

Exhibit D



**THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FL**

**MICHAEL J. BURKE
SUPERINTENDENT**

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Via Certified Mail with Return Receipt Requested
U.S. Mail and via electronic mail to: stacy@americanacademy.info

September 13, 2024

Ms. Stacy Harris
Director of Operations
American Academy of Palm Beach
6345 Branchwood Drive
Lake Worth, FL 33467

Re: Application for a Charter School for the American Academy of Palm Beach

Dear Ms. Harris:

Thank you for submitting an application to open a charter school in Palm Beach County. The purpose of this letter is to inform you of the outcome of your charter school application for the American Academy of Palm Beach ("American Academy"). On September 4, 2024, your application was considered and denied by the School Board of Palm Beach County at its Special Meeting of the Board.

All charter school applications must meet the requirements set out in Florida Statutes Section 1002.33. The written application for the American Academy of Palm Beach was received and evaluated using the Charter Tools, which uses the Florida Department of Education model charter school application evaluation instrument. This instrument includes twenty-two (22) sections, which were evaluated by District reviewers who have expertise in the subject matter of the sections they reviewed. The sections were rated either "meets the standard," "partially meets the standard," or "does not meet the standard."

Two sections received a rating of "Partially Meets the Standard." They are:

Section 2: Target Population and Student Body
Section 5: Student Performance

Two sections received a rating of "Does Not Meet." They are:

Section 6: Exceptional Students
Section 20: Budget

Details and supporting documentation concerning the denial of application

The written application of American Academy was evaluated by District reviewers using the state-mandated evaluation instrument, which includes 22 sections.

The evaluation instrument with reviewer comments indicated that the above-noted sections either partially or did not meet the standards. As you are aware, after the District's reviewers evaluated the application, representatives from your organization were invited to and attended a meeting to discuss and address the sections containing deficiencies noted by the District's reviewers. At that meeting on July 31, 2024, and subsequent to that meeting, in correspondence attached as exhibits A and B, the American Academy team was advised of and provided an opportunity to withdraw the application, revise those sections that were deemed deficient, and resubmit it, or alternatively, to submit an application to the Florida Charter School Review Commission pursuant to Fla. Stat. 1002.33(5)(a)3.d, for the Commission's action. American Academy chose to proceed with its application without making any revisions as submitted to the School District of Palm Beach County's Charter Department.

The Superintendent of Schools makes recommendations to the School Board to grant charter status only to applicants that demonstrate quality in all components of the application process. An application cannot have significant weaknesses and still be considered to have met the standard for approval. American Academy's application has significant deficiencies in the areas of Exceptional Students and Budget, in addition to two sections where District reviewers found that the American Academy application only partially meets standards.

As such, please accept this correspondence as notice pursuant to Florida Statutes Section 1002.33(6)(b)(3) of the specific reasons based on good cause supporting denial of the charter application.

Section 2: Target Population and Student Body (Partial)

Application Verbiage:

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

Applicant's Response:

As noted in other sections, American Academy has conducted an extensive "community input survey" at multiple locations in Palm Beach County. While the survey results show a broad base of community support for the proposed American Academy of Palm Beach sports, arts, and classical education charter school, the founders are keeping their location options open and expect the unique aspects of their school theme will attract adequate annual student enrollments. The concept of a combined sports, arts, and classical education will be unique in Palm Beach County, which has a rich history of arts and sports programs, and the founders expect the added dimension of classical education to be an excellent educational development opportunity for students.

Since the school has not selected a location yet, it has identified the School District of Palm Beach County countywide demographic student data as its point of reference for comparison. American Academy of Palm Beach expects that their student population will likely reflect or be very close to the School District of Palm Beach County demographic data shown on the school district's website from 2019-20.

Section Reviewer Comment:

Applicants need to provide more updated data showing a need for the school. The application states that the data is from 2019-20. The applicant has not selected a specific site or region of Palm Beach County for the location of the school and has not provided sufficient data showing what and how specific district schools will be impacted. Enrollment data impacts should be provided for both district elementary and middle schools. Current Enrollment Reports can be found here: [Student Enrollment Projections and Reports](#)

The most recent diversity information can be found here: [The Gold Report](#)

Section 5: Student Performance (Partial)

Application Verbiage:

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.

Applicant's Response:

Biology EOC

Baseline: 91%

Goals: At least 80% of the students in Biology will make learning gains in Biology as measured by the results on the Biology EOC.

Section Reviewer Comment:

There are no learning gains in Biology. That goal should be based on Level 3+. Since you are opening as a K-3, you can remove this.

Section 6: Exceptional Students (Fail)

Application Verbiage:

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.

Applicant's Response:

American Academy of Palm Beach will not discriminate based on race, religion, or national or ethnic origin or exceptionality in any circumstance. The lottery admission process will operate in accordance with the Equity Act, Florida Statute Section 1000.05(2)(a) and will ensure no discrimination against race, national origin, gender, disability, or marital status takes place during the admission process. A lottery selection process will be conducted to accept students unless fewer applications are received than there are seats. If this occurs, all eligible student applications will be accepted and processed for registration pending available space in grade level classes. American Academy of Palm Beach will open in year one with a K-3 population and grow to K-8, full capacity, in its fifth year of operation. Open houses, tours, and parent information sessions will be held to provide information about the lottery and enrollment processes. In Section 14 of this application, procedures and timelines for any student wishing to enroll are described.

Section Reviewer Comment:

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. Partially clear.

Section Reviewer Comment:

There is no mention of how the school would potentially provide services for students with Deaf/Hard of Hearing (DHH) or Visually Impaired (VI) eligibility.

Application Verbiage:

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.

Applicant's Response:

American Academy of Palm Beach will work closely with the Sponsor to ensure students with disabilities receive a free appropriate education in the least restrictive environment. American Academy of Palm Beach will adopt policies and implement the Sponsor's related policies and procedures for serving students with disabilities utilizing the expertise of the SDPBC District ESE Resource Teacher assigned to American Academy of Palm Beach to ensure compliance. American Academy of Palm Beach will comply with all ESE policies based on the SDPBC policy 5.725 and all ESE policies outlined in the Student Education Policies and Procedures (SP&P) document available from the Exceptional Student Education Department. At all stages of the IEP process, any required notifications to teachers, parents, and school district personnel, and other stakeholders, will be carried out with fidelity according to SP&P guidelines. The IEPs of all students requiring special education services will be reviewed thoroughly to ensure that any required services are properly delivered.

The SDPBC District ESE Resource Teacher will be invited to participate in American Academy of Palm Beach IEP meetings as the LEA representative. When a student with an IEP enrolls or is received as a transfer student to American Academy, American Academy of Palm Beach ESE/ELL/SBT/504 Teacher Coordinator will review the IEP and inform the SDPBC District ESE Resource Teacher at which time the student's individual needs will be addressed through an IEP meeting. The IEP team will determine special education and related services such as supplemental aids and services, support for school personnel, least restrictive environment for the most appropriate placement allowing the student to progress in the general education curriculum and meet IEP annual goals.

If a student's documented needs require services not available at American Academy, the IEP team will convene including the District ESE Resource Teacher to either revise the IEP to meet the needs of the student through equally effective, but different services and supports or to discuss appropriate placement. If the student has significant specific needs creating an undue financial hardship on American Academy, an IEP meeting will be convened with the SDPBC appropriate personnel to determine if a more appropriate placement would be deemed allowable by the IDEA. Based on school districts utilizing the economy of scale and their availability of multiple ESE program sites, charter schools operating as a single site would not have the availability of multiple program offerings. American Academy of Palm Beach will work collaboratively with the SDPBC to ensure appropriate placement of all students.

Section Reviewer Comment:

There is partial evidence that the school has a comprehensive and compelling plan for identification of students with special needs and ensuring they are served in the least restrictive environment.

The application mentions that IEP teams will convene with the District resource teacher if the students' documented services are not available at American Academy and revise the IEP to meet the students' needs; however, with no data (American Academy wouldn't have any), IEPs cannot be revised. This is procedurally incorrect. An IEP team would need to convene ASAP to review services, and if they could not be implemented at American Academy, they would not be able to educate that student, and the student would have to be moved. All decisions are data based.

