law.

27. **No Partnership.** Nothing contained in this Lease shall, or shall be deemed or construed so as to create the relationship of principal-agent, joint venturers, partners or co-tenants between the Landlord and the Tenant. It is the express intention of the parties that they are and shall remain independent as a landlord and a tenant.

28. **Estoppel Statement.** The Tenant shall, upon request by the Landlord, execute and deliver to the other a written declaration in recordable form: (i) ratifying this Lease; (ii) expressing the commencement and termination dates thereof; (iii) certifying that this Lease is in full force and effect and has not been assigned, modified, supplemented or amended (except by such writings as shall be stated); (iv) stating that all conditions under this Lease to be performed by the Landlord or Tenant have been satisfied or setting forth any claimed defaults; (v) stating that there are no defenses or offsets against the enforcement of this Lease by the Landlord, or stating those claimed by the Tenant; (vi) setting forth the amount of advance rental, if any (or none if such is the case), paid by the Tenant; (vii) stating the date to which rental has been paid; (viii) setting forth the amount of security deposited with the Landlord; and (ix) stating such other information as may be reasonably requested by the Landlord. Such declaration shall be executed and delivered by the Tenant from time to time as may be requested by the Landlord. The Landlord's mortgagee, lenders and/or purchasers shall be entitled to rely upon such declaration.

29. **Utilities and Janitorial.** The Tenant agrees to pay ½ of electric, water, gas, sewer, garbage and utility charges. The Landlord shall not be responsible for the adequacy of any utilities or any interruption of utility services. The Tenant agrees to provide and pay for all janitorial services and pest control and supplies and keep the Premises in a clean and sanitary condition. The Landlord shall initially remedy the building of all pests.

30. **Floor Load.** The Tenant shall not overload the floor system of the Premises and shall not install any heavy business machines or any heavy equipment of any kind in the Premises without the prior written approval of the Landlord, which, if granted, may be conditioned upon moving by skilled licensed handlers and installation and maintenance at the Tenant's expense of special reinforcing and settings adequate to absorb and prevent noise and vibration.

31. **Alterations.** The Tenant shall make no alterations, additions, repairs or improvements in or to the Premises without the prior written consent of the Landlord. All structural improvements shall be subject to the prior written approval and consent of the Landlord. All additions, alterations or improvements shall be and remain a part of the Premises at the expiration of this Lease.

32. **Charges for Services.** It is understood and agreed upon between the parties hereto that any charges against the Tenant by the Landlord for services or for work done on the Premises, by order of the Tenant, or otherwise accruing under this Lease, shall be considered as additional rent due.

33. **Entrance Walkways.** The sidewalks, entrances, passages, courts, corridors, or halls shall not be obstructed or encumbered by the Tenant or used for any purpose other than ingress and egress to and from the Premises.

34. **Attachments and Installations.** No awnings or other projections shall be attached to the outside walls of the Building. No curtains, blinds, shades, or screens shall be attached to or hung in, or used in connection with, any window or door of the Premises, without the prior written approval of the Landlord as to the method of installation, which shall not be unreasonable withheld.

35. **Signs and Advertising.** No sign, advertisement, notice or other lettering shall be exhibited, inscribed, painted or affixed by the Tenant on any part of the outside of the Building without the prior written consent of the Landlord, which consent shall not be unreasonably withheld. In the event of the violation of the foregoing by the Tenant, the Landlord may remove same without any liability, and may charge the expenses incurred in connection with such removal to the Tenant.

36. **Fixture Damage.** Any utility sinks and other plumbing fixtures shall not be used for any purpose other than those for which they were constructed, no sweepings, rubbish, rags or other substances shall be discarded therein. All damages resulting from any misuse of the fixtures shall be borne by the Tenant who, or whose servants, employees, agents, visitors, invitees or licensees, shall have caused the same.

37. **Windows.** The Tenant, before closing and leaving the Building at any time, shall see that all windows are closed. The Tenant must observe strict care not to leave windows open when it rains, and for any default or carelessness in these respects, or any of them, shall be responsible for and make good any injury sustained by other tenants, and to the Landlord for damage to paint, plastering, or other parts of the Building, resulting from default or carelessness.