There is mention of 504s that do not have goals. There is limited information provided regarding students with 504 plans in regards to standardized testing, monitoring, implementation, or identification. No mention of extracurricular and culture-building activities for disabled students.

Application Verbiage:

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

Applicant's Response:

American Academy of Palm Beach will utilize the Multi-Tiered Support System (MTSS) framework for the provision of targeted academic and/or behavioral interventions and instruction. Regular progress monitoring of students based on academic and behavioral measures will be conducted, and problem-solving team (PS/SBT) meetings will convene regularly to analyze the effectiveness of instruction and interventions, and review student progress. The PS/SBT will determine whether a student is making adequate growth through the core instruction and evidence-based interventions or if a student needs more intense interventions to make adequate growth. Intervention time will be allotted in the Master Board Schedule for Tier II and Tier III interventions, PS/SBT meetings will be held bi-weekly with at least 4 core team members in attendance. Individual, small group, and large group data will be used for problem solving. Interventions and progress monitoring tools will be evidence based, match the intervention, documented, and presented in graph form. A referral for an ESE evaluation will be made if a student needs more intense interventions. A parent may also request an ESE evaluation at which time a meeting will be scheduled to discuss the parent's concerns and begin the referral process.

SDPBC and American Academy of Palm Beach will work together to conduct evaluations as per IDEA, Florida statutes, State Board Rules, and contract language negotiated upon approval of the charter application. Upon completion of the evaluation, a meeting will convene to determine eligibility, including the evaluator, LEA Representative, ESE/ELL/SBT/504 Teacher Coordinator, parent or guardian, at least one of the student's general education teachers, and an ESE teacher from American Academy. Eligibility criteria will be based on the guidelines in the SDPBC SP&P manual.

Section Reviewer Comment:

The description of the Response to Intervention process does not make it clear that the school understands that interventions continue after a referral for an evaluation is made.

Application Verbiage:

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

Applicant's Response:

American Academy of Palm Beach will monitor the progress and success of students with disabilities based on progress towards their mastery of IEP/504 goals and curriculum content. Quarterly Annual Goal Progress Reports (AGPRs) will be completed by the ESE/ELL/SBT/504 Teacher Coordinator or ESE teacher(s), and ESE service providers documenting progress towards IEP goals. At a minimum, annual IEP and 504 plan meetings will be conducted to review student progress and update goals.

Classroom teachers are responsible for implementing IEPs and monitoring student progress towards grade level curriculum goals and Palm Beach County Student Progression Plan requirements. The classroom teacher will work closely with the ESE teacher supporting the student to ensure both parties are aware of the student's present levels, progress, and success. For students with reading and math goals on their IEP, American Academy of Palm Beach will utilize Reading and Math Progress Monitoring 1 and 2 to be an additional resource in monitoring student success.

Section Reviewer Comment:

The application also does not demonstrate a clear understanding of the evaluation process for identifying students with disabilities (IEPs or 504s).

Application Verbiage:

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

Applicant's Response:

American Academy of Palm Beach is committed to meeting the individual needs of all students and providing a variety of programs for student growth. The unique theme of American Academy of Palm Beach's blended sports, arts, and classical education lends itself to integrating a rigorous curriculum with critical and creative thinking opportunities. In the event a student is determined eligible for gifted services, an Educational Plan (EP) will be developed to determine the specially designed instruction and services for the student based on their individual needs. The EP will be developed in partnership with SDPBC and American Academy of Palm Beach's ESE/ELL/SBT/504 Teacher Coordinator, at least one of the student's general education teachers, a teacher with gifted certification, and a parent/guardian. American Academy of Palm Beach will work towards hiring one teacher per grade level who is additionally certified in Gifted Education.

Gifted services will be available in the form of:

- Cluster grouping where the classroom teacher is endorsed in Gifted, and a group of gifted students are assigned to his/her classroom where learning activities can be specially designed to meet their needs. Support facilitation and Consultation, see below for description, are additional delivery options for Gifted students.
- Support Facilitation services will include the general education teacher providing instruction and a teacher of the Gifted providing support to an individual student or small group of students in the general education environment based on the student's needs written in the EP. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.
- Consultation services will include the general education teacher providing instruction and a teacher of the Gifted providing documented consultation services based on the student's needs written in the EP. The general education teacher and the teacher of the Gifted will meet face-to-face on a regular basis to

discuss the student's progress towards their EP goals. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.

- Pullout Gifted services will include the teacher of the Gifted providing support to individual or small groups of gifted students outside of the general education classroom. The services will be based on the students' needs written in the EP. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.

Instructional strategies include, but will not be limited to the following:

- Problem Based Learning - Students will improve their critical thinking and problem-solving skills by using a student-centered approach to solving real-world problems.
- Research/Independent Study- Students will learn to explore research topics of interest and create a presentation of their findings.
- Curriculum Compacting - Students will be provided with more challenging or in-depth concepts to replace concepts which they have already mastered.
- Acceleration of Content- Students will be able to move on from mastered skills quickly.
- Learning Centers - Students will be provided with center activities to explore independently without direct instruction.
- Community Involvement and Awareness- Students will have opportunities to complete projects and activities for community involvement and awareness.

American Academy of Palm Beach will provide a learning environment for Gifted students where their talents and strengths can be nurtured to reach their fullest potential.

Section Reviewer Comment:

- 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. (partially clear)
- The application indicates support facilitation, consultation, pull out for instruction and therapies. It references a regular classroom and a resource room. Provision of speech/language/OT/PT therapy is addressed. There is no mention of how the school would potentially provide services for students with Deaf/ Hard of Hearing (DHH) or Visually Impaired (VI) eligibility.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment. Clear description is provided
- 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. There is partial evidence that the school has a comprehensive and compelling plan for identification of students with special needs and ensuring they are served in the least restrictive environment.
- Description of the Response to Intervention process does not make it clear that the school understands that interventions continue after a referral for an evaluation is made.

- The application also doesn't demonstrate a clear understanding of the evaluation process for identifying students with disabilities (IEPs or 504s).
- The application lists the district resource teacher as being invited to meetings as the Local Education Agency "LEA". The resource teacher cannot act as the LEA for a charter school. The coordinator or Principal would be the school's LEA. Resource teachers are there to guide and assist, but are not required members of a compliant team.
- The application mentions that IEP teams will convene with the District resource teacher if the students documented services are not available at American Academy and revise the IEP to meet the student's needs; however, with no data (American Academy wouldn't have any) IEPs cannot be revised. This is procedurally incorrect. An IEP team would need to convene as soon as possible to review services and if they could not be implemented at American Academy, they would not be able to educate that student and the student would have to be moved. All decisions are data based.
- There is mention of 504s that do not have goals. There is limited information provided regarding students with 504 plans in regards to standardized testing, monitoring, implementation or identification. No mention of extra-curricular and culture-building activities for disabled students.
- 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. A clear description is provided.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted. This is not completely clear in regards to gifted services, American Academy lists every possible way services can be provided including cluster grouping, support facilitation, consultation, and pull out services. This is unrealistic, support facilitation is not a commonly, if ever, used model in these grade levels. American Academy should be specific to 1 or 2 delivery methods.
- A realistic enrollment projection for students with disabilities needs to be provided and a staffing plan that aligns with those projections. The ESE support staff does not appear to be realistic, ex., 1 part time ESE teacher would be ample to meet the needs of students, considering there is 1 coordinator for ESE/504/ELL/SBT.

Application Verbiage:

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

Applicant's Response:

American Academy of Palm Beach is projected to have 250 students in the first year. With the estimate of 16 percent being students with disabilities, there will be approximately 40 students with disabilities the first year. Both the full-time, ESE/ELL/SBT/504 Teacher Coordinator and the part-time ESE teacher will service, and case manage students in a consultation or support facilitation model. As the school grows, the chart below details the growth and positions that are projected to occur over time. All The full-time ESE/ELL/SBT/504 Teacher Coordinator and the ESE teacher will be ESE certified and will be responsible for managing the required compliance components of ESE records, staffings, and meetings. In accordance with the School District of Palm Beach County 5.5(9)(11)(1) American Academy of Palm Beach will comply with all SDPBC ESE record retention, maintenance, and transfer procedures. It is expected that all instructional staff instructing ESE students will have IEP, Accommodations, and Matrix training. The ESE/ELL/SBT/504 Teacher Coordinator will also have 504 training.

American Academy of Palm Beach will be contracting for speech and language therapy, occupational therapy, physical therapy, and counseling services.

	Ratio	Y1	Y2	Y3	Y4	Y5
Total SWD		40	56	72	80	88
Total ESE Teachers	1:25	1.6	2.25	3.0	3.0	3.5

Section Reviewer Comment:

American Academy would need to provide a more realistic enrollment projection (SWD) and a staffing plan that aligns with the projections. The ESE support staff does not appear to be realistic. One part-time ESE teacher would not be ample to meet the needs of students, considering there is one coordinator for ESE/504/ELL/SBT.

Section 20. Budget (Fail)

Application Verbiage:

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. A Budget Template is provided with this section.

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

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

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

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

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

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

Section Reviewer Comment:

The budget does not represent a realistic assessment of the projected sources of revenues and expenditures. The initial enrollment estimate of roughly 288 students exceeds comparable charter schools in Palm Beach County. The school did not provide any basis for their enrollment projections, and the average enrollment of recently opened charter schools is approximately 105 students, while the average enrollment across all charters in Palm Beach County is 460, based on current FY24 data. Based on the current and historical enrollment trend

in Palm Beach County, the minimum projected enrollment is unattainable for at least the first few years of operation.

Refer to the detailed analysis below.

Revenue: We adjusted enrollment projections to about 30% above the historic average enrollment with a steady 25% increase annually. The change caused a decrease in the revenue amount, which resulted in a deficit for the first two years, which means that revenue generated from the FTE would not be sufficient in funding expenditures for the first two years of operations. Additionally, the school included "Other Income Amounts" for a donation amount of \$25,000 but provided no details of how funds will be sourced other than a commitment letter. Donations are not guaranteed revenue and should not be included in the budget. This amount has been removed from the budget. See the effect of changes made below.

Enrollment Page						
Ongoing Budget Totals	Plng Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		132 (of 140)	243 (of 260)	340 (of 360)	458 (of 486)	609 (of 646)
Estimated Income	\$0	\$1,218,323	\$2,208,711	\$3,331,651	\$4,531,100	\$6,104,161
Estimated Expense	\$23,280	\$1,320,313	\$2,143,797	\$2,845,590	\$4,279,018	\$5,667,526
Net Revenue	-\$23,280	-\$101,990	\$64,913	\$486,061	\$252,083	\$436,635
Cash Balance	-\$23,280	-\$125,270	-\$60,357	\$425,704	\$677,786	\$1,114,421

	Students Per Class
Kindergarten	18
1st Grade	18
2nd Grade	18
3rd Grade	18
4th Grade	22
5th Grade	22
6th Grade	22
7th Grade	22
8th Grade	22
9th Grade	25
10th Grade	25
11th Grade	25
12th Grade	25

	Year 1	Year 2	Year 3	Year 4	Year 5
	35	45	56	70	88
	35	45	56	70	88
	35	45	56	70	88
	35	45	56	70	88
	0	45	56	70	88
	0	35	45	56	70
	0	0	35	45	56
	0	0	0	35	45
	0	0	0	0	35
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0

Percentage of seats full?	95%
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In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error. PLEASE NOTE - The calculator always rounds DOWN for enrollment purposes.

Total Anticipated Enrollment (if Full)	140	260	360	486	646
Total Budgetted Enrollment (Assuming empty seats)	132	243	340	458	609
Total Number of Sections / Classes	8	17	24	28	36

The School District of Palm Beach County encourages you to review the deficiencies noted by the reviewers and, if you desire, resubmit your application after resolving the deficiencies. In the alternative, you may submit your application to the Charter School Review Commission as authorized by Fla. Stat. 1002.3301.

In addition, American Academy may file an appeal of the denial by following the procedure within Florida Statutes Section 1002.33(6)(c), which states: "An applicant may appeal any denial of the application or failure to act on an application to the State Board of Education no later than 30 calendar days after receipt of the sponsor's decision or failure to act and shall notify the sponsor of its appeal."

Enclosed with this correspondence are copies of the application evaluation instrument with the reviewer's comments.

Please contact the Department of Charter Schools for any additional information. We appreciate your organization's efforts in its submission of its application and the desire of members of the community to support your organization in its endeavor to open a charter school in Palm Beach County.

Sincerely,



Michael J. Burke
Superintendent

Attachments:

1. Exhibit A: District correspondence of July 29, 2024
2. Exhibit B: District Correspondent of August 8, 2024
3. Evaluation Instrument
4. Board Report without attachments (these attachments are voluminous and available on Board Docs).

cc: Ben Gibson, Chair, Florida State Board of Education
Adam Emerson, Executive Director, Office of School Choice, FLDOE
Edward Tierney, Deputy Superintendent/Chief of Schools
Jamie Wyatt, Chief of Staff
Keith Oswald, Chief of Equity and Wellness
Heather Frederick, Chief Financial Officer
Joseph Sanches, Chief Operating Officer
Sarah Mooney, Chief of School Police
Timothy Kubrick, Chief of Human Resources
Sean Cooley, Chief of Strategic Communications and Engagement
Shawntoyia Bernard, General Counsel
Dr. Annmarie Dilbert, Director of Charter Schools
Patricia Morales, Deputy General Counsel

EXHIBIT A



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FL

DR. ANNMARIE DILBERT
DIRECTOR

EDWARD C. TIERNEY
DEPUTY SUPERINTENDENT/CHIEF OF SCHOOLS

DEPARTMENT OF CHARTER SCHOOLS
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July 29, 2024

Stacy Harris
Direction of Operations
American Academy of Palm Beach

Re: July 9, 2024 letter to the Florida State Board of Education, Mr. Ben Gibson Chair

Dear Ms. Harris,

The Palm Beach County School District (the "District") is in receipt of your letter dated July 9, 2024, to the Florida State Board of Education. We recognize that the Charter Department did not bring this matter to the Board for action within the requisite 90 days, however, a review of your application had been completed and the District was hoping to work with your team to withdraw the application so that it could be revised for a recommendation of approval. The Charter Department is prepared to take this matter to the Board for its consideration at the August 14 Special Meeting, however, we want to give you another opportunity to amend your application so that it can be approved. In its current state, the Department is unable to recommend the Board's approval of your application. It is the District's understanding from our conversation on July 24, that you welcome the opportunity to improve your application.

As I mentioned in our conversation, the comments of the reviewers are available to you on Charter Tools and were discussed with your representatives. However, we are providing those comments here, for ease of reference. Please see the feedback for each section and amend your application to respond within 30 days in order for us to conduct our review. If you require additional time, you may ask for an extension, and the District will be happy to accommodate your request. Can we agree to plan for the Board to vote on your application at the September 4, 2024 Special Meeting of the Board? In order for us to be in a position to have this ready for the Board Agenda, we would need to have the review of your application completed by August 28, thus it is imperative that you have your application updated as soon as possible. Thereafter, the next Special Meeting of the Board is October 2.

A summary of the findings are as follows:

Target Population and Student Body (Partial)

Applicants need to provide more updated data showing a need for the school. The application states that the data is from 2019-20. The applicant has not selected a specific site or region of Palm Beach County

for the location of the school and has not provided sufficient data showing what and how specific District schools will be impacted. Enrollment data impacts should be provided for both District elementary and middle schools.

Student Performance (Partial)

There are no Learning Gains in Biology. That goal should be based on Level 3+. Since you are opening as a K-3 you can remove this.