38. **Existing Mortgages.** The Tenant agrees that this Lease shall be subordinate to any existing or future mortgage given by the Landlord and encumbering the Premises, and the Tenant further agrees to execute and deliver such agreements which the Landlord may from time to time request to acknowledge or evidence such subordination.

39. **Construction Liens.** The Tenant shall not take any action or allow any act to be done which would create a construction lien upon the Landlord's interest in the Premises and shall keep the Landlord's interest free from any liens arising from any work or improvements performed for, by or on behalf of the Tenant. The interest of the Landlord shall not be subject to liens for improvements made

by the Tenant. A memorandum of this Lease containing the foregoing provisions shall be executed by the parties and recorded in the Public Records of Leon County, Florida. Any person or entity performing any work upon or furnishing any materials to the Premises shall look solely to the Tenant's leasehold interest herein. In the event any lien is placed upon the Premises, the Tenant shall have the same transferred to a bond within twenty (20) days after receiving notice of the filing thereof.

40. **Notices.** Any notice required or desired to be given to either party shall be in writing and be sent by certified mail, return receipt requested, postage prepaid, by overnight delivery service (e.g., Federal Express) or by hand-delivery, to the addresses set forth in this Lease or such other address as either party may from time to time specify by written notice to the other. Notices to the Landlord shall be delivered to 1515-2 Henway Court, Tallahassee, Florida 32303, and to the Tenant at 3551 Austin Davis Avenue, Tallahassee Florida 32308.

41. **Marginal Titles.** The marginal titles appearing in this Lease are for purposes of easy reference and shall not be considered a part of this lease or in any way modify, amend, restrict or affect the provisions thereof.

42. **Attorney's fees.** In the event any litigation results from any dispute under this Lease, the prevailing party shall be entitled to recover all costs and expenses incurred in connection with such litigation, including a reasonable attorneys' fee, at both the trial and appellate levels.

43. **Radon Gas.** Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon and radon testing may be obtained from your county public health unit.

44. **Binding Effect.** This Lease shall be binding upon and shall inure to the benefit of the parties hereto, their heirs, executors, administrators, successors and assigns.

45. **Entire Agreement.** This Lease contains the entire agreement of the parties hereto with respect to the matters covered hereby, and no other agreement, statement, or promise made by any party hereto, or to any employee, officer or agent of any party hereto, which is not contained herein, shall be binding or valid. No modification of this Lease shall be binding on the parties unless it is in writing and executed by both the Tenant and the Landlord.

(SIGNATURES CONTINUED ON FOLLOWNG PAGE)

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

Signed and acknowledged
in the presence of:

Name: _____

Name: _____

Signed and acknowledged
in the presence of:

Name: _____

Name: _____

Landlord
Evening Rose Properties, LLC

By: _____
O. Jennings Knox
Authorized Member

Dated: _____

Tenant
Red Hills Academy

By: _____

Its _____

Dated: _____

(Corporate Seal – if any)



Evening Rose Properties LLC

1515-2 Henway Court, Tallahassee, FL 32303 Office 850-553-4840

May 7, 2021

Mrs. Laura Joanos, Chairman
Red Hills Academy
2427 Owls Head Road
Tallahassee, FL 32310

RE: 3551 Austin Davis Avenue, Tallahassee, FL

Dear Mrs. Joanos:

This is to confirm Evening Rose Properties commitment to lease to Red Hills Academy that certain school property located at 3551 Austin Davis Avenue, Tallahassee, Florida according to the attached lease.

We anticipate Red Hills' staff occupancy of Administrative offices on January 1, 2022 and understand a thorough survey of the facilities will take place at this time. Evening Rose Properties will take all necessary steps to meet all requirements for Red Hills Academy's use of the property.

The following Leon County School Board administrative staff and facilities staff recently toured and inspected these facilities:

Dr. Michelle Gayle, Assistant Superintendent
Mr. Danny Albritton, Director of Facilities and Construction
Mr. Rod McQueen, Director of Code Enforcement

Due to COVID-19 and exit interview was held by telephone between Mr. Danny Albritton and Mr. Jennings Knox, Manger of Evening Rose Properties. Mr. Albritton reported that the only deficiency found was a broken outlet cover which has been repaired. This was also reported to Ms. Melissa Siplin at the time of the inspection.

Please feel free to contact me should you require any additional information.

Sincerely,
EVENING ROSE PROPERTIES, LLC


O. Jennings Knox III
Manager