ESE (Fail)

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. Partially clear. The application indicates support facilitation, consultation, pull out for instruction and therapies. It references a regular classroom and a resource room. Provision of speech/language/OT/PT therapy is addressed. There is no mention of how the school would potentially provide services for students with Deaf/ Hard of Hearing (DHH) or Visually Impaired (VI) eligibility. A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment. Clear description is provided. 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. There is partial evidence that the school has a comprehensive and compelling plan for identification of students with special needs and ensuring they are served in the least restrictive environment. Description of the Response to Intervention process does not make it clear that the school understands that interventions continue after a referral for an evaluation is made. The application also does not demonstrate a clear understanding of the evaluation process for identifying students with disabilities (IEPs or 504s). The application lists the district resource teacher as being invited to meetings as the LEA. The resource teacher cannot act as the LEA for a charter school. The coordinator or Principal would be the school's LEA. Resource teachers are there to guide and assist, but are not required members of a compliant team. The application mentions that IEP teams will convene with the District resource teacher if the students' documented services are not available at AAOPB and revise the IEP to meet the student's needs; however, with no data (AAOPB wouldn't have any) IEPs cannot be revised. This is procedurally incorrect. An IEP team would need to convene ASAP to review services and if they could not be implemented at AA, they would not be able to educate that student and the student would have to be moved. All decisions are data based. There is mention of 504s that do not have goals. There is limited information provided regarding students with 504 plans in regards to standardized testing, monitoring, implementation or identification. No mention of extra-curricular and culture-building activities for disabled students. 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. A clear description is provided. An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted. This is not completely clear in regards to gifted services, AAOPB lists every possible way services can be provided including Cluster grouping, Support Facilitation, consultation, and pull out services. This is unrealistic. Support facilitation is not a commonly if ever used model in these grade levels. AAOPB should be specific to 1 or 2 delivery methods. A realistic

enrollment projection (SWD) and a staffing plan that aligns with the projections. The ESE support staff does not appear to be realistic. One part time ESE teacher would be ample to meet the needs of students, considering there is 1 coordinator for ESE/504/ELL/SBT.

Budget (Fail)

The budget does not represent a realistic assessment of the projected sources of revenues and expenditures. The initial enrollment estimate of roughly 288 students exceeds comparable charter schools in Palm Beach County. The school did not provide any basis for their enrollment projections and the average enrollment of recently opened Charter Schools is approximately 105 students, while the average enrollment across all charters in Palm Beach County is 460, based on current FY24 data. Based on the current and historical enrollment trend in Palm Beach County the minimum projected enrollment is unattainable for at least the first several years of operation. Florida Statute 1002.33(6)(a)(5).

Refer to detailed analysis below.

Revenue: We adjusted enrollment projections to about 30% above the historic average enrollment with a steady 25% increase annually. The change caused a decrease in the revenue amount which resulted in a deficit for the first two years, which means that revenue generated from the FTE would not be sufficient in funding expenditures for the first two years of operations. Additionally, the school included "Other Income Amounts" for a donation amount of \$25,000 but provided no details of how funds will be sourced other than a commitment letter. Donations are not guaranteed revenue and should not be included in the budget. This amount has been removed from the budget. See effect of changes made below.

Enrollment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		132 (of 140)	243 (of 260)	340 (of 360)	458 (of 486)	609 (of 646)
Estimated Income	\$0	\$1,218,323	\$2,208,711	\$3,331,651	\$4,531,100	\$6,104,161
Estimated Expense	\$23,280	\$1,320,313	\$2,143,797	\$2,845,590	\$4,279,018	\$5,667,526
Net Revenue	-\$23,280	-\$101,990	\$64,913	\$486,061	\$252,083	\$436,635
Cash Balance	-\$23,280	-\$125,270	-\$60,357	\$425,704	\$677,786	\$1,114,421

	Students Per Class
Kindergarten	18
1st Grade	18
2nd Grade	18
3rd Grade	18
4th Grade	22
5th Grade	22
6th Grade	22
7th Grade	22
8th Grade	22
9th Grade	25
10th Grade	25
11th Grade	25
12th Grade	25

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	35	45	56	70	88
1st Grade	35	45	56	70	88
2nd Grade	35	45	56	70	88
3rd Grade	35	45	56	70	88
4th Grade	0	45	56	70	88
5th Grade	0	35	45	56	70
6th Grade	0	0	35	45	56
7th Grade	0	0	0	35	45
8th Grade	0	0	0	0	35
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0

Percentage of seats full? 95%

In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95% for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error. PLEASE NOTE - The calculator always rounds DOWN for enrollment purposes.

Total Anticipated Enrollment (If Full)	140	260	360	486	646
Total Budgetted Enrollment (Assuming empty seats)	132	243	340	458	609
Total Number of Sections / Classes	8	17	24	28	36

We look forward to working with you and I can be reached at (561)434-8681.

Thank you.



Dr. Annmarie Dilbert
Director of Charter Schools

cc: Edward Tierney, Deputy Superintendent/Chief of Schools
Patricia Morales, Deputy General Counsel

EXHIBIT B



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FL

DR. ANN MARIE DILBERT
DIRECTOR

EDWARD C. TIERNEY
DEPUTY SUPERINTENDENT/CHIEF OF SCHOOLS

DEPARTMENT OF CHARTER SCHOOLS
3300 FOREST HILL BOULEVARD, IBIS BUILDING E
WEST PALM BEACH, FL 33406-5869

PHONE: 561-434-8681

WWW.PALMBEACHSCHOOLS.ORG

August 8, 2024

Stacy Harris
Direction of Operations
American Academy of Palm Beach

Re: In person meeting July 31, 2024

Dear Ms. Harris,

On July 31, 2024 we met at the Charter School Office to go over your application for American Academy. On behalf of my team, I would like to thank you for attending in person. While we are happy to work with you, you also have the option to apply directly to the state. Please let me know if you are preparing a revised application, otherwise we will bring the current application to the Board at the Special Meeting of the Board scheduled for September 4, 2024, and recommend a denial. Let us know immediately if you would like the application to be withdrawn or would like an extension to revise the sections that were noted as having deficiencies in our meeting.

As mentioned in our meeting on July 31, 2024, the findings for ESE as well as the budget sections are available in Charter Tools. These are the two sections of your application that are deficient. For ease of reference, a summary of the findings from those sections follows:

Target Population and Student Body (Partial)

Application Verbiage:

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

As noted in other sections, American Academy of Palm Beach has conducted an extensive "Community Input Survey" at multiple locations in Palm Beach County. While the survey results show a broad base of community support for the proposed American Academy of Palm Beach sports, arts, and classical education charter school, the founders are keeping their location options open and expect the unique aspects of their school theme will attract adequate annual student enrollments. The concept of a combined sports, arts, and classical education will be unique in Palm Beach County, which has a rich history of arts and sports programs and the founders expect the added dimension of classical education to be an excellent educational development opportunity for students.

Since the school has not selected a location yet, it has identified the School District of Palm Beach County countywide demographic student data as its point of reference for comparison. American Academy of Palm Beach expects that their student population will likely reflect or be very close to the School District of Palm Beach County demographic data shown on the school district's website from 2019-20

Section Reviewer Comment:

Applicants need to provide more updated data showing a need for the school. The application states that the data is from 2019-20. The applicant has not selected a specific site or region of Palm Beach County for the location of the school and has not provided sufficient data showing what and how specific District schools will be impacted. Enrollment data impacts should be provided for both District elementary and middle schools. Current Enrollment Reports can be found

here: <https://www.palmbeachschools.org/Page/483>

The most recent diversity information can be found

here: https://www2.palmbeachschools.org/dre/gold_names/

Student Performance (Partial)

Application Verbiage:

Biology EOC

- *Baseline: 91%*
- *Goals: At least 80% of the students in Biology will make learning gains in Biology as measured by the results on the Biology EOC.*

Section Reviewer Comment:

There are no Learning Gains in Biology. That goal should be based on Level 3+. Since you are opening as a K-3 you can remove this.

ESE (Fail)

Application Verbiage:

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.

American Academy of Palm Beach will not discriminate based on race, religion, or national or ethnic origin or exceptionality in any circumstance. The lottery admission process will operate in accordance with the Equity Act, Florida Statute Section 1000.05(2)(a) and will ensure no discrimination against race, national origin, gender, disability, or marital status takes place during the admission process. A lottery selection process will be conducted to accept students unless fewer applications are received than there are seats. If this occurs, all eligible student applications will be accepted and processed for registration pending available space in grade level classes. American Academy of Palm Beach will open in year one with a K-3 population and grow to K-8, full capacity, in its fifth year of operation. Open houses, tours, and parent information sessions will be held to provide information about the lottery and enrollment

processes. In Section 14 of this application, procedures and timelines for any student wishing to enroll are described.

Section Reviewer Comment:

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. Partially clear.

Section Reviewer Comment:

There is no mention of how the school would potentially provide services for students with Deaf/ Hard of Hearing (DHH) or Visually Impaired (VI) eligibility.

Application Verbiage:

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.

American Academy of Palm Beach will work closely with the Sponsor to ensure students with disabilities receive a free appropriate education in the least restrictive environment. American Academy of Palm Beach will adopt policies and implement the Sponsor's related policies and procedures for serving students with disabilities utilizing the expertise of the SDPBC District ESE Resource Teacher assigned to American Academy of Palm Beach to ensure compliance. American Academy of Palm Beach will comply with all ESE policies based on the SDPBC policy 5.725 and all ESE policies outlined in the Student Education Policies and Procedures (SP&P) document available from the Exceptional Student Education Department. At all stages of the IEP process, any required notifications to teachers, parents, and school district personnel, and other stakeholders, will be carried out with fidelity according to SP&P guidelines. The IEPs of all students requiring special education services will be reviewed thoroughly to ensure that any required services are properly delivered.

The SDPBC District ESE Resource Teacher will be invited to participate in American Academy of Palm Beach IEP meetings as the LEA representative. When a student with an IEP enrolls or is received as a transfer student to American Academy, American Academy of Palm Beach ESE/ELL/SBT/504 Teacher Coordinator will review the IEP and inform the SDPBC District ESE Resource Teacher at which time the student's individual needs will be addressed through an IEP meeting. The IEP team will determine special education and related services such as supplemental aids and services, supports for school personnel, least restrictive environment for the most appropriate placement allowing the student to progress in the general education curriculum and meet IEP annual goals.

If a student's documented needs require services not available at American Academy, the IEP team will convene including the District ESE Resource Teacher to either revise the IEP to meet the needs of the student through equally effective, but different services and supports or to discuss appropriate placement. If the student has significant specific needs creating an undue financial hardship on American Academy, an IEP meeting will be convened with the SDPBC appropriate personnel to determine if a more appropriate placement would be deemed allowable by the IDEA. Based on school districts utilizing the economy of scale and their availability of multiple ESE program sites, charter schools operating as a single site would not have the availability of multiple program offerings. American

Academy of Palm Beach will work collaboratively with the SDPBC to ensure appropriate placement of all students.

Section Reviewer Comment

There is partial evidence that the school has a comprehensive and compelling plan for identification of students with special needs and ensuring they are served in the least restrictive environment.

Application Verbiage:

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

American Academy of Palm Beach will utilize the Multi-Tiered Support System (MTSS) framework for the provision of targeted academic and/or behavioral interventions and instruction. Regular progress monitoring of students based on academic and behavioral measures will be conducted, and problem-solving team (PS/SBT) meetings will convene regularly to analyze the effectiveness of instruction and interventions, and review student progress. The PS/SBT will determine whether a student is making adequate growth through the core instruction and evidence-based interventions or if a student needs more intense interventions to make adequate growth. Intervention time will be allotted in the Master Board Schedule for Tier II and Tier III interventions, PS/SBT meetings will be held bi-weekly with at least 4 core team members in attendance. Individual, small group, and large group data will be used for problem solving. Interventions and progress monitoring tools will be evidence based, match the intervention, documented, and presented in graph form. A referral for an ESE evaluation will be made if a student needs more intense interventions. A parent may also request an ESE evaluation at which time a meeting will be scheduled to discuss the parent's concerns and begin the referral process.

SDPBC and American Academy of Palm Beach will work together to conduct evaluations as per IDEA, Florida statutes, State Board Rules, and contract language negotiated upon approval of the charter application. Upon completion of the evaluation, a meeting will convene, to determine eligibility, including the evaluator, LEA Representative, ESE/ELL/SBT/504 Teacher Coordinator, parent or guardian, at least one of the student's general education teachers, and an ESE teacher from American Academy.

Eligibility criteria will be based on the guidelines in the SDPBC SP&P manual.

Section Reviewer Comment:

Description of the Response to Intervention process does not make it clear that the school understands that interventions continue after a referral for an evaluation is made.

Application Verbiage:

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

American Academy of Palm Beach will monitor the progress and success of students with disabilities based on progress towards their mastery of IEP/504 goals and curriculum content. Quarterly Annual Goal Progress Reports (AGPRs) will be completed by the ESE/ELL/SBT/504 Teacher Coordinator or ESE teacher(s), and ESE service providers documenting progress towards IEP goals. At a minimum, annual IEP and 504 plan meetings will be conducted to review student progress and update goals.

Classroom teachers are responsible for implementing IEPs and monitoring student progress towards grade level curriculum goals and Palm Beach County Student Progression Plan requirements. The classroom teacher will work closely with the ESE teacher supporting the student to ensure both parties are aware of the student's present levels, progress, and success. For students with reading and math goals on their IEP, American Academy of Palm Beach will utilize Reading and Math Progress Monitoring 1 and 2 to be an additional resource in monitoring student success.

Section reviewer Comment

The application also does not demonstrate a clear understanding of the evaluation process for identifying students with disabilities (IEPs or 504s).

Application Language:

If a student's documented needs require services not available at American Academy, the IEP team will convene including the District ESE Resource Teacher to either revise the IEP to meet the needs of the student through equally effective, but different services and supports or to discuss appropriate placement.

Section reviewer comment:

The application mentions that IEP teams will convene with the District resource teacher if the students' documented services are not available at AAOPB and revise the IEP to meet the student's needs; however, with no data (AAOPB wouldn't have any) IEPs cannot be revised. This is procedurally incorrect. An IEP team would need to convene ASAP to review services and if they could not be implemented at AA, they would not be able to educate that student and the student would have to be moved. All decisions are data based.

Section Reviewer Comment:

There is mention of 504s that do not have goals. There is limited information provided regarding students with 504 plans in regards to standardized testing, monitoring, implementation or identification. No mention of extra-curricular and culture-building activities for disabled students.

Application Verbiage:

Gifted services will be available in the form of:

- *Cluster grouping where the classroom teacher is endorsed in Gifted, and a group of gifted students are assigned to his/her classroom where learning activities can be specially designed to meet their needs. Support facilitation and Consultation, see below for description, are additional delivery options for Gifted students.*
- *Support Facilitation services will include the general education teacher providing instruction and a teacher of the Gifted providing support to an individual student or small group of students in the general education environment based on the student's needs written in the EP. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.*
- *Consultation services will include the general education teacher providing instruction and a teacher of the Gifted providing documented consultation services based on the student's needs written in the EP. The general education teacher and the teacher of the Gifted will meet face-to-face on a regular basis to*

discuss the student's progress towards their EP goals. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.

- *Pullout Gifted services will include the teacher of the Gifted providing support to individual or small groups of gifted students outside of the general education classroom. The services will be based on the students' needs written in the EP. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.*

Instructional strategies include, but will not be limited to the following:

- *Problem Based Learning – Students will improve their critical thinking and problem-solving skills by using a student-centered approach to solving real-world problems.*
- *Research/Independent Study – Students will learn to explore research topics of interest and create a presentation of their findings.*
- *Curriculum Compacting – Students will be provided with more challenging or in-depth concepts to replace concepts which they have already mastered.*
- *Acceleration of Content – Students will be able to move on from mastered skills quickly.*
- *Learning Centers – Students will be provided with center activities to explore independently without direct instruction.*
- *Community Involvement and Awareness– Students will have opportunities to complete projects and activities for community involvement and awareness.*

American Academy of Palm Beach will provide a learning environment for Gifted students where their talents and strengths can be nurtured to reach their fullest potential.

Section Review Comment:

An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted. This is not completely clear in regards to gifted services, AAOPB lists every possible way services can be provided including Cluster grouping, Support Facilitation, consultation, and pull out services. This is unrealistic. Support facilitation is not a commonly if ever used model in these grade levels. AAOPB should be specific to 1 or 2 delivery methods.

Application Verbiage:

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

American Academy of Palm Beach is projected to have 250 students the first year. With the estimate of 16 percent being students with disabilities, there will be approximately 40 students with disabilities the first year. Both the full-time, ESE/ELL/SBT/504 Teacher Coordinator and the part-time ESE teacher will service, and case manage students in a consultation or support facilitation model. As the school grows, the chart below details the growth and positions that are projected to occur over time. All The full-time ESE/ELL/SBT/504 Teacher Coordinator and the ESE teacher will be ESE certified and will be responsible for managing the required compliance components of ESE records, staffings, and meetings. In accordance with the School District of Palm Beach County 5.5(9)(11)(1) American Academy of Palm

Beach will comply with all SDPBC ESE record retention, maintenance, and transfer procedures. It is expected that all instructional staff instructing ESE students will have IEP, Accommodations, and Matrix training. The ESE/ELL/SBT/504 Teacher Coordinator will also have 504 training.

American Academy of Palm Beach will be contracting for speech and language therapy, occupational therapy, physical therapy, and counseling services.

	Ratio	Y1	Y2	Y3	Y4	Y5
Total SWD	40	56	72	80	88	
Total ESE Teachers	1:25	1.	2.2	3.	3.	3.
		6	5	0	0	5

Section Reviewer Comment:

A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections. The ESE support staff does not appear to be realistic. One part time ESE teacher would not be ample to meet the needs of students, considering there is 1 coordinator for ESE/504/ELL/SBT.

Budget (Fail)

The budget does not represent a realistic assessment of the projected sources of revenues and expenditures. The initial enrollment estimate of roughly 288 students exceeds comparable charter schools in Palm Beach County. The school did not provide any basis for their enrollment projections and the average enrollment of recently opened Charter Schools is approximately 105 students, while the average enrollment across all charters in Palm Beach County is 460, based on current FY24 data. Based on the current and historical enrollment trend in Palm Beach County the minimum projected enrollment is unattainable for at least the first few years of operation. Florida Statute 1002.33(6)(a)(5).

Refer to detailed analysis below.

Revenue: We adjusted enrollment projections to about 30% above the historic average enrollment with a steady 25% increase annually. The change caused a decrease in the revenue amount which resulted in a deficit for the first two years, which means that revenue generated from the FTE would not be sufficient in funding expenditures for the first two years of operations. Additionally, the school included "Other Income Amounts" for a donation amount of \$25,000 but provided no details of how funds will be sourced other than a commitment letter. Donations are not guaranteed revenue and should not be included in the budget. This amount has been removed from the budget. See effect of changes made below.

Enrollment Page

Ongoing Budget Totals	Plng Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		132 (of 140)	243 (of 260)	340 (of 360)	458 (of 486)	609 (of 646)
Estimated Income	\$0	\$1,218,323	\$2,208,711	\$3,331,651	\$4,531,100	\$6,104,161
Estimated Expense	\$23,280	\$1,320,313	\$2,143,797	\$2,945,590	\$4,279,018	\$5,667,526
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5th Grade	22
6th Grade	22
7th Grade	22
8th Grade	22
9th Grade	25
10th Grade	25
11th Grade	25
12th Grade	25

Percentage of seats full?	95%
---------------------------	-----

Year 1	Year 2	Year 3	Year 4	Year 5
35	45	56	70	88
35	45	56	70	88
35	45	56	70	88
35	45	56	70	88
0	45	56	70	88
0	35	45	56	70
0	0	35	45	56
0	0	0	35	45
0	0	0	0	35
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95% for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error. PLEASE NOTE - The calculator always rounds DOWN for enrollment purposes.

Total Anticipated Enrollment (If Full)	140	260	360	486	646
Total Budgetted Enrollment (Assuming empty seats)	132	243	340	458	609
Total Number of Sections / Classes	8	17	24	28	36

We look forward to working with you and I can be reached at (561) 434-8681.

Thank you,



Dr. Annmarie Dilbert
 Director of Charter Schools

cc: Edward Tierney, Deputy Superintendent/Chief of Schools
 Patricia Morales, Deputy General Counsel

ATTACHMENT 3

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Name of Person Completing Assessment: Dr. Annmarie Dilbert Date: August 29, 2024

Title: Director of Charter Schools

Signature: *Dr. Annmarie Dilbert*

Model Florida Charter School Application

New Charter Application #000894

American Academy of Palm Beach

Submitted To:

Palm Beach School District
Department of Charter School
Palm Beach

3300 Forest Hill Blvd
West Palm Beach, FL 33406
Phone: 561-434-8681
Fax: 561-434-7498

Submitted By:

Stacy Harris
6345 Branchwood Drive Lake Worth, Florida 33467

EXECUTIVE SUMMARY

1. Executive Summary

Notes

— section has no public notes

Reviewers Ratings

Completed

Finalized by Eunice Vivar on 7/1/24

Completed

Rated by Eunice Vivar on 7/1/24

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Notes

— section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 7/8/24

Meets the Standard

Rated by Eunice Vivar on 7/8/24

2. Target Population and Student Body

Notes

Patrick Sipple, 7/8/24:

Applicant needs to provide more updated data showing a need for the school. The application states that the data is from 2019-20. The applicant has not selected a specific site or region of Palm Beach County for the location of the school and has not provided sufficient data showing what and how specific District schools will be impacted. Enrollment data impacts should be provided for both District elementary and middle schools.

Reviewers Ratings

Partially Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Partially Meets the Standard

Rated by Patrick Sipple on 7/8/24

3. Educational Program Design

Notes

— section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Meets the Standard

Rated by Karla Branch on 5/20/24

Meets the Standard

Rated by Kerry Emery on 5/24/24

4. Curriculum and Instructional Design

Notes

— section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Meets the Standard

Rated by Kerry Emery on 5/24/24

Meets the Standard

Rated by Karla Branch on 5/29/24

5. Student Performance

Notes

Paul Houchens, 7/2/24:

There are no Learning Gains in Biology, that goal should be based on Level 3+.

Reviewers Ratings

Partially Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Partially Meets the Standard

Rated by Paul Houchens on 7/2/24

6. Exceptional Students

Notes

Shari Fox, 4/19/24:

• 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. Partially clear. The application indicates support facilitation, consultation, pull out for instruction and therapies. It references a regular classroom and a resource room. Provision of speech/language/OT/PT therapy is addressed. There is no mention of how the school would potentially provide services for students with Deaf/ Hard of Hearing (DHH) or Visually Impaired (VI) eligibilities. • A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment. Clear description is provided • 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. There is partial evidence that the school has a comprehensive and compelling plan for identification of students with special needs and ensuring they are served in the least restrictive environment. Description of the Response to Intervention process does not make it clear that the school understands that interventions continue after a referral for an evaluation is made. The application also doesn't demonstrate a clear understanding of the evaluation process for identifying student's with disabilities (IEPs or 504s). The application lists the district resource teacher as being invited to meetings as the LEA. The resource teacher cannot act as the LEA for a charter school. The coordinator or Principal would be the school's LEA. Resource teachers are there to guide and assist, but are not not a required members of a compliant team. The application mentions IEP teams will convened with the District resource teacher if the students documented services are not available at AAOPB and revise the IEP to meet the student's needs however, with no data (AAOPB wouldn't have any) IEPs cannot be revised. This is procedurally incorrect. An IEP team would need to convene ASAP to review services and if they could not be implemented at AA, they would not be able to educate that student and the student would have to be moved. All decisions are data based. There is mention of 504s do not have goals. There is limited information provided regarding students with 504 plans in regards to standardized testing, monitoring, implementation or identification. No

Reviewers Ratings

Does Not Meet the Standard

Finalized by Eunice Vivar on 8/29/24

Does Not Meet the Standard

Rated by Shari Fox on 4/19/24

mention of extra-curricular and culture-building activities for disabled students. • 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. A clear description is provided. • An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted. This is not completely clear in regards to gifted services, AAOPB lists every possible way services can be provided including Cluster grouping, Support Facilitation, consultation, and pull out services. This is unrealistic. Support facilitation is not a commonly if ever used model in these grade levels. AAOPB should be specific to 1 or 2 delivery methods. • A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections. The ESE support staff does not appear to be realistic. 1 part time ESE teacher would be ample to meet the needs of students, considering there is 1 coordinator for ESE/504/ELL/SBT.

7. English Language Learners

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Meets the Standard

Rated by Stephen Byrne on 4/5/24

8. School Culture and Discipline

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 7/8/24

Meets the Standard

Rated by Eunice Vivar on 7/8/24

9. Supplemental Programming

Notes

– section has no public notes

Reviewers Ratings

Provided

Finalized by Eunice Vivar on 8/29/24

Provided

Rated by Stephen Byrne on 4/5/24

ORGANIZATIONAL PLAN

10. Governance

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Meets the Standard

Rated by Stephen Byrne on 4/8/24

11. Management and Staffing

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

– section has not be reviewed

12. Human Resources and Employment

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

– section has not be reviewed

13. Professional Development

Notes

– section has no public notes

Reviewers Ratings

Completed

Finalized by Eunice Vivar on 8/29/24

Completed

Rated by Karla Branch on 5/20/24

14. Student Recruitment and Enrollment

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Meets the Standard

Rated by Patrick Sipple on 7/8/24

15. Parent and Community Involvement

Notes

— *section has no public notes*

Reviewers Ratings

Completed

Finalized by Eunice Vivar on 8/29/24

— *section has not be reviewed*

BUSINESS PLAN AND ADDENDUMS

16. Facilities

Notes

— section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Meets the Standard

Rated by Mark Lodge on 7/2/24

17. Transportation Service

Notes

— section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Simona Falana on 4/23/24

Meets the Standard

Rated by Simona Falana on 4/23/24

18. Food Service

Notes

— section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Connie Dinolfo on 4/8/24

Meets the Standard

Rated by Connie Dinolfo on 4/8/24

19. School Safety and Security

Notes

— section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

— section has not be reviewed

20. Budget

Notes

Eunice Vivar, 8/29/24:

Conclusion The budget does not represent a realistic assessment of the projected sources of revenues and expenditures. The initial enrollment estimate of roughly 288 students exceeds comparable charter schools in Palm Beach County. The school did not provide any basis for their

Reviewers Ratings

enrollment projections and the average enrollment of recently opened Charter Schools is approximately 105 students, while the average enrollment across all charters in Palm Beach County is 460, based on current FY24 data. Based on the current and historical enrollment trend in Palm Beach County the minimum projected enrollment is unattainable for at least the first several years of operation. Florida Statute 1002.33(6)(a)(5). Refer to detailed analysis attached. Revenue: We adjusted enrollment projections to about 30% above the historic average enrollment with a steady 25% increase annually. The change caused a decrease in the revenue amount which resulted in a deficit for the first two years, which means that revenue generated from the FTE would not be sufficient in funding expenditures for the first two years of operations. Additionally, the school included “Other Income Amounts” for a donation amount of \$25,000 but provided no details of how funds will be sourced other than a commitment letter. This amount has been removed from the budget. See effect of changes made in attachment.

Does Not Meet the Standard

Finalized by Eunice Vivar on 8/29/24

Does Not Meet the Standard

Rated by Simone Oladejo on 7/11/24

21. Financial Management and Oversight

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 8/29/24

Meets the Standard

Rated by Simone Oladejo on 7/8/24

22. Start-Up Plan

Notes

– section has no public notes

Reviewers Ratings

Meets the Standard

Finalized by Eunice Vivar on 7/24/24

Partially Meets the Standard

Rated by George Lockhart on 4/8/24

Meets the Standard

Rated by Eunice Vivar on 7/24/24

23. Addendum A: Replications

Notes

– section has no public notes

Reviewers Ratings

– section has no final rating

– section has not be reviewed

24. Addendum A1: High Performing Replications

Notes

Reviewers Ratings

– section has no final rating

– *section has no public notes*

– *section has not be reviewed*

25. Addendum B: Education Service Providers

Notes

– *section has no public notes*

Reviewers Ratings

– *section has no final rating*
– *section has not be reviewed*

ATTACHMENT TEMPLATES

26. Application Cover Sheet

Notes

– section has no public notes

Reviewers Ratings

Complete

Finalized by Eunice Vivar on 8/29/24

– section has not be reviewed

27. Statement of Assurances

Notes

– section has no public notes

Reviewers Ratings

Complete

Finalized by Eunice Vivar on 8/29/24

– section has not be reviewed

28. Board Member Information Form

Notes

– section has no public notes

Reviewers Ratings

Complete

Finalized by Eunice Vivar on 8/29/24

– section has not be reviewed

29. Applicant History Worksheet

Notes

– section has no public notes

Reviewers Ratings

Not Required

Finalized by Eunice Vivar on 8/29/24

– section has not be reviewed

CHART OF ATTACHMENTS

1. Chart of Attachments

Notes

— *section has no public notes*

Reviewers Ratings

— *section has no final rating*
— *section has not be reviewed*

Date: July 2, 2024
Application: American Academy Charter School
Reviewer: Simone Oladejo
Section: 20 - Budget

Rating: Does Not Meet the Standard

Conclusion

The budget does not represent a realistic assessment of the projected sources of revenues and expenditures. The initial enrollment estimate of roughly 288 students exceeds comparable charter schools in Palm Beach County. The school did not provide any basis for their enrollment projections and the average enrollment of recently opened Charter Schools is approximately 105 students, while the average enrollment across all charters in Palm Beach County is 460, based on current FY24 data. Based on the current and historical enrollment trend in Palm Beach County the minimum projected enrollment is unattainable for at least the first several years of operation. Florida Statute 1002.33(6)(a)(5).

Refer to detailed analysis below.

- **Revenue:** We adjusted enrollment projections to about 30% above the historic average enrollment with a steady 25% increase annually. The change caused a decrease in the revenue amount which resulted in a deficit for the first two years, which means that revenue generated from the FTE would not be sufficient in funding expenditures for the first two years of operations. Additionally, the school included "Other Income Amounts" for a donation amount of \$25,000 but provided no details of how funds will be sourced other than a commitment letter. This amount has been removed from the budget. See effect of changes made below.

Enrollment Page

Ongoing Budget Totals	Ping Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment		132 (of 140)	243 (of 260)	340 (of 360)	458 (of 486)	609 (of 646)
Estimated Income	\$0	\$1,218,323	\$2,208,711	\$3,331,651	\$4,531,100	\$6,104,161
Estimated Expense	\$23,280	\$1,320,313	\$2,143,797	\$2,845,590	\$4,279,018	\$5,667,526
Net Revenue	-\$23,280	-\$101,990	\$64,913	\$486,061	\$252,083	\$436,635
Cash Balance	-\$23,280	-\$125,270	-\$60,357	\$425,704	\$677,786	\$1,114,421

	Students Per Class
Kindergarten	18
1st Grade	18
2nd Grade	18
3rd Grade	18
4th Grade	22
5th Grade	22
6th Grade	22
7th Grade	22
8th Grade	22
9th Grade	25
10th Grade	25
11th Grade	25
12th Grade	25

	Year 1	Year 2	Year 3	Year 4	Year 5
	35	45	56	70	88
	35	45	56	70	88
	35	45	56	70	88
	35	45	56	70	88
	0	45	56	70	88
	0	35	45	56	70
	0	0	35	45	56
	0	0	0	35	45
	0	0	0	0	35
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0

Percentage of seats full? 95%

In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error. PLEASE NOTE - The calculator always rounds DOWN for enrollment purposes.

Total Anticipated Enrollment (If Full)	140	260	360	486	646
Total Budgetted Enrollment (Assuming empty seats)	132	243	340	458	609
Total Number of Sections / Classes	8	17	24	28	36



Agenda Item Details

Meeting	Sep 04, 2024 - 5. SPECIAL MEETING immediately following Workshop in the Board Room
Category	10. Consent Agenda
Subject	CS2 American Academy - Denial of New Application
Access	Public
Type	Action (Consent), Procedural
Recommended Action	I recommend the Board deny the application of American Academy for the reasons stated by the evaluation instruments, the overall assessment, and authorize the Superintendent or his designee to sign all related correspondence and documents.

Public Content

DESCRIPTION:

On April 11, 2024, the Department of Charter Schools received an application from American Academy to open American Academy of Palm Beach Charter School in the School District of Palm Beach County in August, 2025.

A review of the application was conducted using the required Florida Charter School Application Evaluation Instrument. The ratings indicated that the application did not meet the statutory requirement set forth in F.S. 1002.33(6).

CONTACT:

Edward Tierney, Deputy Superintendent/Chief of Schools (edward.tierney@palmbeachschools.org)
Dr. Annmarie Dilbert, Director of the Department of Charter Schools

FINANCIAL IMPACT:

There is no additional financial impact to the District.

Strategic Themes (choose all that apply):

- A. Academic Excellence and Growth
- B. Student-Focused Culture
- C. Mental Health and Wellness
- D. Committed and Impactful Employees

Priority Outcomes (choose all that apply):

- Educate
- Affirm
- Inspire



American Academy Charter School Application.pdf (328 KB)

American Academy - CharterTools.pdf (985 KB)

*unapproved Board Minutes
9/11/24 - T. Sinclair*

5. SPECIAL MEETING immediately following Workshop in the Board Room (Wednesday, September 4, 2024)

Generated by ToniLynn Sinclair on Friday, September 6, 2024

Members present

Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Meeting called to order at 4:51 PM



1. Call To Order

Board Chair Opens Meeting - Board Clerk Takes Attendance

2. Review and Approve Minutes

Action, Minutes: MIN1 August 14, 2024 Special Meeting for Expulsions

I recommend the Board approve the minutes of the August 14, 2024 Special Meeting for Expulsions.

Motion by Frank Barbieri, second by Erica Whitfield.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Action, Minutes: MIN2 August 14, 2024 Risk Management Session (Closed)

I recommend the Board approve the minutes of the August 14, 2024 Risk Management Session (Closed).

Motion by Frank Barbieri, second by Erica Whitfield.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Action, Minutes: MIN3 August 14, 2024 Executive Session (Closed)

I recommend the Board approve the minutes of the August 14, 2024 Executive Session (Closed).

Motion by Frank Barbieri, second by Erica Whitfield.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Action, Minutes: MIN4 August 14, 2024 Workshop

I recommend the Board approve the minutes of the August 14, 2024 Workshop.

Motion by Frank Barbieri, second by Erica Whitfield.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Action, Minutes: MIN5 August 14, 2024 Special Meeting

I recommend the Board approve the minutes of the August 14, 2024 Special Meeting.

Motion by Frank Barbieri, second by Erica Whitfield.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Action, Minutes: MIN6 August 21, 2024 Risk Management Session (Closed)

I recommend the Board approve the minutes of the August 21, 2024 Risk Management Session.

Motion by Frank Barbieri, second by Erica Whitfield.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Action, Minutes: MIN7 August 21, 2024 Regular Board Meeting

I recommend the Board approve the minutes of the August 21, 2024 Regular Board Meeting.

Motion by Frank Barbieri, second by Erica Whitfield.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

3. Chairman Adds Items for Good Cause - None

4. Superintendent Withdraws Items - None

5. Board Pulls Items from Consent Agenda - None

6. Review and Approve Agenda

Action: Approve Agenda

Motion to approve the agenda as presented or amended.

Motion by Frank Barbieri, second by Marcia Andrews.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

7. Disclosures and Abstentions - None

8. Superintendent and Board Comments

SUPERINTENDENT BURKE: we are all deeply saddened by the events at hearts go out to the victims of the school shooting at Apalachee High School in Georgia; our hearts go out to the victims and their families

MARCIA ANDREWS: sad day today for high school in Georgia; our prayers for those who lost their lives and are injured

EDWIN FERGUSON: to the student no longer with us, I pray for your family; recognize Ms. Ayala for all the great work you have done in the past 4 years; I will do my best to pick up the mantle

9. Speakers - Agenda Topics Only

Dr. Carlos Díaz; Mabel Melton;

MOTION TO POSTPONE SPECIAL MEETING TO A TIME CERTAIN AT THE END OF THE 5:05 FINAL BUDGET ADOPTION MEETING:

Motion by Edwin Ferguson, second by Marcia Andrews.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Speakers - Agenda Topics Only, Cont. at 5:22 p.m.

Mariana Blanco; Myra Cardenas; John Carvelli; Stacy Harris; Mark Roseme; Cal Knight; Keith Brooks; Stephen Petosa; Ryan Harrington; Stephen Harrington

10. Consent Agenda

Action (Consent): B1 Budget Amendments - Final 2024 Amendments

Action (Consent): CS1 Potentials Charter School Proposed Name Change to Bodwell Academy - Second Amendment to Charter Contract

Action (Consent), Procedural: CS2 American Academy - Denial of New Application

Action (Consent): DS1 Turnaround Option Plan (TOP) - Step 1

Action (Consent): FMA1 Superintendent's Annual Financial Report (SAFR) for Fiscal Year 2024

Action (Consent): P1 Personnel Agenda

Action (Consent): POL-CEW1 Policy 5.1812 Student Code of Conduct Elementary Students (Grades K-5) - Adoption

Action (Consent): POL-CEW2 Policy 5.1813 Student Code of Conduct for Secondary Students (Grades 6-12) - Adoption

Action (Consent): POL-CEW3 Policy 5.1814 Zero Tolerance Policy - Adoption

Action (Consent): POL-CEW4 Policy 5.1817 Severe Incident Assignment - Adoption

Action (Consent): POL-CIO1 Policy 1.096 Technology Advisory Committee - Development

Action (Consent): POL-CIO2 Policy 2.502 Terms of Use: Wireless and Website Access - Development

Action (Consent): POL-CIO3 Policy 2.504 Data Loss Prevention - Development

Action (Consent): POL-CIO4 Policy 5.183 Wireless Communication Devices - Development

Action (Consent): POL-CIO5 Policy 7.14 Installation of Telephones - Repeal Development

Action (Consent): POL-COM1 Policy 2.53 Volunteers in Public Schools - Development

Action (Consent): POL-GC1 Policy 1.02 Officers of the School Board and Organization Meeting - Development

11. Approve Consent Agenda

Action: Approve Consent Agenda

Motion to approve the Consent Agenda as presented or amended.

Motion by Erica Whitfield, second by Alexandria Ayala.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

12. New Business

Action: BRD1 General Counsel's Annual Evaluation

BOARD CHAIR READS: I recommend the Board accept and approve the General Counsel's Evaluation.

Motion by Alexandria Ayala, second by Frank Barbieri.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Action: BRD2 Membership with Florida School Boards Association, Inc.

I recommend the Board discuss and take any action needed to rejoin the Florida School Boards Association, Inc.; effective immediately; and that the Superintendent and Board Chair be authorized to take all appropriate action to implement the Board's decision.

Motion by Edwin Ferguson, second by Marcia Andrews.

SUBSTITUTE MOTION:

Postpone vote and request a formal apology from Florida School Boards Association in reference to the actions that took place on their behalf by the president of the association to the Palm beach County School Board and Superintendent

Motion by Marcia Andrews, second by Erica Whitfield

AMENDED SUBSTITUTE MOTION:

Postpone the vote on Florida Schools Boards Association until the October 2, 2024 Special School Board Meeting to have adequate time to verify if the immediate past president was on the FSBA committee.

Motion by Edwin Ferguson, second by Frank Barbieri.

AMENDED SUBSTITUTE MOTION:

Postpone the vote on Florida Schools Boards Association until the November 6, 2024 Special School Board Meeting to have adequate time to verify if the immediate past president was on the FSBA committee.

Motion by Edwin Ferguson, second by Marcia Andrews.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson

Nay: Alexandria Ayala

13. Adjourn

Action: END TIME: 6:30 p.m.

Motion to adjourn the meeting.

Motion by Edwin Ferguson, second by Marcia Andrews.

Final Resolution: Motion Passes

Yea: Marcia Andrews, Alexandria Ayala, Frank Barbieri, Karen Brill, Barbara McQuinn, Erica Whitfield, Edwin Ferguson